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**THE IMPACT OF HUMAN RESOURCES FUNCTIONS ON
INSTITUTIONAL EXCELLENCE IN UAE UNIVERSITIES: THE
MEDIATING ROLE OF INSTITUTIONAL INNOVATION**



**DOCTOR OF PHILOSOPHY
UNIVERSITI UTARA MALAYSIA
2025**

**THE IMPACT OF HUMAN RESOURCES FUNCTIONS ON
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MEDIATING ROLE OF INSTITUTIONAL INNOVATION**

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**A thesis submitted to the Ghazalie Shafie Graduate School of Government in
fulfilment of the requirement for the Doctor of Philosophy
Universiti Utara Malaysia**



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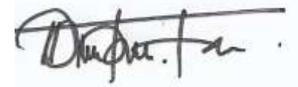
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ABSTRACT

Institutional excellence in higher education is a critical objective for universities aiming to enhance their competitiveness and societal contributions. This study investigates the impact of Human Resource Management (HRM) practices on institutional excellence in UAE universities, emphasizing the mediating role of institutional innovation. The research aims to assess how HRM practices such as recruitment, training, compensation, and performance appraisal influence institutional innovation and excellence. While UAE universities are striving to achieve institutional excellence across all academic fields, limited research has focused on the role of HRM practices in this pursuit. Additionally, the purpose behind choosing recruitment, training, compensation, and performance appraisal is that these are the most crucial HRM practices for employees of higher educational institutions of UAE. Moreover, to achieve excellence, institutional innovation is critical but hardly addressed in the literature and seldom practiced in higher educational institutions of UAE. Using a quantitative research design, data were collected from university presidents, vice chancellors and deputy vice chancellors in Emirati universities via structured questionnaires. A total of 139 respondents were targeted to analyze the relationships between HRM practices, institutional innovation, and institutional excellence. The study employed structural equation modeling to test the proposed hypotheses as it is a contemporary technique well-suited for theory building or model testing. Findings reveal a significant positive relationship between HRM functions and institutional excellence, mediated by institutional innovation. These results highlight that innovative HR strategies foster employee creativity and contribute to excellence in higher education. Moreover, the research underscores the role of institutional innovation as a critical intermediary in aligning HR practices with organizational objectives. The study has theoretical implications by enriching the Resource-Based View (RBV) framework, incorporating institutional innovation as a mediating factor. Practically, it offers valuable insights for policymakers, university leaders, and HR practitioners to optimize HR strategies that foster a culture of innovation and drive institutional excellence. Future research could extend this model to explore other mediators and institutional settings.

Keywords: Institutional Excellence, Human Resource Management (HRM) Practices, Recruitment, Training, Compensation, Performance Appraisal

ABSTRAK

Kecemerlangan institusi dalam pendidikan tinggi adalah objektif kritikal bagi universiti-universiti yang mahu meningkatkan daya saing dan sumbangan mereka kepada masyarakat. Kajian ini menyiasat kesan amalan Pengurusan Sumber Manusia (HRM) terhadap kecemerlangan institusi di universiti-universiti di UAE, menekankan peranan pengantara inovasi institusi. Penyelidikan ini bertujuan untuk menilai bagaimana amalan-amalan HRM seperti pengambilan, latihan, pampasan, dan penilaian prestasi mempengaruhi inovasi dan kecemerlangan institusi. Walaupun universiti-universiti di UAE sedang berusaha untuk mencapai kecemerlangan institusi dalam semua bidang akademik, kajian yang meneliti peranan amalan HRM dalam usaha ini masih terhad. Selain itu, pemilihan elemen seperti pengambilan, latihan, pampasan dan penilaian prestasi adalah berdasarkan kepada kepentingannya sebagai amalan HRM yang paling kritikal bagi para pekerja di institusi pengajian tinggi di UAE. Tambahan pula, bagi mencapai kecemerlangan, inovasi institusi adalah aspek yang penting, namun jarang dibincangkan dalam literatur dan jarang diamalkan dalam institusi pengajian tinggi di UAE. Menggunakan reka bentuk penyelidikan kuantitatif, data telah dikumpulkan daripada presiden, naib canselor dan timbalan naib canselor di universiti-universiti Emiriah melalui soal selidik berstruktur. Seramai 139 responden telah disasarkan untuk menganalisis hubungan antara amalan HRM, inovasi institusi dan kecemerlangan institusi. Kajian ini menggunakan Pemodelan Persamaan Struktur (SEM) untuk menguji hipotesis yang dicadangkan memandangkan ia merupakan teknik kontemporari yang sesuai untuk pembinaan teori atau pengujian model. Penemuan kajian mendedahkan hubungan positif yang signifikan antara fungsi HRM dan kecemerlangan institusi, yang dimediasi oleh inovasi institusi. Keputusan ini menyerlahkan bahawa strategi HR yang inovatif memupuk kreativiti pekerja dan menyumbang kepada kecemerlangan dalam pendidikan tinggi. Selain itu, kajian ini menekankan peranan inovasi institusi sebagai perantara yang kritikal dalam menyelaraskan amalan HR dengan objektif organisasi. Kajian ini mempunyai implikasi teori dengan memperkayakan rangka kerja Pandangan Berasaskan Sumber (RBV) melalui penggabungan inovasi institusi sebagai faktor pengantara. Secara praktikalnya, ia menawarkan pandangan berharga untuk penggubal dasar, pemimpin universiti dan pengamal HR untuk mengoptimumkan strategi HR yang memupuk budaya inovasi dan mendorong kecemerlangan institusi. Penyelidikan pada masa hadapan boleh mengembangkan model ini dengan meneroka faktor pengantara lain dan pelbagai konteks institusi.

Kata Kunci: Kecemerlangan Institusi, Amalan Pengurusan Sumber Manusia (HRM), Pengambilan, Latihan, Pampasan, Penilaian Prestasi.

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LIST OF ABBREVIATIONS

| | |
|-------------|---|
| UAE | United Arab Emirates |
| HRM | Human Resource Management |
| RBV | Resource Base View |
| PRO | Recruitment Process Outsourcing |
| SPSS | Statistical Package for Social Sciences |
| AVE | Average Variance Extracted |
| PLS | Partial Least Square |
| SEM | Structural Equation Modelling |



CHAPTER ONE

INTRODUCTION

1.1 Conceptual Background

Institutional excellence is a process of assigning and self-evaluation to improve the effectiveness of the institutions, its position in the market, and increase the flexibility of work in it; it is a qualitative process that includes the involvement of all employees in all departments of the institutions to work collaboratively through understanding all activities to remove error and improve the process towards achieving work excellence (AlHalaseh & Alrawadyeh, 2022).

Institutional excellence is the routines involved in running the business and getting things done, all of which are based on a collection of elements made up of fundamental ideas by the human resource of the institutions (Ababneh & Avramenko, 2016). These ideas include getting things done by the human resource of the institutions, being a leader and sticking to your guns, managing by facts and procedures, encouraging individual participation, lifelong learning, innovation, and social responsibility (Alnuaimi, 2022).

The process that displays management's ambition and intention to achieve the value of the market dimension of its services in a way that surpasses its rivals' institutions by forging a clear competitive advantage is what was described as institutional excellence

(Pelonis, 2021). It was described as the beginning of concentrating on creative output, which is the quantity of productivity and inventiveness in performance (AlHalaseh & Alrawadyeh, 2022) through the support of human resource of the institution (Mohammed & Faisal, 2022).

Institutional excellence is gaining competitive advantage. Competitive advantage can be achieved through the services being offered to the students, faculty, and other staff members (Mohammed & Faisal, 2022). For educational institutions faculty play a key role in achieving excellence. To hire retain and keep the faculty motivated HRM practices have a significant role (Alserhan & Shbail, 2020). HRM practices are a set of distinct but interconnected behaviours, functions, and processes aimed at attracting, developing, and retaining employees for achieving excellence (Mohiuddin, Hosseini, Faradonbeh, & Sabokro, 2022).

HRM activities should be more focused and goal-oriented, rather than wide techniques for growing and strengthening their human potential (Arbab & Mahdi, 2018; Azegele, Okeyo, & Nyambegera, 2021). A variety of improved techniques, such as stringent selection processes and monetary and non-monetary incentives, may aid in improving employee performance. Scholars have identified three types of HRM practices to empower the employee to achieve excellence (Nguyen, 2016). Recruitment and selection, training and development, compensation and incentives, and performance appraisal may have a positive impact on institutional excellence (Amin, Ismail, Rasid, & Selemani, 2014). A range of HRM methods, which are favourably linked to the motivation of employees, such as incentive pay such as stock options, individual or group performance incentives, is termed incentive sharing (Salih, 2020).

Comprehensive recruiting, rigorous selection, extensive training, and other ways help to improve workers' capabilities, while boosting approaches include enabling individuals to use their talents to achieve institutional goals (Alqudah, Carballo-Penela, & Ruzo-Sanmartín, 2022). The third category is motive-enhancing practices, which are pertinent to this study because they all relate to employee motivation, such as career development, job stability, and performance feedback. Given that the study is focused on employee behaviour outcomes such as innovation and how HRM practices may play a crucial role in explaining involvement, motivation-enhancing work practices which assists and encourage positive employee behaviour while discouraging bad behaviour which leads to institutional excellence (Azegele, Okeyo, & Nyambegera, 2021).

Human resources practices began as an American management philosophy that emphasized the individual worker and the need of treating people as assets rather than expenses (Eddine & Sabah, 2023). Although the idea has gained widespread acceptance as a new management strategy, it is still not clearly defined because there are many different ways it may be used (Mohammad, Darwish, Singh, & Khassawneh, 2021; Azegele, Okeyo, & Nyambegera, 2021).

HRM is defined as "A set of guidelines aimed at enhancing institutional integration, commitment from employees, adaptability, and job quality". At the very least, collective labour relations play a minor role in this paradigm (Mohammad, Darwish, Singh, & Khassawneh, 2021). Furthermore, HRM as a unified part of effective management affirms teachers' commitment to achieving institutional goals, researchers have identified the role of leadership and stressed that HRM is the core for

gaining excellence in the institutions (Karam & Kitana, 2020). Human resource management is the process of recruitment and selection, training and development, compensation and incentive, and performance appraisal. Similarly, “The definition of "human resource management" is "the use of people to accomplish institutional goals" (Adams & Mastracci, 2019).

The research, on the other hand, focuses on all the seven activities in its analysis. The research practices were chosen based on their prevalence, relevance, and measurability in the literature reviewed (Mohammad, Darwish, Singh, & Khassawneh, 2021).. HRM practices are developed because of several actions defined at various points throughout the lifecycle of an institution. Sound HR policies and processes that assist teachers improve the institution's performance, which have been evolved through time via continual development, are the foundation of successful institutions (Lee, Kim, Lee, & Moon, 2019).

Companies are also keen to experiment with innovative workplaces, such as hiring employees who can work creatively (Hunter, Cushenbery, & Friedrich, 2012). To retain freelancers by paying them well based on their performance. Allowing employees to get involved in risky activities. To recruit a diverse group of people to develop a variety of ways of thinking and innovation, to give employees opportunities for advancement and training through the recruitment and selection process. According to Boonsiritomachai and Sud-On (2020) the institution should develop a strategy to fill large enough numbers of vacancies with Applicants of suitable quality and the ability to innovate to meet the goals and desires of the institution.

The critical role of human resource practices in driving institutional excellence cannot be ignored. If implemented effectively, HR practices can have a significant impact on an overall institutional excellence and success (Barakat & Ghani, 2021). Attracting the right candidate through effective human resource practices helps retain best talent. Likewise, human resource practices that prioritize employee engagement and motivation lead to higher levels of job satisfaction and commitment which consequently lead to institutional excellence (Allam, 2020). Moreover, human resource practices prioritize skill development of the faculty and provide opportunities for continuous learning and training. When employees improve because of the training and their robust performance management systems helps in rewarding the right candidates also leads to institutional excellence (Allam & Malik, 2020). Hence it can be claimed with confidence that effective human resource practices have a profound impact on institutional excellence.

The government of the UAE has become a global reference in excellence, thanks to the visions of His Highness Sheikh Mohammed bin Rashid Al Maktoum that excellence is a continuous process and a continuous race that has no end line, and his constant focus on building national institutions and cadres that are most capable of transforming the concepts of institutional excellence into practical practices of the same importance (Al Zaabi, 2019). The Minister of State for Government Development and the Future praised the associates of the two diploma programmes, and commended the distinguished projects they presented, and their keenness to acquire new skills and expand their experiences in a way that qualifies them to contribute effectively to leading efforts to enhance outstanding performance in the UAE government (The United Arab Emirates' Government portal, 2022).

The human element, which is the most crucial component for achieving efficiency and productivity, is at the centre of human resource management practices. Institutions must therefore assign jobs to capable and innovative workers so that they can complete the necessary work using the best techniques (Lee, Kim, Lee, & Moon, 2019) despite the difference in the definition of the term human resource management that agrees in sum, the Human Resources Department is the department concerned with the human cadres in the institution through its coverage of a number of functions and activities such as manpower planning, recruitment, and the recruitment process in general, with the aim of developing the creativity of the employees in the institution (Jaiswal & Dhar, 2017).

Emirati universities seek to achieve institutional excellence as an intellectual and administrative method that can be applied by institutions, whether governmental or private, as it has no specific limits (Alnuaimi, 2022). Institutions were not limited to their performance only, and creativity, but also exceeded that to reach institutional excellence to ensure survival and continuity, and therefore there has become an epic necessity to encourage the human element to creativity, which can be on several levels of institutional excellence, including the level of leadership, the level of the human element, and also on level of service delivery (Lassoued, 2018).

Hence, the goal of this study is to determine the extent to which HRM practices have an impact on institutional excellence in Emirati universities by examining the mediating role of institutional innovation in fostering the interaction process between HRM and institutional excellence, which is primarily driven by employee creativity.

1.2 Problem Statement

The concept of "institutional excellence" was born to express the need for a comprehensive approach that combines building elements and institutions components based on superior foundations that achieve high capabilities in facing the changes and external conditions surrounding them, while achieving full interdependence and consistency between their own elements and components, investing their capabilities, excelling in the markets, and achieving benefits and benefits for stakeholders (Al Zaabi, 2019).

The issue of student complaint is not ignorable and calls for attention because of the importance given by the government to promote higher education in the country. Students' complaint about the university environment, due to several reasons. 49% of students complain of too much artificial lighting and 32% complain of not enough daylight, and 51% are uncomfortable with glare and reflections (Ghaithi, 2022). All these things overall influence negatively over students' satisfaction and certainly affect institutional excellence.

For institutions to shift from administrative weakness to excellence, they must adopt concepts of institutional excellence, as the development of competitive advantage through effective strategies for employees has become an important focus for institutions (AlHalaseh & Alrawadyeh, 2022). With the increasing trend towards the importance of HRM, there has been an urgent need for continuous innovation through the experiences of others, and the use of creativity entrances to achieve a boom in institutional excellence. However, in UAE human resource functions are implemented, but the true sense is absent (Haider, Fatima, Asad, & Ahmad, 2016). Some scholars

believe that institutions should adopt a culture of innovation, which includes openness and sharing of information, critical evaluation, willingness and readiness for challenge, appreciation of individual differences and diversity and benefit from it (Pathak & Agrawal, 2019).

Any organization higher educational institution or any other organization can achieve excellence only through its human resource, because Human resource is the key to success (Alfawaire & Atan, 2021). Moreover, Human resource can be retained through proper HRM practices. While reviewing the literature over higher educational institutions, it is evident that recruitment and selection, training and development, compensation and incentives, and performance appraisal are the key practices which influence the performance of the employees which leads to institutional innovation and excellence (Allam Z. , Asad, Ali, & Malik, 2022; Asif, Asad, Bhutta, & Khan, 2021; Asad, Fryan, & Shomo, 2025). Hence, considering issues related to institutional excellence and role of HRM practices and institutional innovation, these variables are analysed in this study. Furthermore, the importance of innovation for achieving performance and excellence was undervalued (Asad, 2024), hence institutional innovation has been added as a mediating variable to improve the effect of HRM practices over institutional excellence.

Human resources practices have become even more important in terms of its capacity to compete in the global market. In today's global economy, many businesses rely on their workers' expertise to gain institutional excellence. In the present economic context, human resource managers and institutional leaders must prioritize the retention of valuable employees (Adomako & Nguyen, 2020; Alnuaimi, 2022).

Institutions should adopt human resource policies and methods that reflect their beliefs and goals, as well as maintain acceptable management-staff relations, such as recruitment and selection, training and development, compensation and incentive, and performance appraisal (Allam, 2019).

On the other hand, researchers have merely design rules of human resource to address current challenges or requirements of institutional innovation needed to gain institutional excellence (Biron, et al., 2021). Human resources, according to some theorists, may be an institution's only source of long-term competitive advantage via developing institutional excellence (Wen, Huang, & Hou., 2019), however, innovation which is core of the same has hardly been addressed by the researchers in the institutional settings (Ingram, Gaskell, Mills, & Dwyer, 2020).

Functions of human resources have an impact on institutional excellence by influencing employee behaviour and attitudes towards institutional innovation, however, in the Arab world hardly any study has been conducted (Toumi & Su, 2022). Employees may see institutional behaviours like human resource activities and management trust as indicators of the institution's personal commitment in these initiatives (Gilal, Ashraf, Gilal, Gilal, & Channa, 2019). Employees respond by increasing their level of creativity involvement if they are provided proper human resource practices and surety in their job only then they can exhibit innovation (Asad, Asif, Bakar, & Sheikh, 2021).

Social exchange theorists gathered extensive evidence to support the premise that an institution's level of employee commitment has a direct impact on the employee's

commitment to the institution and his intentions to be creative, however its impact over institutional excellence has yet not been analysed empirically by the researchers. Employee's innovation which is the basis for the institutional innovation has a direct influence on the institutional excellence (Oubrich, Hakmaoui, Benhayoun, Söilen, & Abdulkader, 2021; Petrudi, Ghomi, & Mazaheriasad, 2022).

HRM is clearly vital in accomplishing economic and social goals in UAE and the Gulf Cooperation Council as a whole (Mehrajunnisa, Jabeen, Faisal, & Mehmood, 2022). However, in the Arab world in general there is a dearth of academic study on HRM about institutional excellence vis institutional innovation and in the Gulf States in particular (Hassi & Storti, 2011). This deficiency may be due to the difficulties of obtaining good data and conducting research in the area (Austin, Chapman, Farah, Wilson, & Ridge, 2014).

Likewise, Higher educational institutions in Arab world are trying their level best to gain institutional excellence, yet hardly the universities are among the best universities in the world and are hardly producing industrial research or industrial patents that may be used by the industries (Abouchedid & Abdelnour, 2015). This lack of productive and industrial applicable research calls for research over the Arab higher educational institutions.

HRM functions can add value to the institutions by preparing unique and substituted institutional resources via the development of creative employees. Many scholars, however, have recognized challenges or limitations with HRM systems and identified that inability of human resource practices in bringing excellence in the institutions

(Adomako & Nguyen, 2020; Abbasi, Tahir, Abbas, & Shabbir, 2022). These ambiguities in the literature over HRM practices and institutional excellence calls for the identification of intervening variable which is causing these inconsistencies in the literature (Baron & Kenny, 1986; Preacher & Hayes, 2008). Although the resource-based view offers a major backdrop for describing the relevance of HRM in a competitive institution, it is not how an institution can build and sustain the human resources necessary to attain a competitive advantage but to institutional excellence based on employee creativity (Nisar, et al., 2021).

The UAE government and Hamdan Bin Mohammed Smart University honour 120 annual graduates from the professional diploma program in the government excellence system, which aims to qualify a generation of specialists in the field of excellence, who contribute to promoting the culture of excellence and providing support and advice to government agencies in various axes of the government excellence system (The United Arab Emirates' Government portal, 2022). This is within the framework of the efforts aimed at employee creativity in public institutions, especially UAE universities, in implementation of the aspirations of government strategies, including the Sheikh Khalifa Program for Government Excellence in building the capabilities of government agencies and the creativity of their employees and enabling them to apply the optimal system of government excellence. The universities have developed several mechanisms to motivate the faculty through their HR systems to promote the culture of research like providing research incentives as well as research grants (Borg & Alshumaimeri, 2012), yet the productive research is missing (Abouchedid & Abdelnour, 2015), so this study examines the obstacles faced human resources management (employees hiring, employees selection, employee staffing) in UAE

universities, and their ability to achieve institutional excellence through developing the creativity of employees in those institutions (Ahrens, 2013; Imran, Elahi, Abid, Ashfaq, & Ilyas, 2020; Ahmad, Ullah, AlDhaen, Han, & Scholz, 2022).

The HRM function allows a corporation to build value by developing people who can replace unique, inimitable, and substituted institutional resources. Many scholars, however, have pointed out the drawbacks or limitations of resource based HRM strategies (Collins, 2021). While the viewpoint of resources gives a lovely backdrop describing the importance of HRM in an institution's competitiveness, according to Lee, Kim, Lee, and Moon, (2019), it does not answer how an institution, for its competitive advantage, may build and sustain its human resource as a creative resource through its practices (Garcês, Pocinho, & Jesus, 2020).

Although HRM practices are critical to employee creativity in particular and institutional excellence in general, many institutions in UAE fail to emphasize their effective use in order to assure its institutional excellence (Al Zaabi, 2019; Alnuaimi, 2022). Human resources management (HRM) has been the subject of several studies in Europe, the United States, and other areas of Asia, and the United Arab Emirates in particular, emphasized the important role it has in achieving institutional innovation and then institutional excellence (Adams & Mastracci, 2019). Furthermore, Ubaid, Dweiri, and Ojiako (2020) identified the need for empirical research over institutional excellence using the influence of HRM practices.

The majority research articles on HRM practice's role in the UAE mostly focus on institutional tactics in commercial firms such as banks and industrial firms, but few are focused over the higher educational institutions. Moreover, there is a need to conduct research over the impact of Human Resource Management (HRM) Practices for achieving institutional excellence in UAE universities (AlZawati, Hammad, & Alsyouf, 2018). These theoretical gaps inspire researcher to explore the impact of HRM practices and the factors that motivate this effect, including the development of employee creativity in these universities and its impact on institutional excellence in public sector institutions in general, in order to bridge the gap in this field in universities in the United Arab Emirates and achieving institutional excellence (Al-Dhaafri & Alosani, 2022).

Likewise, Arbab and Mahdi (2018) indicated the need to integrate other constructs when researching the relationship between HR practices and institutional innovation. Identifying institutional necessities required to achieve institutional innovation for overall competitive advantage. Similarly, Salih (2020) carried out HRM practice effect on institutional excellence in non-governmental institutions in United Arab Emirates. This study provides a comprehensive evaluation HRM practice and institutional excellence and fills the missing gap of institutional innovation and excellence. Therefore, the aim of the current study is to identify the mediating role of institutional innovation between HRM practices and institutional excellence.

1.3 Research Question

1. What is the effect of HRM practices (recruitment and selection, training and development, compensation and incentives, and performance appraisal) on institutional excellence in UAE universities?
2. What is the effect of HRM practices (recruitment and selection, training and development, compensation and incentives, and performance appraisal) on institutional innovation in UAE universities?
3. What is the effect of institutional innovation on institutional excellence in UAE universities?
4. Does institutional innovation mediate between HRM practices (recruitment and selection, training and development, compensation and incentives, and performance appraisal) and institutional excellence in UAE universities?

1.4 Research Objectives

- 1) To analyse the effect of HRM practices (recruitment and selection, training and development, compensation and incentives, and performance appraisal) towards institutional excellence in UAE universities.
- 2) To analyse the effect of HRM practices (recruitment and selection, training and development, compensation and incentives, and performance appraisal) towards institutional innovation in UAE universities.
- 3) To analyse the effect of institutional innovation towards institutional excellence in UAE universities.

- 4) To identify the mediating role of institutional innovation between HRM practices (recruitment and selection, training and development, compensation and incentives, and performance appraisal) and institutional excellence in UAE universities.

1.5 Significance of the Study

The significance of any research is gauged with reference to theoretical, practical and methodological significance. Theoretical significance refers to the addition to the body of knowledge that might be contextual or theoretical, practical significance deals with the practical implications of the study; however, methodological significance deals with the addition in the methodological footings for conducting the research.

1.5.1 Theoretical Significance

The studies over impact of human resource practices on institutional performance are abundant even regarding educational institutions. Likewise, there are several studies that have been conducted with reference to impact of HRM practices regarding innovation among employees. This study particularly deals with the mediating effect of institutional innovation to meet challenges in the field of human resource management practices in Emirati universities, the study is particularly helpful for understanding the impact of human resource management practices on institutional excellence in universities in the United Arab Emirates. Initially it addressed the call for empirical research by Ubaid, Dweiri, and Ojiako (2020) and it addressed the gap identified by Al-Dhaafri and Alosani (2022). The research uncovered the role of institutional innovation between HRM practices and institutional excellence.

The study has theoretical significance as it enriches the Resource-Based View by adding institutional innovation in it as a mediator and highlighting that only internal resources are not enough higher educational institutions require excellence. Resource based view has significantly been used by the researchers and it has been enriched with innovation, however, those innovations cover process innovation, the mediating role of institutional innovation has hardly been addressed in the literature in the Arab world which, this study covered to support the theoretical foundations of RBV and enrich it by adding institutional innovation in it. In addition, the present research is expected to add to the existing body of knowledge by providing empirical evidence on the important relationships among HRM practices and institutional innovation with the competitive advantage and institutional excellence.

1.5.2 Practical Significance

At the same time, it may have widespread implications for officials in the education sector, university leaders and employees, development policy makers in the Emirates, researchers, and academics because of the new knowledge that will be added to those who work in the field of resource management in universities and various institutions with the aim of helping to deal with their problems, overcome them, and access to a state of employee creativity that leads to an advanced degree of institutional excellence, by drawing scenarios to deal with such issues.

The study is useful for academicians as well as for the practitioners and policymakers to understand the ways through which performance of higher educational institutions can be improved, as the performance and growth are significantly deteriorating at a fast pace. The research findings provide a source to Arabian policy makers in

developing programs for assisting educational institutions through their policies regarding the institutional excellence through innovation and HR practices (Asif, Asad, Bhutta, & Khan, 2021). Research findings of the current study may also assist leadership of the universities to develop strategies so that they may adopt the best approaches to compete in a continuously increasing complex situation that is being faced by higher educational institutions in UAE.

For the UAE Universities, this study is very significant, because it will explain the importance of HRM practices which helps in acquiring the best talented human resource from the world and then retaining them. Similarly, the best brains introduce innovative practices leading to institutional innovation which consequently brings institutional excellence.

Like universities, the academic staff and faculty members will also be benefited from this research. The study will identify the ways that will help in recruiting the best human resource, hence, it will clarify the employees and the faculty to focus over the strengths which will be required for achieving institutional innovation, as well as institutional excellence.

Along with Universities, faculties, and academic staff members, the study is also important for the students who intend to join UAE universities for higher education or are planning to move abroad. The findings will confirm the role of HRM practices in causing institutional innovation which will certainly benefit the students and the learners in the institutions. Finally, the institutional excellence that will be achieved

through the HRM practices and institutional innovation will strengthen the value of the degree achieved by the student.

Likewise, for the government of UAE, this study is very important. The UAE government has an aim of getting excellence in every field. Educational institutions are the basis for any achievement, if institutional excellence is achieved, with the passage of time it will appear in every other institution as well. Because the graduates produced through innovative practices will create a major change in the country. Thus, the importance of study is crucial for the government in the achievement of its vision for the country. Therefore, this study will reveal how university departments think about developing appropriate scenarios that can help improve the performance of human resources in them and the extent of this impact on employee creativity in universities (institutional innovation) and then achieve institutional excellence.

Similarly, the research will open the horizons for further studies in the same field through which the researchers can get benefits and can get the guidance for the same. Another important contribution is that it progresses systematically in describing how to improve performance in human resource management practices in Emirati universities in a way that enhances and develops work mechanisms and human resource strategies with the aim of achieving institutional excellence in those universities.

1.5.3 Methodological Significance

Methodologically, this study adds to the body of knowledge by applying structural equation modelling over this framework in the context of the Arab world. Additionally,

such kind of a study has hardly been addressed in the context of the Arab countries, which is considered as a very closed and controlled environment. Moreover, as per the positive reporting culture of the country, conducting such a study with questionnaires is set as an example for rest of the Arab countries and especially the Gulf Council Countries. Thus, the methodological significance of the study lies in the development of the framework and applying structural equation modelling over the same.

1.6 Research Scope

The research scope is limited to study mediating role of institutional innovation in the relationship between human resource management practices and institutional excellence in UAE universities. The study is based on quantitative causal study type which will follow cross sectional analysis. The unit of analysis in the study is individual represented by the human individuals. To make this study different from prior studies as the study will be applied in UAE, where such a framework in the past decade has not been, and the government of UAE has an aim of achieving excellence in all the fields. The study will be conducted in the year 2023, and thus the demonstrations and data collection will be explored during the year 2023, by studying a study population that represents Dean or head of college or centres working in Emirati universities who are citizens of the United Arab Emirates and have authority regarding human resource management practices, institutional innovation and institutional excellence in their respective colleges or centres in the Emirati universities.

The study will use the quantitative method in the study, where a questionnaire will be distributed to a selected sample of Emirati university Dean or head of college or centres. The study measures the impact between human resource management practices including recruitment and selection, training and development, compensation and incentives, and performance appraisal and institutional excellence covering the excellence in terms of student satisfaction, international accreditations, employee satisfaction, reduced turnover, and competence of universities in achieving patents and research grants, and mediating role of institutional innovation on the relationship between human resource management practices and institutional excellence in UAE universities. Finally, the study will be limited to data collection through questionnaires only excluding interviews or observations or use of secondary data.

1.7 Definitions of Key Terms

1.7.1 HRM Practices

Minbaeva (2005) defined HRM practice as several methods that an institution uses to manage human resources by supporting the growth and development of skills, producing complex social relationships, and creating organisational knowledge to maintain competitive advantage. In this research, the HRM practices will be measured based on Haider, Asad, and Aziz (2015), Allam (2019), and Asad (2020).

1.7.1.1 Recruitment and Selection

The process of attracting a group of applicants with high qualifications to select the best among them (Allam, 2019).

1.7.1.2 Training and Development

The planned process of learning that gives the opportunity for the employees to teach how to perform current and future jobs (Haider, Asad, & Aziz, 2015).

1.7.1.3 Compensation and Incentive

Everything that the workers obtain for carrying out their jobs (Alqudah, Carballo-Penela, & Ruzo-Sanmartín, 2022).

1.7.1.4 Performance Appraisal

A systematic process to inspect and evaluate individual's performance after a certain period (Asad, Haider, Akhtar, & Javaid, 2011).

1.7.2 Institutional Excellence

Educating large numbers of people to a high standard and disseminating knowledge can be considered as the main objectives of today's higher education sector. Since the stakeholders (students, administrators, faculties and various public entities) are from diverse sectors of society, it makes the higher education sector very complex, demanding and competitive. Institutional excellence is defined as the process where competency is the initial point. And the focus is given over traditional notion of quality, exceeding high standards, and checking standards (European Association for Quality Assurance in Higher Education, 2013). Institutions today conduct research, use the knowledge learned, and gain from the developed and available research findings (Harrington, 2005; Hamid, Abdullah, Mustafa, Abidin, & Ahmad, 2014). In this research, the definition of institutional excellence will follow as defined by Boullusar, Escrig-Tena, Roca-Puig, and Beltrán-Martín (2005).

1.7.3 Institutional Innovation

Institutional innovation is “the creation of a new and more effective system to encourage people's behaviour, and the realisation of social sustainable development and innovation under the existing production and living environment (Adams, Jeanrenaud, Bessant, Denyer, & Overy, 2016). In this research, the institutional innovation will be measured based on Kafetzopoulos and Psomas (2015).

1.8 Structure of the Study

The context body of the thesis is formulated of five chapters as the following:

Chapter One: The basic background of the impact of human resource management practices on institutional excellence will be discussed in this chapter, especially considering the mediating role that institutional innovation plays in the UAE' universities in this unit of scientific research. The study has a section on the following subjects: Statement of the chosen issue, along with the questions, objectives; the scope of the study; and the word definition structure.

Chapter Two: This academic course is supplemented by the first semester, which covers the fundamental ideas of institutional innovation, institutional excellence, and human resource management practices in UAE universities. In addition, the academic theoretical theories are explained through a detailed discussion with their importance.

Chapter Three: A design that serves as a roadmap for the research steps, methodologies, design tools, population, sampling techniques, data collection, and an analytical process roadmap is necessary for everything in the previous two chapters. The creation of the suggested model, as well as the named hypothesis guide, are

included in the material. This chapter serves as a bridge between issue identification and solution.

Chapter Four: Given that this is a quantitative study, the information will almost certainly include the results of statistical data analysis, which will cover everything from cleaning the raw data to the relational outcomes of the model. Analyses of the data, frequency of the demographic data, descriptions of respondents' opinions, and evaluations of the validity and reliability of the data set, and model relationship analysis are some of the outcomes. The offered theories are also discussed in depth in this chapter.

Chapter Five: The comprehensive research, conclusions, recommendations for practitioners, additions to knowledge, and other suggestions from the researcher is proposed in this concluding unit.

1.9 Chapter Summary

This chapter starts with the background of the study followed by the main problem definition which identifies that why institutional excellence is an issue for the higher educational institutions in UAE. Likewise, the chapter follows with the research questions and research objectives. The significance of the study has been defined in terms of theoretical significance, practical significance and managerial significance. At the end of the chapter the definition of key terms used in the study have been mentioned.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter aims to review existing studies relevant to the context of this research. The review is primarily related to the field of study Institutional Excellence, followed by Mediating Role of Institutional Innovation in the Relationship between Human Resource Management Practices and Institutional Excellence in UAE Universities. Detailed explanations of the supporting theory, which is the Resource Base View (RBV) theory, were also presented. Finally, the conceptual framework and the relationships that support the objective of the study were reviewed.

2.2 United Arab Emirates Higher Education Management

With the withdrawal of British forces from the Middle East, seven sheikhdoms in Arabia's northeast agreed to form a federation that granted each emirate significant autonomy, with the exception of some policy areas designated by its constitution for federal control (Waxin, Lindsay, Belkhodja, & Zhao, 2018), namely (Abu Dhabi, Dubai, Sharjah, Ajman, Umm al-Quwain, Ras al-Khaimah, and Fujairah), where they met in 1971 (UAE). The United Arab Emirates' economy is one of the most developed in the Middle East, and it is regarded as a high-income country (Shirazi, Gholami, & Higón, 2009).

The national government is required by the UAE constitution to "attempt to guarantee work possibilities for citizens and train them so that they are ready" (Waxin & Bateman, 2016). Indeed, "talented human capital" is included as the first of seven strategic enablers in the UAE Vision: 2021, in accordance with the importance of human resources in "developing strategic capabilities" to accomplish strategic goals (Waxin & Bateman, 2016). It is apparent that human resource management plays a critical role in attaining the UAE's economic and social goals, as well as those of the Gulf Cooperation Council as a whole (Scott-Jackson & Michie, 2017).

However, throughout the Arab world, there is a scarcity of academic study on human resource management (Budhwar, Pereira, Mellahi, & Singh, 2019; Kshetri, 2021). Many features of Gulf culture, which emphasizes the significance of religion, family, education, and achievement, are present (Al-Harthi, 2005). When the country began its rapid expansion, the indigenous population's skills and education levels did not match the demands of the fast-growing economy, resulting in a significant need for foreign labor (Ewers & Dicce, 2016).

The UAE was established as a federal state in 1971; it consists of seven emirates, each of which has its own ruler. The country has three general higher education institutions that are owned and controlled by the federal government: UAE University, established in 1977; the Higher Colleges of Technology, established in 1988; and Zayed University, established in 1998. There are two further specialised federal higher education institutions: the National Défense College and the Emirates Diplomatic Academy. Several of the emirates have set up their own higher education institutions,

and the UAE Ministry of Higher Education classifies these institutions as private universities.

Universities have always competed with one another for the best students, staff and resources (Brewster, et al., 2022). However, the increased marketisation of higher education in developed markets globally has accentuated the competition and rivalry existing between institutions. This is particularly noticeable in higher education hubs. While Boston has 35 institutions of higher education and London has 45 institutions, Dubai has a total of 62 higher education providers. The marketisation of higher education has encouraged institutions to establish branch campuses in locations where they perceive there is unsatisfied student demand. For example, thirteen British universities based outside London have established a branch campus in London and Dubai hosts 24 international branch campuses, i.e., the campuses of universities based in countries other than the United Arab Emirates (UAE) (Cummings, 2018).

In transnational education, the term ‘education hub’ is used by countries that aim to build a critical mass of students and education institutions, which through interaction and in some cases colocation, engage in education, training, knowledge production and innovation initiatives (Karam & Kitana, 2020). The term ‘education hub’ is applied to both cities and countries. Malaysia, Qatar, Singapore and the UAE (which includes the emirates of Abu Dhabi, Dubai, Ras al Khaimah and Sharjah) are widely recognised as ‘new’ higher education hubs. Since the early 2000s, the new education hubs have seen substantial increases in the number of institutions established. In these hubs, institutions – both domestic and foreign – are typically concentrated locations, which are often specially designated free zones (Ashour, El-Refae, & Zaitoun, 2021).

Free zones offer foreign institutions a range of benefits, which may include purpose-built infrastructure and premises, 100 per cent ownership, tax exemption, free capital repatriation, as well as a friendlier regulatory environment. Several previous studies have analysed the factors considered by higher education institutions when deciding whether to establish an overseas campus, as well as the factors determining the choice of location for such ventures (ElKaleh, 2019). The UAE, with a population of only 9.4 million, has over 100 higher education institutions.

Several years after researchers warned that the UAE may have reached market saturation for transnational education providers, foreign institutions still arrive, particularly in the Emirate of Dubai. Between 2016 and 2018, five institutions started offering degree programmes in Dubai in newly established campuses or study centres: the University of Balamand (Lebanon); the University of Birmingham (UK); Curtin University (Australia); Modul University (Austria); and the University of South Wales (UK). As a case example of a very competitive higher education market, this research investigates how higher education institutions position themselves and compete in the UAE. In recent years, higher education institutions have increasingly embraced excellence concepts, but there is less evidence that they are utilising the full range of excellence tools and techniques used in the business world (Karatas-Ozkan, et al., 2022; Waxin, Lindsay, Belkhodja, & Zhao, 2018; Cummings, 2018).

2.3 Institutional Excellence in Higher Education

Institutional excellence is described as offering the development of items or services with benefits and favourable traits that surpass those of competitors' wares, assisting in obtaining consumer satisfaction more effectively than can be done by rivals (Karam

& Kitana, 2020). Pathak and Agrawal (2019) saw that institutional excellence as an institution that consistently outperforms its competitors by using the best practices and methods to complete its tasks and that has relationships of confirmation and interaction with its students and other stakeholders.

To understand educational excellence, the best way is to conduct comparative analysis of literature over academic excellence initiatives, undertaken by many European countries, as well as university activities aimed at improving a university's competitiveness in the higher education market. The use of the excellence concept in relation to university's educational and scientific activities also involves placing a higher educational institution. Academic excellence demonstrated ability to perform, achieve, and/or excel in scholastic activities. It is a measurement of student's, teacher's or institution's progress and growth.

Institutional excellence in its most general form can be defined for research purposes as the ability to win in an educational setting (Mašková, Kučera, & Nohavová, 2024). Initiatives of academic excellence in Europe and Asia, despite all their differences, significantly transform national educational systems in the direction of online learning, mobile learning (m-learning), making the digital environment an integral part of the learning process. At the same time, one of the goals of such initiatives may be a university's excellence in the context of emerging technologies in education. Emerging technologies in learning are considered by almost all researchers and university development programs as a basic component of excellence (Matveeva, Sterligov, & Yudkevich, 2021). A university's ability to provide emerging technologies is critical to compete globally.

Universities are among the most important educational institutions in which the community puts its trust in order to spread its culture and achieve its future hopes and aspirations, given that the university is a theatre for cultural, educational, social and political activities, in addition to the goal for which it was established, which is education, as the university has become a productive institution that contributes to production directly by technical research and consulting (Alnuaimi, 2022). Distinguished higher education is one of the most important means for developing skills and building human capabilities needed by the labour, production and service sectors to build a knowledge society and speed integration into the global economy (Cerfolio & Chang, 2021). The keen and continuous interest of higher education institutions in developed countries in modernizing their programs to meet the requirements of renewable development in their societies (Karam & Kitana, 2020).

2.3.1 Definitions and Conceptualizations of Institutional Excellence in Higher Education

Institutional excellence in higher education is the state of excellence in the comprehensive system of institutional performance and the applied practices of this system and the achievement of distinguished results for those concerned (Pelonis, 2021). In general, one finds that distinguished institutions, whether governmental or non-governmental, are those that do everything in their power to achieve the current needs, and even the future expectations of all concerned with the matter of the establishment and its stakeholders (stakeholders), through the services it provides and the manner in which it is provided these services (Alnuaimi, 2022).

To achieve work goals based on the resources available, the environment, and efficiency, administrative work requires cooperation between the deans and the faculty. The manager's responsibility is to find appropriate solutions to any issues the business or institution may encounter as well as to create a conducive environment for workers to foster a positive work ethic on creativity (Elidemir, Servet, Ozturen, & Bayighomog, 2020).

When a head of the department notices that one of the faculty members possesses the qualities of intelligence and excellence, officials in administrative work look for ways to increase the level of performance by increasing the efficiency of faculty members and increasing the creativity of teachers (Pitafi, Khan, Khan, & Ren, 2020). Institutions work to foster this creativity, and an institutions' creativity is the ability to see the value in employees' job that others might overlook or his unique and unusual perspective on things.

The creative faculty members can solve his administrative problems with the least amount of loss and in unconventional ways, and one type of employee creativity is the employee's ability to organize work ideas, steps, and means used without chaos that may impede progress or the institution. A lot of literature discussed how to use creativity in administrative work to save time and effort and for the institution's excellence (Elidemir, Servet, Ozturen, & Bayighomog, 2020).

2.3.2 The Evolution of Institutional Excellence in Higher Education

That interest crystallized in the principles of modern institutional excellence, which is the development of the total quality model. To understand the steps of institutional

excellence, we must understand how its five stages are (Karam & Kitana, 2020; Aljamal, 2018).

2.3.2.1 The First Stage

The stage in which a team is formed within the institution to lead the quality of performance and develop the institutional performance in it, and this team must carry out the necessary awareness processes of the importance of achieving excellence and quality in performance, and it must build a culture supportive of institutional development with the support of the senior management of the institution.

2.3.2.2 The Second Stage

It is the stage of self-evaluation of the institution. Through the self-evaluation process, the institution can identify the strengths and weaknesses in its various fields of work. Excellence and the desired quality of performance, based on reference to quality assurance standards.

2.3.2.3 Third Stage

It is the stage of setting priorities for institutional development. This stage comes after the stage of self-evaluation. In this stage, the performance gaps that have the most negative impact on the productivity of the institution and the achievement of its goals are identified according to its vision and mission. The reasons for those gaps are discussed, and appropriate decisions are taken regarding development priorities. That is, defining the starting point for development and improvement, and defining the next steps according to importance, need, and public interest.

2.3.2.4 Fourth Stage

It is the stage of designing and preparing the procedural plan for the development of institutional performance. Here, a work team is formed that can build such plans, defining the timetable necessary for managing and implementing this plan, defining the general objectives of institutional development, and the levels of performance expected to be achieved by the end of achieving and implementing the plan on the ground.

2.3.2.5 Fifth Stage

It is the stage of monitoring and evaluating the performance related to the implementation of the procedural plan for the development of institutional performance. Here, a performance monitoring and evaluation team is formed, and it is made aware of the methods of monitoring and evaluating performance according to the activities in the plan, as well as agreeing on the necessary follow-up mechanisms and tools, and agreeing on the quality of performance, evidence and evidence required to be followed up and how to analyse and evaluate it. To take appropriate decisions in this regard to ensure the continuity of performance development to reach the highest possible level of indicators of quality assurance standards in institutional performance.

2.3.3 Factors Contributes to Institutional Excellence in Higher Education

Institutional Excellence in is an integrated system for assessing results of an institution's business in interaction with elements of inner situation (weakness and strength), and outside one (chances and fears). Institutions realize that unless they meet the needs and desires, they will not achieve the high profile they aspire by managing their core processes: developing new products, attracting customers, reducing costs

and meeting needs, the institution will not be able to achieve its objectives of satisfying all partners. The meaning of institutional excellence stems from many books, studies and research, this diversity reflects the importance concept, which made modern administrative approaches focus their efforts to identify concepts of institutional excellence.

In most countries of the world, modern institution adopted management concepts and practices through a series of administrative reforms within these institutions and among their members, with the aim of improving their overall performance. These practices consider human talent available to them as an asset of the institution and human capital a high value that cannot be replaced and progress independently (Vnoučková & Urbancová, 2015). Talent Management is institution's strategy related to process of identifying the vacant position, attraction, recruitment, retention, it is the systematic developing the skills and expertise of the person to match the position and retaining him to achieve long-term business objectives (Awadhi, 2018).

The environment of workers today is constantly changing because of the large competition to try to stay in the confrontation; institutions seek in various ways to remain in the circle of competition, and therefore increased attention to human capital as one of the most important sources of excellence and reach the top (Manzini & Kufa, 2016). The concept of business excellence came at the end of a long journey searching for sustainable success that began in America before the Second World War and moved to Japan. After the outstanding success, Japan in top ranks of industrially developed countries at the end of 1980s, Deming moved to America and began to deploy the genetics of TQM (Al-Abdeen, 2016). Al Nakhala (2013) the idea of human

talent management is one of the new headlines in the field of human resource management the role of talent management is not limited to the development, training and qualification of succession and leadership, but it is a broad principle to recruit, develop and train talent and retain them in the institution to serve in the coming days as it may include modifying the strategic and behavioural view and even the culture of the institution.

2.3.4 The challenges and barriers for achieving and sustaining Institutional Excellence in UAE Higher Education

Educational institutions face many challenges to reach excellence, and in order for these institutions to withstand these challenges strongly, they must leave the traditional methods that they used before, and constantly renew their methods of work in order to achieve customer satisfaction, and raise the level of performance to reach levels High quality, competitive development, and the research will address these challenges in some detail as follows (Balderston, 1995; Al Shobakib, Amuna, & Naser, 2017; Al Shobaki & Abu-Naser, 2016).

2.3.3.1 Weak Support from Senior Management:

Management is considered an integrated system of components, information, legislation and human resources, so the application of management in a good manner requires many integrated components, and therefore the provision of support from senior management is important and necessary for institutions to achieve their innovation, so that they can do their work in the best way (Al Shobaki & Abu-Naser, 2016; Asad, Aledeinat, Majali, Almajali, & Shrafat, 2024). The support of senior management leads to the interdependence between employees and senior management, follow-up and management of human resources at all levels, and then

provide information and data immediately to employees in the institution, which leads to reducing the obstacles to decision-making (Karam & Kitana, 2020; Asad, Asif, Sulaiman, Satar, & Alarifi, 2023). Therefore, senior management must know that institutional excellence is the basis for preserving the institution's reputation and preserving its components, and that the lack of support provided by higher departments greatly affects the achievement of institutional excellence (Al Shobakib, Amuna, & Naser, 2017).

2.3.3.2 Total Dependence on External Companies for Development and Training:

Institutions' reliance on external companies for their development is one of the most dangerous dangers facing any institution, other competitive or hostile, and causes great damage to them (Balderston, 1995). Therefore, institutions that are developing their systems must involve their employees and involve them in the development and training process. To be the ones who do this later, and not to resort to external institutions and development companies (Al Shobaki & Abu-Naser, 2016).

2.3.3.3 Weak Internal Control by the Enterprise:

Internal control is one of the best ways to avoid deficiencies in the enterprise, and at the same time it is an important driver of performance in all activities. It is an engine through which risks can be faced, which adds value to the institution and maintains it. In many cases, successful institutions know how to seize opportunities and take advantage of their advantages, how to face threats and how to deal with them, through the effective application of control methods (Al Shobaki & Abu-Naser, 2016).

2.3.3.4 Confusion between Personal and Practical Uses:

The employee mixing between work and personal uses may cause many problems, inability to focus more on work, and cause the presence of external influences that affect him and his work within the institution. At this point, the employee must Institutions should inform their employees from the first day that they enter the details of their personal lives or their private information in their jobs, and clarify that what is available to them of certain devices or advantages within their work are for the uses of the job, and it is preferable that they not be used for personal purposes (Al Shobakib, Amuna, & Naser, 2017).

2.3.3.5 Weak Confidence in National Cadres:

Weak confidence in national cadres is among the challenges faced by institutions and individuals, which results in giving room for other nationalities to enter this field, which has significant negative effects on the institution and the extent to which its information security is protected. It must be given the opportunity, confidence and the necessary training, and give room for friction with experts in a real work environment to gain experience (Ruben, 2007).

2.4 Institutional Excellence in UAE Higher Education

Institutional excellence in UAE higher education has become the achievement of higher educational institutions to the highest possible level of quality, perfection and excellence. It is an urgent and very necessary matter and demand, and it cannot be overlooked or neglected, especially since we are living in an era of rapid development and change, the era of the colossal knowledge revolution and the terrible technological and technical progress, an era that only recognizes the distinguished and competent,

whether they are individuals or institutions, especially in light of International competitiveness in achieving excellence and quality in higher education (Barefoot, et al., 2010).

Educational institutions in UAE are trying their level best to find ways to adapt and keep pace with the changes and requirements of this era and deal with them in a sustainable manner. To improve excellence foremost of which is achieving excellence and quality in education, whether at the level of faculty members or institutions. The global field of work, which is not separated by borders or other places, accepts only qualified and distinguished professionals who possess many specialized and qualitative skills in teaching and learning (Beil-Hildebrand, 2002). Therefore, it has become imperative and necessary for the various institutions operating in UAE to move strongly towards institutional excellence and to direct and harness all their human capabilities to achieve comprehensive quality in institutional excellence (Kassahun, 2010)).

2.4.1 Overview of Institutional excellence in UAE higher education

Many researchers have dealt with the concept of institutional performance from ancient to modern so that it is possible to notice the beginning of change from these definitions, however, institutional excellence has remained under researched in the context of Arab world, now institutional excellence is defined as: “the institution’s endeavour to exploit critical opportunities that are preceded by effective strategic planning and commitment to the realization of a common vision prevailed by clarity of purpose, adequacy of resources and keenness on excellence (Pinar & Girard, 2008). The concept of institutional excellence appeared at the top of the developments sent

by the knowledge revolution as a concept that highlights the main feature that must be characterized, just as excellence is a holistic and comprehensive concept that is indivisible, meaning that it is not possible to imagine the excellence of a distinct institution in a particular field without the other (Aljamal, 2018).

Institutional excellence has become the mouthpiece of many modern universities in UAE to guarantee students excellence and maintain the competitiveness that keeps them in the ranks of their competitor institutions (Asif, Asad, Bhutta, & Khan, 2021). This interest was not born of the moment, but rather began with the industrial revolution in the United States of America during the First World War when factories were operating at full capacity to meet the states' needs for supplies and equipment (Karam & Kitana, 2020). Interest in quality and continuous improvement has been included, and many models of quality and continuous improvement have emerged, such as the Japanese excellence model, the seven quality tools, and others that seek to develop profit-making, governmental, or other institution (El Hawi & Alzyadat., 2019).

2.4.2 The challenges and barriers for achieving and sustaining Institutional Excellence in UAE Higher Education

The major challenge faced by the higher educational institutions is that people do not readily participate in excellence activities. The enrolment rate into training programs which are designed for institutional innovation and excellence are low (Fadhel, Aljalahma, Almuhanadi, Asad, & Sheikh, 2022). People are not willing to participate because an Emirati is appointed by the government with higher salaries. Therefore, people choose to enrol in degree courses just for getting jobs instead of getting knowledge or excellence. Also, there is no proper national strategy to make people

aware about the benefits of achieving excellence. The communication between the universities and students is not effective. The challenges faced while executing excellence in UAE are distance education and inadequate teachers' interest in training, which causes lack of quality education and low level of alignment of graduates with the upcoming improvements and top of all lack of trust in the high-level education among people. Also, in the context of use of innovative pedagogies of teaching and its integration in educational excellence are low. The efforts in teaching and learning can be effective and successful only if learning can be provided without sacrificing students' performance. At the same time, it can be cost-effective if students' course outcomes from the innovative mode of teaching are better as compared to conventional mode.

Nine of the most common challenges faced by teachers who have attempted to use innovative teaching and learning pedagogies are lack of time, money and support; technological and systemic limitations; the difficulty of using innovative teaching methodologies; no evaluation of outcomes; resistance to change; lack of planning; lack of communication; lack of leadership; and learner resistance. Similarly, there are various economic, academic, political and administrative factors that affect the higher education excellence in UAE. Most of the private sector universities or institutions in UAE were established after 2005. Many foreign universities have tried to hold their position in UAE and expand their business here. However, most of the universities have very few courses that are affordable to the citizens. Even after greatly reducing their tuition fees, the institutions are finding it hard to achieve their target of enrolling high percentage of students which influence their revenues, and it becomes difficult for them to retain the best faculty. This is mainly because most students from UAE

prefer to do their higher education in countries like USA, UK, or Australia. The reason behind low enrolment rate in the students towards higher education was due lack of interest.

2.5 Underpinning Theory

2.5.1 Institutional theory and Institutional Excellence in Higher Education

Institutional theory has risen to prominence as a popular and powerful explanation for institutional excellence. The theory is equally suitable for the higher educational institutions. It is a vibrant theory that has been synthesized and contrasted with several other approaches; however, it is most appropriate for achieving institutional excellence. Although its scope has certainly been expanded, institutional theory has often been criticized. This focus over institutional excellence did little to tap the full power or potential of institutional theory. Institutions change over time, are not uniformly taken-for granted, have effects that are particularistic, and are challenged as well as hotly contested. Thus, although institutions serve both to powerfully drive change to achieve excellence and to shape the nature of change across levels and contexts, they are also themselves change in character and potency over time which is a must for their sustainability, survival and for achieving excellence. It was in this spirit in this research the researcher focused on the study of institutional theory and institutional excellence.

2.5.2 Resource based view: Human resource functions and Institutional excellence in higher education

Resource-based theory (RBV) is a management framework used to identify strategic resources (Human resource) that an institution can exploit to achieve excellence. By focusing on the resources that are valuable, rare, inimitable, and non-substitutable, RBV helps to highlight how HRM can be a central driver of sustained excellence in

organizations. Barney's 1991 article "The Firm's Resources and Sustainable Competitive Advantage" is widely cited as a pivotal work in the emergence of the resource-based view. However, some scholars argue that there has been evidence of a theory based on fragmented resources from the 1930s. Resource mixes (Saridakis, Lai, & L. Cooper, 2017).

According to the RBV, human resources (HR) are one of the most valuable and strategic assets for organizations. Effective HRM functions (such as recruitment, training, compensation, and performance management) contribute to the development of high-quality human capital. HRM functions help develop capabilities by recruiting the right talent, training employees, and fostering organizational learning. These dynamic capabilities enable an institution to adapt to new challenges and maintain its excellence, such as staying competitive in a rapidly changing industry.

By managing human resources effectively, HRM helps institutions leverage valuable, rare, inimitable, and non-substitutable resources like human capital, organizational culture, leadership, and capabilities. Through talent management, performance optimization, culture building, and continuous learning, HRM supports the development of competitive advantages that enable institutions to achieve and sustain excellence over time. Given this, the RBV model was deemed appropriate as a philosophical theory supporting human resource practices for achieving institutional excellence. This is because the adoption of Human resource practices including searching the CVs of potential employees to choose the best employee out of thousands of employees if there are no more potential employees (Kaufman, 2015). The RBV model has been used to measure institutional excellence. In this way, the

researcher is free to include human resources practices (independent variable), institutional excellence as a dependent variable.

2.5.3 Resource Based View: Institutional Innovation and Institutional Excellence In Higher Education

The Resource-Based View (RBV) of the firm is a strategic management framework that emphasizes the importance of valuable, rare, inimitable, and non-substitutable resources and capabilities in creating a competitive advantage. The RBV model was also deemed appropriate as a philosophical theory supporting institutional innovation for achieving institutional excellence. This is because the adoption innovative practices are a major source for the institutions which can help them in achieving excellence (Kaufman, 2015). RBV suggests that institutions leverage their unique resources, such as intellectual capital, technology, human expertise, organizational culture, and relationships, to foster innovation. By tapping into these resources, institutions develop the ability to reconfigure and adapt these resources over time.

RBV supports the idea that excellence is not just about having valuable resources but also about continually learning and innovation. Institutions innovate by leveraging their rare and valuable resources, and sustain excellence by ensuring these resources align with strategic goals, enabling long-term competitive advantages. The theory has been used to measure institutional excellence through institutional innovation. Hence, the researcher is free to include institutional innovation being the mediating variable for achieving institutional excellence as a dependent variable.

2.5.4 Resource based view: Human resource functions and Institutional innovation

The philosophy behind this research lies in the philosophical assumption that human resource theories help explain how the management can inculcate institutional innovation, which can be positive impact over institutional excellence. RBV focuses management attention on an institution's internal resources to develop innovative mindset and innovative capabilities with the potential to achieve institutional innovation (Luthans, Luthans, & Luthans, 2021; Armstrong & Taylor, 2023). Theories such as Resource Based View (RBV), unlike other theories that are objective in nature, the RBV theory is said to be personal in nature, that is, there are no specific factors that can be included or excluded from the theory, rather any factors in it can be considered to contribute to the institutional excellence. HRM functions that emphasize skill development, such as targeted training programs and career development plans, equip employees with specialized skills. HRM can design reward and recognition systems that motivate employees to innovate. HRM can shape the culture by promoting values such as creativity, risk-taking, collaboration, and learning. By fostering an innovation-friendly culture, HRM enables employees to feel empowered to experiment with new ideas and solutions without fear of failure. HRM supports dynamic capabilities by ensuring that employees are flexible and adaptable. To choose employee innovation as a mediating variable (mediator) in the relationship between both human resources practices and institutional excellence in Emirati universities (Barney & Mackey, 2016).

Thus, Resource-Based View supports the relationship between HRM and institutional innovation by positioning human capital and organizational capabilities as essential resources for sustained competitive advantage. HRM practices that focus on talent management, culture development, knowledge sharing, and continuous learning can

ensure that these resources are fully utilized to drive innovation. By aligning HRM functions with innovation goals, HRM helps create a workforce that is skilled, motivated, and empowered to contribute to institutional innovation, ultimately fostering long-term excellence and success.

2.6 Human Resource Management Practices and Institutional Excellence in Higher Education

Human resources departments in ministries and institutions are concerned with the human element or what is called human resources and its efficiency in work because it is one of the most important factors that achieve progress, success, growth, development and the achievement of goals, and the importance of this was emphasized by management scholars in achieving the general growth of the institution, that investment in intellectual capital.

Human resource practices are one of the types of activities, and it is the most valuable and useful type to achieve institutional excellence in higher education. Nations advance with people, and all resources are of limited value if the human resource is not exploited. Human resource practices are one of the most important components in any institution (Cummings, 2018).

Many developed countries, such as China and Japan from Southeast Asia, have reached unprecedented growth rates and have been able to occupy an advanced position among nations, relying on their distinguished human resources that they have been keen to rehabilitate and develop their skills and capabilities (Arbab & Mahdi, 2018). Therefore, human resources are represented by all employees in ministries. Institutions are the mainstay on which countries depend, and for countries to achieve

their desired goals and reach a position through which they can compete with other countries and keep pace with the rapid changes in the internal and external environment, they had to take care of all the needs, aspirations and concerns of human resources in order to develop them and raise their standards their performance (Apascaritei & Elvira, 2021).

2.6.1 Definitions and Conceptualizations of Human Resource Practices

HRM is concerned with rules, processes, and systems that influence employee behaviour, attitudes, and performance. Consequently, HRM may be defined as a process that focuses on attaining the best outcomes from workers by focusing on rules, processes, and systems that impact employee productivity (Jha & Bhattacharyya, 2017). Researchers have proposed various alternative lists throughout the years, and there is no consensus on what constitutes an aspect of HRM. It's worth noting that some activities continue to serve as the foundation for the other advised practices. Other activities, like as job design and employee participation, are less predictable and require further research in HRM literature. Recruitment and selection, training and development, compensation and incentive, and performance appraisal are a few examples (Lee, Kim, Lee, & Moon, 2019).

One of the most significant and current issues is the pursuit of institutional excellence. The standards of excellence specify the objectives that institutions should pursue to support increased excellence and distinctiveness in their institutional performance, and these objectives necessitate action on the part of the institution's management. As establishing institutional excellence is one of the most crucial activities and processes for human resources, success and development rely on speed and creativity to

accomplish the best use of human resources (Cerfolio & Chang, 2021). With that, human resource management can be divided into two parts namely the institutional aspect which includes institutional excellence and human resource practices.

Examples of such administrative practices are planning, designing and analysing jobs, training, motivation, performance appraisal, recruiting, attracting, and participating in decision-making, where administrative practices are defined as a set of strategies that include human resource formation strategy, human resource performance management strategy, and compensation strategy. and rewarding employees (Stone, Cox, & Gavin, 2020) and there is a relationship between human resource management and performance, which confirms and explains the deep and effective role of human resource management in raising and developing the level of performance (Stone & Deadrick, 2015).

As for failure in this aspect, it will create a gap that is not good and is not compatible with the jobs and the work environment, which will lead to a clear imbalance in the institution and an increase in the general cost of manpower. Planning in human resources is the procedure through which we predict the needs of the institution from human resources at a specific time. And a specific need and a process of surveying the skills and capabilities available to the workers in the institution and in the surrounding labour market, which has the same specialization, and then a plan is drawn up for attraction that must be followed to reach the institution to a distinguished level of human cadres that will achieve success, progress and development for the institution (Alserhan & Shbail, 2020).

And human resource management contributes to the establishment of the institutional structure of the institution or the work framework, as it is divided into its administrative parts, to facilitate the achievement of the goals contained in the plan. Workers and senior management, as well as work to coordinate the work of subordinates to ensure good implementation. For the actions and objectives contained in the plan, by defining the institutional structure, defining the responsibilities and authorities that can be exercised, however, there is a need to understand the issue more specifically to devise the mechanisms to reach excellence. The roles and positions that each unit of the institution includes, and the individual or individuals who occupy this structure in terms of quality and number (Djilani & Hamdi, 2020).

Admittedly, human resource practices are diverse and include basic practices such as recruitment or on boarding, staff selection, training, and advanced practices such as motivation, employee retention, strategic policy formulation and performance appraisal. Despite the many facets of HR practices, the purpose of this section is to carefully examine the relationship between selected HR practices and the institutional excellence, which still is under investigated overall and especially regarding UAE universities.

In view of the great importance of human resource practices, the study of Ngo, Turban, Lau and Lui (1998) concluded an important relationship between training and development in terms of institutional excellence. Meanwhile, in a particular context, i.e. during an economic downturn, researchers like Tsao, Newman, Chen and Wang (2016) argue in their studies that there is a significant negative relationship between HR practices and institutional performance. On the contrary, an earlier study by Bae,

Chen, Wan, Lawler, and Walumbwa (2003) confirms a significant positive impact of human resource practices during the 1997 financial crises after studying multinational corporations.

2.6.2 Recruitment and Selection

In this research, since the focus has been on examining the earlier stages of HR practices in the institution, there is an urgent need to understand the basic "traditional" functions of HR practices and strategic HR as it relates to institutional excellence. According to Jha and Bhattacharyya (2017), the basic functions of traditional human resources are divided into five which are recruitment, selection, orientation, maintaining good working conditions of employees, managing employee working relations as well as training and development.

Human resources are finding the most appropriate employee in the institution to carry out the required task (Al-Dhaafri & Alosani, 2020). Since ancient times, human resources have relied on the CVs of potential employees. The problem has always been that either they are employees who are not suitable for the job, or they exaggerate their "abilities" to secure for themselves the job "position".

At the same time, the study of Bisharat, Obeidat, Alrowwad, Tarhini, and Mukattash (2017) refuted both (recruitment and selection) and strategic human resources practices and concluded that they significantly affect the psychological state of employees, which subsequently enhance institutional excellence. Similarly, the study of Pangemanan (2015) added the selection of institutional staff to the basic functions of traditional human resources, and the study concluded that the employment of

employees contributes significantly to the performance of the institution. For institutions to remain present and compete successfully in a difficult and turbulent work environment, these institutions must choose and appoint their employees so that they are enthusiastic, willing to work, and enjoy high effectiveness and efficiency.

Some of the issues identified by previous researchers include the problem of lack of transparency in the recruitment process, the presence of favouritism in all internal and external practices of human resources, in addition to biased information on the part of employees in order to better search for the advertised job (Alqudah, Carballo-Penela, & Ruzo-Sanmartín, 2022).

To solve the problem of recruitment in the field of human resource behaviour (HR), companies resort to the strategy of outsourcing the recruitment process known as Recruitment Process Outsourcing (PRO), relying on a recruitment company (Al Kahtani, Nawab, & Allam, 2016). It seems that this method is useful, and therefore this strategy is considered a source of institutional excellence (Asad, Asif, Khan, Allam, & Satar, 2022; Alqudah, Carballo-Penela, & Ruzo-Sanmartín, 2022), however no significant change was observed. Many institutions have relied on this strategy to recruit their faculties, yet this strategy related to the behaviour and practices of human resources in recruitment has been met with severe criticism.

2.6.3 Training and development

To be completed properly and successfully, administrative work requires individuals who can do so, which required training and development. It also requires that a specific goal or task be accomplished within a set time frame and according to the

administrative work plan. Finally, training and development to promote the excellence is mandatory, as opposed to many other types of work that is completed without training of the employees, Excellence requires specialization, and responsibility is given to the employees who is trained and developed (Ahmad, Ullah, AlDhaen, Han, & Scholz, 2022). HRM practices are not only implemented to change employee awareness, but also to promote proactive behaviours that can have an impact on institutional outcomes (Asad, Haider, Akhtar, & Javaid, 2011).

Institutions have recently become a means of hiring, training and developing the brains that contain within them the innovations and creativity skills, and the task of identifying these employees has always been an institutional puzzle that has not yet been solved, while those who identify the creativity and innovation of these employees have higher rates of giving and efficiency. Thus, the institutional aspect relates to the early stage of human resource practices which includes selection, hiring and training to accomplish the task (Collins & Smith, 2006).

And other environmental changes related to the institutional excellence relying on traditional sources, however, the tool of change in the field of global trends related to access to advanced technology as a tool of globalization has created healthy and unhealthy competition in the areas of manufacturing related and unrelated to this technology, which calls for the need of training.

2.6.4 Compensation and Incentives

Despite the on-going discussions related to the contribution of human resources practices and institutional excellence, one of the challenges facing the Human

Resources Management Department is the implementation of human resources practices related to compensation and incentives.

HRM practices also relate more to the motivational factors that affect employee satisfaction and their performance and retention to gain institutional excellence (Noe, Hollenbeck, Gerhart, & Wright, 2006). Compensation and incentives are the aspects of HRM practices and not the newer aspect, which is the motivational aspect of HRM practices. Given this, the literature (studies) related to the compensation and incentives of employees is the most crucial aspect of HRM practices and gave several contractionary findings (Alserhan & Shbail, 2020).

Departments in all institutions are currently adhering to the principles of caring for the human component in the institution as one of the most important tools that most influence the institutional excellence, and considering intellectual capital as one of the most important elements in sustainability of institutions with excellence, and that given distinguished compensation and incentives, which has the potential to increase the state of creativity and innovation inherent in employees (Grace, Salvatier, Dafoe, Zhang, & Evans, 2018; Asad, Asif, Bakar, & Sheikh, 2021).

According to Sir Richard Branson of Virgin Atlantic, “Corporate customers do not come first, and therefore it is the employee who brings them.” A happy employee makes customers happy, which is translated as a personal or objective view of the institutional excellence, and with this vision employees are considered the heart of the institutions or facility that contributes to its excellence. To export employee happiness according to Sir Richard Branson, this task falls to human resources practices where

compensation and incentives play a significant role (Allam, 2019; Adomako & Nguyen, 2020).

2.6.5 Performance Appraisal

Planning in HRM practices is considered one of the most important basic accreditations in the HRM functions, which is linked to the general plans for development, development and progress of the faculty (Jaiswal & Dhar, 2017). To human resources through which it can appraise its employees to keep them motivated for gaining institutional excellence. For this the institution must develop a proper mechanism for performance appraisal which needs HRM practices that should incorporate with different qualities and levels of performance according to the needs of the tasks assigned to the employees, and accuracy and creativity in identifying and evaluating those tasks at different levels and qualities. Performance appraisal ensures that the evaluation of employee performance is carried out in the best manner and is linked with institutional excellence (Parakandi & Behery, 2016) but to date hardly any study has identified its impact.

In the year 2011, both Chan and Qiu published that the problems facing human resource managers are considered a complex especially while conducting performance appraisal. As it is on an ongoing process due to the importance of this process and its institutional necessity, while more recently artificial intelligence has been used as an element of measuring performance by linking it to the outcome-based appraisal system to obtain the best output from employee who can be a source of institutional excellence (Grace, Salvatier, Dafoe, Zhang, & Evans, 2018).

HRM practices that care about employees work to achieve flexibility in their choice regarding the various aspects of their job, and the feeling that they can really make a difference in their work environment (Alqudah, Carballo-Penela, & Ruzo-Sanmartín, 2022), helps in achieving excellence, as their output is measured in terms of performance instead of time given to the institution. Empirical research supports this suggestion by showing that similar management practices are strongly associated with performance appraisal systems (Azegele, Okeyo, & Nyambegeera, 2021).

2.6.6 Human Resource Management Practices in UAE Higher Education Institutions

Many researchers consider that UAE's economy is witnessing an engineering boom, not because the country is rich in oil, as stated by the Stuckler, Basu, and McKee, (2011) and Alkindi and Chaldler (2018), but because UAE's leadership can well manage strategic human resources so that it is able to manage people from diverse backgrounds and orientations. In terms of religion, social and economic status, and in the same sense, it was said that UAE achieved a high GDP, which promises a promising economic diversification that differs from any other country, and this is due to the institution's role in implementing human resource practices through the effective distribution of tasks between citizens and expatriates, In addition to policies of clear discrimination between expatriates and citizens, despite this, HR best practices among HR managers are yet to be identified and practiced (Tsao, Newman, Chen, & Wang, 2016).

From a theoretical point of view, the factors that contribute or enhance human resource practices in UAE were traditional factors such as culture, wages, and the characteristics of the labor market, for example, but not limited to, and among the

important factors that previous researchers concluded through the qualitative approach in which the research methodology was used and the application of interview tools and thematic analysis. The characteristics and culture of the labor market “nationals and expatriate population” are among the important factors affecting human resource practices in UAE (Baruch & Forstenlechner, 2017).

Whereas previous studies by Fasano and Goyal (2004) deduced the reason for the increase in the number of residents in UAE. The researchers concluded that the level of education of citizens during the period of the accelerated economy is not commensurate most of the time with what is required, so the import of expatriates is very important. Similarly, factors such as census packages and job opportunities were the dominant factors attracting western expats while nationals of neighboring countries see cultural fit as the main reason, they chose to look for work in UAE (Baruch & Forstenlechner, 2017).

Ewers and Dicce (2016) argued that the use of secondary data from international translating companies and the key informant interview to screen the localization of migrant workers in UAE affects the international migrant workers being adequately absorbed and positioned in UAE due to the interaction between strict recruitment practices and the city's regulatory framework. For local employment structures that encourage the localization of skilled international expatriate workers.

From the point of view of the national business sector, Haak-Saheem and Festing (2020) followed the idea of Ewers and Dicce (2016) from the point of view of effective intersection between different institutional settings and individual institutional

arrangement to conduct effective and efficient HR practices for the purpose of employee retention. The researchers support the role of the institutional environment, clear task allocation and division which in turn curbs overlapping work between local and expatriate employees, which is so important that it distinguishes human resources practices in UAE from any other places around the world.

Similarly, the role of the institutional environment was reflected in the comparative study conducted by it is recognized that the high control over government involvement and interference has encouraged trade in the country. This includes observing some low tax rate participation strategies, supportive programs for start-ups, and foreign investments create high ease of doing business. This includes the impact on the development of local areas into urban centers and the settlement of skilled international expats in UAE (Sherif, 2013).

Analytical data is commonly used by HR managers to support candidate recruitment and selection. HR practices in the United Arab Emirates discovered that they had an impact on institutional innovation in UAE public institutions which leads to institutional excellence. Research findings also revealed a strong link between recruitment and selection, training and development, compensation and incentive, and performance appraisal and employee innovation. At the same time institutional innovation and institutional excellence has always been considered as compulsory.

In summarizing the findings of the important and scarce scientific literature in the context of this study, which is that about the city of UAE, it is noted that the institutional environment, labor market characteristics such as census packages and

job opportunities are among the main factors that attract international expatriate workers to search for work in UAE. Given this, the researcher also seeks to study the relationship between human resource practices and institutional performance. Perhaps the rationale behind this is that there is an argument that there are no HR practices in UAE that can be considered the best. As such, most companies today are seeking a better way to enhance their HR practices by adopting technology to perform HR functions (Minbaeva, 2005; Haider, Fatima, Asad, & Ahmad, 2016).

2.7 Institutional Innovation

Every institution needs employees to have a characteristic of creativity or innovation that distinguishes them from workers in other institutions, this is of course if that institution wants to achieve great success, influence, and obtain higher sales, and when considering the work of institutions, innovation may be shaped in marketing campaigns, for example; It needs a lot of innovation and out of the ordinary ideas (Alnuaimi, 2022; Asad & Sharif, 2016; Ahmed & Sisodia, 2020). Innovation is represented by the employees of the institution when they are given chances and become enable to create new ideas will make institutional innovations (Chaubey, Sahoo, & Das, 2021).

2.7.1 Definitions and conceptualizations of Institutional innovation

Innovation can be defined as new and useful ideas related to solving specific problems or assembling and recombining known patterns of knowledge in unique forms. In the institutions itself, the results of training, and job satisfaction, which leads to increased productivity (Nasifoglu Elidemir, Ozturen, & Bayighomog, 2020; Wen, Huang, & Hou., 2019). Innovation is nothing but the individual's vision of a phenomenon in a

new way. Therefore, it can be said that innovation requires the ability to sense the existence of a problem that requires treatment, and then the ability to think differently and creatively, and then find the appropriate solution (Adams, Jeanrenaud, Bessant, Denyer, & Overy, 2016).

Institutional innovation appeared on many levels, including innovation on the individual level, where workers have a creative innovation to develop work, through innate characteristics that they enjoy, such as intelligence and talent, or through acquired characteristics, such as problem-solving, for example, and these characteristics can be trained and developed, and the individual's intelligence and talent helps in that (Saqib & Satar, 2021).

As for the second level, it is innovation at the group level, so that there are specific groups in the work that cooperate with each other to implement the ideas they carry and change something for the better, as an artistic group in the production department, for example (Pitafi, Khan, Khan, & Ren, 2020). While the third level is innovation at the level of institutions: there are institutions that are distinguished in their level of performance and work, and often the work of these institutions is typical and ideal for other institutions, and in order for institutions to reach innovation, there must be individual and collective innovation (Aboobucker Ilmudeen, 2020).

And there are many researchers who distinguished between two main types of innovation at the level of institutions, which are artistic innovation, as it relates to the product, whether goods or services, and is related to production technology, i.e. the basic activities of the institution that result in goods or services (Adams, Tranfield, &

Denyer, 2013; Al Marzouqi, 2019). Administrative innovation, directly related to the institutional structure and administrative process in the institution, and indirectly to the basic activities of the institution (Nasifoglu Elidemir, Ozturen, & Bayighomog, 2020). Taylor (2017) divided innovation into different levels: Expressive innovation: in which originality and efficiency are of little importance, Productive innovation: which is related to the development of a machine, product, or service, Inventive innovation It relates to introducing new methods. Innovative innovation: Refers to the continuous development of ideas and results in the acquisition of new skills. Emergence Innovation: It is rare because it requires developing new ideas and assumptions (Putra, Waruwu, Asbari, Novitasari, & Purwanto, 2020).

Specialists divided institutional innovation into two main types, namely, cognitive innovation and emotional innovation, and each of them is divided into intentional and automatic. Cognitive innovation This innovation is based primarily on the skills and experiences available to the creative person, as this person uses the skills and information, he possesses to generate new ideas (Jaiswal & Dhar, 2017; Majali, Alkaraki, Asad, Aladwan, & Aledeinat, 2022). For institutions to achieve innovation both the creativities are needed.

As for automatic cognitive innovation, it does not require a person to be well-knowledgeable, or to plan to do something. His unconscious mind, without his feeling or planning, or making an effort to obtain these ideas, and perhaps we find that this matter is clear when we remember the apple falling on the head of Isaac Newton, then the laws of gravity came to his mind (Lee, Kim, Lee, & Moon, 2019).

There is another type of selling that is emotional innovation which develops employees to work in a creative and innovative way which leads to institutional or institutional innovation (Sulaiman & Asad, 2023). Emotional innovation is divided into intentional emotional innovation, and automatic emotional innovation, both of which depend on emotion and feelings, and it takes people who have this skill to always have quiet times; In order for them to be able to solve problems using their feelings, and linking them to logical matters, relying only on feelings will not bear fruit (Nasifoglu Elidemir, Ozturen, & Bayighomog, 2020; Zuhaib , Wenyuan, Sulaiman, Siddiqu, & Qalati, 2022). As for spontaneous emotional innovation, it takes place using feelings, but in the presence of the unconscious mind, and we may find this clear in the case of painters, artists, sculptors and other creative people in the arts, as they only use their feelings, and unconsciously they generate ideas that are characterized by innovation (Pitafi, Khan, Khan, & Ren, 2020).

2.7.2 Institutional innovation and Institutional excellence in higher education

One of the most important things that distinguishes people who have deliberate cognitive innovation is that they love experimentation which leads to institutional excellence. They are always looking for new solutions by investigating the causes of problems and developing solutions to them. When we look at Thomas Edison, who invented the light bulb, we will find that he did not develop this great invention overnight. Overnight, he went through many experiments, and failed in many of them until he reached a solution to the problems and overcame them to finally get a distinguished invention (Jha & Bhattacharyya, 2017; Vlado & Chatzinikolaou, 2020). Such employees develop innovative institutions.

All problems in institutions require innovation. Innovation is the ability to invent something new or deal with problems in a new way. As for innovation, it is the use of innovation in implementing new processes. Therefore, innovation skills are closely linked to the professional life of many (Majali, Alkaraki, Asad, Aladwan, & Aledeinat, 2022). Now, business leaders are constantly seeking employees with sharp critical thinking and creative problem-solving skills to succeed in keeping pace with the global market trend towards the increasing use of automation systems, artificial intelligence and technological advancement more than ever before, as the rapid changes in the arena drive today's leaders to crystallize ideas New and unique supports rapid innovation (Wang, Hermens, Huang, & Chelliah, 2015; Soto-Acosta, Popa, & Palacios-Marqués, 2016).

The human mind can constantly evaluate creative processes, so developing your innate innovation gives you an edge when solving problems. Indeed, 82% of companies believe that innovation is closely related to business results. Considering the intense competition in the business world today, innovation has become a necessity to achieve success (Kafetzopoulos & Psomas, 2015; Pitafi, Khan, Khan, & Ren, 2020). Experts agree that people who are creative problem-solvers achieve great success because they challenge prevailing viewpoints, explore available options, and even generate new ideas and then make decisions based on what they believe will lead to results that exceed prevailing expectations (Ali & Buang, 2016; Khan A. A., Asad, Khan, Asif, & Aftab, 2021).

Some institutions are more innately creative than others, just as some institutions are naturally social or have an innate ability to understand complex theories. Just as the

development of mathematical skills requires working hard over a long period of time, the development of creative thinking abilities is achieved with practice, but if you have ever solved a problem, you have used your creative talents. And before delving into ways to enhance innovation (Alshamsi, Isaac, & Bhaumik, 2019).

The importance of institutional innovation for instructional excellence through HRM practices is acknowledged by many academics, but a careful examination of the prior literature reveals that the majority of these studies focused more on institutional innovation, such as the importance of innovation to boost institutional excellence (Nasifoglu Elidemir, Ozturen, & Bayighomog, 2020). There is no arguing that institutional innovation is significant from an institutional excellence. Understanding the underlying mechanisms that foster institutional innovation at work, however, is more crucial (Miao & Cao, 2019).

Innovation is known for its ups and downs, but we keep our minds sharp by participating in creative thought processes regularly. All humans are born with a natural ability to be creative, but we must learn to use it in our professional lives to be successful. There is no doubt that top business leaders have reached this position thanks to their ability to use logical thinking skills and come up with innovative solutions when problems arise (Prange & Pinho, 2017).

2.7.3 Human Resource Practices and Institutional Innovation

Institutions through their HRM practices adopt innovation as a result of the changing circumstances that these institutions are experiencing today, whether they are political, cultural, social or economic conditions, which necessitate institutions to respond to

these changes in a creative manner that ensures the survival and continuity of the institutions (Saqib & Satar, 2021). Technical and technological innovation in the field of goods and services require proper training and development of the employees, their production methods, and the short life cycle make it imperative for institutions to respond to this technological revolution and the necessitated changes in the structure of the institutions and its management method in creative ways as well, which enables it to increase its profits and increase its ability to compete and continue in the market. By ensuring its market share among competing institutions (Alrowwad, Abualoush, & Masa'deh, 2020).

The current business environment, which is defined by fierce rivalry, quick change, and short product life cycles, has presented several difficulties for modern institutions to be competitive. For institutions to excellence in the educational industry, several actions must be taken, and hiring the right employees is the key to success which is highly dependent over appropriate recruitment and selection strategy. The educational environment especially after COVID-19 is also becoming more complex and diverse than ever before as the current world transitions from a digital society to a knowledge-based society (Alkhuzaie & Asad, 2018).

Because knowledge is regarded as a core business value in a knowledge-based environment, which requires institutions to be continuously involved in developing creative human resource to create a higher level of excellence, the inability of an institutions to respond effectively to the dynamic environment paves the way to its demise. Therefore, modern institutions are looking for new and innovative strategies

to outperform their competitors (Schuler & Jackson, 1987) and human resource practices play a crucial role in the same.

As a result, given the growing significance of innovation, institutions are embracing their staff as a source that may use innovation to spark real innovation within the institution (Asad, Rizwan, Shah, & Munir, 2018). Maybe this is why recent studies show a rise in the literature on institutional innovation. Google is a pertinent example because it encourages its employees to engage in creative thinking for 20% of their working hours (Ivcevic, Moeller, Menges, & Brackett, 2021).

Google's 20%-time experiment has produced amazing results. The was able to launch Gmail, which was created internally by one employee. Another example in this context is the worldwide player 3 M, which was able to create post it notes because of staff innovation. Consequently, there is a reason for the current boom in the pertinent literature on institutional innovation (Vlados & Chatzinikolaou, 2020; Rasheed, Shahzad, Conroy, Nadeem, & Siddique, 2017). Therefore, every business demands innovative people who can contribute original, thought-provoking ideas. An institution expects its employees to fulfil their formal job responsibilities and volunteer to take on different extra roles, like being creative, in order to deal with an uncertain environment and gain a sustainable institutional excellence (Adomako & Nguyen, 2020; Alserhan & Shbail, 2020).

When considering innovation from an institutional perspective, one can only see the results of that innovation; however, if the causes of institutional innovation are understood, businesses may learn to be innovative via their workforce and surpass their

competitors. However, this viewpoint on why to participate in innovation is still in its developmental phases, indicating the significance of doing further study in this area (Ebrahimi, Shafiee, Gholampour, & Yousefi, 2018). Therefore, identifying the underlying mechanism of institutional innovation for achieving institutional excellence because of HRM practices is a key goal of the current analysis.

2.8 Theoretical Framework and Hypothesis

2.8.1 Theoretical Framework

Figure 2.1 illustrates the theoretical framework on the relationships between the independent variable (human resources practices) and the dependent variable (institutional excellence) in UAE universities. Based on previous studies in a different context and the current research methodology, that is, the impact of human resource practices considering institutional innovation as a mediating variable and artificial intelligence as a mediating variable, it is said that the variables under investigation have a great relationship with institutional excellence.

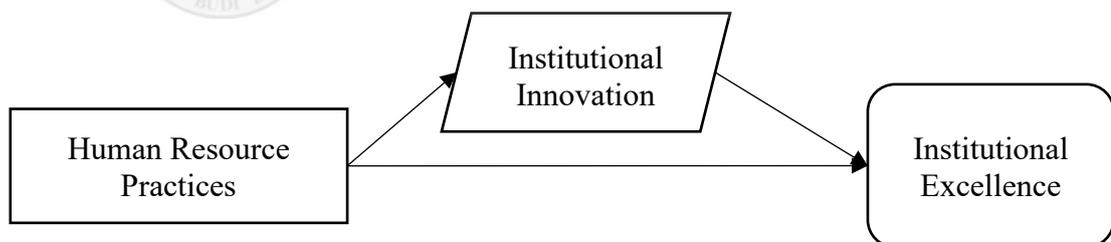


Figure 2. 1 Theoretical Framework

Based on the theories used to develop this framework, in the Figure 2.1 theoretical framework has been developed. based on the abovementioned framework a research framework has been developed to identify the relationships among the variables taken in the study. The research framework is mentioned in Figure 2.2.

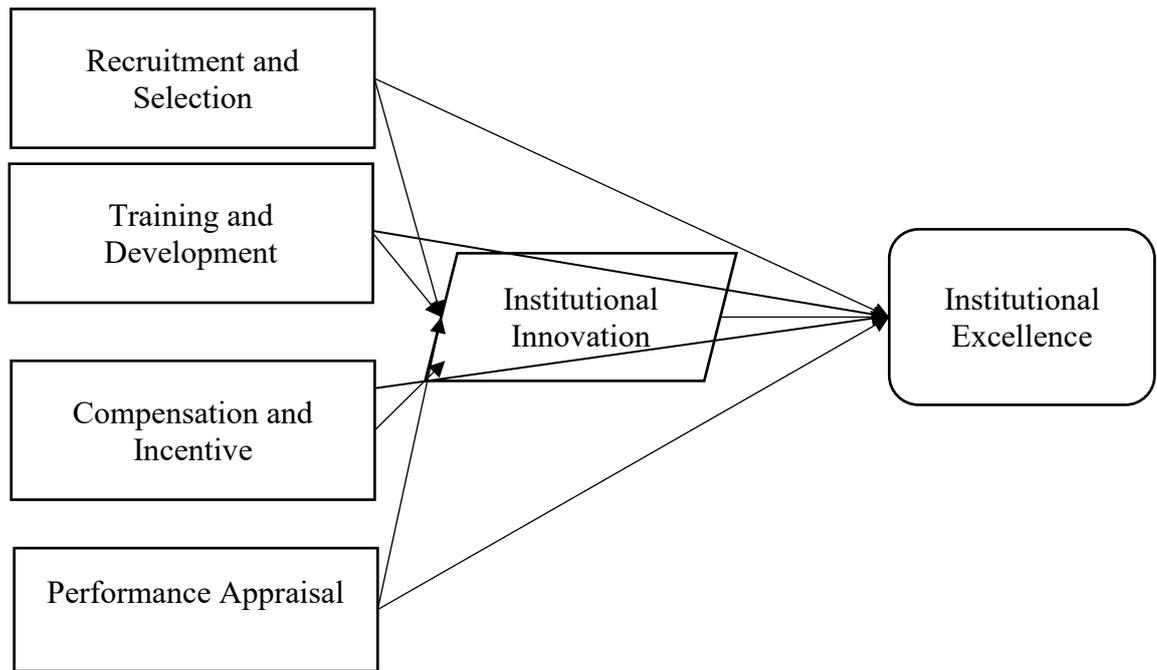


Figure 2. 2 Research Framework

2.8.2 Hypothesis Development

2.8.2.1 Recruitment and Selection and Institutional Excellence

It can be argued that assimilating an appropriate employee to carry out the required institutional tasks is among the important core functions of human resource practices required to achieve institutional excellence (Selase, 2018; Allam, 2019). According to the results of the study by Abbasi, Tahir, Abbas, and Shabbir. In the year 2022, the recruitment process used by the institution has a significant impact on its excellence. Similarly, the latest study conducted by Selase, (2018) said that the excellence of institutions depends mainly on the qualification of the employee hired by the institution. Recognizing the importance of recruitment and selection, the study by Hamza, et al., (2021). Alserhan and Shbail (2020) recommended that if an institution has limited resources to recruit the best candidate, it can outsource the process to an outside institution but recruiting and selection the right employee is must for achieving institutional excellence. Therefore, the following hypothesis has been proposed.

H₁: There is a significant relationship between employee recruitment and selection and institutional excellence in UAE universities.

2.8.2.2 Training and Development and Institutional Excellence

Similar to the recruitment and selection process, the contribution of training to the finally selected employee is of great importance for achieving institutional excellence (Rasheed, Shahzad, Conroy, Nadeem, & Siddique, 2017; Al Shobaki & Abu-Naser, 2016; Al Zaabi, 2019). Training and development, according to Apascarietei and Elvira (2021) is one of the fundamental and essential factors of HRM practices that contribute to and enhance the success of any institution. Looking at Al-Eida, (2020), the ways in which employees perceive they have been trained contribute to the effectiveness and efficiency of institutional excellence. Hence, the researchers urge public and private institutions to employ healthy and sustainable training and development measures to train and develop their employees so that they can have a significant contribution to the excellence of their institutions. While the observations of Ilyukhina, Bogatyreva, Makhmudova, and Ermakova study in the year (2019) concluded that an effective training and development system for employees increases the institution's chances of achieving excellence. Therefore, the following hypothesis has been proposed.

H₂: There is a significant relationship between employee training and development and institutional excellence in UAE universities.

2.8.2.3 Compensation and Incentives and Institutional Excellence

In today's knowledge-based economy, institutions as the centres of developing human resource play vital role in and incentive plans and processes are a key source of retaining the best employees for achieving institutional excellence (Bag, Wood, Xu,

Dhamija, & Kayikci, 2020). So strategic compensation and incentives have got a vital importance for achieving institutional excellence. Compensation and incentives lead to better future of the employees which helps institutions to gain best out of the employees which leads to institutional excellence (AlHalaseh & Alrawadyeh, 2022). However, generalizing that strategic compensation and incentives serves as a panacea for all types of institutions. Hence, the following hypothesis is proposed.

H₃: There is a significant relationship between employee compensation and incentives and institutional excellence in UAE universities

2.8.2.4 Performance Appraisal and Institutional Excellence

Performance appraisal process is important and essential characteristics of HRM practices. According to the arguments of previous researchers, correct performance appraisal system is the key practice for retaining the best employees which leads to institutional excellence (Kim & Ployhart, 2014). Looking closely at Kim and Polyare's study (2014), it can be said that performance appraisal is one of the most critical HR practices. Which gives companies a competitive advantage over other competing companies because of the significant contributions to the excellence of the performance of institutions. Similarly, an empirical investigation by Pangemanan (2015) confirmed this position. On a similar note, Pahos and Galanaki (2019) conclude that there is a significant positive relationship between performance appraisal and leads to institutional excellence. Therefore, the following hypothesis is proposed.

H₄: There is a significant relationship between performance appraisal and institutional excellence in UAE universities.

2.8.2.5 Recruitment and Selection and Institutional Innovation

Recruitment and selection of the employees play a significant role in institutional innovation and excellence. On a similar note, the theoretical study conducted by Saddam and Mansor (2015) stated that the recruitment and selection process has greatly affected the performance of oil and gas companies in the Iraqi region. Likewise, researchers claimed that recruitment and selection of the correct employees with correct skills develops a culture of innovation within the institution. In the light of the evidence reviewed from the available literature and the arguments of the studies of previous scholars, the researcher proposed that theoretically there is a significant relationship between recruitment and selection and institutional innovation (Saddam & Mansor, 2015). Therefore, the following hypothesis has been proposed.

H₅: There is a significant relationship between employee recruitment and selection and institutional innovation in UAE universities.

2.8.2.6 Training and Development and Institutional Innovation

Training and development play a significant role in the performance of employees. Training and development if provide accurately develops creative and innovative skills among the employees. Studies on the training and development, such as the studies of Ogwoka, Namada, and Sikalieh, (2017), which dealt with employee training in the human resources process among companies listed on the stock exchange, concluded that the important impact of training and developing employees to perform the mission of the institution in innovative and effective ways. On a similar note, the study of Saviour, Kofi, Yao, and Kafui (2016) agreed with the conclusion that the effective employee training and development has a significant contribution to the innovation in the institutions after studying performance in Ghanaian universities. Considering these

arguments and claims from the few studies available for review, the researcher theoretically proposed the following hypothesis.

H₆: There is a significant relationship between employee training and development and institutional innovation in UAE universities.

2.8.2.7 Compensation and Incentives and Institutional Innovation

Researchers highlighted the positive effects of compensation and incentive over institutional excellence and innovation. In principle, compensation and incentive reflects interest of institution in rewarding employees, and the link between compensation and incentive and performance motivates employees to be innovative and effective (Baker, Jensen, & Murphy, 1988; Adomako & Nguyen, 2020). Employees also consider compensation and incentive to be fair when it appropriately reflects individual contributions, and maintaining a sense of fairness is essential to ensuring work effort. compensation and incentive improve the quality of workforces. With appropriate compensation and incentive, productive employees remain with the institutions where they consider themselves to be well paid. Collectively, compensation and incentive are expected to improve institutional innovation by enhancing workforce quality and soliciting greater work effort from the employees (Aboobucker Ilmudeen, 2020). Hence based on the reviewed literature the following hypothesis is proposed;

H₇: There is a significant relationship between employee compensation and incentive and institutional innovation in UAE universities.

2.8.2.8 Performance Appraisal and Institutional Innovation

Performance appraisal plays a key role in attracting, retaining, and motivating employees. Bashir and Verma (2017) praised the competitive advantage gained from performance appraisal. The researcher points out that finding the right employees' appraisal is a critical setback faced by institutions operating today. In view of this, the researcher proposes more studies and analysis in this regard. About the study of Farouk, Elanain, Obeidat, and Al-Nahyan In the year (2016), the researcher concluded that there is a significant relationship between the process of performance appraisal and the institutional innovation (Pangemanan, 2015). Accordingly, they encourage hoteliers to reconsider their performance appraisal strategies. To consider these arguments, the researcher theoretically proposed the following hypothesis.

H₈: There is a significant relationship between employee performance appraisal and institutional innovation in UAE universities.

2.8.2.9 Institutional Innovation to Institutional Excellence

The quest of institutional excellence is one of the most significant current concerns. The objectives outlined in excellence standards are those that institutions should work toward achieving in order to encourage improved quality and distinction in their institutional excellence, and achieving these objectives calls for management involvement (Chaubey, Sahoo, & Das, 2021; Beil-Hildebrand, 2002). Success and development depend on speed and innovation to achieve the best use of human resources, as establishing institutional excellence is one of the most crucial activities and processes for human resources. Thus, the following hypothesis is proposed.

H₉: There is a significant relationship between institutional innovation and institutional excellence in UAE universities.

2.8.2.10 Institutional Innovation as Mediator

Institutional excellence necessitates collaboration between the HRM practices and the institutional innovation to accomplish corporate goals based on available resources, environment, and efficiency. Proper HRM practices are required to establish a supportive atmosphere for human resource to encourage a strong work ethic over innovation and to find acceptable solutions to any challenges the institution may have (Nasifoglu Elidemir, Ozturen, & Bayighomog, 2020).

To achieve institutional excellence at the highest level possible within the institution, those in charge of administrative tasks look for ways to increase production by increasing innovation when the manager notices that their human resource possesses the qualities of intelligence and excellence (Ployhart, 2006).

Institutional innovation is the capacity to recognize value in work that others would ignore and uncommon point of view on things. Institutions promote this innovation. The imaginative worker may find unconventional solutions to his administrative issues with the least amount of damage (Kimberly & Evanisko, 1981). The ability of an institution to arrange work ideas, steps, and the tools used without creating a chaotic work environment is one example of innovation. The use of innovation in administrative tasks to reduce time and effort and benefit the institutions is extensively covered in the literature.

Human resource management strategies are centered on the human aspect, which is crucial for attaining effectiveness and productivity. In order to achieve institutional excellence inside the institutions, they should thus give duties to qualified and creative

individuals so that they may perform the essential work utilizing the finest technology (Al-Eida, 2020; Razzaque & Hamdan, 2020).

Human resources management is the division responsible for the institution's human cadres through its coverage of several functions and activities like creative manpower planning and recruitment, as well as the recruitment process in general with the aim of fostering the innovation in institutions. This definition of the term is consistent with the short, despite differences in the term's definition (Jaiswal & Dhar, 2017).

H₁₀: Institutional innovation mediates the relationship between recruitment and selection and institutional excellence.

H₁₁: Institutional innovation mediates the relationship between Training and development and institutional excellence.

H₁₂: Institutional innovation mediates the relationship between compensation and incentive and institutional excellence.

H₁₃: Institutional innovation mediates the relationship between performance appraisal and institutional excellence.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter discusses the methodology used in the research. The first section introduces the research philosophy followed by its design. The researcher followed the positivist approach through which the researcher formulated the structure of the research. Through this, the researcher reached the research design, framework and hypotheses. As for the study population, the study sample was identified and written clearly and explicitly.

3.2 Research Design

Achieving the objective of the current research, which is to explore the relationship between traditional human resource practices and institutional excellence, which empirically studies the significant effect of institutional innovation to implement the role of traditional human resource practices to enhance institutional excellence in UAE universities. Research design or structure as described in Bloomfield and Fisher (2019) is a research outline that defines the procedures to be followed by the researcher to achieve potential research goals. In a similar viewpoint, Sekaran, (2007) the research structure as a plan that details how data can be collected and analysed to solve the research questions of the study. In short, research structure refers to an overview of the methodological decision taken in a research work. Furthermore, while conducting this

research, the research used onion strategy and in case any change is needed, or modifications required as per the requirements of the research the researcher did (Seuring, Stella, & Stella, 2021). Step by step the research procedures were followed in this study. Initially the research questions were analysed based on which the instruments had been adopted, and the data was gathered with the help of research instruments. Afterwards data was analysed, and discussions were made based on the findings of the data analysis.

The study is based on the institutional level as the higher educational institutions in UAE are striving their best to achieve institutional excellence. In this research, to conclude the mediating effect of institutional innovation on the relationship between human resource practices and institutional excellence was analysed. The quantitative method was used to conduct the causal research. Using the same method, the researcher prepared the study questionnaire. The advantages of using the quantitative research questionnaire primarily include that it allowed conducting the analysis on a large sample that can be generalized to the entire population. Secondly, quantitative research questionnaires collect data from participants.

This study also used a cross-sectional design, which means that data are collected at a specific point in time either in days, weeks, or months. It is a cross-sectional design that was chosen because it allows many participants to participate at a given time. The multi-sectional design also saves a lot of resources such as time, finance, and energy because the data that is collected is simultaneously to achieve the research objectives (Sekaran, 2007).

The questionnaire was used as a data collection tool in this study for several reasons. First, the questionnaire allows the researcher to collect data from a large sample. According to Bougie and Sekaran in their study (2019), questionnaires are widely used in social science research to describe a large sample because the same questionnaire can be distributed to many participants. Secondly, the questionnaire is fast, inexpensive, effective, accurate and flexible. According to G Zikmund, Carr, and Griffin (2013), a researcher who uses a questionnaire to collect data can collect that data within a short period, since administering a questionnaire with many targets sample is less expensive but time consuming.

3.3 Target Respondents

For getting the correct information it is compulsory to choose the right respondent. Knowledge of the respondent confirms the suitability of the respondent. The research covers three areas broadly, HRM practices, institutional innovation, and institutional excellence. Thus, for measuring the variables for HRM practices, deans of the colleges and chairmen of departments were contacted for getting the correct information, as they are the one with right information about HRM practices.

Similarly, for institutional innovation and especially institutional excellence, university president, Vice Chancellor, or Deputy Vice Chancellor can provide the best information because they are the one dealing with the strategic decisions. Therefore, the questionnaires related to human resource practices were distributed among the Deans, and the questionnaires for institutional innovation and institutional excellence were sent to University Presidents, Vice Presidents, Vice Chancellors, or Deputy Vice Chancellors. The basic reason behind sending the questionnaires to them is that these

target respondents have the knowledge and experience with the variables that are of interest in the current study. This helped to ensure that the data collected was accurate, reliable, and representative of the population being studied.

3.4 Population and Sampling Frame

3.4.1 Population

A study population as unanimously described by previous researchers is the sum of the items or subjects under study, sharing similar characteristics or specificity (Fico, 2019; Ritchie, Lewis, Nicholls, & Rachel Ormston, 2013). According to these scholars, the research community is one of the most important elements of the research work from which research samples are selected. In the light of Villiers and Fouché, general study (2015), the study population is defined as the totality of events, cases, or all members identified or like the study context for the purpose of sampling, which need equal opportunity to be sampled.

Moreover, Otzen and Manterola (2017) divided the study population into two different categories: accessible individuals and targeted individuals, target individuals belong to whole groups of individuals or things to which researchers are interested in generalizing findings, on the other hand, reachable individuals are referred to as individuals to whom the conclusions of the research work can be applied. In other words, the individuals who can be reached represent a subset of the target sample and are considered the study population. From among the individuals who can be reached, researchers must select research participants (Otzen & Manterola, 2017).

Based on the above definition, the number of the sample population or the target sample for this research work covers UAE higher educational institutions. The researcher focuses on universities and higher educational institutions operating in UAE because the UAE government aims to make these universities one of the best institutions in the world. Hence, to make this a reality, there is a need to identify the institutional excellence and institutional innovation required for it. In total there are around 73 higher education institutions and universities operating in UAE. The list of the Higher Education Institutions and the Universities is mentioned in table 3.1.

Table 3. 1

The list of the Higher Education Institutions and the Universities

| No. | Name of Institution/University | Location | Contact |
|------------|---------------------------------------|-----------------|----------------|
| 1 | Abu Dhabi Polytechnic | Abu Dhabi | +97126951062 |
| 2 | Abu Dhabi School of Management | Abu Dhabi | +97126917811 |
| 3 | Abu Dhabi University | Abu Dhabi | +97125015555 |
| 4 | Ajman University | Ajman | +97167482222 |
| 5 | Al Ain University | Al Ain | +97137024888 |
| 6 | Al Khawarizmi International College | Abu Dhabi | +97137087777 |
| 7 | Al Qasimiya University | Sharjah | +97165181111 |
| 8 | Al Wasl University | Dubai | +97143961419 |
| 9 | American University in Dubai | Dubai | +97143999000 |
| 10 | American University in the Emirates | Dubai | +97144499000 |
| | | Ras al | |
| 11 | American University of Ras Al Khaimah | Khaimah | +97172468888 |
| 12 | American University of Sharjah | Sharjah | +97165155555 |
| 13 | Amity University Dubai | Dubai | +97144554900 |
| 14 | Anwar Gargash Diplomatic Academy | Abu Dhabi | +971600595953 |
| | Arab Academy for Science, Technology | | |
| 15 | and Maritime Transport | Sharjah | +97180022787 |
| 16 | British University in Dubai | Dubai | +97142791400 |
| 17 | Canadian university dubai | Dubai | +97143219090 |

| | | | |
|----|--|-----------|---------------|
| 18 | City University Ajman | Ajman | +97167110000 |
| 19 | Dubai Institute of Design and Innovation | Dubai | +97145683911 |
| 20 | Dubai Medical College for Girls | Dubai | +97142120555 |
| 21 | Dubai Pharmacy College for Girls | Dubai | +97142120333 |
| 22 | Dubai Police Academy | Dubai | +97143163333 |
| 23 | Em Normandie in the UAE | Dubai | +97143751733 |
| 24 | Emirates Academy for Identity & Citizenship | Abu Dhabi | +97124955875 |
| 25 | Emirate's Academy of Hospitality Management | Dubai | +97143155555 |
| 26 | emirate's aviation university | Dubai | +97146050100 |
| 27 | Emirates College for Advanced Education | Abu Dhabi | +97125099999 |
| 28 | Emirates Institute for Banking and Financial Studies | Sharjah | +971600566664 |
| 29 | Fatima College of Health Sciences | Abu Dhabi | +97125078765 |
| 30 | Gulf Medical University | Ajman | +97167431333 |
| 31 | Hamdan Bin Mohammed SMART University | Dubai | +97144241111 |
| 32 | Heriot-Watt University, Dubai | Dubai | +97145717000 |
| 33 | Higher Colleges of Technology | Dubai | +97180069428 |
| 34 | Imam Malik College for Islamic Sharia and law | Dubai | +97145614699 |
| 35 | Insead- the Business School for the World | Abu Dhabi | +97126515200 |
| 36 | Institute of Management Technology- Dubai | Dubai | +97144227244 |
| 37 | Istituto Marangoni Dubai | Dubai | +390238585247 |
| 38 | Joint Command and Staff College - Abu Dhabi | Abu Dhabi | +97126187046 |
| 39 | Jumeira University | Dubai | +97145154555 |
| 40 | Khalifa Bin Zayed Air College | Abu Dhabi | +97126159089 |
| 41 | Khalifa University | Abu Dhabi | +97123123333 |

| | | | |
|----|--|----------------|---------------|
| 42 | Liwa College of Technology | Abu Dhabi | +971600500606 |
| 43 | London Business School, Dubai Campus | Dubai | +97144019301 |
| 44 | Mohamed bin Zayed University for Humanities | Abu Dhabi | +97124999000 |
| 45 | Mohamed bin Zayed University of Artificial Intelligence | Abu Dhabi | +97128113333 |
| 46 | Mohammed bin Rashid School of Government | Dubai | +97143293290 |
| 47 | Mohammed bin Rashid University of Medicine and Health Sciences | Dubai | +9718006278 |
| 48 | National Defence College | Abu Dhabi | +97126157055 |
| 49 | New York University, Abu Dhabi | Abu Dhabi | +97126284000 |
| 50 | Police College, Abu Dhabi | Abu Dhabi | +97124026000 |
| 51 | Police Sciences Academy- Sharjah | Sharjah | +97165585888 |
| 52 | Rabdan Academy | Abu Dhabi | +97125999111 |
| 53 | Ras al Khaimah Medical and Health Sciences University | Ras al Khaimah | +97172043000 |
| 54 | Rashid bin saeed al maktoum naval college | Abu Dhabi | |
| 55 | Rochester Institute of Technology- Dubai | Dubai | +97143712000 |
| 56 | Saint Joseph University Dubai | Dubai | +97144380630 |
| 57 | Sharjah Education Academy | Sharjah | +97165062222 |
| 58 | Sharjah Performing Arts Academy | Sharjah | +97165029999 |
| 59 | Skyline University College | Sharjah | +97165441155 |
| 60 | Sorbonne University, Abu Dhabi | Abu Dhabi | +97126569555 |
| 61 | Umm al Quwain University | Umm Al Quawain | +97167665597 |
| 62 | United Arab Emirates University | Al Ain | +97137673333 |
| 63 | University of Birmingham Dubai | Dubai | +97144280500 |
| 64 | University of Dubai | Dubai | +97145566800 |
| 65 | University of Fujairah | Fujairah | +97192244499 |
| 66 | University of Khorfakkan | Fujairah | +97192085000 |

| | | | |
|----|---|-----------|---------------|
| 67 | University of Paris 2 Pantheon-Assas University of Science and Technology of | Dubai | +97159669082 |
| 68 | Fujairah | Fujairah | +97192222644 |
| 69 | University of Sharjah University of Strathclyde Business | Sharjah | +97165585000 |
| 70 | School- UAE | Abu Dhabi | +97124048546 |
| 71 | University of Wollongong in Dubai | Dubai | +97142781800 |
| 72 | Zayed ii Military College | Al Ain | +971567432083 |
| 73 | Zayed University | Dubai | +97144021111 |

3.4.2 Sample Size

There are several methods that can be used to determine the size of a research sample. This is not limited to the famous sample size estimate for categorical data according to the study of both Krejcie and Morgan in the year (1970). Sample size estimation for both Kotrlik and Higgins (2001) categorical and continuous data uses the Power Sampling Program of *G energy test. A disadvantage of this method is that a known sample population is required, which is not compatible with the use of the latest version of the G power sampling software (Oribhabor & Anyanwu, 2019). At the time of data collection for this research, the researcher having access to the total number of Universities in Emirates, so G* software was used to estimate the sample size required for the research. Which is considered the best option to use.

Despite all available sample size selection methods, the G* power was used to estimate the sample size needed for this research. Advantages of using G* ability over other methods of sample size selection are their use of effect size (f^2), ability ($1-\beta$ err prob) and α (err prob) to calculate sample size (Faul, Erdfelder, Buchner, & Lang, 2009). In addition, power analysis supports both design-based input mode and distribution mode that can compute central and non-central probability distributions. Furthermore, power

analysis could determine the sample size needed for research from a population Infinite provided that the researcher can determine the appropriate analysis required in his study (Faul, Erdfelder, Buchner, & Lang, 2009).

Thus, given the objectives of the research, which is to test the importance of moral human resource practices as well as the mediating effect of institutional innovation on institutional excellence. Therefore, it is believed that this research has five external variables used in calculating the required sample size using the ability program *G.

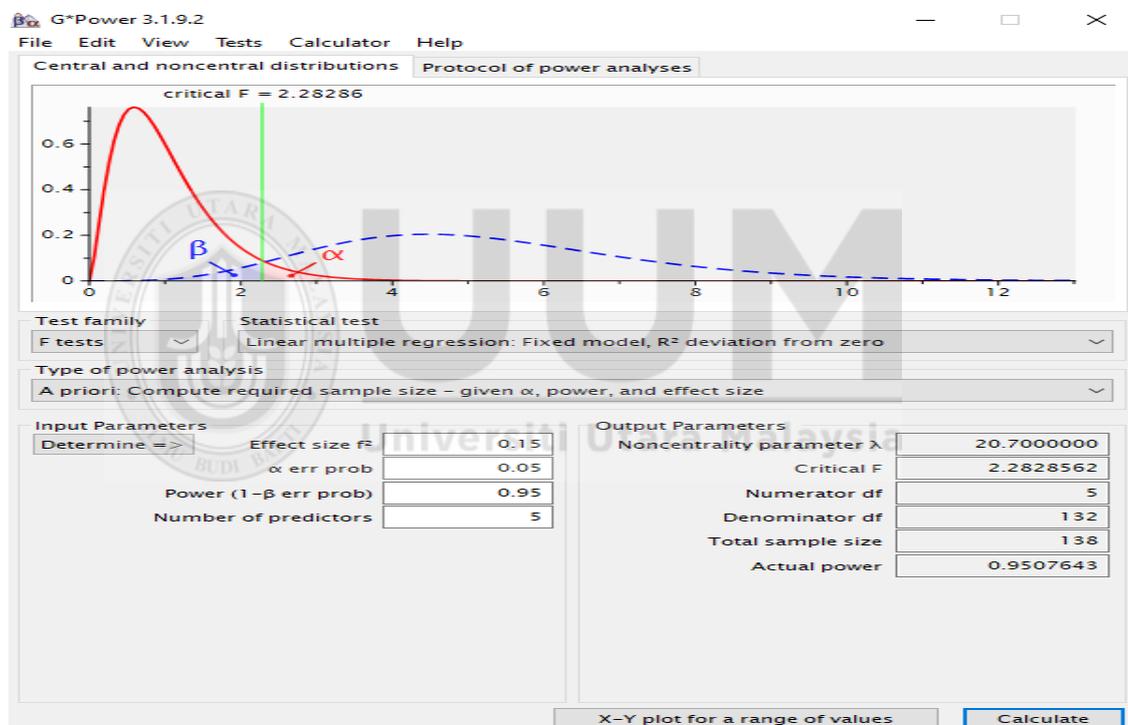


Figure 3. 1 Estimating Sample Size Using the G* Power Program

Using this method (power G*), the power analysis estimated 139 samples to be sufficient to conduct this research. However, to avoid any response bias or sampling error because of an unqualified questionnaire, the researcher plans to distribute enough questionnaires to potential participants in the higher educational institutions operating in United Arab Emirates through a random sample of the study population. The basic

reason behind choosing a large sample size is that in general for social sciences it is suggested to have a sample size of around 300 or more as a rule of thumb, then generalization of the findings can be reliable (Krejcie & Morgan, 1970; Israel, 1992; Hill, 1998; Bartlett, Kotrlik, & Higgins, 2001). Similarly, the studies that have been conducted on higher educational institutions have also taken a similar sample size (Asif, Asad, Bhutta, & Khan, 2021).

3.4.3 Sampling Technique

There are several ways to select study samples. It is not limited to sample estimation by Krejcie and Morgan (1970) for categorical data, computation of sample size for both categorical and continuous data, or use of Kotrlik and Higgins (2001) G*Power sampling program. With the exception of the use of the G* power sampler, one of the drawbacks of these approaches is that they require a known population. As a result, G*power software was used to estimate the sample size required for the study because it is the best alternative (Faul, Erdfelder, Buchner, & Lang, 2009).

Despite the fact that there are other methods available for selecting sample size, the G* power was used to determine the required sample size for this study for the following reasons: Using effect size (f^2) and power (Error prob) to find out the sample size (Faul, Erdfelder, Buchner, & Lang, 2009). Furthermore, power analysis may generate central and eccentric probability distributions using both design-based and distribution-based input method. Moreover, power analysis can determine the sample size required to conduct research from an infinite population if the researcher can choose the appropriate analysis to study (Onwuegbuzie & Leech, 2007).

Therefore, given that the main objective of this research is to study the important contribution of human resource practices (recruitment, staff selection, and recruitment process) on institutional excellence in universities, the appropriate analysis to examine this is the T-test. Given this, G* strength software tests are assigned to “ t-test - linear multiple regression”. Thus, a sample of 139 samples was presented Below shows the inputs and outputs.

There are also two main ways through which the researcher can choose the research sample from the target research community. These methods are known as probability and non-probability sampling methods (Etikan, Musa, & Alkassim, 2016). Researchers choose the method that best fits the purpose of the research. Sometimes, these methods can be combined together to achieve the goals of the researcher (Etikan, Musa, & Alkassim, 2016).

A probability sampling method is the process of selecting a sample, given equal chances of selecting the subject. According to Etikan and Bala (2017), some types of probabilistic methods include simple random sampling, stratified random sampling, systematic random sampling, and multistage random sampling. The researcher, in terms of the time and resources to conduct the research (Etikan, Musa, & Alkassim, 2016). In this research, random sampling probability technique is used. The “simple random sampling” approach is considered one of the best probability sampling strategies to save time and resources (Etikan & Bala, 2017). The researcher chose simple random sampling as it is a reliable method for obtaining information in which each member of the population is randomly selected and has the same chance of being included in the sample. The reason behind choosing simple random sampling was that

this technique helps to generalize the findings, and as the nature of the study is more practical along with theoretical, hence the sampling technique chosen must be the one where the results can be generalized.

3.4.4 Data Collection Method

There are many procedures that the researcher may choose one of them to collect data for the study. The researcher adopts one of the methods or combines the most suitable methods that meet the purpose and the nature of its achievement, as well as considering the resources available to conduct such research (Creswell & Zhang, 2009).

In most social science surveys, survey methods have been favoured by many scholars (Schwarz, Groves, & Schuman, 1998). This method yielded positive and logical results with meaningful explanations. In view of this, the researcher therefore adopted the survey research method to conduct this research. The researchers personally visited all the institutions and distributed the questionnaires and afterwards follow up calls were given to remind about the completion of the questionnaire.

The list of the universities is added in the population section. The representatives mentioned in the target respondents were contacted and upon their willingness questionnaires were sent to them. Two weeks' time was given to them and upon non-response, they were contacted again for the responses, only those who had not already responded. In order to make sure that non-response error does not exist, the data was divided into split halves and then the differences were checked.

3.4.5 Unit of Analysis

Unit of analysis can be individual, organization, or group of people (Quinlan, Zikmund, Babin, Carr, & Griffin, 2018). The study is focusing over the organizational excellence. Hence the unit of analysis is organization. Organizations in this research are basically the universities and higher educational institutions which are facing the issue of excellence as identified in the problem statement. The unit of analysis which are universities and higher educational institutions were represented by the employees who are at a higher level.

3.5 Data Collection Tools

There are many ways in which a male or female researcher can collect data for his research process from some trusted and credible sources through which the data was then analysed. Examples include questionnaires, interviews, experiments as well as focus group discussion. The type of tools to be used depends solely on the type of research methodology used by the researcher and the research objectives as well (Ary, Jacobs, Irvine, & Walker., 2018).

Moreover, some researchers argue that publicly available data can be used in various databases and annual reports. The reason for this is due to the type of research being conducted and the availability of the required data (Kawamura, et al., 2010).

In this research, the questionnaire method was used in data collection to provide the necessary data from specific sources or samples / participants in the research. The benefits of using a questionnaire, include the anonymity of respondents, the collection of large data within a shorter period and that it is better selected to reduce cost. What's

more, some of the characteristics of a good questionnaire are the ability to get an accurate answer through clear and unambiguous data, and the questionnaire questions should focus on the exact point of inquiry keeping the questions short and specific (Gillham, 2008).

The current research with tools adopts previous empirical investigations to increase the reliability and validity of the tool (O'Sullivan, Rassel, & Berner, 2003). Variables in this work are measured using a 5-point Likert scale. The 5-point Likert scale is straightforward as well as easy to understand for both respondents and researchers. It takes less time to complete compared to higher point scales which is beneficial in surveys where time efficiency is crucial whereas, 7 point Likert scale offers more detailed feedback but may require more cognitive effort from respondents and complete data analysis due to additional options, however, 10 point Likert scale provides even more granularity but risks overwhelming respondents due to too many choices, potentially leading to decreased response quality or increased abandonment rates.

Likert scale builds on the following advantages of using Likert scales put forward by previous researchers.

According to Losby and Wetmore in their study of the year (2012), advantages of using the Likert scale include rating participants' response in a continuous order of "strongly disagree - strongly agree"; assign each response a numeric value "1 – 5" of the 5-point Likert scale; The declarative statement is used; the possibility of response ratings; suitable for the penultimate test.

3.6 Research Instrument

The tools used in this research work have been aligned with the operational definitions of the research components. The questionnaire has a closed-end design, which was adopted from previous studies, as shown in Table (3.1), with a high degree of reliability for the research subjects. The closing statements aim to have the respondents disclose valid information that is arguably essential to the findings of this research.

In addition, broad range answers (open answers) were relied upon by the fact that the researcher relied on the data to determine the focus of participants' answers (Churchill & Brown, 2004). The items included in the questionnaires aimed to measure the assumed mediating effect of institutional innovation on the relationship between human resource practices and institutional excellence.

Survey tools (questionnaires) were adapted from previous studies to measure the mediating effect of institutional innovation on the relationship between human resources practices and institutional excellence: a quantitative study in UAE universities, the elements were collected, combined, then adapted, and then the questionnaire was developed by relying on several previous academic articles. related to. The survey tools included two main sections.

- First Section one General information related to the demographic profile of the respondents.
- The second section relates to the items of all the variables of this study and the opinion or perception of the respondents.

All scale elements have been adapted to the interval scale. This study uses five-point scales. The Likert scale is an interval scale that specifically uses the five anchor points: strongly disagree, disagree, neither disagree nor agree, agree, strongly agree (Sekaran, 2007). This scale has advantages because it is easy to create, manage and record. After the questionnaire is completed, each item was analysed separately or summed to create a score for a group of items using statistical software. The advantages of using a Likert scale to measure the dependent and independent variable is that it summarizes the responses to represent a particular statement, which can then be manipulated to produce some desired outcome in relation to the study objective.

Table 3. 2
Questionnaire Sources

| Variable | Items | Sources |
|---------------------------|--------------|--------------------------|
| Recruitment and Selection | 5 | (Asad et al., 2011) |
| Training and Development | 5 | (Haider et al., 2015) |
| Compensation and Benefits | 5 | (Asad, 2020) |
| Performance Appraisal | 7 | (Allam, 2019) |
| Institutional innovation | 7 | (Obenchain et al., 2010) |
| Institutional Excellence | 8 | (Al-Subaie, 2022) |

The range of measurement is absolutely vital in choosing the correct statistical test. Variables can be measured and transferred at different scales. However, in social and behavioral research, the most preferred scale is the Likert scale, according to Liñán and Chen (2006), Leiter, Jackson, and Shaughnessy (2009), and Alreck, Alreck, Settle, and Robert (1995), the Likert scale is commonly used because of its statistical reliability in terms of opinion or idea quantification, which makes it easy to analyse using almost any statistical tools.

As is well known, there is nothing with the pros that does not have its own flaws. With this in mind, Thoma, et al., sees in his (2013) study on the widespread acceptance of the Likert scale among researchers in the social and behavioural sciences to be associated with an uninterrupted response from the respondent, and to use an easy quantitative method that allows for mathematical computation. Moreover, this scale is considered liberal as it gives room for indecision or neutral feelings rather than bias. In addition, in his study Bertram (2007) refuted the advantages of the Likert scale from the point of view of researchers and respondents. From the point of view of the author and from the point of view of the researchers, the Likert scale is easy to construct. For the participants, Bertram (2007) believes that Likert scale items are easy to read and understand by the participants.

On the other hand, previous researchers have discussed the downsides of using the Likert scale. In the view of Bertram (2007), the drawbacks of the Likert scale that were highlighted were its central tendencies bias, i.e. respondents may avoid responses of the extreme value. Also, Bertram (2007) identified the social desirability bias as another major defect. The researcher finds that the participants, instead of being honest, portray themselves as more socially favoured.

Despite these identified drawbacks, the Likert scale remains one of the most preferred and used in much researches worldwide since it is a bipolar scaling technique and measures the positive or negative response to a given statement; Since the 5-point gradient is used, the midpoint is usually neutral (Allen & Seaman, 2007). In order to obtain a detailed set of elements to measure these variables, previous studies were

extensively reviewed, and the elements from those studies were selected to ensure their validity.

3.6.1 Operationalization of Variables

While operationalizing the variables, the operational definition is given as per the measurement of the variable. All the variables that have been used in the study have been explained along with the rationale and the sources from where the operationalizations have been adapted.

3.6.1.1 Operationalization and Measurement of Human resource Practices

This research uses the used elements of opinions, suggestions, conclusions, and results that were reviewed in the first and second chapters through the theoretical framework and previous studies (Asad, Haider, Akhtar, & Javaid , 2011). The purpose of this procedure is to ensure that the content of the selected items is correct. Huselid (1995) defined HRM practises as recruitment and selection, training and development, compensation and incentive, and performance appraisal. In this research, the HRM practices were measured based on Asad, Haider, Akhtar, and Javaid (2011), Haider, Asad, and Aziz (2015), Allam (2019), and Asad (2020). The process of attracting a group of applicants with high qualifications to select the best among them is known as recruitment and selection (Allam, 2019). Recruitment ensures that the right candidate is applying, and election ensures that right candidate is selected for the job. Afterwards, an important task is to train and develop the employee as per the needs of the organization. Training and development are a planned process of learning that gives the opportunity for the employees to teach how to perform current and future jobs (Haider, Asad, & Aziz, 2015). Training and development ensure that the employee is

equipped with the skills required to perform the job. Another important aspect to retain and keep the employee motivated is compensation and incentive. The return for which every individual worker and the worker expect to obtain for carrying out their jobs (Alqudah, Carballo-Penela, & Ruzo-Sanmartín, 2022). Compensation shows the importance of the employee and incentives shows the benefits for the employees and shows the expectations of the organizations from the employees. The fourth most important aspect of HRM practices for the educational institutions is performance appraisal. Performance appraisal is a systematic process to inspect and evaluate individual's performance after a certain period (Asad, Haider, Akhtar, & Javaid, 2011). Performance appraisal confirms the employee that his efforts are being recognized, and he is in the right direction or not. In order to measure all the dimensions of HRM practices the instrument that was used is mentioned below. The items that were used to measure HRM practices are mentioned below with the sources from where the items have been adopted.

Table 3. 3
Items for Human Resource Practices

| No. | Recruitment and Selection | Source |
|-----|--|--------------|
| 1 | The university I work for widely distributes information about both external and internal recruitment processes. | (Asad, 2020) |
| 2 | The university I work for reveals clear information to applicants regarding the steps and criteria of the selection process. | |
| 3 | The university I work for announces to the candidates their performance results at the end of the selection process. | |
| 4 | The university I work for has competitive selection processes that attract qualified people. | |
| 5 | The organization I work for uses various selection tools (e.g., interviews, tests, etc.) | |

No. Training and Development

- 1 In the university where I work for, trained and impartial people conduct the organization Selection tests.
- 2 In the university I work for, training is closely related to the individual needs of each employee. (Asad, 2020)
- 3 In the university I work for, significant training is conducted before the implementation of a substantial change in service rules.
- 4 In the university I work for, training is provided for the employees who are moved from one department to another, for a specified period.
- 5 In the university I work for, sufficient resources are provided to train employees.

No. Compensation and Benefits

- 1 In the university where I work for, I get incentives such as promotions, commissioned functions, awards, bonuses, etc.
- 2 In the university where I work for, my salary is affected by my performance. (Asad, 2020)
- 3 In the university I work for, the salary is compatible with my skills, training, and education.
- 4 In the university I work for, rewards are given according to the payment offered at either the public or private marketplace levels.
- 5 In the university I work for, the system meets the expectations of its employees on rewards.

No. Performance Appraisal

- 1 In the university where I work, discusses performance appraisal criteria and results with its employees.
 - 2 In the university where I work, performance appraisal provides the basis for an employee development plan. (Asad, 2020)
 - 3 In the university where I work, performance appraisal is the basis for decisions about promotions and salary increases
-

| | |
|---|---|
| 4 | The university where I work, distributes performance appraisal criteria and results to its employees. |
| 5 | In the university where I work, treats me with respect and attention. |
| 6 | In the university where I work, there is an environment of trust and cooperation among colleagues |
| 7 | In the university where I work, employees can persuade each other to their position. |

3.6.1.2 Operationalization and Measurement of Institutional Excellence

Institutional excellence is an institution's investment in significant opportunities that is motivated by effective strategic planning, commitment to a common vision, a clear purpose, ample resources, tenacity, and successful performance. Institutional excellence is a topic that many scholars are interested in and discussing in today's globalized environment (Harrington, 2005). In this research, the institutional excellence was operationalized based on Al-Subaie (2022). The development, quality, recognition, accreditations, strategic planning, and utilization of human resource. Institutional excellence in the current research was measured based on 8 items mentioned below along with the source of the instrument.

Table 3. 4
Items for Institutional Excellence

| No. | Items | Source |
|-----|--|-------------------|
| 1 | The university has a declared strategic plan that contributes to achieving institutional excellence. | |
| 2 | The development in the field of institutional excellence in the UAE universities sector contributed to the development of work in an effective and efficient manner in the financial field | (Al-Subaie, 2022) |

-
- 3 The university prepares its strategic plan based on an understanding of the current and future needs of those involved.
 - 4 The development in the field of institutional excellence in UAE universities has led to the development of its ability to do things faster, better and with the required quality
 - 5 The university's strategic plan is based on a comprehensive analysis of the internal and external environments.
 - 6 The development in the field of institutional excellence in UAE universities contributed to the development of its ability to increase its effectiveness and efficiency in using its available resources.
 - 7 The university's strategic plan takes into consideration the available capabilities and resources.
 - 8 The development in the field of institutional excellence in UAE universities contributed to the development of their ability, through their human resources, to have a decisive influence on the human relationship in approving and implementing the strategic plans of those organizations
-

3.6.1.3 Operationalization and Measurement of Institutional Innovation

Institutional innovation is “the creation of a new and more effective system to encourage people's behaviour, and the realisation of social sustainable development and innovation under the existing production and living environment (Adams, Jeanrenaud, Bessant, Denyer, & Overy, 2016). In this research, the institutional innovation was operationalized based on (Obenchain, Johnson, & Dion, 2010). For measuring institutional innovation 5 items have been chosen which are mentioned below along with the source.

Table 3. 5
Institutional Innovation

| No. | Items | Source |
|-----|---|--------------------------|
| 1 | Create wholly new programs/services for students. | (Obenchain et al., 2010) |
| 2 | Convert existing programs/services into a recognizably different format. | |
| 3 | Extend programs/services to new groups of students previously not served by the institution. | |
| 4 | Incorporate new techniques/inputs in producing programs/services. | |
| 5 | Develop new practice, knowledge/theory in producing programs/services within a given technique and different mixes of the same input. | |

3.7 Data Analysis

This section discusses in detail the methods used by the researcher in analysing the data collected from the respondents. The analysis program used in this research is "Statistical Package for Social Sciences" (SPSS), version 23 using SPSS, the analysis used includes: missing data and missing values analysis, missing values replacement, data normalization, reliability and validity of research tools, evaluation of the problem of multiple linear relationships, Descriptive statistics for demographic data and items used. Furthermore, the researcher plans to use PLS-SEM to test the hypotheses developed. The reason for choosing PLS-SEM over other software includes the software's ability to simultaneously analyse a complex model such as the one in this paper.

3.8 Pilot Study

Before distributing the last version of the questionnaire to collect the real data of the study, pre-test evaluation to validate the instruments has been conducted through a

pilot study. Pretesting is conducted prior to the pilot study, the questionnaire was thoroughly examined and evaluated by two professors from the Universities in the Arab world as they understand the culture and environment of the country.

The pilot study test is important for testing the reliability and validity of the measure (Sekaran, 2007). In addition, it involves respondents from the same pool of the study from which the actual data was collected. Thus, the data has been collected for the pilot study from 50 head of the departments in selected departments. In addition, the respondents are asked to comment if they have any difficulties in understanding the questions while answering the questions and to eliminate the misunderstanding and confusion related to the questionnaire items. According to Hair *et al.* (2010) the main criterion for selecting previous instrument is the internal consistency that gained through calculation of Cronbach's Alpha reliability coefficients.

3.9 Measuring Reliability and Validity

According to Hair *et al.* (2010) reliability is an estimation of the consistency level among multiple measurements of a construct. Therefore, the reliability analysis is conducted in this study to measure the consistency of items of constructs. According to Sekaran (2007), there are four methods commonly used by many researchers to measure the reliability of constructs, namely, test-retest methods, split half method, alternative form methods, and Cronbach's alpha coefficient method which is commonly used. All the methods were applied when the final data collection was done, however, at this stage only Cronbach's Alpha is measured to confirm that the instrument is reliable. Cronbach's alpha method overcomes those weaknesses of other methods, therefore, at this stage only Cronbach's Alpha is conducted. The Cronbach's

alpha method to measure reliability has been the dominant method of testing reliability, particularly in among social science researchers (Quinlan, Zikmund, Babin, Carr, & Griffin, 2018).

Therefore, this study followed the mainstream of social science research of using the Cronbach's alpha method to assess the reliability measures for each construct separately. According to Schwarz, Groves, and Schuman (1998) the minimum standards for Cronbach's Alpha is 0.7. As presented in Table 3.4, we can notice that the Cronbach's alpha coefficients for all constructs at the acceptable level of consistency. Most of the tabulated values of the alpha coefficient above are the agreed level for alpha (0.70) according to Schwarz, Groves, and Schuman (1998). In addition, it was argued by Hair *et al.* (2010) that the minimum acceptable level of Cronbach's alpha is 0.60 for any construct to measure reliability. Therefore, however any value lower than 0.70 was not considered too acceptable for research (Hair *et al.*, 2010).

Table 3. 6
Cronbach's alpha coefficients

| Constructs | Cronbach's Alpha |
|---------------------------|-------------------------|
| Recruitment and Selection | 0.869 |
| Training and Development | 0.840 |
| Compensation and Benefits | 0.898 |
| Performance Appraisal | 0.942 |
| Institutional Excellence | 0.823 |
| Institutional Innovation | 0.834 |

According to Sekaran (2007), the measurement can indicate a good level of reliability but shortage in validity; therefore, the reliability can be a pre-requisite for measurement but not offer the goodness of the measurement. Validity indicates to what

extent the measurement scales what proposed to be measured. There are many methods in literature methodology of validity measures. One of these commonly measures is the content validity which based on the judgmental evaluation by several experts to ensure the items of measurement to contain the construct measure of all its aspects. In this study, a comprehensive review of literature was used to develop the items that include the measurements. Additionally, comprehensive discussions with many academicians have been conducted to originate the items of constructs. Moreover, the questionnaire was distributed among some respondents to review and assess its content validity.



CHAPTER FOUR

ANALYSIS AND FINDINGS

4.1 Introduction

This section comprises all the findings drawn from the collected data after using the structural equation modelling and diagnostic test with the SPSS 25 and SMART PLS 4.0. The initial section of the chapter covers early detection and screening of the data. The chapter exhibits the research findings by using the data collected from participants of universities and higher educational institutions operating in the United Arab Emirates. Initially, response rate and non-response bias tests have been utilized for the data. Descriptive statistics were used among participants of the study to determine demographic factors such as age, gender, qualification, and designation of respondents and identify the situations that required analysis.

Likewise, the common method bias test and descriptive analysis of major variables which comprises analysis of missing data, analysis of normality, and assessment of multicollinearity have been determined. Additionally, the findings of the study involved the assessment of PLS structural equation modelling. Subsequently, the assessment of the measurement model comprises Outer Loadings, Cronbach's Alpha, Composite Reliability, Average Variance Extracted, and Discriminant Validity. Lastly, the assessment of the structural model which includes the direct effects,

mediating effects, coefficient of determination, and assessment of predictive relevance has been examined.

4.2 Response Rate

The data for this study has been collected from participants of universities and higher educational institutions operating in the United Arab Emirates. Questionnaires for this study were distributed in person along with pens or another gift as a symbol of admiration. Additionally, free consultations have been offered to make it easier for respondents to complete the surveys. Sekaran and Bougie (2016) identified that reminding respondents via phone calls, SMS, and in-person visits increased the response rate. Because of these efforts, 145 questionnaires have been returned out of 300 questionnaires that were personally administered by participants of universities and higher educational institutions operating in the United Arab Emirates.

Consequently, this effort makes the response rate of 48.3 %, however, out of 145 responses obtained only 139 questionnaires have been used for further analysis which makes a valid response of rate 46.3% (Baruch, 1999) whereas 6 questionnaires have been wrongly filled and 10 respondents did not respond and were rejected for further analysis. Therefore, table 4.1 shows the findings of the response rate are comparable with other previous studies (Narver & Slater, 1990; Baruch, 1999).

Table 4. 1
Response Rate

| Responses | Frequency | Percentage |
|------------------------------------|------------------|-------------------|
| No of questionnaires distributed | 300 | 100% |
| No of questionnaires not responded | 155 | 51.67%. |
| Returned questionnaires | 145 | 48.3% |

| | | |
|-------------------------|-----|-------|
| Excluded questionnaires | 6 | 2% |
| Useable questionnaires | 139 | 46.3% |

4.3 Non-Response Rate

Non-response bias test is conducted in surveys when respondents' responses differ in considerable way among those who respond and those who do not respond. Non-response errors are known as those of respondents who are not willing to share information. For instance, a respondent's unwillingness to answer could have an impact on accessibility issues with respondents as well as their rejection to take part in the survey.

Armstrong and Overton, (1977) indicated that nonresponse errors are particularly problematic when respondents answer their questions and the information, they presented is different from those respondents who did not answer or answered lately. Moreover, if a non-response bias test is discovered, the findings made it impossible to verify how the overall sample responded. Consequently, non-response bias may have an impact on the extent to which the sample's findings can be applied to the overall population.

Follow-up by WhatsApp, phone calls, SMS, and consultation have been proposed as motivation for response in order to start addressing the issue of nonresponse bias (Rogelberg & Stanton, 2007). In addition, the study has also been utilized to examine potential distinctions between participants who reacted early and those who responded later because response rates varied according to response times. Thus, the respondents were divided into two groups to test for response bias: early responders and late

responders. It has been ascertained whether the variances are still valid for both early and late respondents by applying Levene's test for equivalency of variances.

Furthermore, based on the Levine test the two-tailed equality of mean t-test has been used to examine the precise value of p which is linked with the hypothesis to determine if there is a significant difference between the two groups. Those who responded to the questionnaire within 15 days of receiving it were considered early responders; whereas those who responded more than 15 days later were considered late respondents. Subsequently, based on the responses to the survey questionnaire including all the main essential variables which are recruitment and selection, training and development, compensation and benefits, performance appraisal, institutional excellence, and institutional innovation most of the variables have early responders are 113 and late responders are 32.

Therefore, the results of Levine's test for equivalency of variances have been utilized to check if there was a distinction in variances between early responders and late responders are shown in Table 4.2.

Table 4. 2
Non-Response Rate

| Variable | Response | N | Mean | SD |
|-----------------------------|-----------------|----------|-------------|-----------|
| Recruitment and selection | Early | 113 | 3.37 | 0.89 |
| | Late | 32 | 3.43 | 0.92 |
| Training and development | Early | 113 | 3.65 | 0.78 |
| | Late | 32 | 3.58 | 0.82 |
| Compensation and Incentives | Early | 113 | 3.87 | 0.95 |
| | Late | 32 | 3.79 | 0.88 |
| | Early | 113 | 3.75 | 0.82 |

| | | | | |
|--------------------------|-------|-----|------|------|
| Performance appraisal | Late | 32 | 3.68 | 0.79 |
| Institutional excellence | Early | 113 | 3.97 | 0.87 |
| | Late | 32 | 3.82 | 0.95 |
| Institutional innovation | Early | 113 | 3.89 | 0.78 |
| | Late | 32 | 3.94 | 0.89 |

4.4 Demographics of Respondents

The demographic features of the respondents have been investigated in this section. Age, Gender, Qualification, and designation of respondents by participants of universities and higher educational institutions operating in the United Arab Emirates.

4.4.1 Age of Respondents

The age distribution of the respondents has been analysed in this study to identify the ages of employees from the participants of universities and higher educational institutions operating in the United Arab Emirates who answered effectively. Therefore, the analysis of respondents' age is shown in Table 4.3

Table 4. 3
Age of Respondents

| | Frequency | Percentage | Cumulative Percentage |
|--------------|-----------|------------|-----------------------|
| 40-49 | 44 | 31.65 | 31.65 |
| 50-59 | 55 | 39.56 | 71.21 |
| 60 and above | 40 | 28.77 | 100 |
| Total | 139 | 100 | |

Table 4.3 demonstrated that most of the respondents age are between 50 and 59 which represents that their percentage is 39.56 which is greater than other age groups. For the easiest understanding of the results see the graph in figure 4.1 below.

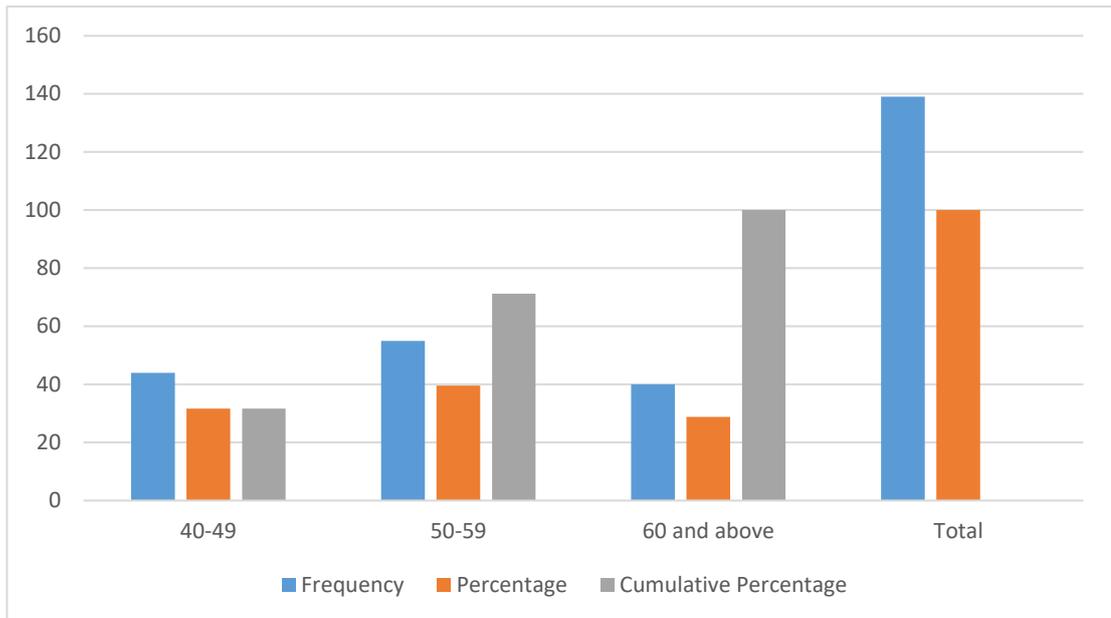


Figure 4. 1 Age of Respondents

4.4.2 Gender of Respondents

The gender of the respondents has been analysed in this section to ascertain which gender groups of employees responded effectively. Therefore, the findings of respondent's gender are shown in Table 4.4.

Table 4. 4
Gender of Respondents

| | Frequency | Percentage | Cumulative Percentage |
|--------|-----------|------------|-----------------------|
| Male | 134 | 96.40 | 96.40 |
| Female | 5 | 3.59 | 100 |
| Total | 139 | | |

Table 4.4 revealed that most of the respondents are male and above the findings are 134 which represents that their percentage is 96.40, whereas the female's frequency is 5 which indicates that their percentage is 3.59. As a result, the simplest understandings of the findings are shown in Figure 4.2.

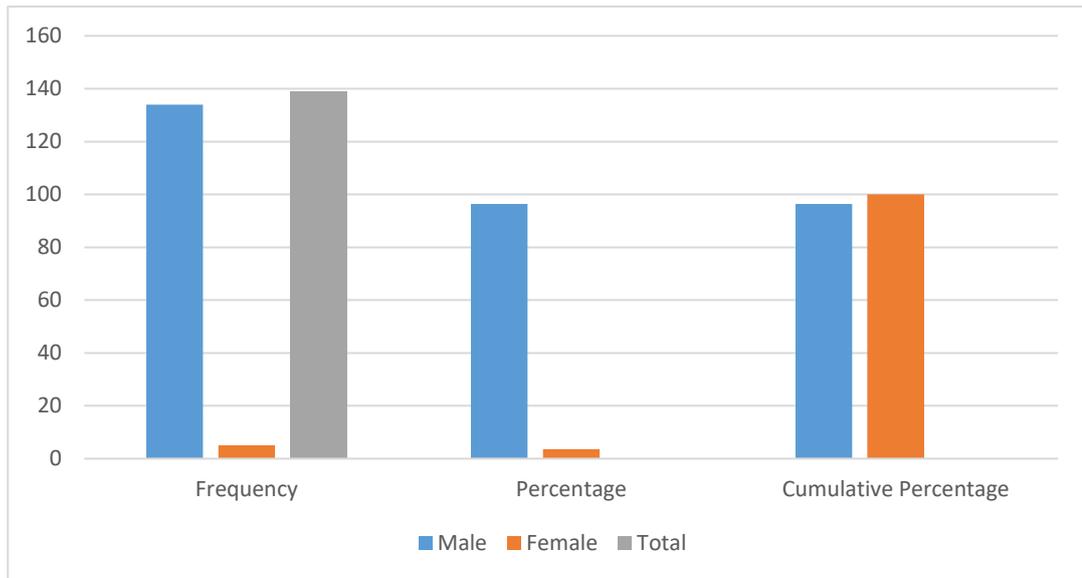


Figure 4. 2 Gender of Respondents

4.4.3 Qualification of Respondents

The qualification of respondents has been assessed to better understand the demographic of the respondents from the participants of universities and higher educational institutions operating in the United Arab Emirates. Therefore, the findings of respondents' qualifications are shown in Table 4.5.

Table 4. 5
Qualification of Respondents

| | Frequency | Percentage | Cumulative Percentage |
|----------------|-----------|------------|-----------------------|
| Doctorate | 77 | 55.39 | 55.39 |
| Post Doctorate | 38 | 27.33 | 82.72 |
| DBA | 24 | 17.26 | 100 |
| Total | 139 | 100 | |

Table 4.5 shows the findings of the respondents' qualifications which reveals that doctorate respondents have more persistence as compared with other respondents' qualifications. For more easiest understanding of results, the respondents' qualifications are shown in Figure 4.3.

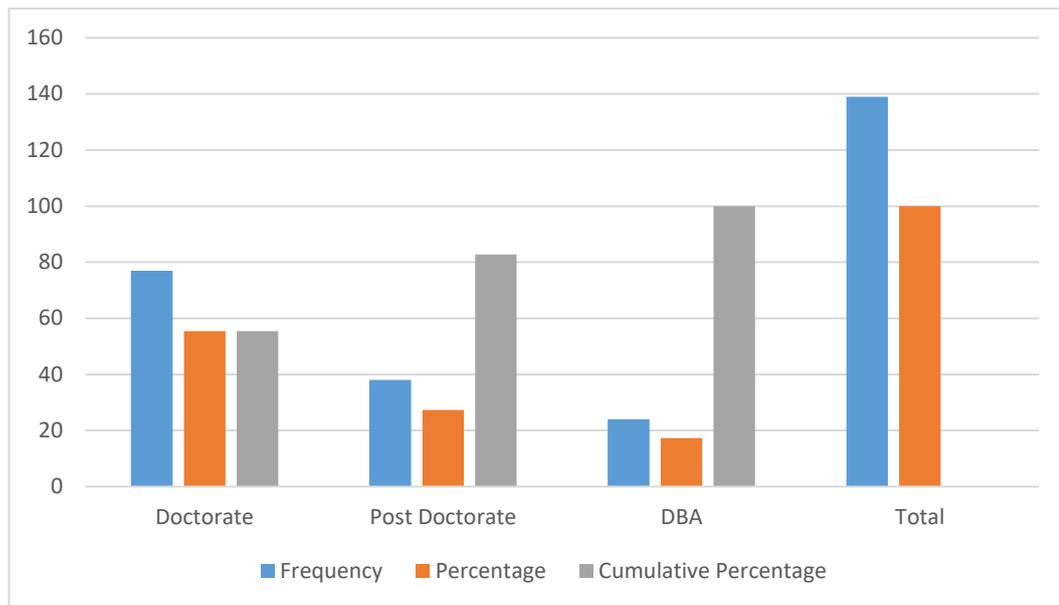


Figure 4. 3 Qualification of Respondents

4.4.4 Designation of Respondents

The designation of respondents has been examined from the participants of universities and higher educational institutions operating in the United Arab Emirates. Therefore, the findings of the designation of respondents have been mentioned in Table 4.6. Hence, the results of the respondent's designation in Table 4.6 show that the Vice Chancellor have more persistence as compared with other respondents' designation.

Table 4. 6
Designation of Respondents

| | Frequency | Percentage | Cumulative Percentage |
|------------------------|-----------|------------|-----------------------|
| University President | 45 | 32.37 | 32.37 |
| Vice Chancellor | 54 | 38.84 | 71.21 |
| Deputy Vice-Chancellor | 40 | 28.77 | 100 |
| Total | 139 | 100 | |

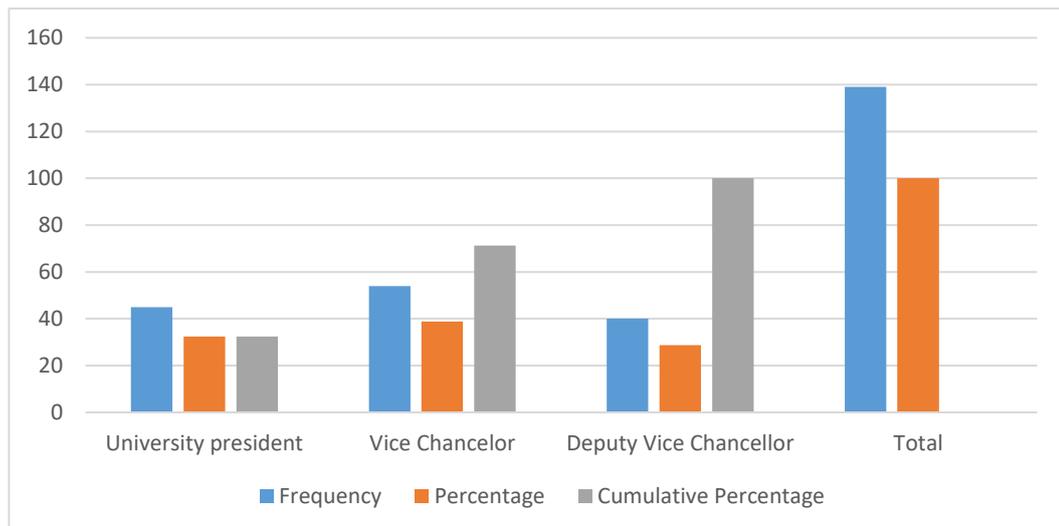


Figure 4. 4 Designation of Respondents

4.5 Common Method Bias Test

Common technique bias may have affected the data because exogenous factors and endogenous variables were collected simultaneously using a similar instrument. Considering the potential problem caused by the common method that is biased in the study behaviour, this study aimed to verify that observed scores are not affected by an overstated method correlation effect. According to Podsakoff, MacKenzie, and Podsakoff, (2012), the common method preference clarified the discrepancy results from the dimension method of several underlying variables that measurements represent individually.

Likewise, there are numerous arguments about the significance of common method bias on data. The common method variance can be addressed by applying the use of various statistical approaches and procedures. Moreover, in order to highlight their uncertainties, the academicians invited applicants who did not particularly respond to the item questionnaires. Additionally, they were ensured of their discretion in terms of

their identity and any response that they would provide. Therefore, the scale enhancement items have been used in line with their objectives.

4.6 Descriptive Analysis of Major Variables

The study involves the analysis of the descriptive statistics of the major variables which have been identified. This study first examined the analysis of indicative indicators in order to calculate the average, standard deviation, minimum, and maximum values. The study used Likert scale items, which have a 5-point Likert scale. For compensation and incentives, institutional excellence, institutional innovation, performance appraisal, recruitment and selection, and training and development 1 indicates strongly disagree, whereas 5 indicates strongly agree according to the availability of compensation and incentives, institutional excellence, institutional innovation, performance appraisal, recruitment and selection, and training and development. Therefore, the results of the descriptive statistics are mentioned below in Table 4.7.

Table 4. 7
Descriptive Analysis of Major Variables

| Variables | Average | Standard Deviation | Minimum | Maximum |
|-----------------------------|----------------|-------------------------------|----------------|----------------|
| Compensation and Incentives | 3.87 | 0.97 | 1 | 5 |
| Institutional Excellence | 3.73 | 0.85 | 1 | 5 |
| Institutional Innovation | 3.42 | 0.91 | 1 | 5 |
| Performance Appraisal | 3.91 | 0.95 | 1 | 5 |
| Recruitment and Selection | 3.77 | 0.87 | 1 | 5 |
| Training and Development | 3.68 | 0.75 | 1 | 5 |

4.7 Analysis of Missing Data

The initial step in a data cleaning process is to determine any missing data values once the numerous responses that respondents entered in the questionnaires are extracted. Missing data is the term used to describe instances that frequently occur when values or items on one or more variables in the questionnaire are incomplete for purposes of analysis stated by Hair, Black, Babin, Anderson, and Tatham, (2010). In other words, missing values are instances that typically arise when respondents fail, intentionally, or unintentionally, to provide some answers to the questions being asked in the questionnaire.

According to Bougie and Sekaran, (2019), the respondent may not have been able to understand the questions being asked or they may not have been willing to answer or may have faced various difficulties in answering the questions. Similarly, when a researcher discovers a case of missing data in a specific data set, the appropriate actions are usually performed to resolve the issue. This is due to the possibility of erroneous findings from analysis conducted with missing data (Hair, Black, Babin, Anderson, & Tatham, 2010).

Hair et al. (2010) stated that given a data sample that is sufficient for analysis, any instance of more than 50% missing data should be removed from the study. Previous researchers have usually agreed that a rate of 5 percent or less than 5 percent is not significant, even while there is no acceptable level of missing data in a given data set that supports a valid statistical inference (Schafer, 1999; Tabachnick & Fidell, 2013). However, Tabachnick and Fidell, (2013) also referred that the acceptable tolerance level of 5 percent is not exceeded by the percentage of missing data.

Likewise, the missing data identified in this study was replaced using the mean substitution method, which has been recommended by other previous researchers for a percentage of missing values that is less than 5 percent or equal to 5 percent of the total responses (Little & Rubin, 1989; Tabachnick & Fidell, 2013). Moreover, Bennett (2001) stated that if more than 10 percent of the values in each statistical analysis are missing, the findings could be skewed as well as invalid. Therefore, in the current study, SPSS 25 has been used to perform the statistical approach for missing values.

4.8 Analysis of Normality

After examining the missing data, the normal distribution of the data has been analysed. The normal distribution is a main concept of both statistical analysis and structural equation modelling indicated by Hair, Black, Babin, Anderson, and Tatham, (2010). Since the PLS-SEM is a latent model, it does not assume that the distributions of the data are normally distributed (Henseler & Fassott, 2009; Hair, Ringle, & Sarstedt, 2013). Although PLS-SEM is a non-parametric statistical method that does not require normally distributed data, it is still essential to ensure that the data is essentially normal (Hair, Ringle, & Sarstedt, 2013). Due to the possibility that bootstrapping would lead to the standard errors being overstated and the difficulty in determining the parameters due to substantially non-normal data.

“Normality” can be described as the way a particular metric variable's data distribution takes shape and how it corresponds to the standard statistical distribution (Hair, Black, Babin, Anderson, & Tatham, 2010). Consequently, the study utilized the statistical method of Skewness and Kurtosis to assess possible deviations from normality and the form of distribution to ensure the normality (Hair, Black, Babin, Anderson, & Tatham,

2010). Additionally, Tabachnick and Fidell, (2013) stated that when the sample size is greater than 200, divergence from the normality of Skewness and Kurtosis normally does not significantly affect the study.

Similarly, the values of Skewness must be less than 2, and the values of Kurtosis must be less than 7. Furthermore, a similar, argument by Joanes & Gill., (1998) stated that the absolute value of kurtosis greater than 10 and skewness higher than 3 may indicate a problem, however, if the values are greater than 20 it may indicate a highly significant problem. Therefore, based on the recommendation the absolute value of the Skewness and Kurtosis of all the items are within the acceptable range between <2 and <7 individually in the study.

4.9 Assessment of Multicollinearity

Multicollinearity referred a situation where two or more than two exogenous latent constructs are become correlated, where the independent variables reveal little correlation with other independent variables (Hair, Black, Babin, Anderson, & Tatham, 2010). According to Tabachnick and Fidell (2013), multicollinearity difficulties arise when there is a significant correlation between the independent variables. Thus, when two or more than two variables are highly correlated, it reveals that they contain information that is not significant. Due to the fact that they contain the error terms, not all of them are required in the same analysis.

Likewise, the standard error of the regression coefficient rises with substantial cross-variable multicollinearity, which reduces the validity of the statistical significance of these coefficients. Similarly, the most statistical tests for multicollinearity are

Tolerance and Variance Inflation Factor (VIF) with a threshold value of greater than 0.1 and less than 10 Hair, Ringle, and Sarstedt, (2013). Therefore, the correlation matrix was examined in this study to determine multicollinearity, and then the tolerance and VIF level of the independent variables were determined.

Moreover, multicollinearity was ensured by the examination of tolerance and VIF by applying the regression analysis from the SPSS collinearity diagnostic results. Hair, Black, Babin, Anderson, and Tatham, (2010) revealed that this is the most significant and reliable test for analyzing the multicollinearity. Table 4.10 shows that the tolerance ranges for all variables including compensation and incentives, institutional excellence, institutional innovation, performance appraisal, recruitment and selection, and training and development are values between 0.55 and 0.90 are significantly higher than 0.1 and VIF ranges for all variables including compensation and incentives, institutional excellence, institutional innovation, performance appraisal, recruitment and selection, and training and development values between 1.08 to 1.99 are significantly less than 10. Subsequently, a tolerance value less than 0.10 and VIF values are greater than 10 indicate strong collinearity referred by (Hair, Black, Babin, Anderson, & Tatham, 2010). Therefore, table 4.8 indicates that multicollinearity does not appear in this study.

Table 4. 8
Multicollinearity Analysis

| Variables | Tolerance | VIF |
|-----------------------------|------------------|------------|
| Compensation and Incentives | 0.55 | 1.08 |
| Institutional Excellence | 0.87 | 1.21 |
| Institutional Innovation | 0.68 | 1.34 |
| Performance Appraisal | 0.71 | 1.99 |
| Recruitment and Selection | 0.90 | 1.54 |
| Training and Development | 0.75 | 1.33 |

4.10 Assessment of PLS-SEM

The PLS-SEM assessment of the study has been examined. The results of the factor analysis are exhibited in this section. The study assessed the reliability and validity of the variable measurements. The outer model suggests the variables of study are uni-dimensional in the context of item analysis. Subsequently, to confirm the reliability and validity of the variable measurement, the structural model has been examined along the relationships between latent variables have been investigated.

Likewise, after confirming and examining the data, the next stage is to analyse the inner and outer models (Vinzi, Chin, Henseler, & Wang, 2010). Similarly, PLS-SEM was used to examine the outer and inner models, which represent the measurement and structural models, respectively. On the other hand, PLS-SEM has been used to evaluate the direct and mediating findings, Smart PLS 4.0 was employed by Sarstedt, Ringle, Smith, Reams, and Harij, (2014) to examine casual correlations between the variables in these theoretical models.

Additionally, before performing the analysis of PLS-SEM, this model should also be configured so that it could be easy to understand. Moreover, indicators need to be simplified in order to distinguish between formative and reflecting indicators. Subsequently, previous researchers demonstrated that it is important to note that the configuration model is crucial as the method in analysing the reflective measurement model has variations from methods that are used in examining the formative dimension model (Hair, Ringle, & Sarstedt, 2013; Lowry & Gaskin, 2014). Thus, all indicators of latent variables are considered in this study.

Hence, the latent variables that are not observed and indicator variables that are observed are reflective as compared to formative variables. Furthermore, second-order structures consist of the second and third levels of elements that have received minimal consideration. Therefore, the variables in the inner model have been considered as first-order variables in the study.

As a result, based on series and relationships between the variables in the research, there are six latent variables in which one independent variable (institutional excellence), and one mediating variable institutional innovation whereas, the endogenous variables are recruitment and selection, training and development, compensation and incentive, and performance appraisal has been examined in the study.

4.10.1 Assessment of Measurement Model

The measurement model is generally known as the outer model which determines the relationships between indicators and latent variables (Chin, 1998; Sarstedt, M.Ringle, Smith, Reams, & F.HairJr, 2014). In the current study, both the reliability and validity of the measurement model have been assessed. Subsequently, Kimberlin and Winterstein., (2008) asserted that the most essential factors in evaluating the measurement of variables are reliability and validity whereas, Cook and Beckman, (2006) demonstrated that an assessment's "reliability" is the ability to remain stable or consistent throughout numerous administrations.

Similarly, reliability is also generally evaluated at the individual or construct level (Chin W. W., 2009). Moreover, the current study used PLS which is Structural

Equation Modelling the scale was also determined based on the Outer Loadings, Cronbach's Alpha, Composite Reliability, Average Variance Extracted (AVE) as well as Discriminant Validity (Fornell-Larcker Criterion, and HTMT) approach (Henseler & Fassott, 2009; Hair, Ringle, & Sarstedt, 2013). Therefore, figure 4.5 shows the analysis of the measurement model which is considered.

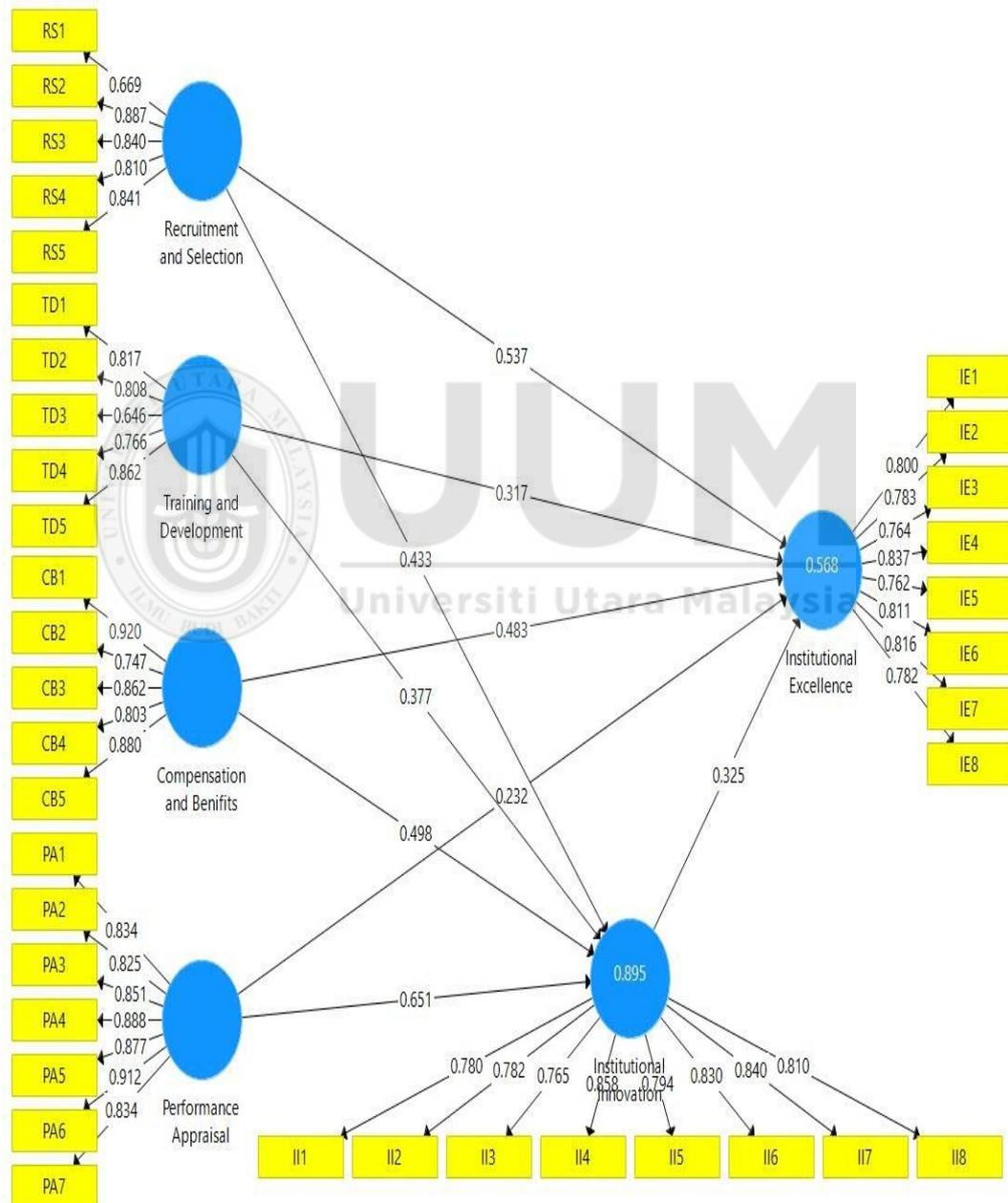


Figure 4. 5 The Measurement Model

4.10.1.1 Outer Loadings

Firstly, this study has assessed the individual outer loadings to identify the problems with any items and to determine the convergent validity. Similarly, Table 4.11 reveals the outer loadings of the variants. Therefore, all the item loadings of the indicators on their specific values of all variables that are compensation and incentives, institutional excellence, institutional innovation, performance appraisal, recruitment and selection, and training and development ranges between a lower bound of 0.746 and a higher bound 0.920 are shown in Table 4.9.

Table 4. 9
Outer Loadings

| | Compensation and Incentives | Institutional Excellence | Institutional Innovation | Performance Appraisal | Recruitment and Selection | Training and Development |
|-----|--------------------------------|-----------------------------|-----------------------------|--------------------------|------------------------------|--------------------------------|
| CB1 | 0.920 | | | | | |
| CB2 | 0.747 | | | | | |
| CB3 | 0.862 | | | | | |
| CB4 | 0.803 | | | | | |
| CB5 | 0.880 | | | | | |
| IE1 | | 0.800 | | | | |
| IE2 | | 0.783 | | | | |
| IE3 | | 0.764 | | | | |
| IE4 | | 0.837 | | | | |
| IE5 | | 0.762 | | | | |
| IE6 | | 0.811 | | | | |
| IE7 | | 0.816 | | | | |
| IE8 | | 0.782 | | | | |
| II1 | | | 0.780 | | | |
| II2 | | | 0.782 | | | |
| II3 | | | 0.765 | | | |
| II4 | | | 0.858 | | | |
| II5 | | | 0.794 | | | |
| II6 | | | 0.830 | | | |
| II7 | | | 0.840 | | | |
| II8 | | | 0.810 | | | |
| PA1 | | | | 0.834 | | |
| PA2 | | | | 0.825 | | |

| | | |
|-----|-------|-------|
| PA3 | 0.851 | |
| PA4 | 0.888 | |
| PA5 | 0.877 | |
| PA6 | 0.912 | |
| PA7 | 0.834 | |
| RS1 | | 0.769 |
| RS2 | | 0.887 |
| RS3 | | 0.840 |
| RS4 | | 0.810 |
| RS5 | | 0.841 |
| TD1 | | 0.817 |
| TD2 | | 0.808 |
| TD3 | | 0.746 |
| TD4 | | 0.766 |
| TD5 | | 0.862 |

Table 4.9 shows the analysis of outer loadings which confirms that all the items maintained in the model that have outer loading values are higher than 0.7 which indicates that a significant number of items has been remaining after the removal of item loading values that have less than 0.7. Consequently, it is asserted that if below 10 percent of the items are deleted, this does not significantly effect on the reliability scale. Likewise, Quinlan, Zikmund, Babin, Carr, and Griffin, (2018) stated that all the item loading values must be higher than 0.7. Thus, in the study below 10 percent of the items were omitted from the instrument that is used to discover the variables.

4.10.1.2 Cronbach's Alpha

The study comprises Cronbach's Alpha which has been utilized to examine the validity of all variables including compensation and incentives, institutional excellence, institutional innovation, performance appraisal, recruitment and selection, and training and development are shown in Table 4.10.

Table 4. 10
Cronbach's Alpha

| Variables | Cronbach's Alpha |
|-----------------------------|-------------------------|
| Compensation and Incentives | 0.898 |
| Institutional Excellence | 0.917 |
| Institutional Innovation | 0.924 |
| Performance Appraisal | 0.942 |
| Recruitment and Selection | 0.869 |
| Training and Development | 0.840 |

Table 4.10 shows the analysis of Cronbach's Alpha for all variables including compensation and incentives, institutional excellence, institutional innovation, performance appraisal, recruitment and selection, and training and development 0.898, 0.917, 0.924, 0.942, 0.869, and 0.840. Subsequently, the findings show exceptional internal consistencies between the items that are used to calculate all the variables.

4.10.1.3 Composite Reliability

The analysis of composite reliability considers the internal consistency that indicates the results of reliability among the same items. Internal consistency is an approach that is used to verify that the items used to calculate the variables create results that are similar if used again in a similar situation, as stated by Hair, Ringle, and Sarstedt, (2013). Similarly, composite reliability has been utilized to examine the internal consistency in the study.

Likewise, the composite reliability differs between 0 and 1; whereas the calculated values of composite reliability of all constructs should be greater than 0.60 according to the threshold level of composite reliability (Hair Jr, Howard, & Nitzl., 2020). Consequently, it is regarded as appropriate and appears to be significant if the values

are greater than 0.70 (Hair, Black, Babin, Anderson, & Tatham, 2010) although, if the measured values are 0.70 or above 0.70 it was considered as more significant (Hair, Black, Babin, Anderson, & Tatham, 2010).

Therefore, the results of composite reliability for all variables compensation and incentives, institutional excellence, institutional innovation, performance appraisal, recruitment and selection, and training and development reveal that the measurement model is reliable are mentioned in Table 4.11.

Table 4. 11
Composite Reliability

| Variables | Composite Reliability |
|-----------------------------|------------------------------|
| Compensation and Incentives | 0.925 |
| Institutional Excellence | 0.932 |
| Institutional Innovation | 0.938 |
| Performance Appraisal | 0.952 |
| Recruitment and Selection | 0.906 |
| Training and Development | 0.887 |

Table 4.11 exhibits the analysis of composite reliability in which the measured values of all variables have been greater than the threshold level of 0.70. Subsequently, the lowest value of composite reliability training and development is 0.887, whereas the greatest value for composite reliability is 0.952 which is determined for performance appraisal as well as other variables values which is compensation and incentives that is 0.925, institutional excellence is 0.932, institutional innovation is 0.938, and recruitment and selection is 0.906.

4.10.1.4 Average Variance Extracted (AVE)

The study examines Average Variance Extracted (AVE) in order to determine a convergence, point in the measurement of variables. Convergent validity demonstrates to the degree which of same variables are theoretically correlated with each other as indicated by Henseler and Fassott, (2009). According to Hair, Ringle, and Sarstedt, (2013), convergent validity is the degree of connection between the measurement of several items in the same variables. Additionally, convergent validity assures a threshold level of 0.7, and above 0.7 is regarded as significant (Hair, Black, Babin, Anderson, & Tatham, 2010; Hair, Ringle, & Sarstedt, 2013).

Moreover, the results indicated convergent validity, implying that it is feasible to ascertain if the item loadings are significant or not significant. The AVE coefficients for certain indicators are adequate in terms of composite reliability. It was also essential to determine that the elements displayed have distinct latent variables in order to confirm their convergence validity. Likewise, when the AVE value is 0.5, the variables are highly convergent and can indicate the existence of more than 50% of the variance.

Thus, AVE has been utilized to evaluate the convergent validity of study. Hence, Table 4.12 showed that all variations of AVE values were higher than then the suggested threshold level of 0.50 (Henseler & Fassott, 2009; Hair, Ringle, & Sarstedt, 2013). Therefore, the findings of AVE measurements with coefficient results ranging between 0.614 and 0.714 reveal that convergence validity has been gained for all variables used in the model are shown in Table 4.12.

Table 4. 12
Average Variance Extracted

| Variables | Average Variance Extracted (AVE) |
|-----------------------------|---|
| Compensation and Incentives | 0.713 |
| Institutional Excellence | 0.632 |
| Institutional Innovation | 0.653 |
| Performance Appraisal | 0.741 |
| Recruitment and Selection | 0.661 |
| Training and Development | 0.614 |

Table 4.12 shows the analysis of AVE in which the measured values of all variables including compensation and incentives, institutional excellence, institutional innovation, performance appraisal, recruitment and selection, and training and development are 0.713, 0.632, 0.653, 0.741, 0.661, and 0.614 respectively. Hair, Ringle, and Sarstedt, (2013) revealed that the criteria for the calculated values must be greater than 0.5 according to the threshold level as shown above hence, all the calculated values of the variables are higher than 0.5 specifies that all variables in the model are valid and should be retained.

4.10.1.5 Discriminant Validity by Fornell Larcker Criterion

The discriminant validity shows the extent to which one potential variable varies from the other variables in the study. The prior literature based on PLS path modelling shows numerous methods for examining significant discriminant validity including the Fornell-Larcker criterion as well as the assessment of cross-loadings (Chin, 1998; Henseler & Fassott, 2009). Despite that, the current study mainly focused on the Fornell-Larcker criterion and cross-loading methods since these are the most frequently methods used for assessing discriminant validity.

Moreover, when the square root of AVE is compared with correlations among variables that are off-diagonal items, then the Fornell Larcker has been found to be discriminant valid according to the prior researchers (Claes & Larcker., 1981; Sarstedt, M.Ringle, Smith, Reams, & F.HairJr, 2014). According to research by Roldán & Sánchez-Franco, (2012), in order to achieve the appropriate discriminant validity, the diagonal elements in both consecutive rows and columns need to be substantially greater than the off-diagonal components.

Therefore, the findings of discriminant validity by using the Fornell-Larcker Criterion for all variables which are compensation and incentives, institutional excellence, institutional innovation, performance appraisal, recruitment and selection, and training and development are shown in Table 4.13.

Table 4. 13
Discriminant Validity by Fornell Larcker Criterion

| | Compensation and Incentives | Institutional Excellence | Institutional Innovation | Performance Appraisal | Recruitment and Selection | Training and Development |
|-----------------------------|------------------------------------|---------------------------------|---------------------------------|------------------------------|----------------------------------|---------------------------------|
| Compensation and Incentives | 0.844 | | | | | |
| Institutional Excellence | 0.545 | 0.795 | | | | |
| Institutional Innovation | 0.772 | 0.616 | 0.808 | | | |
| Performance Appraisal | 0.61 | 0.602 | 0.902 | 0.861 | | |
| Recruitment and Selection | 0.608 | 0.724 | 0.66 | 0.615 | 0.813 | |
| Training and Development | 0.724 | 0.522 | 0.726 | 0.634 | 0.587 | 0.783 |

After verifying the reliability and validity of all constructs in the structural model, discriminant validity has been established as well as confirmed. Hair, Ringle, and Sarstedt, (2013) analysed that reliability and validity are the two major criteria used to

examine the outer model in the analysis of PLS-SEM. Therefore, the findings of discriminant validity by the Fornell-Larcker criterion in Table 4.13 Reveals that the measurement of all variables including compensation and incentives, institutional excellence, institutional innovation, performance appraisal, recruitment and selection, and training and development are valid methods of their particular values based on the parameter estimations as well as statistical implications.

4.10.1.6 Discriminant Validity by Heterotrait-Monotrait Ratio (HTMT)

Discriminant validity is a statistical model that ensures that one variable differs from the other latent variable according to empirical standards. The heterotrait-monotrait ratio of correlations (HTMT) is a criterion employed in variance-based structural equation modelling to evaluate discriminant validity. It is evident that less than one discriminant validity can be recognized as established when using the HTMT, which assesses how comparable latent constructs.

According to Ab Hamid, Sami, and Sidek (2017), the HTMT criterion is a rigorous test that can identify any potential lack of discriminating between latent variables. Likewise, the prior researchers asserted that a threshold of 0.85 because the HTMT values substantially implied a lack of discriminant validity (Ab Hamid, Sami, & Sidek., 2017; Hair Jr, Howard, & Nitzl., 2020). Similarly, the two most frequently methods used to assess discriminant validity are the Fornell-Larcker criterion and cross-loading analysis however, Henseler, Ringle, and Sarstedt, (2015) determined through a simulation study that these methods do not constantly examine the absence of discriminant validity in distinctive research situations.

Therefore, Table 4.14 shows the findings of discriminant validity by using the heterotrait-monotrait ratio of correlations (HTMT) for all variables compensation and incentives, institutional excellence, institutional innovation, performance appraisal, recruitment and selection, and training and development are mentioned below.

Table 4. 14
Discriminant Validity by Heterotrait-Monotrait Ratio

| | Compensation and Incentives | Institutional Excellence | Institutional Innovation | Performance Appraisal | Recruitment and Selection | Training and Development |
|-----------------------------|-----------------------------|--------------------------|--------------------------|-----------------------|---------------------------|--------------------------|
| Compensation and Incentives | | | | | | |
| Institutional Excellence | 0.590 | | | | | |
| Institutional Innovation | 0.85 | 0.66 | | | | |
| Performance Appraisal | 0.655 | 0.639 | 0.859 | | | |
| Recruitment and Selection | 0.688 | 0.807 | 0.735 | 0.669 | | |
| Training and Development | 0.825 | 0.576 | 0.820 | 0.701 | 0.673 | |

As a result, Table 4.14 indicates the results of discriminant validity by heterotrait-monotrait ratio (HTMT) for all variables including compensation and incentives, institutional excellence, institutional innovation, performance appraisal, recruitment and selection, and training and development are valid methods of their specific variables based on their parameter estimations and statistical implications.

4.10.2 The Structural Model

An assessment of a structural model (inner model) involves examining the dependent correlations linking the exogenous and endogenous latent variables in a theoretical model developed for a study. A structural model involves assessing the predictive capabilities of a model as well as determining the existing correlations between the

variables (Sarstedt, M.Ringle, Smith, Reams, & F.HairJr, 2014). Hence, the significant principles for assessing the structural model in PLS-SEM are the significance of path coefficients, coefficient of determination(R^2), and assessment of predictive relevance (Q^2) are determined.

4.10.2.1 Assessment of Direct Effects

The study analyses a systematic model by using the structural model. The model has been used to specifically test hypothesis 10 to 4 and provide a comprehensive picture of the results. The assessment of the internal model is based on a study relationship among one dependent variable and numerous independent variables. The PLS-SEM algorithms were utilized to examine the scope of path coefficients and the significance of relationships that were evaluated through the method of PLS-SEM bootstrapping in the Smart PLS 4.0.

Similarly, the initial number of cases was utilized to calculate the actual number of cases which was obtained using 5000 bootstrapping samples (Henseler & Fassott, 2009; Hair, Ringle, & Sarstedt, 2013). Additionally, the first model examined the analysis of the connection between independent variables and dependent variable (H1 to H4). Lastly, the mediating variable was introduced and then the interaction effects were examined which are (H5 to H13).

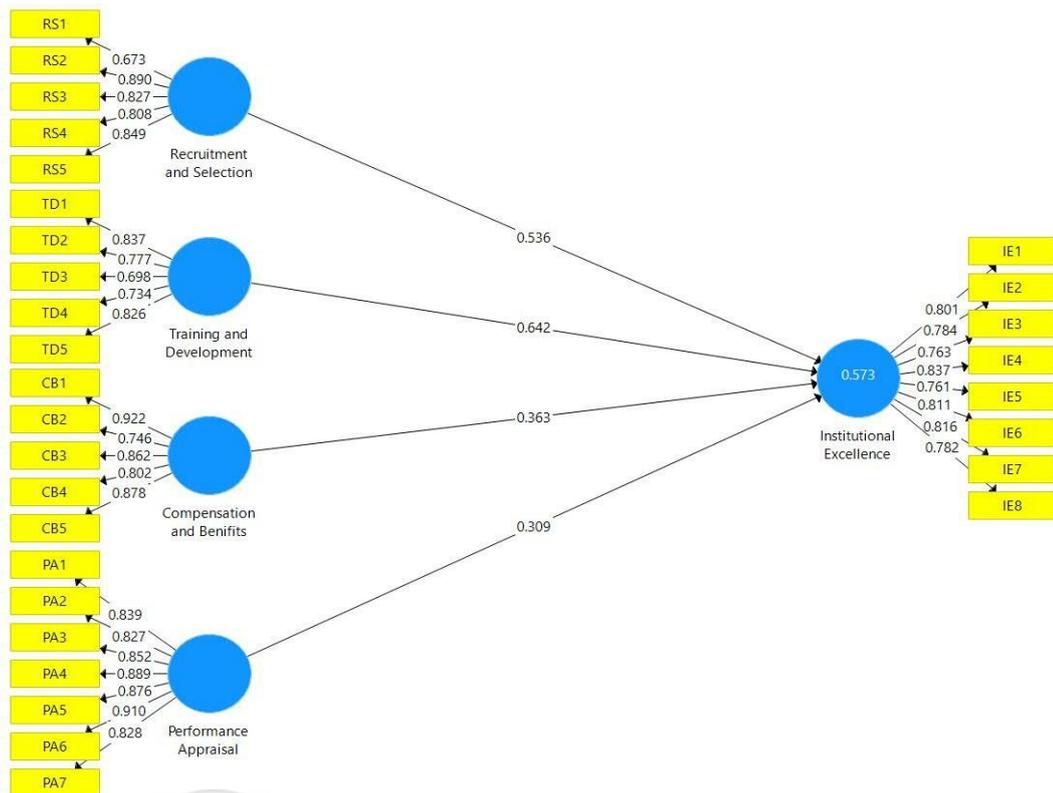


Figure 4. 6 Direct Effect Algorithms

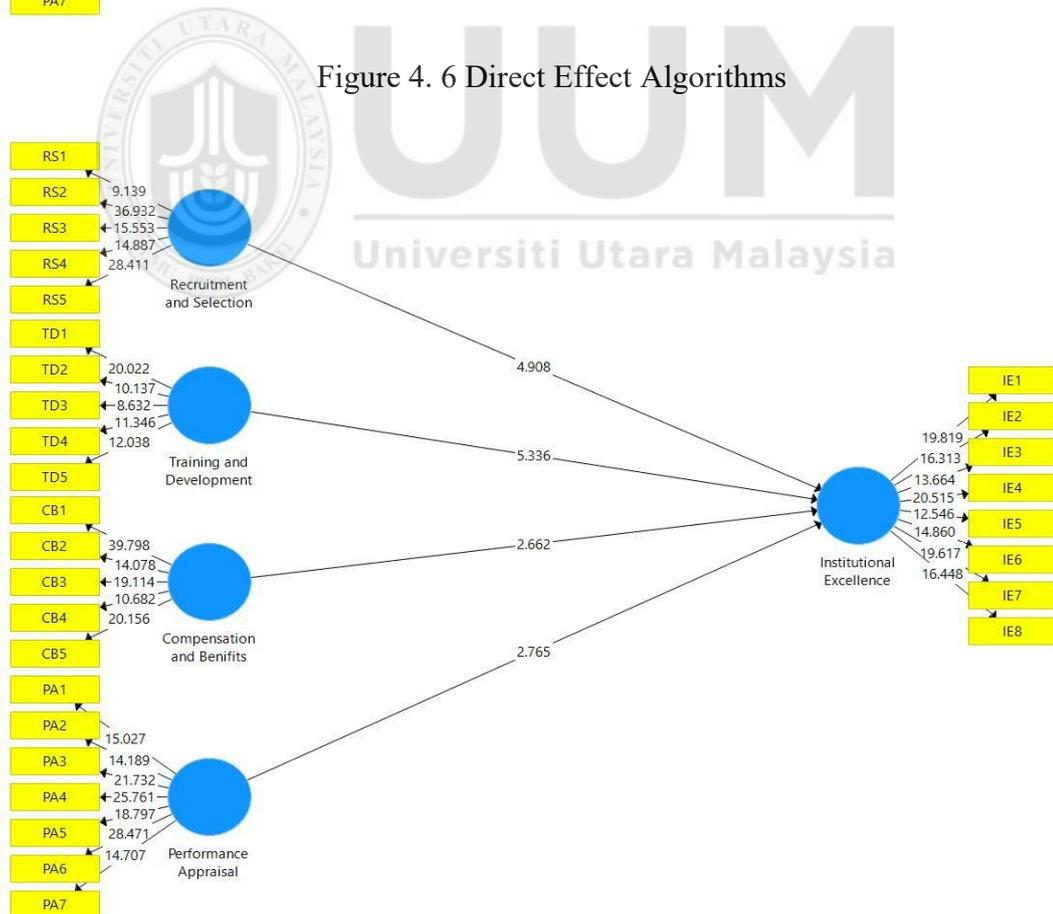


Figure 4. 7 Direct Effects Bootstrapping

The path coefficient direct effects of PLS-SEM algorithms are demonstrated in Figure 4.6. Table 4.15 reveals the path coefficients of the independent variables over the dependent variable. The findings showed that there is a significant relationship between exogenous and endogenous variables. Likewise, the findings of PLS-SEM bootstrapping in Figure 4.7 revealed that relationship between independent variables and dependent variable are foremost at $p < 0.005$, whereas table 4.15 indicates the path coefficients, t-statistics, and p-values.

Similarly, the results of bootstrapping by using the bootstrapping method of 5000 subsamples recognized that the relationship is significant, and independent variables are also significant over dependent variable. Thus, the findings of H1 shows that there is a significant relationship between training and development and institutional excellence ($\beta=0.642$, $t=5.336$, $p=0.000$). Additionally, the findings of H2 show that there is a significant relationship between recruitment and selection and institutional excellence ($\beta=0.536$, $t=4.908$, $p=0.000$) whereas the findings of H3 indicate that there is a significant relationship between performance appraisal and institutional excellence ($\beta=0.309$, $t= 2.765$, $p= 0.000$). Lastly, the findings of H4 reveal that there is a significant relationship between compensation and incentives and institutional excellence ($\beta=0.363$, $t=2.662$, $p= 0.000$). Therefore, the calculated values of the path coefficient for direct effects are shown in Table 4. 17.

Table 4. 15
Direct Effects

| Path Coefficients | Original Sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics (O/STDEV) | P Val ues | 2.5 0 % | 97. 50 % |
|---|---------------------------|-----------------------|----------------------------------|---------------------------|-----------------|---------------|----------------|
| Training and Development-> Institutional Excellence | 0.642 | 0.052 | 0.120 | 5.336 | 0.000 | -0.215 | 0.266 |
| Recruitment and Selection->Institutional Excellence | 0.536 | 0.532 | 0.109 | 4.908 | 0.000 | 0.326 | 0.726 |
| Performance Appraisal->Institutional Excellence | 0.309 | 0.216 | 0.111 | 2.765 | 0.000 | -0.060 | 0.455 |
| Compensation and Incentives->Institutional Excellence | 0.363 | 0.062 | 0.136 | 2.662 | 0.000 | -0.106 | 0.277 |

Table 4.15 shows the analysis of direct effects of training and development, recruitment and selection, performance appraisal, and compensation and incentives with institutional excellence has been determined in the model which signifies those direct effects have a significant relationship, whereas the mediating variable institutional innovation has been also introduced in the model. Finally, the mediating effect has also a significant relationship between the independent variables and the dependent variable.

4.10. 3 Mediating Effects

Initially, the mediating effects were determined over the relationship between independent variables (recruitment and selection, training and development, compensation and incentives, and performance appraisal) and mediating variable institutional innovation which has been introduced, then to examine the relationship between mediating variable institutional innovation and dependent variable institutional excellence. Similarly, the mediating effect of the PLS algorithm are

shown in Figure 4.8 Whereas, the mediation effects of the PLS bootstrapping are shown in Figure 4.9.

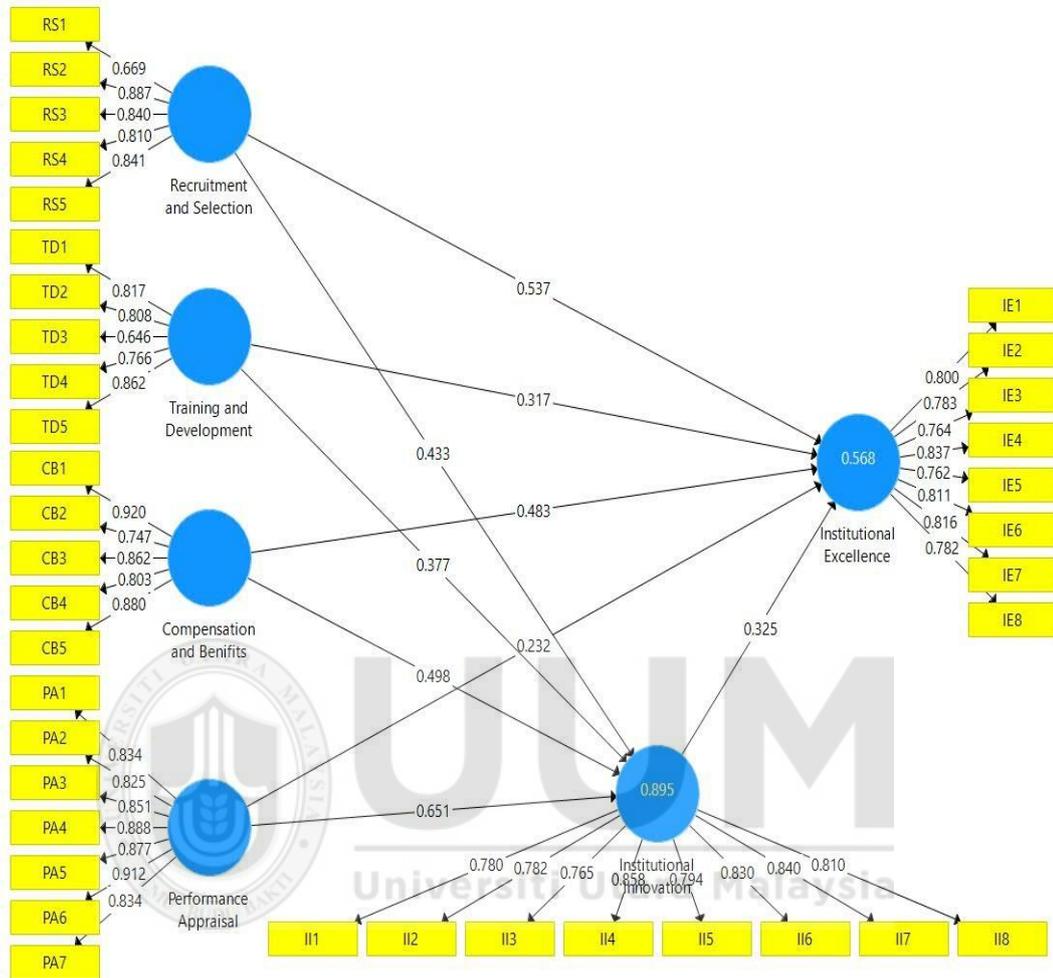


Figure 4. 8 Mediating Effects Algorithms

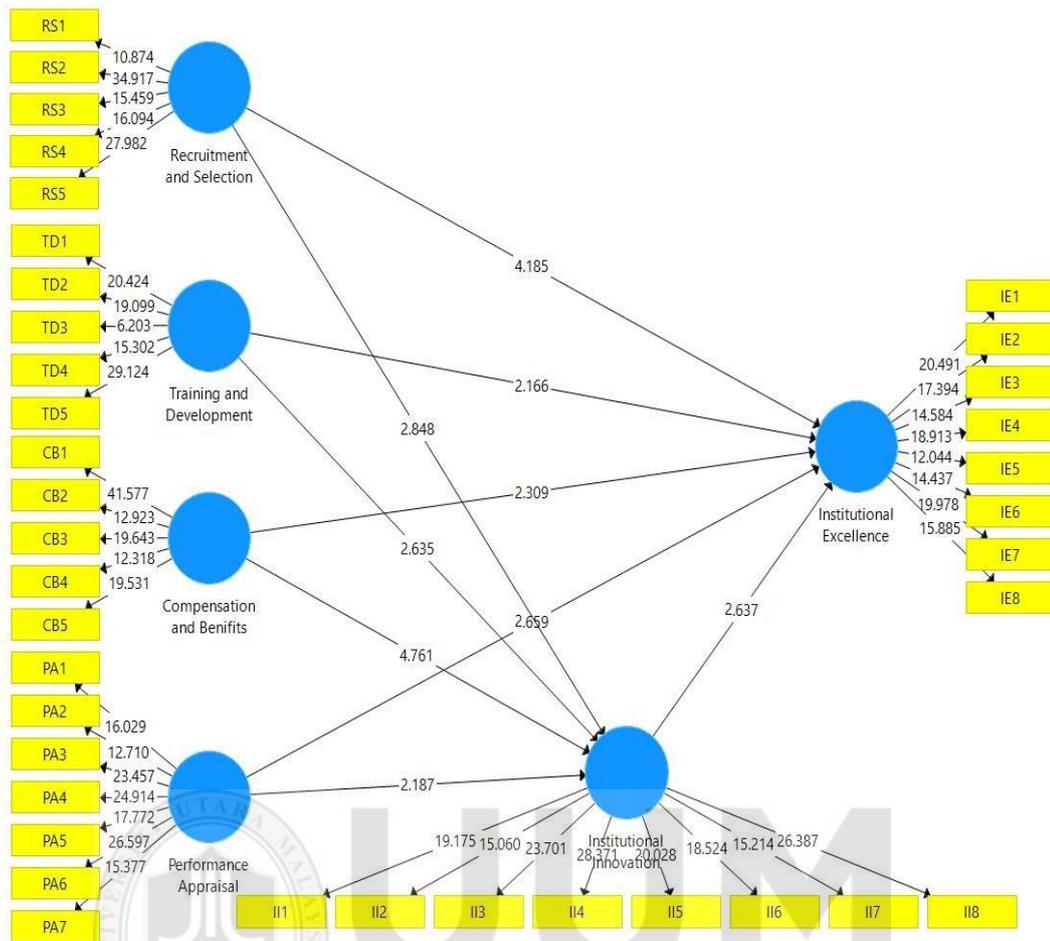


Figure 4. 9 Mediating Effects Bootstrapping

Table 4.16 reveals that H₅ has a significant relationship between recruitment and selection and institutional innovation ($\beta=0.433$, $t=2.848$, $p=0.000$) which is supported whereas, the H₆ shows that there is a significant relationship between training and development and institutional innovation ($\beta=0.377$, $t=2.635$, $p=0.000$) which is encouraged. Likewise, H₇ exhibits that there is a significant relationship between compensation and incentives and institutional innovation ($\beta=0.498$, $t=4.761$, $p=0.000$) while H₈ implies that there is a significant relationship between performance appraisal and institutional innovation ($\beta=0.651$, $t=2.187$, $p=0.000$). Lastly, H₉ shows that there is a significant relationship between institutional innovation and institutional excellence ($\beta=0.325$, $t=2.637$, $p=0.000$) which is supported.

Table 4. 16
Mediating Effects

| Path Coefficients | Original Sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics (O/STDEV) | P Values | 2.50% | 97.50% |
|---|---------------------------|-----------------------|----------------------------------|---------------------------|-------------|--------|--------|
| Recruitment and Selection-> Institutional Innovation | 0.433 | 0.036 | 0.152 | 2.848 | 0.000 | -0.044 | 0.122 |
| Training and Development-> Institutional Innovation | 0.377 | 0.076 | 0.143 | 2.635 | 0.000 | -0.028 | 0.18 |
| Compensation and Incentives-> Institutional Innovation | 0.498 | 0.297 | 0.104 | 4.761 | 0.000 | 0.202 | 0.407 |
| Performance Appraisal-> Institutional Innovation | 0.651 | 0.648 | 0.297 | 2.187 | 0.000 | 0.549 | 0.75 |
| Institutional Innovation-> Institutional Excellence | 0.325 | 0.021 | 0.123 | 2.637 | 0.000 | -0.397 | 0.421 |

4.10. 4 Mediation Effects

After assuring the mediating effects then the mediation effects of specific indirect effects were examined in which the mediator variable institutional innovation have a significant effect between independent variable recruitment and selection, training and development, compensation and incentives, and performance appraisal and dependent variable institutional excellence. Therefore, the findings of the mediation effect in which the specific indirect effects results are mentioned in Table 4.17.

Table 4. 17
Specific Indirect Effects

| Path | Coefficients | Original Sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics (O/STDEV) | P Values | %2.5 | 97.5 % |
|---|--------------|---------------------|-----------------|----------------------------|------------------------|----------|--------|--------|
| Recruitment and Selection->Institutional Innovation->Institutional Excellence | and | 0.512 | 0.004 | 0.186 | 2.742 | 0.000 | -0.032 | 0.016 |
| Training and Development->Institutional Innovation->Institutional Excellence | and | 0.548 | 0.004 | 0.207 | 2.636 | 0.000 | -0.055 | 0.034 |
| Compensation and Incentives->Institutional Innovation->Institutional Excellence | and | 0.527 | 0.004 | 0.170 | 3.099 | 0.000 | -0.112 | 0.124 |
| Performance Appraisal ->Institutional Innovation->Institutional Excellence | -> | 0.516 | 0.007 | 0.213 | 2.412 | 0.000 | -0.237 | 0.285 |

The findings of specific indirect effects in mediation affect are shown in Table 4.17 in which H10 reveals that institutional innovation significantly mediates between recruitment and selection and institutional excellence ($\beta=0.512$, $t=2.742$, $p=0.000$) which is supported, whereas H11 shows that institutional innovation significantly mediates between training and development and institutional excellence ($\beta=0.548$, $t=2.636$, $p=0.000$). Likewise, H12 shows that institutional innovation significantly

mediates between compensation and incentives and institutional excellence ($\beta=0.527$, $t=3.099$, $p=0.000$). Lastly, H13 assures that institutional significantly mediates between performance appraisal and institutional excellence ($\beta=0.516$, $t=2.412$, $p=0.000$).

4.10.5 Coefficient of Determination (R²)

This study assessed the coefficient of determination, or R-square, to ascertain the extent to which the influence of exogenous variables can identify differences in the endogenous variable. An effective method for assessing how well an independent variable predicts a dependent variable is utilizing R square. Another word, the R-square indicates how well a regression model organizes the data. Consequently, the R-square value closest to 1 indicates how well the regression model fits the data. Similarly, the context of the previous study generates an appropriate R-square value, as determined by (Hair, Black, Babin, Anderson, & Tatham, 2010), which recognizes the minimum acceptable value of R-Square is 0.1 or 10 percent.

Table 4.18 indicates the value of R-square, the primary effect of the structural model, and the mediating effect of the structural model. Thus, the findings reveal that the coefficient of determination for the core of PLS affects the measured value of institutional excellence without a mediator is 0.573, whereas the calculated value for institutional excellence with a mediator is 0.568. Hence, the combined effect of the coefficient of determination for the mediating effect of the PLS model as well as both main effects of the PLS model have been shown above. Therefore, the findings of the coefficient of determination exhibit that values of R-square shown in the PLS model for both primary effects and mediating effects were acceptable and appropriate.

Table 4. 18
Coefficients of Determination

| Variable | R2 without mediator | R2 with mediator |
|--------------------------|---------------------|------------------|
| Institutional Excellence | 0.573 | 0.568 |

4.10.6 Assessment of Predictive Relevance (Q²)

This study assesses a theoretical or structural model to determine prognostic relevance at the construct level of Q², which is one of the criteria. In this study, the Stone-Geisser test of prognostic significance has been applied, using the following criteria to analyse a suitable model referred by Geisser, (1974). According to Cha (1994), models are assessed according to how well they can precisely fit the data, as shown by the results of the Stone-Geisser predictive relevance test.

Similarly, two kinds of Q² values may be generated in PLS path modelling, and there is a blindfolding approach known as cross-validated redundancy (Cha, 1994) whereas, Chin W. W., (1998) strongly recommended by using the cross-validated redundancy to confirm the predictive ability of the structural model. Additionally, a cross-validated relevance result with Q² larger than zero suggests the predictive value of a theoretical or structural model, whereas, in a structural model if the value of Q² is less than zero it shows that the model has no predictive relevance (Chin W. W., 1998; Henseler & Fassott, 2009). Therefore, table 4.19 illustrates the results of the Stone-Geisser test of predictive relevance (Chin W. W., 2009).

Table 4. 19
Construct Cross Validated Redundancy

| | SSO | SSE | Q2(=1-SSE/SSO) |
|--------------------------|---------|---------|----------------|
| Institutional Excellence | 800.000 | 528.307 | 0.340 |
| Institutional Innovation | 800.000 | 345.293 | 0.568 |

Table 4.19 shows the analysis of endogenous latent constructs Q^2 of cross-validated redundancy for institutional excellence (0.340) and institutional innovation (0.568) which indicates that the structural model has a predictive influence in the study (Chin W. W., 2009).

Table 4. 20
Chapter Summary

| | Description | |
|----|--|-----------|
| H1 | There is a significant relationship between employee recruitment and selection and institutional excellence in UAE universities. | Supported |
| H2 | There is a significant relationship between employee training and development and institutional excellence in UAE universities. | Supported |
| H3 | There is a significant relationship between employee compensation and incentives and institutional excellence in UAE universities. | Supported |
| H4 | There is a significant relationship between performance appraisal and institutional excellence in UAE universities. | Supported |
| H5 | There is a significant relationship between employee recruitment and selection and institutional innovation in UAE universities. | Supported |
| H6 | There is a significant relationship between employee training and development and institutional innovation in UAE universities. | Supported |
| H7 | There is a significant relationship between employee compensation and incentive and institutional innovation in UAE universities. | Supported |
| H8 | There is a significant relationship between employee performance appraisal and institutional innovation in UAE universities. | Supported |
| H9 | There is a significant relationship between institutional innovation and institutional excellence in UAE universities. | Supported |

| | | |
|-----|--|-----------|
| H10 | Institutional innovation mediates the relationship between recruitment and selection and institutional excellence. | Supported |
| H11 | Institutional innovation mediates the relationship between Training and development and institutional excellence. | Supported |
| H12 | Institutional innovation mediates the relationship between compensation incentives and institutional excellence. | Supported |
| H13 | Institutional innovation mediates the relationship between performance appraisal and institutional excellence. | Supported |

4.11 Chapter Summary

The findings of the study are based on the gathered information which are summarized in this chapter. Firstly, the chapter begins with a background of the study. Then the response rate and non-response rate were confirmed. The participant's age, gender, qualifications as well as marital status of respondents have been calculated as part of the analysis of demographics with the support of their responses, whereas the common method bias test has been also determined. Consequently, the elaborative results of the major variables in the study were examined which include descriptive analysis, analysis of missing values, analysis of normality, and multicollinearity analysis have been calculated which involves VIF as well as tolerance.

Moreover, the assessment of PLS-SEM has two models which are measurement and structural. Firstly, the measurement model has been investigated which involves the Outer Loadings, Cronbach's Alpha, Composite Reliability, Average Variance Extracted (AVE), and Discriminant Validity (Fornell and HTMT). Additionally, the structural model assessed the analysis of direct relationships which involves PLS structural equation modelling algorithms and PLS structural equation modelling direct bootstrapping effects were assessed, and the path coefficient variables. Lastly, the

assessment of mediator effects and mediating effects has been also conducted whereas, the coefficient of determination and assessment of predictive relevance was also analysed in this chapter.



CHAPTER FIVE

CONCLUSION AND FUTURE RECOMMENDATIONS

5.1 Introduction

The findings of the study are presented in this chapter as well as summary of its goal and how those objectives relate to the prior studies. The main goal of this study is to examine the relationship between institutional excellence and recruitment and selection, training and development, compensation and incentives, and performance appraisal in the universities and higher educational institutions operating in United Arab Emirates. Another significant objective is to investigate the institutional innovation which act as a mediator between institutional excellence and recruitment and selection, training and development, compensation and incentives, and performance appraisal in the universities and higher educational institutions operating in United Arab Emirates. Specifically, the implications of the study involve theoretical, practical and methodological implications which have been determined for latent variables. Lastly, the limitations and recommendations of the study for future research which have been studied.

5.2 Recapitulation of Objectives

The study investigated the hypothesis in order to achieve the following research objectives to address the research questions based on the problem shown in the problem statement.

- 1) To analyse the effect of HRM practices (recruitment and selection, training and development, compensation and incentives, and performance appraisal) towards institutional excellence in UAE universities.
- 2) To analyse the effect of HRM practices (recruitment and selection, training and development, compensation and incentives, and performance appraisal) towards institutional innovation in UAE universities.
- 3) To analyse the effect of institutional innovation towards institutional excellence in UAE universities.
- 4) To identify the mediating role of institutional innovation between HRM practices (recruitment and selection, training and development, compensation and incentives, and performance appraisal) and institutional excellence in UAE universities.

5.3 Discussion on Hypothesis

The study primarily highlights the perception of gathered information from the participants in the universities and higher educational institutions operating in United Arab Emirates. It analysed the independent variables recruitment and selection, training and development, compensation and incentives, and performance appraisal and mediating variable institutional innovation over institutional excellence among participants in the universities and higher educational institutions operating in United Arab Emirates. Therefore, the discussion over hypothesis of all variables is mentioned below.

- 1) There is a significant relationship between employee recruitment and selection and institutional excellence in UAE universities.

- 2) There is a significant relationship between employee training and development and institutional excellence in UAE universities.
- 3) There is a significant relationship between employee compensation and incentives and institutional excellence in UAE universities
- 4) There is a significant relationship between performance appraisal and institutional excellence in UAE universities.
- 5) There is a significant relationship between employee recruitment and selection and institutional innovation in UAE universities.
- 6) There is a significant relationship between employee training and development and institutional innovation in UAE universities.
- 7) There is a significant relationship between employee compensation and incentive and institutional innovation in UAE universities.
- 8) There is a significant relationship between employee performance appraisal and institutional innovation in UAE universities.
- 9) There is a significant relationship between institutional innovation and institutional excellence in UAE universities.
- 10) Institutional innovation mediates the relationship between recruitment and selection and institutional excellence.
- 11) Institutional innovation mediates the relationship between Training and development and institutional excellence.
- 12) Institutional innovation mediates the relationship between compensation and incentive and institutional excellence.
- 13) Institutional innovation mediates the relationship between performance appraisal and institutional excellence.

5.3.1 Recruitment and Selection and Institutional Excellence

The first hypothesis of the present study has investigated the relationship between recruitment and selection and institutional excellence. The hypothesis findings are supported by a sample of 139 respondents from the participants in the universities and higher educational institutions operating in the United Arab Emirates. Based on the findings of PLS modelling the current study indicated that there is a significant relationship between recruitment and selection and institutional excellence ($\beta=0.536$, $t=4.908$, $p= 0.000$).

As the calculated value of t is 4.908 which is greater than the threshold level of 1.96, thus the hypothesis was accepted that there is a strong relationship between recruitment and selection and institutional excellence. Similarly, the p -value is 0.000 which is below the threshold level of 0.05 which confirms that there is a strong relationship between recruitment and selection and institutional excellence. Likewise, previous researchers claimed that assimilating a suitable employee to carry out the necessary institutional responsibilities is one of the crucial fundamental roles of human resource practices required to attain institutional excellence (Selase, 2018; Allam, 2019). Selase (2018) stated that the excellence of institutions generally depends on the employee qualification hired by the institution. Alserhan and Shbail (2020) endorsed that if an institution lacks the necessary resources to recruit the most qualified candidate, it can outsource the process to an outside institution, however, recruitment and selection of the appropriate employee are essential for achieving institutional excellence. Therefore, based on the previous studies the findings are aligned with recruitment and selection and institutional excellence which signifies that there is a significant

relationship between recruitment and selection and institutional excellence (Mansour, Al-Qudah, Siam, Hammouri, & Hijazin, 2024).

5.3.2 Training and Development and Institutional Excellence

The second hypothesis of the present study has been studied the relationship between training and development and institutional excellence. The hypothesis findings are supported by a sample of 139 respondents from the participants in the universities and higher educational institutions operating in the United Arab Emirates. Based on the findings of PLS modelling the current study indicated that there is a significant relationship between training and development and institutional excellence ($\beta=0.642$, $t=5.336$, $p= 0.000$).

As the calculated value of t is 5.336 which is greater than the threshold level of 1.96, thus the hypothesis was accepted that there is a strong relationship between training and development and institutional excellence. Similarly, the p -value is 0.000 which is less than the threshold level of 0.05 which signifies that there is a strong relationship between training and development and institutional excellence. Likewise, training and development is one of the essential and fundamental factors of HRM practices that contribute and enhance the success of any institution (Apascaritei & Elvira, 2021). Al-Eida, (2020) revealed that the effectiveness and efficiency of institutional excellence are influenced by ways in which employees perceive they have received training. Therefore, the researchers encourage both private and public institutions to use training and development strategies that are healthy and sustainable to prepare their staff to make a significant contribution to the excellence of their institutions. Thus, based on the prior studies, the results are aligned with training and development and institutional

excellence which confirms that there is a significant relationship between training and development and institutional excellence (Mampuru, Mokoena, & Isabirye, 2024)

5.3.3 Compensation and Incentives and Institutional Excellence

The third hypothesis of the present study has examined the relationship between compensation and incentives and institutional excellence. The hypothesis findings are supported by a sample of 139 respondents from the participants in the universities and higher educational institutions operating in the United Arab Emirates. Based on the findings of PLS modelling the current study indicated that there is a significant relationship between compensation and incentives and institutional excellence ($\beta=0.363$, $t=2.662$, $p= 0.000$).

As the calculated value of t is 2.662 which is higher than the threshold level of 1.96, thus the hypothesis was accepted that there is a strong relationship between compensation and incentives and institutional excellence. Similarly, the p -value is 0.000 which is less than the threshold level of 0.05 which signifies that there is a strong relationship between compensation and incentives and institutional excellence. Likewise, incentives and procedures are essential for retaining the best employees in order to achieve institutional excellence in today's knowledge-based economy, where institutions serve as hubs for the development of human resources (Bag, Wood, Xu, Dhamija, & Kayikci, 2020). Subsequently, achieving institutional excellence requires strategic compensation and incentives. Compensation and incentives lead to the better future for the employees which helps institutions to attain superior employees which leads towards institutional excellence (AlHalaseh & Alrawadyeh, 2022). Hence, based on the previous research, the outcomes are aligned with compensation and incentives

and institutional excellence which ensures that there is a significant relationship between compensation and incentives and institutional excellence (Fernández, Valle, & Pérez-Bustamante, 2021).

5.3.4 Performance Appraisal and Institutional Excellence

The fourth hypothesis of the current study has assessed the relationship between performance appraisal and institutional excellence. The hypothesis results are supported by a sample of 139 respondents from the participants in the universities and higher educational institutions operating in the United Arab Emirates. Based on the findings of PLS modelling the current study showed that there is a significant relationship between performance appraisal and institutional excellence ($\beta=0.309$, $t=2.765$, $p=0.000$).

As the determined value of t is 2.765 which is higher than the threshold level of 1.96, thus the hypothesis was accepted that there is a strong relationship between performance appraisal and institutional excellence. Similarly, the p -value is 0.000 which is less than the threshold level of 0.05 which signifies that there is a strong relationship between performance appraisal and institutional excellence. Moreover, previous researchers stated that an accurate performance appraisal system is essential for retaining the best employees, which promotes institutional excellence (Kim & Ployhart, 2014).

Kim and Polyhart's (2014) demonstrated that performance appraisal is one of the most essential HR practices that gives a competitive advantage to companies over other competing companies because of the significant contributions to the excellence of the

performance of institutions. Similarly, Pahos and Galanaki (2019) concluded that there is a significant positive relationship between performance appraisal and institutional excellence. Hence, based on the prior studies the results are aligned with performance appraisal and institutional excellence which signifies that there is a significant relationship between performance appraisal and institutional excellence (Pahos & Galanaki).

5.3.5 Recruitment and Selection and Institutional Innovation

The fifth hypothesis of the current study has analysed the relationship between recruitment and selection and institutional innovation. The hypothesis results are supported by a sample of 139 respondents from the participants in the universities and higher educational institutions operating in the United Arab Emirates. Based on the findings of PLS modelling the current study showed that there is a significant relationship between recruitment and selection and institutional innovation ($\beta=0.433$, $t=2.848$, $p=0.000$).

As the determined value of t is 2.848 which is higher than the threshold level of 1.96, thus the hypothesis was accepted that there is a strong relationship between recruitment and selection and institutional innovation. Similarly, the p -value is 0.000 which is less than the threshold level of 0.05 which signifies that there is a strong relationship between recruitment and selection and institutional innovation. Likewise, recruitment and selection of employees play a significant role in institutional innovation and excellence.

Saddam and Mansor (2015) conducted a theoretical study stated that the recruitment and selection process has greatly affected the performance of oil and gas companies in the region of Iraq. Similarly, previous researchers claimed that recruitment and selection of the appropriate employees with accurate skills develop an innovation culture within the institutions (Abbasi, Tahir, Abbas, & Shabbir, 2022). Therefore, based on the previous researchers it proposed that there is a significant relationship between recruitment and selection and institutional innovation (Saddam & Mansor, 2015).

5.3.6 Training and Development and Institutional Innovation

The sixth hypothesis of the current study has examined the relationship between training and development and institutional innovation. The hypothesis results are supported by a sample of 139 respondents from the participants in the universities and higher educational institutions operating in the United Arab Emirates. Based on the findings of PLS modelling the current study showed that there is a significant relationship between training and development and institutional innovation ($\beta=0.377$, $t=2.635$, $p= 0.000$).

As the determined value of t is 2.635 which is higher than the threshold level of 1.96, thus the hypothesis was accepted that there is a strong relationship between training and development and institutional innovation. Similarly, the p -value is 0.000 which is less than the threshold level of 0.05 which signifies that there is a strong relationship between training and development and institutional innovation.

Likewise, employees who receive appropriate training and development can develop innovative and creative skills. Ogwoka, Namada, and Sikalieh, (2017) conducted a study on employee training in the human resources process among those companies which are listed on the stock exchange and concluded that the significant impact of training and developing employees to perform the mission of the institution in an innovative and efficient ways. Consequently, after examining performance at Ghanaian universities, Saviour, Kofi, Yao, and Kafui (2016) concurred that effective employee training and development significantly contributes to innovation in the institutions. Therefore, based on the previous results the findings are aligned with training and development which ensures that there is a significant relationship between training and development and institutional innovation (Saviour, Kofi, Yao, and Kafui 2016).

5.3.7 Compensation and Incentives and Institutional Innovation

The seventh hypothesis of the current study has been determined the relationship between compensation and incentives and institutional innovation. The hypothesis results are supported by a sample of 139 respondents from the participants in the universities and higher educational institutions operating in the United Arab Emirates. Based on the findings of PLS modelling the current study showed that there is a significant relationship between compensation and incentives and institutional innovation ($\beta=0.498$, $t=4.761$, $p=0.000$). As the determined value of t is 4.761 which is higher than the threshold level of 1.96, thus the hypothesis was accepted that there is a strong relationship between compensation and incentives and institutional innovation. Similarly, the p -value is 0.000 which is less than the threshold level of 0.05

which signifies that there is a strong relationship between compensation and incentives and institutional innovation.

Previous researchers demonstrated that compensation and incentives reflect interests of institutional interest in rewarding employees and the relationship between compensation and incentives as well as performance which motivates employees to be innovative and effective (Baker, Jensen, & Murphy, 1988; Adomako & Nguyen, 2020). Likewise, when compensation and incentives accurately represent individual contributions, employees also view them as fair, and maintaining a feeling of fairness is crucial to ensuring effort at work. Subsequently, it is anticipated that incentives and rewards combined will increase institutional innovation by raising employee effort levels and improving workforce quality (Aboobucker Ilmudeen, 2020). Thus, based on the previous studies the results are aligned with compensation and incentives and institutional innovation which reveals that there is a significant relationship between compensation and incentives and institutional innovation (Alfawaire & Atan, 2021).

5.3.8 Performance Appraisal and Institutional Innovation

The eight hypotheses of the current study have demonstrated the relationship between performance appraisal and institutional innovation. The hypothesis results are supported by a sample of 139 respondents from the participants in the universities and higher educational institutions operating in the United Arab Emirates. Based on the findings of PLS modelling the current study showed that there is a significant relationship between performance appraisal and institutional innovation ($\beta=0.651$, $t=2.187$, $p= 0.000$).

As the determined value of t is 2.187 which is higher than the threshold level of 1.96, thus the hypothesis was accepted that there is a strong relationship between performance appraisal and institutional innovation. Similarly, the p -value is 0.000 which is less than the threshold level of 0.05 which signifies that there is a strong relationship between performance appraisal and institutional innovation. Likewise, performance appraisal plays a crucial role in attracting, retaining, and motivating employees.

According to Bashir and Verma (2017), performance appraisals generate a competitive advantage. The researcher highlights that one of the main obstacles facing today's institutions is determining how to efficiently employee appraisal (Ullah, et al., 2021). Consequently, based on the prior researchers it highlighted that there is a significant relationship between performance appraisal and institutional innovation (Pangemanan, 2015; Farouk, Elanain, Obeidat, & Al-Nahyan, 2016). (Naveed, Alhaidan, Halbusi, & Al-Swidi, 2022).

5.3.9 Institutional Innovation and Institutional Excellence

The nine hypotheses of the present study have examined the relationship between institutional innovation and institutional excellence. The hypothesis findings are supported by a sample of 139 respondents from the participants in the universities and higher educational institutions operating in the United Arab Emirates. Based on the findings of PLS modelling the current study indicated that there is a significant relationship between institutional innovation and institutional excellence ($\beta=0.325$, $t=2.637$, $p= 0.000$).

As the calculated value of t is 2.637 which is higher than the threshold level of 1.96, thus the hypothesis was accepted that there is a strong relationship between institutional innovation and institutional excellence. Similarly, the p -value is 0.000 which is less than the threshold level of 0.05 which confirms that there is a significant relationship between institutional innovation and institutional excellence. Likewise, institutional innovation and institutional excellence are interconnected concepts that focus on driving quality, efficiency, and relevance in service delivery within an organization.

Institutional excellence is often built upon principles such as Lean and is focused on strategic planning, data-driven problem-solving, and continuous improvement (Al Zaabi, 2019). On the other hand, institutional innovation involves the creation and implementation of new ideas and solutions to improve various aspects of an institution, such as service levels, processes, and shared services. Subsequently, these concepts are also reflected in the context of education and scientific exploration, where institutions aspire to operate as best-in-class places for learning, research, and work, thereby emphasizing the importance of institutional excellence (Al Shobakib, Amuna, & Naser, 2017). Therefore, based on the findings the current study aligned with previous studies which confirms that there is a significant relationship between institutional innovation and institutional excellence (Alfawaire & Atan, 2021).

5.3.10 Institutional Innovation as A Mediator Between Recruitment and Selection and Institutional Excellence

The ten hypotheses of the study examined the mediating role of institutional innovation between recruitment and selection and institutional excellence. The hypothesis findings are supported by a sample of 139 respondents from the participants in the

universities and higher educational institutions operating in the United Arab Emirates. Based on the results of PLS modelling the current study reported that institutional innovation significantly mediates the relationship between recruitment and selection and institutional excellence ($\beta=0.512$, $t=2.742$, $p=0.000$). As the measured value of t is 2.742 which is above the threshold level of 1.96, thus the hypothesis was accepted that institutional innovation has a strong mediating effect on the relationship between recruitment and selection and institutional excellence.

Subsequently, the p -value is 0.000 which is less than the threshold level of 0.05 which confirms that institutional innovation significantly mediates the relationship between recruitment and selection and institutional excellence. Likewise, institutional innovation strategies can assist attract and retain top talent by creating an environment that fosters creativity, innovation, and constantly improvement that can be achieved through the implementation of innovative talent capacity building as well as institutional excellence (AlMalki & Durugbo, 2023). Similarly, institutional innovation when aligned with institutional excellence can drive quality and efficiency in service delivery that can lead to improved recruitment and selection processes as well as a more efficient and effective institution which ensures that institutional innovation significantly mediates the relationship between recruitment and selection and institutional excellence however, the mediator institutional innovation has not been used between recruitment and selection and institutional excellence.

5.3.11 Institutional Innovation Mediates the Relationship Between Training and Development and Institutional Excellence

The eleven hypotheses of the current study examined the mediating role of institutional innovation between training and development and institutional excellence. The

hypothesis findings are supported by a sample of 139 respondents from the participants in the universities and higher educational institutions operating in the United Arab Emirates. Based on the results of PLS modelling the current study reported that institutional innovation significantly mediates the relationship between training and development and institutional excellence ($\beta=0.548$, $t=2.636$, $p=0.000$). As the measured value of t is 2.636 which is above the threshold level of 1.96, thus the hypothesis was accepted that institutional innovation has a strong mediating effect on the relationship between training and development and institutional excellence.

Subsequently, the p -value is 0.000 which is less than the threshold level of 0.05 which confirms that institutional innovation significantly mediates the relationship between training and development and institutional excellence. Moreover, institutional innovation can act as a mediator between training and development and institutional excellence by fostering a culture of continuous improvement by implementing innovative talent of management strategies. This can lead to the attraction as well as retention of top talent which is essential for driving institutional excellence. Additionally, institutional innovation can contribute to the creation of a positive institutional reputation which is a key factor in attracting along with retaining top talent. Similarly, by embracing change and continuous improvement, institutional innovation can enhance the effectiveness of training and development efforts which ultimately contributing towards institutional excellence (AlMalki & Durugbo, 2023). Therefore, the findings of the study are aligned with institutional innovation mediates the relationship between training and development and institutional excellence which signifies that institutional innovation significantly mediates the relationship between training and development and institutional excellence, however, the institutional

innovation as a mediator has not been used between training and development and institutional excellence.

5.3.12 Institutional Innovation Mediates the Relationship Between Compensation and Incentive and Institutional Excellence

The twelve hypotheses of the current study revealed the mediating role of institutional innovation between compensation and incentives and institutional excellence. The hypothesis findings are supported by a sample of 139 respondents from the participants in the universities and higher educational institutions operating in the United Arab Emirates. Based on the results of PLS modelling the current study reported that institutional innovation significantly mediates the relationship between compensation and incentives and institutional excellence ($\beta=0.527$, $t=3.099$, $p=0.000$). As the measured value of t is 3.099 which is above the threshold level of 1.96, thus the hypothesis was accepted that institutional innovation has a strong mediating effect on the relationship between compensation and incentives and institutional excellence.

Consequently, the p -value is 0.000 which is less than the threshold level of 0.05 which ensures that institutional innovation significantly mediates the relationship between compensation and incentives and institutional excellence. Previous researchers suggested that the innovation of executive incentive systems can generate a favourable environment for institutional innovation which in turn can influence institutional excellence (Wang & Deng, 2021). Additionally, there is a recognized relationship between training and development and institutional excellence implying that the effectiveness of compensation and incentives which are often managed by human resources, can impact institutional excellence through the development of talent and the promotion of a culture of innovation (Arbab & Mahdi, 2018). Hence, based on the

findings the current study is aligned with previous studies however, institutional innovation is a mediator has not been used between compensation and incentives and institutional excellence therefore, institutional innovation significantly mediates between compensation and incentives and institutional excellence.

5.3.13 Institutional Innovation Mediates the Relationship Between Performance Appraisal and Institutional Excellence

The thirteen hypotheses of the present study revealed the mediating role of institutional innovation between performance appraisal and institutional excellence. The hypothesis findings are supported by a sample of 139 respondents from the participants in the universities and higher educational institutions operating in the United Arab Emirates. Based on the results of PLS modelling the current study reported that institutional innovation significantly mediates the relationship between performance appraisal and institutional excellence ($\beta=0.516$, $t=2.412$, $p=0.000$). As the measured value of t is 2.412 which is above the threshold level of 1.96, thus the hypothesis was accepted that institutional innovation has a significant mediating effect on the relationship between performance appraisal and institutional excellence.

Subsequently, the p -value is 0.000 which is less than the threshold level of 0.05 which ensures that institutional innovation significantly mediates the relationship between performance appraisal and institutional excellence. Likewise, prior researchers indicated that performance appraisal is an essential factor that affects the decision of institutional innovation (Cillo, Petruzzelli, Ardito, & Giudice, 2019). Additionally, there is a recognized relationship between institutional characteristics including performance appraisal as well as institutional innovation. This implies that the effectiveness of performance appraisal can affect institutional excellence through the

development of institutional innovation. Therefore, the results of the study are aligned with previous studies which signifies that institutional innovation significantly mediates the relationship between performance appraisal and institutional excellence however, the prior research shows that institutional innovation as mediator has not been used between performance appraisal and institutional excellence.

5.4 Contributions of the Study

The findings of the current study provide the implications and conclusions of the research which are analysed under three various aspects; theoretical implications, practical implications, and methodological implications have significant contributions as a mediating effect of institutional innovation over the relationship between institutional excellence and recruitment and selection, training and development, compensation and incentives, and performance appraisal. Therefore, the discussion about theoretical implications, practical implications, and methodological implications are shown below.

5.4.1 Theoretical Implications

The findings of the research are expected to contribute to the body of knowledge by confirming prior results, extending the literature about the understudied variables, and addressing the connected methodological problems associated with the particular context of this study. Specifically, it is suggested that this research highlight the recruitment and selection, training and development, compensation and incentives, and performance appraisal of institutional excellence towards the participants in the universities and higher educational institutions operating in the United Arab Emirates

as well as covering the void in the limited literature. Therefore, a discussion of numerous specific contributions is presented as follows.

The analysis of institutional excellence from the participants in the universities and higher educational institutions operating in the United Arab Emirates can benefit from initial theoretical contribution. The first theoretical contribution from the examination of institutional excellence during declining interruptions, which is individual setting has been largely ignored in prior studies. Subsequently, most of the previous studies examine institutional excellence separately, however, it is not examined with other variables such as recruitment and selection, training and development, compensation and incentives, performance appraisal, and institutional innovation which do not specify the specific type in which recruitment and selection, training and development, compensation and incentives, and performance appraisal is deemed affected in terms of institutional excellence.

Similarly, other institutions of the UAE are also keen to learn from these empirical results, given the common national views and practices about institutional excellence and its relationship with human resource functions. Likewise, the examination of the impact of human resource functions on the execution of institutional excellence is an additional contribution to enhancing the theoretical dimension within this framework. Therefore, this research provides significant perspectives for decision-makers as well as policymakers in universities and higher educational institutions, in addition to academics who specialize in institutional excellence and their impact on these types of universities and higher educational institutions in the United Arab Emirates and other neighbouring nations at large.

5.4.2 Practical Implications

Initially, institutional excellence has been distinguished as the main roles for this research are recruitment and selection, training and development, compensation and incentives, and performance appraisal are linked with institutional excellence. The government authorities as well as policymakers have recognized that their decisions have a direct effect on institutional excellence. Similarly, it is essential to exhibit how government authorities and decision-makers could enhance the institutional excellence of participants in the universities and higher educational institutions operating in the United Arab Emirates.

Likewise, based on the literature this study has recognized that strategies of institutional excellence lack institutional innovation as well as unfriendly characteristics is the main cause of institutional excellence. Additionally, the government has several programs and support agencies to support and improve institutional excellence. Lack of institutional innovation and growth policies such governments can be the reason behind the majority of the institutional excellence issues. Thus, there is the fact that even those who are well-known are not well-managed in their efforts to guide institutional excellence and correlate with the decision-makers and policymakers and they are still not patronized. This shows the need for the government to enhance institutional excellence specifically, the participants in the universities and higher educational institutions operating in the United Arab Emirates as well as make them well-known for institutional innovation.

Furthermore, facing issues in getting good institutional innovation from internal and external sources, these should encourage institutional excellence which are recruitment and selection, training and development, compensation and incentives, and performance appraisal to improve the responsibility of institutional innovation to enhance institutional excellence. Therefore, having good institutional innovation could encourage institutions to perform innovative among participants in the universities and higher educational institutions operating in the United Arab Emirates but at the same time, institutional excellence cannot be ignored. As a result, it is demonstrated that educational authorities, decision makers and policy makers must encourage the strategies to enhance institutional excellence to configure recruitment and selection, training and development, compensation and incentives, and performance appraisal and improve the institutional innovation.

Consequently, when employees perceive the institutional innovation to be not responsive towards institutional excellence, they are less likely to force them towards institutional excellence. Therefore, the policymakers, decision-makers, and government authorities should develop policies for employees who are facing issues of institutional excellence should be concerned. Subsequently, they should give a policy for institutional excellence that is linked with recruitment and selection, training and development, compensation and incentives, and performance appraisal among participants in the universities and higher educational institutions operating in the United Arab Emirates.

Finally, the findings of this research identified that recruitment and selection, training and development, compensation and incentives, and performance appraisal are crucial for catering to the issue of institutional excellence. Therefore, they must be considered while developing strategies regarding institutional innovation because in turn, it will affect institutional excellence. Hence, this research supports the recruitment and selection, training and development, compensation and incentives, and performance appraisal among participants in the universities and higher educational institutions operating in the United Arab Emirates who are facing issues in institutional excellence are the main responsible figure for institutional innovation that could lead towards institutional excellence.

5.4.3 Methodological Implications

The study has significant methodological implications in addition to its theoretical and as well as practical implications. Initially, the prior studies on institutional excellence have primarily used SPSS, however, to the superior knowledge of the previous researchers very rare have used Smart PLS-SEM to create the findings referred by Sarstedt, Ringle, Smith, Reams, and Hair Jr, (2014). Additionally, the measurement scale of recruitment and selection, training and development, compensation and incentives, and performance appraisal has been adapted from previous studies as asserted in the operationalization section is being applied for the first time in GCC particularly in the region of UAE.

Subsequently, for replicating the recruitment and selection, training and development, compensation and incentives, and performance appraisal study in another context is explained to confirm the reliability and validity. Likewise, outer loadings, Cronbach's

alpha, composite reliability, average variance extracted, and discriminant validity (Fornell and HTMT) have been examined and found to be significant according to the threshold level. Therefore, the present study adds to the methodology and institutional excellence literature by creating the reliability and validity of measures designed for universities and higher educational institutions operating in the United Arab Emirates.

5.5 Limitations of the Study

The current study has been examined several limitations. The first limitation is that even though there are several variables that affect institutional excellence, it is limited to recruitment and selection, training and development, compensation and incentives, and performance appraisal and institutional innovation in study. Another limitation of the study is that data has been gathered from employees of universities and higher educational institutions operating in the United Arab Emirates and other officials of government have not been added to the respondents. Similarly, it involves the data collected in 2023 that can be examined in a limited time due to time as well as the limitation of resources. The study has been conducted cross-sectional as the competencies are not able to develop and affect the relationship between variables over a long time period. The current study depends on the assumption of employees about institutional excellence based on recruitment and selection, training and development, compensation and incentives, and performance appraisal. Based on the collected data, participants who are tested and may have particular perceptual biases as well as cognitive impairments are likely to have some degree of confidence. Moreover, the consideration of these variations makes a good effort to determine the relationship between recruitment and selection, training and development, compensation and incentives, and performance appraisal and institutional excellence because of

institutional innovation implementation under employees of universities and higher educational institutions operating in the United Arab Emirates.

Consequently, the findings of the study investigate the significant relationship between variables that are studied. In addition, the study sample was limited to the employees of universities and higher educational institutions operating in the United Arab Emirates who are involved in the decision-making process of institutional excellence. Due to the nature of the study the government authorities, senior executives or managers, and other essential perceptions did not participate. Therefore, the findings of our study reveal that institutional innovation has a significant relationship between recruitment and selection, training and development, compensation and incentives, and performance appraisal and institutional excellence based on the perception of employees and ignoring the governing bodies.

5.6 Recommendations of the Study

The research suggests that future research could be conducted by using other factors to improve institutional excellence about opinion of recruitment and selection, training and development, compensation and incentives, and performance appraisal and about opinion of institutional innovation in universities and higher educational institutions operating in the United Arab Emirates who are involved in institutional excellence to overcome the limitation of study. Similarly, empirical research on recruitment and selection, training and development, compensation and incentives, performance appraisal, institutional excellence, and institutional excellence to the implementation of institutional innovation through the universities and higher educational institutions operating in the United Arab Emirates for institutional excellence.

As this research is cross-sectional in nature, while future research could also look into data gathering over a longer time period or longitudinal data collection. A longitudinal study could also be very helpful because it can reveal how policies have been affected over a longer time period. Additionally, the current study uses only employees as participants. Similarly, future research could also consider employees or managers under universities and higher educational institutions operating in the United Arab Emirates it can also consider other universities and higher educational institutions in GCC regions.

5.7 Conclusion

The results of the research and the findings of the hypothesis testing revealed a highly significant indication of increasing the significance of the mediating effect of institutional innovation on the relationship between recruitment and selection, training and development, compensation and incentives, performance appraisal, and institutional excellence. In addition, despite certain limitations, the current study has been successful in addressing all research questions and research objectives. Subsequently, numerous studies have been conducted on the aspects that affect institutional excellence, however, the current study focused on the theoretical gap by institutional innovation as a significant mediating variable for institutional excellence.

The findings of the study revealed that participants of universities and higher educational institutions operating in the United Arab Emirates who are involved in institutional excellence. Similarly, recruitment and selection, training and development, compensation and incentives, and performance appraisal can be improved by proper legislation which results in enhanced institutional excellence. Likewise, this study also supports theoretical, practical, as well as methodological

assistance for the mediating effect of institutional innovation over the relationship between recruitment and selection, training and development, compensation and incentives, performance appraisal, and institutional excellence.

Moreover, the findings also demonstrate that even though there is a significant relationship between recruitment and selection, training and development, compensation and incentives, performance appraisal, and institutional excellence. Another word, institutional innovation has also a significant mediating effect between recruitment and selection, training and development, compensation and incentives, performance appraisal, and institutional excellence. This study successfully analysed how institutional innovation mediates the relationship between exogenous and endogenous variables.

The theoretical framework has been supported by the underpinning theories (institutional theory and resource-based view) by analysing the effect of recruitment and selection, training and development, compensation and incentives, performance appraisal, and institutional excellence because of institutional innovation. The findings give us significant inferences as well as assumptions about employees who are facing issues of institutional excellence. On the other side, the study involved valuable theoretical and practical implications to the emerging institutional innovation in terms of recruitment and selection, training and development, compensation and incentives, performance appraisal, and institutional excellence which may further improve the institutional excellence in the universities and higher educational institutions operating in United Arab Emirates. Lastly, the current study limitations have numerous future research objectives that have been anticipated.

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APPENDICES

Appendix 1

Questionnaire

My name is Abdulla Abdulkarim Hussain Ahli, and I am currently pursuing my PhD study at University Utara Malaysia (UUM). I am conducting a research study on "**The Impact of Human Resource Functions on Institutional Excellence in UAE Universities: The Mediating Role of Institutional Innovation**". The primary aim of the current study is to identify the mediating role of institutional innovation between HRM practices and institutional excellence. Your valuable perspectives as a key player in the UAE Universities will contribute significantly to the advancement of knowledge in this field.

I kindly request your participation in the form of completing the enclosed questionnaire. Your responses will remain confidential, and the data collected will be used solely for research purposes. Your input will provide valuable data that will be crucial in drawing meaningful conclusions for the research study.

Thank you in advance for your time and participation. I look forward to receiving your valuable input and contributing to the understanding of the Impact of human resource functions on institutional excellence in UAE universities. Should you have any further inquiries, please do not hesitate to contact me at +971 50 378 8886 or email Abdullaahli@live.com

Please (√) in the appropriate option: Strongly Disagree =1, Disagree =2, Neutral=3, Agree =4, and Strongly Agree =5. The following statements indicate the effect of HRM practices and organisational excellence in UAE universities. Please tick to indicate your agreement on each statement.

Section One: Demographic Information

Please tick (√) in the box relevant to you.

A. Age

- 30-39
- 40-49
- 50-59
- 60 and above

B. Gender

- Male
- Female

C. What is your qualification level?

- Doctorate
- Post Doctorate
- DBA

D. You are working in the university as?

- University President
- Vice Chancellor
- Deputy Vice-Chancellor



Section Two: Measurements

Please (√) in the appropriate option: Strongly Disagree =1, Disagree =2, Neutral=3, Agree =4, and Strongly Agree =5. The following statements indicate the effect of HRM practices and organisational excellence in UAE universities. Please tick to indicate your agreement on each statement.

Recruitment and Selection

Please (√) in the appropriate option: Strongly Disagree =1, Disagree =2, Neutral=3, Agree =4, and Strongly Agree =5.

| No. | Recruitment and Selection | 1 | 2 | 3 | 4 | 5 |
|-----|--|---|---|---|---|---|
| 1 | The university I work for widely distributes information about both external and internal recruitment processes. | | | | | |
| 2 | The university I work for reveals clear information to applicants regarding the steps and criteria of the selection process. | | | | | |
| 3 | The university I work for announces to the candidates their performance results at the end of the selection process. | | | | | |
| 4 | The university I work for has competitive selection processes that attract qualified people. | | | | | |
| 5 | The organization I work for uses various selection tools (e.g., interviews, tests, etc.) | | | | | |

Training and Development

Please (√) in the appropriate option: Strongly Disagree =1, Disagree =2, Neutral=3, Agree =4, and Strongly Agree =5.

| No | Training and Development | 1 | 2 | 3 | 4 | 5 |
|----|--|---|---|---|---|---|
| 1 | In the university where I work for, trained and impartial people conduct the organization Selection tests. | | | | | |
| 2 | In the university I work for, training is closely related to the individual needs of each employee. | | | | | |
| 3 | In the university I work for, significant training is conducted before the implementation of a substantial change in service rules. | | | | | |
| 4 | In the university I work for, training is provided for the employees who are moved from one department to another, for a specified period. | | | | | |

| | | | | | | |
|---|---|--|--|--|--|--|
| 5 | In the university I work for, sufficient resources are provided to train employees. | | | | | |
|---|---|--|--|--|--|--|

Compensation and Benefits

Please (√) in the appropriate option: Strongly Disagree =1, Disagree =2, Neutral=3, Agree =4, and Strongly Agree =5.

| No | Compensation and Benefits | 1 | 2 | 3 | 4 | 5 |
|----|--|---|---|---|---|---|
| 1 | In the university where I work for, I get incentives such as promotions, commissioned functions, awards, bonuses, etc. | | | | | |
| 2 | In the university where I work for, my salary is affected by my performance. | | | | | |
| 3 | In the university I work for, the salary is compatible with my skills, training, and education. | | | | | |
| 4 | In the university I work for, rewards are given according to the payment offered at either the public or private marketplace levels. | | | | | |
| 5 | In the university I work for, the system meets the expectations of its employees on rewards. | | | | | |

Performance Appraisal

Please (√) in the appropriate option: Strongly Disagree =1, Disagree =2, Neutral=3, Agree =4, and Strongly Agree =5.

| No | Performance Appraisal | 1 | 2 | 3 | 4 | 5 |
|----|--|---|---|---|---|---|
| 1 | In the university where I work, discusses performance appraisal criteria and results with its employees. | | | | | |
| 2 | In the university where I work, performance appraisal provides the basis for an employee development plan. | | | | | |
| 3 | In the university where I work, performance appraisal is the basis for decisions about promotions and salary increases | | | | | |
| 4 | The university where I work, distributes performance appraisal criteria and results to its employees. | | | | | |

| | | | | | | |
|---|---|--|--|--|--|--|
| 5 | In the university where I work, treats me with respect and attention. | | | | | |
| 6 | In the university where I work, there is an environment of trust and cooperation among colleagues | | | | | |
| 7 | In the university where I work, employees can persuade each other to their position. | | | | | |

Institutional Innovation

Please (√) in the appropriate option: Strongly Disagree =1, Disagree =2, Neutral=3, Agree =4, and Strongly Agree =5.

| No | Institutional Innovation | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 1 | The university creates wholly new programs/services for students. | | | | | |
| 2 | The university converts existing programs/services into a recognizably different format. | | | | | |
| 3 | The university extends programs/services to new groups of students previously not served by the institution. | | | | | |
| 4 | The university incorporates new techniques/inputs in producing programs/services. | | | | | |
| 5 | The university develops new practice, knowledge/theory in producing programs/services within a given technique and different mixes of the same input. | | | | | |

Institutional Excellence

Please (√) in the appropriate option: Strongly Disagree =1, Disagree =2, Neutral=3, Agree =4, and Strongly Agree =5.

| Nos | Institutional Excellence | 1 | 2 | 3 | 4 | 5 |
|-----|--|---|---|---|---|---|
| 1 | The university has a declared strategic plan that contributes to achieving institutional excellence. | | | | | |
| 2 | The development in the field of institutional excellence in the UAE universities sector contributed to the development of work in an effective and efficient manner in the financial field | | | | | |
| 3 | The university prepares its strategic plan based on an understanding of the current and future needs of those involved. | | | | | |
| 4 | The development in the field of institutional excellence in UAE universities has led to the development of its ability to do things faster, better and with the required quality | | | | | |
| 5 | The university's strategic plan is based on a comprehensive analysis of the internal and external environments. | | | | | |
| 6 | The development in the field of institutional excellence in UAE universities contributed to the development of its ability to increase its effectiveness and efficiency in using its available resources. | | | | | |
| 7 | The university's strategic plan takes into consideration the available capabilities and resources. | | | | | |
| 8 | The development in the field of institutional excellence in UAE universities contributed to the development of their ability, through their human resources, to have a decisive influence on the human relationship in approving and implementing the strategic plans of those organizations | | | | | |