

Evidence from United Arab Emirates universities on effective human resources policies for employee perceived performance

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Abstract: The current research is to ascertain the effect of human resources (HR) policies and procedures on employees. The study is based on the quantitative method. The employees at the United Arab Emirates universities are the selected audience. Google Forms was used to disperse the survey, where 100 responses were collected in this study. The questionnaire adopted a Likert scale of seven points. Tests such as factor loading, internal consistency, Convergent Validity (AVE), Discriminant validity, Coefficient of determination (R^2) and adjusted (R^2), Path Coefficient (β), and t-test through ADANCO were conducted. This research shows that performance evaluation of all other variables, such as compensation, promotion practices, training and development, and employee involvement in decisions, has a really beneficial impact on PEP. The current research helps universities to plan the practices of HR and increase the PEP of their teachers. This is because it has the potential to provide professors, academic leaders, and supervisors with fresh perspectives that will aid in the spread of knowledge and the efficient operation of the academic workplace. Employee turnover in UAE government agencies is affected by management style and a lack of employee empowerment, according to the study. There were signs that workers' distaste for centralized leadership influenced their desire to remain with their current employers. Many research papers have been done on this topic in developed countries. However, none of these studies has been accomplished.

1 Introduction

Human Resource Management is a significant rational and strategic consideration for the maintenance of any organization. It views personnel as essential to corporate objectives [1]. Organizations require human resources to perform various functions like improving employees' performance [2]. Many researchers have studied employee and firm performances that impact HR practices. Moreover, positive relationships were explored in diverse areas [2, 3]. Human resource management is critical for gaining an advantage over competitors. (Schuler and MacMillan, 1984). The performance of teachers in Pakistan's universities influences compensation practices. Promotion methods assist teachers in advancing and providing opportunities for professional development [4]. The United Arab Emirates' two biggest emirates are Dubai and Abu Dhabi, are known for being at the forefront of innovative practices in various industries. To fulfill the demands of the new knowledge economy, the government of Dubai established a coordinating agency in 2003 named the Human Resource Development Authority to collaborate with Dubai's educational institutions. This program has been essential in arousing nationwide curiosity about the benefits of learning at the personal, group, and corporate levels. For improved performance, large and small businesses have started valuing knowledge management and ongoing education. Worker involvement in decision-making affects employees' performance [5]. The term "performance" relates to completing a task or working. It occurs in the phase of the process, organization,

and persons. The interdependencies between these will establish the organization's perspectives [6]. Today's workers appear to have less loyalty to their employers than in the past. The age-old contract between companies and workers based on loyalty in return for job security and fair treatment has broken down as a result of businesses' inability to guarantee employees' corporate career routes or the security of their employment [7]. Training and development methods contribute to the organization's ultimate aim. This benefits the organization and its individuals [8]. It has been found that most organizations in developing nations, particularly in Pakistan, do not install HRM systems [9]. They will build this culture, but growth will be gradual. Yet, as compared to the public sector, companies are implementing an HRM at a rapid pace. Many studies in underdeveloped nations failed because of a connection between performance on the job and human resource practices. Efficient HR procedures contribute to improved and modified employee behavior, which improves organizational performance. (Hornsby and Kuratko, 2003). Although human resource management (HRM) is essential for any company that wants to see the best possible results, not all of them put enough emphasis on it, which can cause HR resources to go unused [10]. This research pursues the effect of HR practices (repayment practices, promoting practices, performance assessment, education and improvement, and worker involvement in selection-making) on PEP. This study will assist the HR managers in public and private universities in

UAE. In developing HR techniques to guarantee high degrees of trainer effectiveness.

Although there may be a clear causal link between sustainable HRM and desired results [11], previous studies have only looked at statistical correlations between sustainable HRM systems and outcomes of the employees [12]. Thus, the prime objective of this research is to develop a deeper comprehension of the interplay between the various aspects that contribute to HRM's long-term viability and the maintenance of beneficial organizational outcomes. Considering every possible way, this study will enhance the topics related to personal development, performance consolidation, and worker involvement within satisfactory situations.

1.1 Literature review

HR practices

HRM has received much interest lately in developing countries' progress procedures [13]. There is little study bridging connection between HR behaviors and worker performance. Telemichael Tessema and Soeters [2] checked out the relationship between the efficiency of the worker and human aid practices with the position of human resource consequences as a mediating issue [14]. The practices of Human Resources with eight numbered facts examined were recruitment and choice approaches, practices of placement, schooling strategies, profits control practices, employee efficiency evaluation practices, merchandising techniques, social security programs, pension plans, and grievance procedures [15]. Even though many authors have explored the topic, there is no consensus on the size or relationship between job contentment and productivity. Some studies with an initial consideration of identifying happiness and productivity are carried out [16]. However, there are many who maintain that contentment in the workplace directly impacts productivity, with the former causing the latter [17]. It has been argued that the causality should run in the other direction, with increased performance leading to happier workers.

Nonetheless, the perspective and data presented by Herzberg, Mausnes [18] are by far the strongest in this regard. They debated and discovered time and time again that workers' level of happiness in the workplace is what ultimately determines their productivity. Also, some more positive attitudes toward work typically lead to better performance [19]. On the flip side, a shift toward negativity at work often leads to a decline in productivity. Workers' output is heavily influenced by their degree of job satisfaction, as well as that of the organization as a whole, making it an essential concern for businesses [20]. On a broader scale, it's crucial to the success of the overall life satisfaction of working people. Sliter, Sliter [21] also found that a lack of job satisfaction has been hypothesized to be one of the primary causes of withdrawal, which can manifest in absenteeism, tardiness, labor turnover, and even illnesses and accidents. In contrast, dissatisfied

workers have been shown to have higher rates of absenteeism and lower levels of commitment.

Jabnoun and Rasasi [22] evaluated the impact of both transformational and transactional leadership styles on employee engagement in United Arab Emirates healthcare facilities. Workers were chosen at random from six different UAE hospitals. A Multifactor Leadership Questionnaire was used in the study [23]. Employees who rated their leaders high on all three dimensions of transformational leadership (charismatic appeal, intellectual challenge, and personal relevance) and greater levels of work satisfaction were indicated by those who received the contingent incentive of transactional leadership. Medley and Laroche [24] investigated the impact of different nursing leadership types on employee morale and work satisfaction. Bush, Michalek [25] identified that Community hospital staff nurses' perceptions of transformational leadership and job happiness were measured using this study's Multifactor Leadership Questionnaire and the Index of Work Satisfaction. The research found evidence of an acceptance of transformational leadership among hospital staff nurses. This results in fewer sick days and a general increase in awareness of appropriate workplace conduct.

Compensation is among the most explored HR practices [9]. Employee performance is connected to HR procedures. For illustration, Olaosebikan [26] assessed the outcomes of three HR compensation, practices, performance, and promotion assessment on the effectiveness of non-public universities instructors in Peshawar, KPK, Pakistan. He observed that repayment, promotion, and performance evaluation have an excellent connection with perceived performance. Hashim, Rafi [9] assessed the outcomes of 3 HR practices; repayment, advertising, and performance assessment at the same university. He found some unbiased variables, reimbursement, promotion, and performance assessment, positively connected with understandable performance. Educators may now replicate the flow of their staff with the use of a variety of software solution tools and technologies made possible by recent technological advancements [27].

Employee performance

The employee's conduct is required to determine the employee's performance [10]. One of the authors, Yiing and Ahmad [28] found that Employee performance is a collection of behaviors that contribute to achieving company objectives. Performance is how people behave rather than what they produce in an organization [29]. Perceived performance refers to an organization's success, according to Yiing and Ahmad [28], determined by the general perception of the employee's share of their behavior. Declarative knowledge, motivation, and procedural knowledge are significant in the case of employee performance [30].

Compensation and PEP

Compensation is the compensation given to employees for services to achieve organizational goals. Sajid and Nauman [31] found that recognition at the social level improved performance at a specific task by 17%, financial rewards by 23%, and feedback by 10%. Compensation improved employee performance by 45%, according to the findings. Shakir and Zamir [32] looked into considered effect regarding incentives upon the performance of secondary school teachers. The results revealed a link between futuristic rewards and performance. Zanko, Badham [33] considered no hyperlink between performance and pessimistic rewards.

Promotion practices and PEP

Promotional consideration is given when a person is elevated from one positional sense of employment to another. It comes with a more excellent wage package and more work duties. Employees are more motivated when given the necessary resources to meet their goals [34]. According to the authors Teclemichael Tessema and Soeters [2], Promotional activities impact PEP. If businesses wish to improve their performance, they must provide promotional possibilities to their staff [35]. Zulfqar, Bilal [36] considered the facts of promotion methods moderately influence PEP. Sajid and Nauman [31] explained that promotion methods benefit PEP and promotional tactics. The availability of a written operational policy and seniority preference are all factors to consider.

Performance evaluation practices and PEP

Evaluation of Performance is based on the perceptions of friends, supervisors, subordinates, managers, or even people themselves. It contributes to increased production because it supervises the employees. Evaluation and improvement of productivity rely on effective performance management systems [37]. According to Shahzad, Rehman [38], evaluation methods used in the pharmaceutical industry businesses impact PEP. Sajid and Nauman [31] found that performance evaluation processes, the availability of written and operational performance evaluations, feedback, management recognition of the value of assessment, and competent performance assessors all play a crucial role in improving employee performance.

SOHRM practices

Strategic HRM is essential to spreading the LO concept since it introduces cutting-edge HRM techniques and reward systems to encourage organizational growth and development through knowledge sharing. Some of the authors, like Boohene [39], Siddique [40], illustrated that the term "learning organization" serves this purpose. Human resource management (HRM) strategies can encourage workers to improve their abilities and put those improvements to use in ways that benefit the company's performance objectives. Tangeman [41] evaluated that

these HRM strategies include selection, compensation, performance evaluation, and career advancement. Strategic human resource management practices affect not just the willingness of workers to learn new things but also the eagerness of current workers to teach others [42, 43].

Human resource management has undergone a dramatic transformation over the past three decades, going from a bureaucratic "people management" focus to a more strategic "business management" focus. Consequently, senior leadership increasingly sees human resource management as a strategic partner [42, 44]. Wirtenberg, Harmon [45] agree that HR is now playing a more central strategic role; one of its main objectives is to ensure that all the initiatives it oversees align with the company's stated aims and values. According to Legge [46], HR managers need to create and pursue innovative policies in employee selection, compensation, performance evaluation, and career development in order to integrate the HRM function with the organization's goals of self-renewal and transformation through continuous learning [47].

Training and development and PEP

Arulrajah, Opatha [48] precepted knowledge, understanding, methodologies, and practices are all considered by the training facts and development. Training and development are crucial in HRM because they enhance individual, team, and organizational performance [49]. Tahir, Yousafzai [8] checked the effect of T&D on the skills and attitudes examined to link them to employee performance levels in Pakistani banks. Kalyani and Sahoo [50] highlighted that most personnel agreed that T & D greatly impacted their job know-how, work satisfaction and quantity, practical abilities, motivation, and loyalty. All related to performance in a helping route. Imran and Tanveer [49] discovered that training and development give employees opportunities for career advancement, thus improving the organization's efficiency. Employees, yet, are an organization's resources and assets. Those qualified will outperform the incompetent and untrained.

Albrecht, Bakker [51] considered some researchers at the precision of micro and meso levels to see the global Talent Management and Development (TMD) process as an everlasting, steady notion that deserved investment. Kesler [52] proposed that dealing with global TMD necessitated a consistent, continuous bondage that included discipline, decisiveness, and taking appropriate risks. Kim and McLean [53] argued in favor of a TMD systematization on a global scale, in which practitioners considering HRC would lead and have well-defined duties and responsibilities.

They hypothesized that a globally standardized approach to TMD would produce organizational and individual benefits, provided that the system considers the various cultural norms. Schuler and Jackson [44] Multiple factors, such as (a) managers' lack of experience with TMD, (b) varied organizational structures, (c) managers' lack of adoption and engagement in TMD, (d) employees'

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lack of performance, (e) human resources' lack of expertise in dealing with TMD challenges, and (f) upper management's lack of time investment in TMD, were identified mentioned researchers as impediments to global TMD initiatives. Dirani, Bowman [54] also addressed these limitations for any worldwide TMD strategy to succeed the facts about participation of workers in policymaking and PEP.

Akuoko, Dwumah [5] found that employee participation in decision-making impacts worker performance. Cooper, Bottomley [55] outlined three distinct approaches to teacher leadership: the "every teacher is a leader" model, the "lead teacher" model, and the "many leadership positions" model. One definition of a lead teacher is "advising teacher," while others include "helping teacher" and "staff development associate." The head teacher is responsible for collaborating with other educators to develop and execute high-quality pedagogical practices. In education, there are a wide variety of leadership positions that may be filled, and the various leadership roles model accounts for all of them. It also includes roles such as mentor to new teachers, teacher trainer, member of the school's governing body, and member of a university team in charge of planning, coordinating, and supervising preservice teachers. The various leadership positions paradigm is the result of combining these functions.

Graphical representation

Figure 1 shows a conceptual framework. This study includes two variables which are HR practices and PEP. Human resource practices are the independent variable, while PEP is the dependent one. The five HR practices included are Compensation, Performance evaluation, Promotion practices, Training & development, Employee involvement in DM

Promotion practices, Training and Development, and Employee involvement in decision-making. This research shows that the practices of HR have a crucial impact on PEP and can lead to enhancing PEP in the universities of the United Arab Emirates. During the quantitative phase, a questionnaire designed by researchers was sent out to all of the schools in the city of Al Ain and then collected by graduate student researchers two days later. The questionnaire had a total of 35 questions, all of which were taken from previous research on teacher leadership techniques. The participant's demographic information was gathered in the first section of the questionnaire, and the next section of the question-related facts contained statements that investigated the participants' level of agreement considering the leadership practices of the teachers. Both sections of the questionnaire were divided into two parts. Responses were rated on a seven-point Likert scale, considering four of them, with four representing strong agreement and always, three representing agreeing often, two representing disagreeing rarely, and one representing strongly disagreeing never. A group of specialists comprised of four teaching staff at the United Arab Emirates University, especially the College of Education members, examined the questionnaire to determine its validity in terms of its content and appearance. Transcripts of the interviews were sent to us, and we read through them in turn. We jotted repeated words or phrases in the document's margins considering various down notes and descriptive codes. Following that, we conceived of many classes or topics for these codes. Quotes from the interviews were used to illustrate each theme and provide support for them. To provide answers to the research questions, we went over the themes and discussed them.

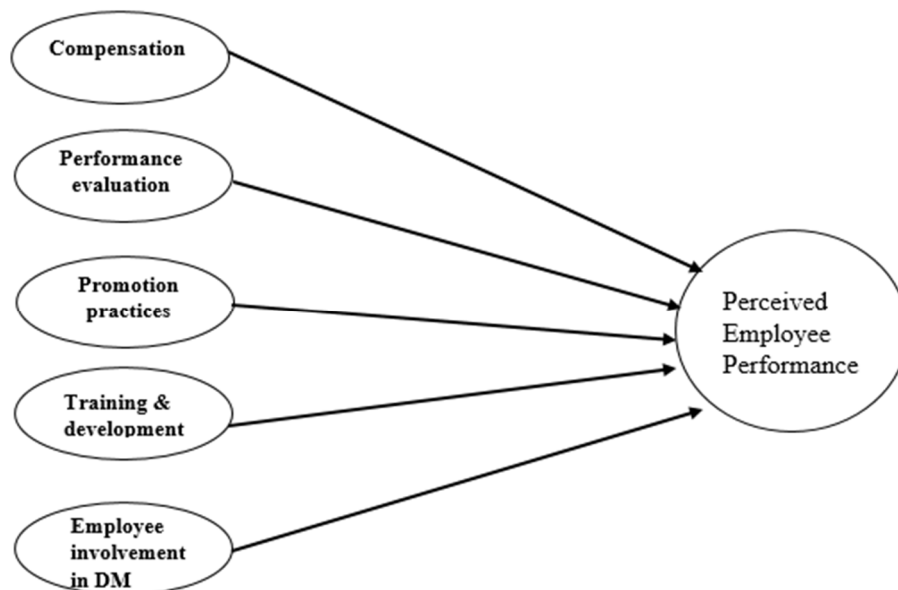


Figure 1 Conceptual framework

Research hypotheses have been depicted in Table 1.

Table 1 Research hypotheses

Numbers	Hypotheses
H1	Compensation Effects Perceived Employee Performance.
H2	Employees' Perceptions of Their Own Performance are Affected by Performance Reviews.
H3	Promoting practices affect Perceived worker performance.
H4	Training and development affect Perceived Employee Performance.
H5	Employment involvement in decision-making affects Perceived Employee Performance.

2 Methodology

The quantitative method is one of the most effective methods for understanding this research. The research intends to understand the highly impacted practice of HR by practicing PEP. It includes respondents with similar characteristics, but from different places, so the testing method is cross-sectional [3]. University employees of the United Arab Emirates are the target audience. The adapted questionnaire is utilized to fit the need of the research better. The research's participants provided one hundred responses, which were gathered. Non-probability sampling techniques, such as convenience sampling, were also used in this investigation. In convenience sampling, a sample from a population subgroup is taken. This kind of sampling is suitable for pilot testing. There are two sections in the study's questionnaire. The initial section included five

questions about the demographics of the respondents as gender (male and female), age (22-50 and above), qualification (graduate to doctorate), and designation (lecturer to professor). The second section of the questionnaire included questions related to the independent and dependent variables of the study. The second section focused on the research variables and their associated questions. Five questions were about compensation, four related to performance evaluation, and two were about promotion practices. There were two questions about training and development, two about employee involvement in decision-making, and five about PEP. The responses were compiled into a 7-point Likert scale, with one mentioning "strongly disagree" and seven mentioning "strongly agree".

The primary data used in this study was gathered via a customized questionnaire and replies from university employees. The use of literature, e-books, e-journals, and e-articles allowed for the collection of secondary source data. Google Forms were used to collect the data. A total of 100 replies will be evaluated, ADANCO was utilized.

3 Result and discussion

Reliability and validity

Factor loading is used to identify which factor influences each variable most. 0.4 - 0.7 is the acceptance criterion 0.7. Its value is 0.7 and above, which indicates that the factor considerably influences the variable [56]. The factor has a weak influence on the variable if the loadings are near zero. According to the model, no factor loading value is below 0.4, indicating indicators' impact on each variable.

Table 2 Factor loading (FL)

Employee Performance		Compensation		Performance evaluation		Promotion practices		Training and Development		Employee involvement in DM	
Indicators	FL	Indicators	FL	Indicators	FL	Indicators	FL	Indicators	FL	Indicators	FL
EM1	0.8467	C1	0.8543	PE1	0.8447	PP1	0.9555	TD1	0.7762	EI1	0.9286
EM2	0.7822	C2	0.8097	PE2	0.8655	PP2	0.9230	TD2	0.9328	EI2	0.9010
EM3	0.9207	C3	0.8464	PE3	0.8756						
EM4	0.8232	C4	0.7741	PE4	0.8891						
EM5	0.7964	C5	0.7341								

Internal consistency

Alpha Cronbach's alpha value greater than 0.6 is a reliable and appropriate index. The value of Cronbach value is low when it is below 0.6. Alpha Cronbach's coefficient range is 0.60 to 0.80, which is acceptable (Khidzir, Ismail, and Abdullah, 2018). Cronbach alpha's value in this research is between 0.6 and above, which shows the reliability of this research.

Table 3 Cronbach's Alpha

Construct Cronbach's alpha(α)	
Employee Performance	0.8906
Compensation	0.8634
Performance evaluation	0.8922
Promotion practices	0.8689
Training and Development	0.6638
Employee involvement in Decision making	0.8065

Convergent validity (AVE)

The consistency of the constructs with one other is assessed using the Average Variance Extracted (AVE) approach. The ideal range for AVE is 0.5 or higher (Fornell and Larcker, 1981). This study's AVE values are higher than 0.5, indicating better consistency.

Discriminant validity: Fornell-Larcker criterion

Assess the paradigm of shared variance among the model's hierarchy of latent variables. Fornell and Larcker [57] criterion has been utilized. This criterion uses the Average Variance Extracted (AVE) and Composite

Reliability (CR) to assess the measurement model's convergent validity [58].

Table 4 Convergent Validity

Construct	
AVE	
Employee Performance	0.6977
Compensation	0.6480
Performance evaluation	0.7550
Promotion practices	0.8824
Training and Development	0.7363
Employee involvement in Decision making	0.8371

Table 5 Fornell-Larcker criterion

Construct	Employee Performance	Compensation	Performance evaluation	Promotion practices	Training and Development	Employee involvement in Decision making
Employee Performance	0.6977					
Compensation	0.7337	0.6480				
Performance evaluation	0.5241	0.7673	0.7550			
Promotion practices	0.3977	0.5155	0.7775	0.8824		
Training and Development	0.4425	0.5009	0.5800	0.4299	0.7363	
Employee involvement in Decision making	0.4892	0.5933	0.6941	0.5282	0.5733	0.8371

Coefficient of determination (R²) and adjusted (R²)

R² measures the consideration of an endogenous variable that defines the independent construct. Its values range between 0 to 1 depending upon the type of research [59]. The mutual effect on the latent variable will be weak to be assessed from a practical perspective if the values of R² coefficients and adjusted R² are less than 0.02 [59].

Table 6 depicts the value of an endogenous variable. Proposed Coefficients of determination (R²) and Adjusted (R²) are above 0.02, which states that mutual impact in an outstanding variable is not weak.

Table 6 Structural model

Construct	Coefficient of determination (R ²)	Adjusted (R ²)
Employee performance	0.7650	0.7324

Path coefficient

The beta value path coefficient represents the relationship between the two constructs. The correlation has a range of -1 to +1. The correlation is shown as -1 for a negative correlation, +1 for a positive correlation, and 0 for no association [60]. Table 6 shows the correlation between HR policies and promotional effectiveness. Pay

Per Employee (PEP) has a positive and statistically significant (R = 0.9568) relationship with compensation. PEP and performance reviews have a weak negative correlation (R=-0.5281). The correlation between promotional methods and PEP is favorable and statistically significant (=0.2147). There is a statistical and positive value of a significant link between T&D and PEP (R=0.1474). Employee participation in DM is positively related to performance evaluation performance (PEP) (R=0.1348).

Table 7 Path coefficient (β)

Independent variable	Dependent variable
	Employee performance
Compensation	0.9568
Performance evaluation	-0.5281
Promotion practices	0.2147
Training and Development	0.1474
Employee involvement in Decision making	0.1348

The path coefficient (β) H1, H3, H4, and H5 are accepted. Compensation, Promotion practices, Training and Development, and Employee involvement in Decision making positively impact PEP. However, H2 considers

they are unaccepted, while Performance evaluation is insignificant in influencing PEP.

Graphical representation of the model

The graph illustration for this study divides some of the evaluation factors into employee performance, where the value of R² is 0.765, and presents every element by

ADANCO. The considerations for evaluating facts are compensation, performance evaluation, promotion practices, T&D, and Employee involvement in DM. Every consideration has its own R² value, and the cumulative one suggests that it is a united satisfier one by the ADANCO modelling.

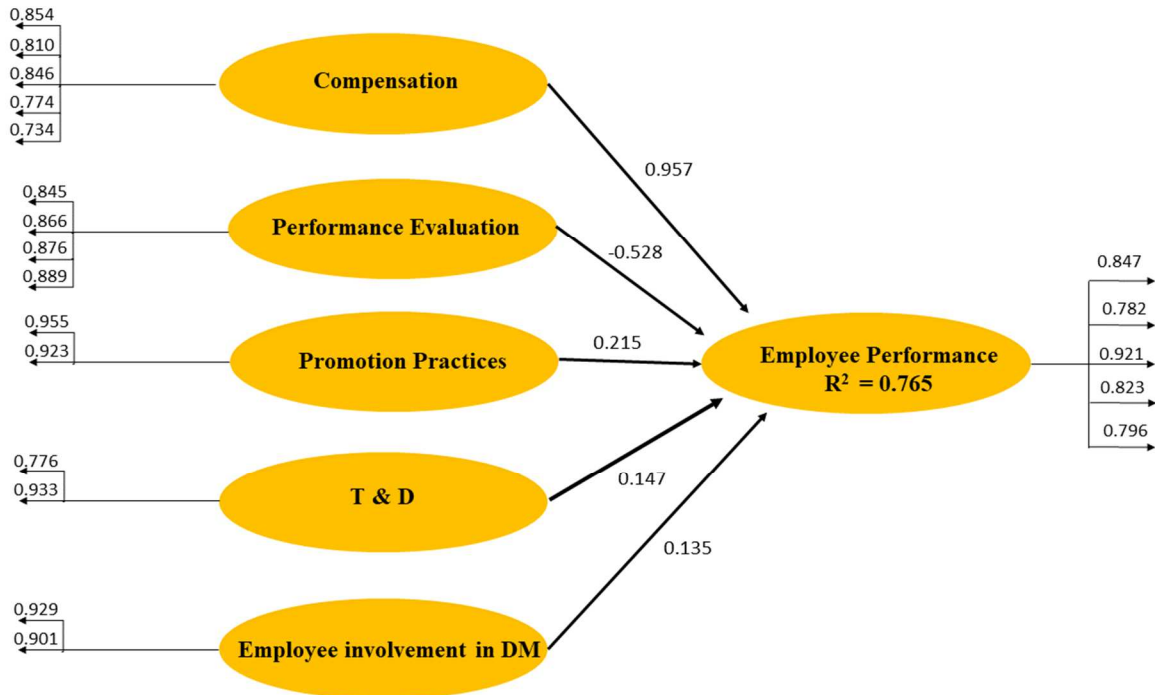


Figure 2 Model through ADANCO

Personal factors

Qualitative research has uncovered two key characteristics that encourage or discourage educators from assuming leadership responsibilities. These factors shaped teachers' definitions of teacher leadership and their comfort levels with taking on leadership roles. A minority of the educators we spoke with had a firm grasp on the magnitude of their leadership potential. However, most had never heard of teachers in a leadership capacity. Finally, knowing more about the inner workings of the university is helpful for assuming leadership roles. This happens when educators step up and offer to take charge. As a rule, this occurs with freshly employed educators or native English speakers hired to teach in colleges.

The aim of this mixed-methods research was to investigate the phases considerable in which educators in the United Arab Emirates are using leadership, as well as the variables that have either encouraged or discouraged them from becoming teacher leaders. While the numbers painted a positive picture of school leadership, the qualitative data painted a quite different picture. The quantitative findings showed that both male and female teachers regularly took on leadership responsibilities in the classroom, perhaps because principals of secondary

schools increasingly demand that educators work together to develop and implement strategies for school improvement. The qualitative evidence confirms this finding, as colleges have long been the target of several initiatives to modernize and reform them. As part of the new college reform, it is not unusual for faculty members to take on leadership positions in classroom instruction and student learning. One such example is the requirement to work together to organize their lessons and extracurriculars.

Most teachers believed that their "leadership" responsibilities were best served by focusing on classroom instruction and encouraging student improvement in academic performance. We found that the term "teacher leadership" was rarely utilized in the schools we observed. Many people we talked to had no concept of "teachers as leaders" and only connected the term "leadership" to authoritative titles. Perhaps this is because they realized their work was about education, not leadership, as Fairman and Mackenzie [61] discovered. Our findings are supported by the fact that not a single educator we spoke with included "coaching" or "mentoring" among the duties they felt instructors should do. To a similar extent, Xie and Shen [62] discovered that the vast majority of educators

believed their leadership responsibilities ended with the classroom.

According to the numbers, most school administrations back teachers who take on leadership roles in the classroom. Teachers were encouraged to work in teams, and principals were confident in their talents, giving each group a leader and providing ongoing feedback. Qualitative data revealed numerous roadblocks for educators to take on leadership responsibilities. Yes, administrators frequently pushed for collaborative efforts among teachers. However, there was a problem with the equitable distribution of leadership opportunities because most college principals favored a select few teachers for promotion to administrative positions. This information demonstrates that allocating leadership duties in colleges is not as equal as the questionnaire responses suggested.

4 Conclusions

Many developed countries have analyzed the effect of HR practices on employee-perceived performance. That is why this research explores the impact of HR practices on the PEP of the universities of the United Arab Emirates. The universities of Pakistan are currently adopting HR practices to enhance performance of employees. The goal of this research is to identify whether HR practices, in this research, have a significant impact on PEP and whether they are practiced in the universities of the United Arab Emirates. The purpose of this study is to provide a framework for consolidating and analyzing the interplay between various factors. Many factors, including as job satisfaction, HR practices, leadership, retention, organizational culture, and labor markets, are available in the literature and may be used to construct the theoretical framework. The relationship between leadership, work satisfaction, and organizational commitment is the fundamental insight offered by this study paradigm. The secondary contribution is research on employee turnover in relation to human resources practices and the economic climate. The finding of this research depicts that factor loading affects this study's variable, which shows that the universities of the United Arab Emirates have adopted HR practices to some extent. Compensation, Performance evaluation, promotion practices, development and training, and Employee involvement in the DM have been considered independent variables. Their relationship with the dependent variable PEP according to path coefficient (β) is significant and positive, except for performance evaluation and PEP. So, in the view of this research, the organization should allow the employee to share their perspectives. Then consider those views while DM and motivate the employee by giving them a financial reward in the form of Compensation, Training, and development, encouraging them with promotion to achieve their perspective goal and all these practices. By improving the PEP and guiding the universities toward success, a better reputation, and more output, it will be possible to raise the perception of the institutions' value.

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