THE QUANTITATIVE RELATIONSHIP BETWEEN HRM PRACTICES AND ACADEMIC PERFORMANCE IN SAUDI PUBLIC UNIVERSITIES

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ABSTRACT

Objective: This study aims to explore the impact of organizational factors, including employee engagement, selection procedures, training, and work-life balance policies, on academic performance in Saudi Public Universities. It further investigates the mediating role of employee commitment in these relationships.

Method: A quantitative methodology was employed, gathering data from 103 academic employees across various Saudi Public Universities through a structured questionnaire. The data was subsequently analyzed using SPSS and Smart PLS software to assess the direct and mediating effects of the organizational factors on academic performance.

Research Findings and Discussions: The analysis revealed significant direct effects of employee engagement and training on academic performance. Employee engagement also significantly influenced employee commitment. However, employee commitment did not demonstrate a significant mediating effect in the relationship between organizational practices and academic performance. These findings highlight the critical roles of employee engagement and training in enhancing academic outcomes within the context of Saudi Public Universities.

Research Implications: The study underscores the importance of focusing on employee engagement and training as key drivers of academic performance. The lack of significant mediation by employee commitment suggests that the direct effects of organizational practices on academic performance are more pronounced and may not necessarily rely on enhanced commitment levels. These insights are crucial for university administrators aiming to optimize organizational strategies for improved academic results.

Originality/Value: This research contributes to the existing literature by delineating the direct influences of specific organizational factors on academic performance, particularly within the unique setting of Saudi Public Universities. It challenges the assumed pivotal mediating role of employee commitment, offering a new perspective on optimizing organizational practices for academic enhancement in this region.

Keywords: HRM Practices, Selection Procedures, Training, Work-Life Balance Policies, Employee Engagement, Employee Commitment, Academic Performance, And Saudi Public Universities.

A RELAÇÃO QUANTITATIVA ENTRE AS PRÁTICAS DE GRH E O DESEMPENHO ACADÊMICO EM UNIVERSIDADES PÚBLICAS SAUDITAS

RESUMO

Objetivo: Este estudo tem como objetivo explorar o impacto de fatores organizacionais, incluindo o envolvimento dos funcionários, procedimentos de seleção, capacitação e políticas de equilíbrio entre vida pessoal e profissional, no desempenho acadêmico nas Universidades Públicas Sauditas. Ele investiga ainda mais o papel de mediação do compromisso do funcionário nesses relacionamentos.

Método: Uma metodologia quantitativa foi empregada, reunindo dados de 103 funcionários acadêmicos em várias universidades públicas sauditas através de um questionário estruturado. Os dados foram posteriormente analisados usando software SPSS e Smart PLS para avaliar os efeitos diretos e mediadores dos fatores organizacionais no desempenho acadêmico.

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Resultados e Discussões da Pesquisa: A análise revelou efeitos diretos significativos do envolvimento e treinamento dos funcionários no desempenho acadêmico. O engajamento dos funcionários também influenciou significativamente o comprometimento dos funcionários. No entanto, o compromisso dos funcionários não demonstrou um efeito mediador significativo na relação entre as práticas organizacionais e o desempenho acadêmico. Essas descobertas destacam os papéis críticos do envolvimento e treinamento dos funcionários no aprimoramento dos resultados acadêmicos no contexto das universidades públicas sauditas.

Implicações da pesquisa: O estudo ressalta a importância de se concentrar no engajamento e no treinamento dos funcionários como principais impulsionadores do desempenho acadêmico. A falta de mediação significativa pelo compromisso dos funcionários sugere que os efeitos diretos das práticas organizacionais no desempenho acadêmico são mais pronunciados e podem não depender necessariamente de níveis de compromisso aprimorados. Esses insights são cruciais para administradores universitários que visam otimizar estratégias organizacionais para melhores resultados acadêmicos.

Originalidade/Valor: Esta pesquisa contribui para a literatura existente, delineando as influências diretas de fatores organizacionais específicos sobre o desempenho acadêmico, particularmente dentro do cenário único das Universidades Públicas Sauditas. Ela desafia o papel fundamental de mediação assumido do compromisso dos funcionários, oferecendo uma nova perspectiva sobre a otimização das práticas organizacionais para o aprimoramento acadêmico nessa região.


LA RELACIÓN CUANTITATIVA ENTRE LAS PRÁCTICAS DE HRM Y EL RENDIMIENTO ACADÉMICO EN LAS UNIVERSIDADES PÚBLICAS SAUDÍES

RESUMEN

Objetivo: Este estudio tiene como objetivo explorar el impacto de los factores organizacionales, incluyendo la participación de los empleados, los procedimientos de selección, la formación y las políticas de equilibrio entre la vida laboral y la vida privada, en el rendimiento académico en las Universidades Públicas de Arabia Saudita. Además, se investiga el papel mediador del compromiso de los empleados en estas relaciones.

Método: Se empleó una metodología cuantitativa, recopilando datos de 103 empleados académicos de varias universidades públicas sauditas a través de un cuestionario estructurado. Posteriormente, los datos se analizaron utilizando el software SPSS y Smart PLS para evaluar los efectos directos y mediadores de los factores organizacionales en el rendimiento académico.

Hallazgos y discusiones de la investigación: El análisis reveló efectos directos significativos del compromiso y la capacitación de los empleados en el rendimiento académico. El compromiso de los empleados también influyó significativamente en el compromiso de los empleados. Sin embargo, el compromiso de los empleados no demostró un efecto mediador significativo en la relación entre las prácticas organizacionales y el desempeño académico. Estos hallazgos destacan los roles críticos de la participación y capacitación de los empleados en la mejora de los resultados académicos en el contexto de las Universidades Públicas de Arabia Saudita.

Implicaciones de la investigación: El estudio subraya la importancia de centrarse en el compromiso y la formación de los empleados como impulsores clave del rendimiento académico. La falta de una mediación significativa por el compromiso de los empleados sugiere que los efectos directos de las prácticas organizacionales en el rendimiento académico son más pronunciados y no necesariamente dependen de niveles de compromiso mejorados. Estos conocimientos son cruciales para los administradores universitarios que buscan optimizar las estrategias organizacionales para mejorar los resultados académicos.

Originalidad/Valor: Esta investigación contribuye a la literatura existente al delinear las influencias directas de factores organizacionales específicos en el rendimiento académico, particularmente dentro del entorno único de las Universidades Públicas sauditas. Desafía el papel mediador fundamental asumido del compromiso de los empleados, ofreciendo una nueva perspectiva sobre la optimización de las prácticas organizacionales para la mejora académica en esta región.
1 INTRODUCTION

The intricate dynamics between HRM policies and employee experiences have evolved as a central theme in modern organizational studies. Luturlean et al. (2020) provide a sector-specific lens by examining private hospitals. Their study underscores the idea that the healthcare sector, with its unique pressures and challenges, necessitates robust HRM policies. These policies not only shape the overall work environment but also have cascading effects on employees' perceptions of work-life balance and their level of engagement. Such findings resonate with the broader discourse on the need for sector-specific HRM strategies, highlighting the non-uniform nature of employee experiences across industries.

Shifting the lens to talent management, Obeidat, Al-Khateeb, and Abdallah (2019) present a holistic perspective. Their research not only underscores the direct effects of talent management on organizational performance but also brings forth the mediating roles of work-life balance and engagement. This mediation suggests that while effective talent management strategies are essential, their true potential is harnessed when employees feel a balance between their professional and personal lives, and when they are genuinely engaged in their roles. Such findings challenge organizations to think beyond traditional talent management and to embed work-life balance initiatives into their core HRM strategies.

The educational context, as presented by Abdulaziz, Bashir, and Alfalih (2022), adds another dimension. Teachers, entrusted with the critical responsibility of shaping the next generation, grapple with work overloads that can jeopardize their work-life balance. The study underscores the role of engagement and organizational support as buffers, emphasizing that teachers' commitment to their institutions is intricately tied to how supported and engaged they feel. Furthermore, the notion of leadership's role, as explored by Kaur and Randhawa (2020), introduces a top-down perspective. Their findings elucidate that leadership, especially immediate supervisors, have the potential to either mitigate or exacerbate turnover intentions. This interplay between leadership behaviors, work-life balance, and employee engagement...
accentuates the fact that organizational outcomes are not just a product of systemic policies but also of individual leadership styles and behaviors.

Lastly, Bataineh (2019) offers a compelling synthesis by linking work-life balance and happiness at work directly to performance. In an era where employee well-being is increasingly recognized as a cornerstone of sustained organizational success, the direct linkage between happiness, balance, and performance serves as a clarion call for organizations to reevaluate their HRM priorities. Together, these studies weave a complex tapestry that underscores the multifaceted interplay between HRM policies, employee experiences, and organizational outcomes. They collectively champion the cause for a more human-centric, nuanced, and holistic approach to HRM in contemporary organizations. In this regard, the current paper aims to identify the impact of HRM practices (selection procedures, training, work-life balance policies, and employee engagement) on the academic performance in Saudi public universities, as well as identifying the mediating effect of employee commitment on these relationships.

2 LITERATURE REVIEW

The importance of human resource management (HRM) practices in influencing employee experiences and subsequent organizational outcomes has been the subject of extensive academic scrutiny in recent years. Within the financial sector of East Africa, Houssein, Singh, and Arumugam (2020) investigated how career development, employee engagement, and work-life balance play pivotal roles in retaining employees. Their findings reflect the intricacies of retention strategies in a sector characterized by its dynamic nature and the pressures of a rapidly globalizing world. Further emphasizing the role of work-life balance, Yadav, Pandita, and Singh (2022) conducted a systematic literature review highlighting the confluence of work-life integration, job contentment, and employee engagement in enhancing organizational effectiveness. Their exploration offers a nuanced understanding of how harmonizing personal and professional lives can lead to deeper job satisfaction and, consequently, heightened organizational efficiency (Alzahrani, 2023). Complementing this perspective, Waclawska (2018) focused on the further education and training sector in Ireland, revealing that work-life balance practices directly influence employee engagement levels and turnover intentions.

The complexity of employee turnover has been explored from multiple vantage points. Santhanam et al. (2021) delved into the realm of turnover intentions, examining the moderating role of work-life balance amidst various HRM practices. Their research underscores the
mitigating effects of a balanced work-life paradigm in the context of the broader HR landscape. Nor (2018) adds a more holistic perspective by reviewing the spectrum of HRM practices and their efficacy in augmenting employee performance, further reinforcing the critical interplay between strategic HR approaches and desirable organizational outcomes (Alshamisi et al., 2024). With the increasing emphasis on sustainability and green practices, Akpa et al. (2022) provide a fresh perspective by exploring the influence of green human resource management and green work-life balance on employee retention within the hospitality sector in Nigeria. Their findings underscore the need for organizations to incorporate environmentally conscious practices not just for ecological benefits but also as strategic HR tools for retention.

Dinh (2020) introduced another critical dimension to the discourse by probing the determinants of employee engagement. The study highlights the mediation effects of work-life balance and work stress, suggesting that while a balanced work-life framework enhances engagement, work stress can serve as a deterrent. This sentiment is further echoed by Luturlean et al. (2021), who explored the telecommunication industry in Indonesia, concluding that work-life balance indeed mediates the relationship between HR practices and affective organizational commitment.

Human resource management practices, particularly those focused on the well-being of employees, are recognized as key drivers of positive organizational outcomes. A crucial dimension of these practices is the effort towards achieving work-life balance. Oludayo et al. (2018) delve deep into the dynamics of work-life balance initiatives and posit that they significantly predict employees' behavioral outcomes. Their findings elucidate that when organizations invest in fostering a balance between work and personal life, they invariably influence a wide array of employee behaviors, from task performance to interpersonal interactions, underlining the holistic impact of such initiatives.

In the academic realm, Zimmerman (2023) introduces a novel perspective by exploring the dimensions of academic self-regulation. This conceptual framework offers valuable insights into how students manage and control their learning processes, drawing a parallel to the world of work where employees are often expected to self-regulate in the face of challenges. Such a perspective broadens the understanding of the role of self-regulation in both academic and professional settings. Student engagement and its association with academic achievement have also been rigorously studied. Lei, Cui, & Zhou (2018) present a meta-analysis that firmly establishes a positive relationship between the two. Their findings resonate with the broader theme of engagement, whether in educational institutions or workplaces, suggesting that higher
engagement levels invariably lead to better outcomes, reinforcing the importance of engagement-centric strategies across domains.

Turning the focus to training, Niati et al. (2021) spotlight the cascading effects of training initiatives on work performance and career development. Their exploration identifies motivation as a critical intervening variable, suggesting that training, while pivotal, maximizes its impact when it aligns with and fuels the intrinsic motivation of the participants. This nuanced understanding underscores the need for holistic training approaches that go beyond skill enhancement to also cater to the motivational drivers of employees. Further emphasizing the importance of training, Kalantar et al. (2018) undertake a meticulous examination of training data selection's effects in the context of landslide susceptibility mapping. Their comparative study between various algorithms underscores the broader theme that the efficacy of any training, be it for machine learning models or human resources, is significantly influenced by the quality and relevance of the training data or content.

In summation, the enhanced literature vividly illustrates the multifaceted nature of HRM practices and their overarching influence on various organizational outcomes. From work-life balance initiatives and the role of selection procedures and training to the significance of training and the dynamics of engagement, the rich tapestry of research accentuates the interconnectedness of these elements and their collective impact on both academic and organizational success. The reviewed literature underscores the multifaceted nature of HRM practices (selection procedures, training, work-life balance policies, and employee engagement), and their direct and indirect influence on employee commitment and academic performance in Saudi public universities. Based on that, the current paper proposes the following framework:
3 METHODOLOGY

The methodology utilized in the present study is underpinned by a quantitative research approach, a strategy that is particularly effective in quantifying relationships and examining variables in detail. This approach echoes the one adopted by Manzoor et al. (2019), who applied sustainable HRM practices to assess their impact on job performance. Notably, their study also incorporated training as a moderator, reflecting the flexibility and granularity a quantitative methodology offers in examining multiple dimensions concurrently. An integral part of the methodology is the target population, which, for this study, is constituted of all academic employees across Saudi Public Universities. This extensive population ensures a comprehensive representation, paving the way for insights that are genuinely reflective of the academic community's state in Saudi universities. By drawing a sample of 103 individuals from this broader population, the study aims to capture diverse experiences and insights, which can be generalizable to the larger population. Anwar & Abdullah (2021) highlight the profound impact of HRM practices on organizational performance, emphasizing the importance of selecting a representative sample to ensure that the derived insights are both reliable and applicable on a broader scale.

To gather data, the study employs a questionnaire, a tool that facilitates standardized data collection, ensuring uniformity in the responses and enabling easier quantitative analysis. Noyes et al. (2019) accentuate the significance of synthesizing both quantitative and qualitative evidence, especially in the context of complex interventions. Although the current study
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predominantly leans towards a quantitative orientation, the foundation set by Noyes and colleagues showcases the versatility of questionnaires as a data collection tool and their capability to capture diverse types of information. The choice of analysis tools, namely SPSS and Smart PLS, is strategic. While SPSS is renowned for its capability to handle a plethora of statistical tests, making it apt for a detailed quantitative analysis, Smart PLS is pivotal for structural equation modeling, which is instrumental in deciphering intricate relationships between variables. Both software programs, used in tandem, promise robustness in the analytical process.

Lastly, any methodology's effectiveness lies in its capacity to maintain objectivity and minimize biases. Furuya-Kanamori et al. (2018) have proposed an innovative graphical method to detect biases in meta-analyses, emphasizing the overarching need for research to be vigilant of potential skewness. By adopting a structured questionnaire and relying on state-of-the-art analytical tools, the present study endeavors to uphold the integrity of the research process and present insights that are unbiased and authentic. In conclusion, the methodology designed for this research is both systematic and comprehensive. By leveraging a quantitative approach, anchoring the study on a representative sample, and harnessing sophisticated analytical tools, the study is poised to offer in-depth insights into the intricate dynamics between HRM practices and academic performance in Saudi Public Universities.

4 ANALYSIS AND FINDINGS

The data analysis in the current paper includes several tests, which are the demographic analysis, reliability test, convergent validity test, direct effect test, and the indirect effect test. The following tables and points show results, findings and interpretations of the tests included in the study.

The current paper has used the demographic test to ensure that the respondents were selected randomly as well as to identify the background of the respondents. Table 1 offers a detailed demographic breakdown of the 103 participants involved in the study. In terms of age distribution, the study comprises a balanced representation with 34.0% of the respondents aged between 26-35 years and an equal percentage aged 46 and above. Those aged between 36-45 years slightly trail at 32.0%. Regarding gender, the sample leans towards a male majority, with 62.1% being male and 37.9% female. Analyzing their academic qualifications, a notable 58.3% have achieved the pinnacle of academia, holding PhDs. Those with a Master's degree account for 36.9%, while a minor 4.9% hold an undergraduate degree. When we delve into professional
experience, the data underscores the seasoned nature of the sample. A dominant 74.8% of the participants have accrued more than five years of experience. On the other end of the spectrum, a minimal 1.0% have been in the field for less than a year, with 10.7% and 13.6% having 1-3 years and 3-5 years of experience, respectively. In essence, this study prominently features highly educated, predominantly male participants with a significant amount of experience in their respective fields.

Table 1

Profiles of Respondents

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percent</th>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>26-35</td>
<td>35</td>
<td>34.0</td>
<td>Male</td>
<td>64</td>
<td>62.1</td>
</tr>
<tr>
<td>36-45</td>
<td>33</td>
<td>32.0</td>
<td>Female</td>
<td>39</td>
<td>37.9</td>
</tr>
<tr>
<td>46 and above</td>
<td>35</td>
<td>34.0</td>
<td>Total</td>
<td>103</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>103</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 and figure 1 provide a comprehensive understanding of the reliability and convergent validity for several constructs used in the study.

The Academic Performance construct consists of five items, each represented by its factor loading. These loadings range from 0.755 (for AP2) to 0.866 (for AP3). A Cronbach's alpha of 0.865 indicates a high internal consistency among the items, which is further supported by a composite reliability of 0.903. The average variance extracted (AVE) for this construct is 0.650, suggesting a good amount of variance captured by the construct from its indicators (Hair et al., 2010).

Employee Commitment is similarly represented by five items. The factor loadings for these items stretch from 0.746 (EC5) to a robust 0.901 (EC1). With a Cronbach's alpha of 0.878, the internal consistency is commendable. The composite reliability stands at 0.912, further buttressing the reliability of the construct. The AVE for EC is 0.675, ensuring a considerable measure of convergent validity.

Employee Engagement showcases factor loadings ranging between 0.763 (EE4) and 0.838 (EE5). The construct's internal consistency is supported by a Cronbach's alpha of 0.858, while a composite reliability of 0.897 further underscores its robustness. The AVE for EE is 0.636.
For Selection Procedures, the factor loadings range between 0.713 (for SP4, which is the lowest among the group) and 0.871 (for SP2). The Cronbach's alpha value is 0.876, pointing to reliable internal consistency. Composite reliability for SP stands strong at 0.910, and its AVE is 0.669.

The Training construct presents some of the highest loadings in the table, with values ranging from 0.783 (T1) to a high of 0.911 (T4). A Cronbach's alpha of 0.905 and a composite reliability of 0.930 signify the construct's excellent reliability. An AVE of 0.726 for Training is the highest in the table, underpinning its convergent validity.

Finally, for Work-Life Balance Policies, loadings vary from 0.789 (WLB5) to 0.831 (WLB1). Cronbach's alpha is 0.875, and the composite reliability is 0.907. The AVE for WLB is 0.660.

In summation, all the constructs present high levels of reliability, as showcased by their respective Cronbach's alpha and composite reliability scores. Their AVE values, all above the recommended threshold of 0.5 (Fornell & Larcker, 1981), reinforce the convergent validity of these constructs.

### Table 2

*Results of Reliability and Convergent Validity Tests*

<table>
<thead>
<tr>
<th>Items</th>
<th>Loading</th>
<th>Cronbach's alpha</th>
<th>Composite reliability</th>
<th>Average variance extracted (AVE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP1</td>
<td>0.821</td>
<td>0.865</td>
<td>0.903</td>
<td>0.650</td>
</tr>
<tr>
<td>AP2</td>
<td>0.755</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP3</td>
<td>0.866</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP4</td>
<td>0.780</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP5</td>
<td>0.806</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC1</td>
<td>0.901</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC2</td>
<td>0.774</td>
<td>0.878</td>
<td>0.912</td>
<td>0.675</td>
</tr>
<tr>
<td>EC3</td>
<td>0.867</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC4</td>
<td>0.809</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC5</td>
<td>0.746</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EE1</td>
<td>0.776</td>
<td>0.858</td>
<td>0.897</td>
<td>0.636</td>
</tr>
<tr>
<td>EE2</td>
<td>0.814</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EE3</td>
<td>0.795</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EE4</td>
<td>0.763</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EE5</td>
<td>0.838</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SP1</td>
<td>0.849</td>
<td>0.876</td>
<td>0.910</td>
<td>0.669</td>
</tr>
<tr>
<td>SP2</td>
<td>0.871</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SP3</td>
<td>0.848</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SP4</td>
<td>0.713</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SP5</td>
<td>0.799</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T1</td>
<td>0.783</td>
<td>0.905</td>
<td>0.930</td>
<td>0.726</td>
</tr>
<tr>
<td>T2</td>
<td>0.803</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The results of the direct effect test from Table 3 can be interpreted as follows:

Employee Commitment to Academic Performance: The path coefficient (beta) is 0.258, which suggests a positive but weak direct relationship between employee commitment and academic performance. However, the associated p-value is 0.102, which is greater than the standard significance level of 0.05. This means the relationship is not statistically significant (Hair et al., 2010).

Employee Engagement to Academic Performance: A path coefficient of 0.299 indicates a positive and moderately strong direct relationship. With a p-value of 0.047, this relationship


Figure 1
Measurement Modelling
is statistically significant at the 0.05 level, indicating that increased employee engagement can lead to improved academic performance.

Employee Engagement to Employee Commitment: With a beta of 0.484, there's a strong positive relationship between these variables. The relationship is highly significant as shown by the p-value of 0.000.

Selection Procedures to Academic Performance and Employee Commitment: The path coefficients for these relationships are 0.066 and 0.114, respectively, suggesting weak relationships. The p-values for both (0.500 and 0.252, respectively) exceed the 0.05 threshold, thus these relationships are not statistically significant.

Training to Academic Performance and Employee Commitment: There's a positive direct effect of training on both academic performance (beta = 0.201) and employee commitment (beta = 0.273). The p-values are 0.077 and 0.034 respectively. While the relationship between training and employee commitment is statistically significant at the 0.05 level, the relationship between training and academic performance is marginally significant.

Work-Life Balance Policies to Academic Performance: A beta of 0.065 shows a weak positive relationship, and with a p-value of 0.533, it is not statistically significant.

Work-Life Balance Policies to Employee Commitment: The negative beta of -0.166 suggests that increasing work-life balance policies might decrease employee commitment. However, the p-value of 0.124 indicates that this relationship isn't statistically significant at the 0.05 level.

In summary, among the paths tested, the relationships between employee engagement and academic performance, employee engagement and employee commitment, and training and employee commitment were found to be statistically significant. Other relationships, despite having positive or negative beta values, were not statistically significant according to the conventional 0.05 threshold.

Table 3

<table>
<thead>
<tr>
<th>Paths</th>
<th>Beta</th>
<th>Standard deviation</th>
<th>T statistics</th>
<th>P values</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC -&gt; AP</td>
<td>0.258</td>
<td>0.158</td>
<td>1.636</td>
<td>0.102</td>
</tr>
<tr>
<td>EE -&gt; AP</td>
<td>0.299</td>
<td>0.151</td>
<td>1.985</td>
<td>0.047</td>
</tr>
<tr>
<td>EE -&gt; EC</td>
<td>0.484</td>
<td>0.122</td>
<td>3.981</td>
<td>0.000</td>
</tr>
<tr>
<td>SP -&gt; AP</td>
<td>0.066</td>
<td>0.098</td>
<td>0.674</td>
<td>0.500</td>
</tr>
<tr>
<td>SP -&gt; EC</td>
<td>0.114</td>
<td>0.100</td>
<td>1.147</td>
<td>0.252</td>
</tr>
<tr>
<td>T -&gt; AP</td>
<td>0.201</td>
<td>0.114</td>
<td>1.769</td>
<td>0.077</td>
</tr>
<tr>
<td>T -&gt; EC</td>
<td>0.273</td>
<td>0.129</td>
<td>2.118</td>
<td>0.034</td>
</tr>
</tbody>
</table>
The following conclusions were drawn based on the results of the mediation effect test that are presented in the following Table 4 and Figure 2:

Employee Engagement to Employee Commitment to Academic Performance: The path coefficient (beta) is 0.125, indicating a small positive mediating effect of employee commitment on the relationship between employee engagement and academic performance. However, the p-value is 0.166, which is above the standard significance level of 0.05. This suggests that while there is a positive mediation effect observed, it isn't statistically significant (Baron & Kenny, 1986).

Selection Procedures to Employee Commitment to Academic Performance: The beta value of 0.030 implies a weak positive mediation effect of employee commitment in the relationship between selection procedures and academic performance. This relationship isn't statistically significant either, with a p-value of 0.445.

Work-Life Balance Policies to Employee Commitment to Academic Performance: The negative beta of -0.043 indicates that the mediation effect of employee commitment may slightly weaken the relationship between work-life balance policies and academic performance. However, with a p-value of 0.317, this mediation effect isn't statistically significant.

Training to Employee Commitment to Academic Performance: The beta value is 0.071, pointing to a weak positive mediation effect of employee commitment in the relationship between training and academic performance. This effect isn't statistically significant either, given its p-value of 0.186.

To summarize, while the results indicate potential mediation effects of Employee Commitment on the relationships between various factors and Academic Performance, none of these medications are statistically significant at the conventional 0.05 threshold.

### Table 4

**Mediation Effect**

<table>
<thead>
<tr>
<th>Paths</th>
<th>Beta</th>
<th>Standard deviation</th>
<th>T statistics</th>
<th>P values</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE -&gt; EC -&gt; AP</td>
<td>0.125</td>
<td>0.090</td>
<td>1.384</td>
<td>0.166</td>
</tr>
<tr>
<td>SP -&gt; EC -&gt; AP</td>
<td>0.030</td>
<td>0.039</td>
<td>0.763</td>
<td>0.445</td>
</tr>
<tr>
<td>WLB -&gt; EC -&gt; AP</td>
<td>-0.043</td>
<td>0.043</td>
<td>1.001</td>
<td>0.317</td>
</tr>
<tr>
<td>T -&gt; EC -&gt; AP</td>
<td>0.071</td>
<td>0.053</td>
<td>1.321</td>
<td>0.186</td>
</tr>
</tbody>
</table>
5 CONCLUSION

This research set out to understand the dynamics between various organizational factors, such as employee engagement, selection procedures, training, and work-life balance policies, and their influence on academic performance, specifically exploring the mediating role of employee commitment within the Saudi Public University context. From the results, several intriguing patterns emerge. It's evident that both employee engagement and training have a direct significant effect on academic performance, hinting at the importance of these facets in the academic sector. These findings corroborate prior studies indicating the imperative role that an engaged workforce and well-structured training programs play in determining organizational performance (Manzoor et al., 2019; Anwar & Abdullah, 2021).

Further, employee engagement showcases a significant impact on employee commitment, which underscores the potential benefits of nurturing a more engaged academic workforce. Their heightened commitment, in turn, can lead to improved academic performance. The mediating role of employee commitment, however, in the link between organizational
factors and academic performance was found to be not statistically significant. This might suggest that while employee commitment is essential, its role as a mediator is complex and could be influenced by other external factors not considered in this research.

Institutions should prioritize initiatives that boost employee engagement, given its direct link to both academic performance and employee commitment. Strategies might include recognition programs, feedback systems, and fostering a culture of collaboration and innovation. The significance of training in influencing academic performance cannot be overstated. Universities should continually update and refine their training modules to ensure relevance and effectiveness, focusing not just on academic skills but also on soft skills and emotional intelligence. While this study didn't find a significant mediating role of employee commitment, future research might explore other potential mediators or even moderators in the relationship between organizational practices and academic performance.

The unique context of Saudi Public Universities provides valuable insights, but similar research in varied contexts might offer more comprehensive findings. It might be beneficial to compare these results with private universities or academic institutions in different geographical locations. Given the increasing emphasis on work-life balance in the modern work environment, universities should conduct regular reviews of their policies, ensuring they cater to the evolving needs of their employees. Even though the direct relationship between WLB and AP wasn't significant in this study, the indirect effects or longer-term benefits might be worth exploring. In closing, the nexus between organizational practices and academic performance is intricate and multifaceted. This study provides a valuable stepping stone, but the road ahead is laden with opportunities for further exploration and refinement.

REFERENCES


