

The Impact of Organizational Factors on Achieving Sustainable Institutional Excellence: An Empirical Study in Yemeni Private Universities

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Abstract:

The study aimed to know the impact of organizational factors in its dimensions (administrative leadership, organizational culture, human resources) in achieving sustainable institutional excellence in Yemeni private universities. The descriptive analytical approach was adopted, and the questionnaire was a study tool. The study community consisted of (10) Yemeni private universities that were established more than (10) years ago and whose main center is the capital, Sana'a, and they represent more than 50% of the community, which is (18) universities. They were selected using a simple random sample method. The study targeted (321) individuals working in these universities, and they were selected using a regular random method from the study community, which numbered (660) individuals. Key findings: The effectiveness of organizational factors and the level of achieving sustainable institutional excellence in Yemeni private universities are high. The results also revealed a statistically significant positive impact of organizational factors and their dimensions on achieving sustainable institutional excellence in Yemeni private universities, with the most influential being the Leadership dimension. The results also revealed that there were no statistically significant differences between the average responses of the study sample regarding (organizational factors, sustainable institutional excellence) in Yemeni private universities attributable to the variable of university age. Recommendations: Enhancing the sustainability of the effectiveness of organizational factors (administrative leadership, organizational culture, human resources), and paying attention to achieving sustainable institutional excellence in Yemeni private universities, given its importance in providing added value, ensuring their continued survival, and increasing their clientele.

Keywords: Organizational factors, administrative leadership, organizational culture, human resources, sustainable institutional excellence, Yemeni private universities

1. Introduction

Institutional excellence (IE) and its sustainability are considered an aim which all organizations, including private universities, seek to achieve. The fundamental challenge which confronts these universities stems from sustaining achievements, ensuring constant improvement, and preserving sustainability, especially amidst rapid globalization and tough competition. This demands that these universities possess supportive organizational factors for sustainable excellence, which subsequently enables them to produce educational, research, and community services that outperforms what competitors offer, thus increasing competitiveness and strengthening reputation.

The significant role that falls on any organization to survive in providing its services and to preserve the solidity of its entity, and the durability and strength of its operations is found in the supportive organizational factors, represented by Leadership, Organizational Culture (OC), and Human Resources (HR) due to their great importance as they form a cornerstone for organizational development.

According to Bishr (2019), the European Foundation for Quality Management (EFQM) Model (2012) indicated that for an organization to achieve sustainable excellence, it needs strong Leadership to supply its customers with services that offer added value. In addition, to maintain customer satisfaction, it needs to provide outstanding service to realize the maximum potential in keeping their loyalty, and keeping its reputation. Furthermore, OC is one of the significant organizational factors that can influence the achievement of sustainable institutional excellence. A positive OC, marked by prevailing beliefs and values among the members of the organization, can result in attaining sustainable excellence (SE).

HR is one of the most critical success factors, among the organizational factors, in achieving excellence, enhancing sustainability, and maintaining it, due to the skills and knowledge they possess.

Due to the importance of achieving IE and the role of OF in realizing and sustaining it, this study was conducted to contribute to the previous researchers' efforts in forming an administrative framework that creates a logical connection for the organizational factors (Administrative Leadership, OC, and HR) in pursuit of achieving sustainable institutional excellence in Yemeni private universities, which are one of the components of the higher education sector institutions in the Republic of Yemen (YEM).

Educational institutions, particularly those in Yemen, face several issues and challenges. Based on this, it has become obligatory for educational institutions to evolve and move away from traditional institutions to contemporary ones to elevate their capacity to address changes in markets, technology, and competition, and to satisfy the demands of institutional endurance and excellence sought by all organizations (Abdulnabi, 2010, p. 55). Indeed, it is difficult to overcome and address

these obstacles and challenges without achieving this excellence and enhancing its sustainability.

Numerous studies, based on their findings, have offered recommendations. Among these, Zaid and Al-Shuja (2021, p. 87) recommended that university leadership place IE in all its dimensions at the forefront. Similarly, Shehata (2021, p. 349) urged the necessity of future-oriented thinking and studying excellence, focusing on international university rankings, monitoring competitors and learning from them, and promoting culture of excellence. Furthermore, Saleem (2020, p. 234) recommended disseminating IE culture in universities, holding seminars and courses on its importance and how to elevate its level, promoting creativity among employees and constant enhancement, and aligning training workshops with IE.

Qamoun (2015, p. 14) pointed out that organizational factors can help in creating a conducive work atmosphere where all conditions for excellence and leadership are met. Therefore, the researchers anticipate that the organizational factors manifested in Leadership, OC, and HR may be the key driver and active contributor for achieving IE and enhancing its sustainability, as it represents the aim of all organizations, especially those in the higher education sector. If achieved within this sector, its distinguished outputs will lead to achieving SE across different sectors of the job market where these outputs will work.

Consequently, the necessity to reveal the degree of organizational factors influence on achieving sustainable institutional excellence in Yemeni private universities has arisen. Despite the studies that have explored the organizational factors in all its dimensions (Leadership, OC, and HR) and their relationship with IE, this relationship remains in need of investigation to reveal what these variables, in all their dimensions, can lead to in enhancing the performance of universities.

Based on what is discussed above, the study problem is summarized in the following main question.

2. Theoretical Framework

2.1 Organizational Factors

Organizational factors are deemed one of the most major constituents which determine a university's capacity to achieve its goals efficiently and effectively. They represent the framework through which institutional resources, procedures, and policies are organized so as to guarantee internal harmony and positive interaction with the external environment. It is defined in Al-Hassan and Al-Afif (2010) as a group of factors that steer the organization when they are available and utilized properly; however, those factors constitute an obstacle to achieving the desired objectives in the event of being absent or insufficiently adapted. They also define them operationally as the set of factors represented by Administrative Leadership, OC, and HR that directly influence achieving sustainable institutional excellence in the university.

Contemporary literature asserts that organizational factors constitute an integrated system where administrative, human, and cultural dimensions interact to determine institutional performance level. According to Afzal & Lim (2022), business strategies, organizational capabilities, and Institutional culture are positively correlated with sustainable institutional performance. Furthermore, Hussein & Al-Junaibi (2022) and Al-Zu'bi & Al-Zu'bi (2022) pointed out that the competence and skills of HR represent an essential factor in achieving IE. From this viewpoint, Administrative Leadership, OC, and HR can be considered as the three primary dimensions of organizational factors in private Yemeni universities.

2.2 Leadership

Leadership is regarded the central element that connects individuals and resources to achieve institution's objectives. Ben Al-Sheikh (2017) defined it as the ability to influence others and coordinate their efforts via the execution of both formal and informal authority to reach the common objectives. From the researchers' viewpoint, Leadership in private universities is reflected in the leader's efficient use of their authority and the channeling of efforts towards achieving university plans in a methodical, organized manner, far from randomness.

According to (Muhaidat, 2022), Leadership's importance stems from its role as the link between employees and achieving the institution's vision; it instills team spirit and stimulates creativity and innovation. Qasem (2022) also stated that the success or failure of an institution is deeply connected with the competence of its leadership, as it is the pillar on which institutions stand. Al-Hajj (2020) supported this orientation, emphasizing that Transformational Leadership is regarded one of the most important factors that enhance IE via motivating employees and adopting leadership practices that motivate change and innovation.

2.3 Organizational Culture (OC)

According to (Al-Maqrami, 2020), OC is considered the fundamental pillar that determines how individuals interact within the institution and with its environment. It is a set of prevailing values, beliefs, and norms that shape the university's identity and orientation of employee behavior. As stated by (Jad Al-Rabb, 2010), Literature asserts that OC acts as a guide for individuals and activities within the institution, directing efforts toward achieving the institution's goals and mission. It boosts internal integration, supports leadership, and helps to enable the institution to confront rapid changes in local and global environment. Afzal & Lim (2022) and Jankalová & Jankal (2020) indicated that the OC that encourages continuous learning, participation, and innovation plays an active role to achieving sustainable institutional excellence. Therefore, OC represents the framework which links Leadership and HR, as it converts leadership's orientation into organizational values and behaviors that contribute to achieving distinguished performance.

2.4 Human Resources (HR)

HR constitutes the cornerstone of any institution seeking to achieve excellence and sustainability, as they constitute the most significant resource among all resources. Ben Al-Sheikh (2017) defined it as all employees, working in the institution, regardless of their different levels and skills; they embody the institution's genuine wealth.

Qassoul (2023) indicates that effective HR plays a role in elevating performance quality, reducing costs, and enhancing the institution's competitive capability. Hussein & Al-Junaibi (2022), Saleem (2020), and Bishr (2019) emphasized that the development of human competencies and the enhancement of their skills are among the most influential factors leading to sustainable institutional excellence. The two researchers conclude that investment of universities in developing its HR guarantees its sustained distinction over the long run through promoting job commitment and achieving a balance between individual competence and IE.

2.5 Sustainable Institutional Excellence (SIE)

Sustainable institutional excellence is regarded a strategic objective which universities aim to achieve with the aim of enhancing their competitive position and maintain their existence in an environment marked by change and challenge. Bishr (2019) defined it as the final results of the organization's ability to address challenges and satisfy stakeholders' expectations in a way that exceeds competitors, within an integrated system that plays a role in achieving its strategy. Operationally, sustainable institutional excellence is understood in this study as the university's capacity to provide exceptional services that address the needs of students and the community and go beyond their expectations, while establishing the long-term sustainability of this excellence.

The importance of sustainable institutional excellence, as pointed out in Abdulwahab and Sulaiman (2016), stems from its ability to enhance universities' capacity to implement contemporary administrative approaches and stays in line with international advancements. It aids in enhancing the quality of education and scientific research, thereby strengthens the university's efficiency in order to benefit the community.

This study identifies three elements that outline the dimensions of sustainable institutional excellence, including Excellence in Service Delivery, Comprehensive Performance Results, and Sustainability

Excellence in Service Delivery is manifested by the university's capability to refine and enhance its educational, research, and community services in a way that aligns with the students' requirements and the labor market (Mohammed, 2022). Comprehensive Performance Results are the final outcomes of the university's performance in the context of its interaction with its internal and external environments (Al-Rashaida, 2007). Sustainability, meanwhile, refers to the

university's capability to sustain its IE through constant advancement in efficiency, quality, and innovation (busalem, 2015).

2.6 Relationship between OF and SIE

It is indicated in the literature that the relationship between organizational factors and sustainable institutional excellence is integrative and reciprocal. Administrative leadership, OC, and HR engage together to create a system that allows the university to reach high-level performance and excellence. According to Afzal & Lim (2022), organizations that successfully handle their resources, promote their OC, and embrace effective leadership accomplish excellent and sustainable institutional performance in relation to others.

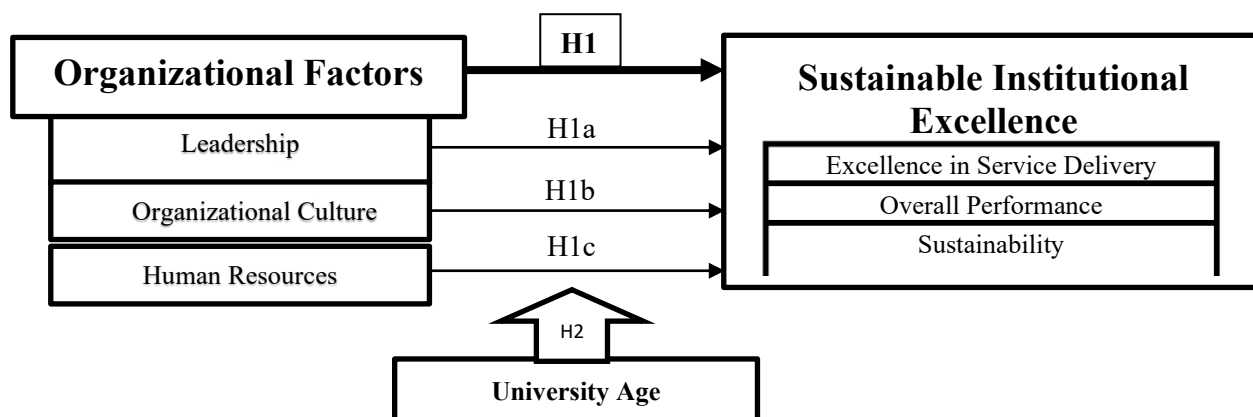
In light of this, the authors perceive that Leadership embodies the driving force that guides efforts to achieve the goals. OC establishes the supportive environment for this direction, and HR implements this environment into effective practices and observable performance. Therefore, the integration of these three dimensions is a crucial factor in realizing sustainable institutional excellence in Yemeni private universities, and securing its continuity amidst future challenges and variables.

Drawing from the previous insights, it can be inferred that the previous studies concentrated on tackling organizational factors or IE separately while none of them investigated the integrative relationship between the dimensions of organizational factors (Administrative Leadership, OC, and HR) and sustainable institutional excellence within the framework of private universities, especially in the Yemeni environment, which is marked by numerous organizational and administrative challenges. Furthermore, most studies explored IE only in terms of quality or performance, without elaborating on the sustainability dimension as a key element in promoting excellence continuity in the long run.

Hence, the research gap for the ongoing study is determined by an effort to formulate a model that highlights the impact of organizational factors across their three dimensions on sustainable institutional excellence in private Yemeni universities. This plays a role in delivering findings and recommendations, and offering a comprehensive vision that can be used in enhancing administrative policies and practices in private Yemeni universities and higher education institutions in general.

The conceptual model

Figure 1: The conceptual model



Study Hypotheses:

H1: Organizational factors have no significant impact ($\alpha \leq 0.05$) on Sustainable Institutional Excellence in Yemeni private universities.

H1a: Leadership has no significant impact on SIE.

H1b: Organizational Culture has no significant impact on SIE.

H1c: Human Resources have no significant impact on SIE.

H2: There are no significant differences in the means of responses regarding Organizational Factors and SIE based on University Age.

3. Methodology and Procedures:

3.1 Methodology:

The study employed the quantitative methodology through its analytical approach because it provides precise explanation of a specific phenomenon, through which the impact between the study's two variables could be determined.

3.2 Study Population and Sample:

The population of the study consisted of ten universities from the Yemeni private universities that have been founded over ten years ago and whose headquarters are in the Capital Secretariat (Sana'a). Those universities constitute more than 50% of the total population which is 18 universities. They were chosen in a systematic random sample method.

The study aimed at 321 individual employees working in these universities. They were selected in a systematic random sample method from the total study population of 660 individuals following Steven Thompson's formula, where n represents Sample size, N represents Study population size, which is 660 individuals, p represents Probability value (the proportion of the phenomenon being studied), representing 0.50, d Permissible error rate, representing 0.05, Z represents Standard score corresponding to the confidence coefficient used to evaluate the results, which is 0.95. Therefore, the standard score is 1.96. The questionnaire was distributed

proportionally based on the size of the population of each university in order to obtain the specified number after excluding the abnormal and missing responses. The total responses are presented in Table (1) below.

Table (1): The size of the study sample

University Name	Distributed Number	Missed	Abnormal	Total Sample
University of Science and Technology	84	6	3	75
Yemeni Universities	37	3	1	33
Queen Arwa University	27	2	-	25
University of Modern Sciences	29	2	1	26
Al-Nasser University	31	-	1	30
Azal University for Human Development	25	3	1	21
Yemen University	27	1	1	25
International University of Technology Twintech	32	2	2	28
Al-Razi University	37	2	2	33
Civilization University	26	1	-	25
Total	355	22	12	321

3.3 Study Instrument

The current study employed the questionnaire, as the primary tool for data collection, which was distributed to 355 individuals. The total final sample reached 321 individuals following the exclusion of missing and abnormal responses. The questionnaire was formulated in accordance with prior research relevant to the variables, including (Jankalová & Jankal, 2020), (Afzal & Lim, 2022), (Saleem, 2020), and (Bishr, 2019).

3.3.1 Validity and Reliability Procedures

The authors made sure to assess the validity and reliability of the study instrument (the questionnaire) utilizing a range of appropriate statistical methods to ascertain its accuracy and reliability in measuring the research variables.

First, the validity of the instrument's content was verified by sharing the questionnaire with a number of specialized experts in the fields of Business Administration and Statistics for validation. The purpose was to verify the comprehensiveness and clarity of its items and their alignment to the study's objectives and key themes.

Next, the authors assessed the discriminant validity analysis among the dimensions of the variables using the Heterotrait-Monotrait Ratio (HTMT). All values were found to be within the statistically acceptable boundaries, which affirms the

distinctiveness and conceptual independence of the dimensions from each other, as presented in table (2) below.

With respect to the instrument's reliability, both Cronbach's Alpha coefficient and Composite Reliability (CR) were computed. All resulting values were above the minimum acceptable range of (0.70), which demonstrates a high level of internal consistency among the instrument's components and its high reliability in measuring the study variables, as shown in table (3) below.

Table (2): Results of measuring discriminative validity through the Heterotrait-Monotrait Ratio (HTMT)

	Administrative Leadership	OC	HR	Excellence in Service Delivery	Overall Performance	Sustainability
Leadership						
OC	0.774					
HR	0.586	0.637				
Excellence in Service Delivery	0.666	0.696	0.589			
Overall Performance	0.635	0.642	0.523	0.847		
Sustainability	0.700	0.720	0.482	0.817	0.862	

As shown in table (2), each value of the Heterotrait-Monotrait Ratio is less than (0.90), which indicates that the dimensions demonstrate discriminative validity and differ from one another without a high degree of correlation.

Table (3): The Cronbach's Alpha Coefficient and CR for the dimensions and axes of the study instrument

Variables	Dimensions	Number of Items	Cronbach's Alpha Value	Composite Reliability (CR)
Organizational Factors	Leadership	7	0.907	0.908
	OC	6	0.895	0.893
	HR	7	0.928	0.928
	Overall Reliability	20	0.945	0.969
Sustainable Institutional	Excellence in Service Delivery	9	0.917	0.914

Excellence	Overall Performance	10	0.921	0.921
	Sustainability	11	0.940	0.939
	Overall Reliability	30	0.968	0.974

Statistical Methods

In this study, a variety of descriptive and inferential statistical methods was employed. These encompassed arithmetic means, standard deviations, and relative weights for examining the responses of the sample group. In addition, discriminant validity testing (HTMT), Cronbach's Alpha coefficient, and CR were used to assess the validity and reliability of the study instrument. Moreover, Path Analysis was used to investigate the hypotheses and correlations between variables utilizing the Amos v25 software. Furthermore, the SPSS v27 software was used for descriptive statistical analyses and One-Way ANOVA to identify disparities with regard to the years since the university was established.

4. Results

4.1 Descriptive Statistics of Organizational factors

Table (4): The views of the sample on the effectiveness of Organizational factors

Rank	No.	Dimensions	Arithmetic Mean	Standard Deviation	Relative Weight	Level of Effectiveness
1	1	Leadership	5.60	0.87	80.00%	High
2	2	OC	5.53	0.86	79.00%	High
3	3	HR	5.52	0.94	78.86%	High
			5.55	0.76	79.29%	High

From table (4) above, the results suggested that the overall level of effectiveness of organizational factors in private Yemeni universities is at High, reaching an arithmetic mean of (5.55), with a standard deviation of (0.76), and a percentage of (79.29%).

In addition, the mean dimensions spanned from (5.52) as the lowest to (5.60) as the highest, with relative weights ranging from a minimum of (78.86%) to a maximum of (80.00%), which corresponds to a high effectiveness level for all dimensions.

Moreover, it was established that the ranking of the effectiveness level of organizational factors regarding their dimensions was as follows:

The Leadership dimension ranked first, achieving an arithmetic mean of (5.60), a standard deviation of (0.87), and a percentage of (80.00%). This means that the sample assesses the effectiveness of organizational factor to be high. This is credited to the sample members' awareness of the vital role undertaken by administrative leaders in private Yemeni universities in adopting effective administrative practices that align with the universities' strategic objectives.

With an arithmetic mean of (5.53), a standard deviation of (0.86), and a percentage of (79.00%), OC dimension secured the second rank; hence, representing a high level of effectiveness. This could be associated to a mutual agreement among the study sample that the universities in focus exhibit a solid culture that enhances teamwork and team spirit to achieve shared objectives, with common values and beliefs influencing employee behavior, leading to a harmonious and effective work environment.

Occupying the third rank, HR dimension had an arithmetic mean of (5.52), a standard deviation of (0.94), and a percentage of (78.86%). It also represents a high level of effectiveness. This may stem from a widespread consensus among the study sample that HR in the universities under investigation demonstrate the required competence and make efforts to adapt to changes in the external environment while adhering to legal and organizational frameworks.

4.2 Descriptive Statistics of SIE

The achievement level of Sustainable Institutional Excellence and with its dimensions (Excellence in Service Delivery, Comprehensive Performance Results, and Sustainability) was identified as follows:

Table (5): The views of the sample on the achievement of Sustainable Institutional Excellence

Rank	No.	Dimensions	Arithmetic Weight	Standard Deviation	Relative Weight	Achievement Level
2	1	Excellence in Service Delivery	5.78	0.80	82.57%	High
1	2	Overall Performance	5.78	0.77	82.57%	High
3	3	Sustainability	5.67	0.85	81.00%	High
General Mean			5.74	0.75	82.00%	High

From table (5) above, the results indicated that the overall level of achievement of Sustainable Institutional Excellence in private Yemeni universities is high, reaching an arithmetic mean of (5.74), with a standard deviation of (0.75), and a percentage of (82.00%).

In addition, the mean dimensions varied between (5.67) at the minimum and (5.78) at the maximum, with a relative weight fluctuating between (81.00%) at the minimum to (82.57%) at the maximum, reflecting a high level of achievement for all dimensions.

Moreover, it was revealed that the ranking of the achievement level of Sustainable Institutional Excellence related to its dimensions was as follows:

Besides, the Comprehensive Performance Results dimension was top-ranked, which had an arithmetic mean of (5.78), a standard deviation of (0.77), and a

percentage of (82.57%), constituting a high level of achievement. This could be linked to the idea that the majority of the sample members maintain an optimistic perception regarding the comprehensive performance of the private universities. This indicates that the universities are achieving favorable in their academic and administrative performance across multiple aspects in their functions (educational, research, and community service).

Furthermore, the Excellence in Service Delivery dimension placed second, with an arithmetic mean of (5.78), a standard deviation of (0.80), and a percentage of (82.57%), which demonstrates a high level of achievement. This could be attributed to the fact that the majority of the sample members possess a strong positive impression with regard to the quality and excellence of the educational, research, and community services provided by the universities. This demonstrates dedicated efforts being made to ascertain beneficiary satisfaction and deliver added value.

The Sustainability dimension came third and last, with an arithmetic mean of (5.67), a standard deviation of (0.85), and a percentage of (81.00%), signifying a high level of achievement. This may be ascribed to the fact that the majority of the sample members believe that private universities have a good capacity for achieving sustainability. This suggests that the universities are not only successful in current performance but also have a vision and practices that ensure long-term survival and development.

4.3 Testing the Study Hypotheses

The normal distribution of the mean responses of the study sample across the instrument's dimensions and key themes was ensured. The results are revealed in table (6) below:

Table (6): Results of the coefficients of (Skewness and Kurtosis) for the responses study sample

Variables	Dimensions	Skewness Coefficient	Kurtosis Coefficient
Organizational Factors	Leadership	-0.958	1.112
	OC	-0.875	0.462
	HR	-1.178	1.034
	Overall	-1.002	0.830
Sustainable Institutional Excellence	Excellence in Service Delivery	-1.288	1.712
	Overall Performance	-0.853	0.965
	Sustainability	-1.095	1.607
	Overall	-1.152	0.919

From table (6) above, the results show that the skewness coefficient for the mean responses of the study sample varied between (-1.178) and (-0.853), and the kurtosis coefficient extend from (0.462) to (1.712). These values fit within the permitted range

of ± 1.96 , which conveys that the data of the study variables follow a normal distribution.

4.4 Testing the Validity of the Study Hypotheses:

H1: For testing the hypothesis, The Path Analysis method was utilized, using the Amos v.25 software. The results revealed the Coefficient of Determination (R^2), the Standard Error (S.E.), the Critical Ratio (C.R.), and the Beta (β) coefficient between the two variables, as reflected in table (7) below:

Table (7): Impact Pathways of Independent Variable Organizational Factors on SIE

Path	R^2	β Coefficient	S.E.	C.R.	The P- Value
<Organizational Factors > SIE	0.489	0.904	0.088	10.317	***

*** Statistically significant at $p < 0.001$.

From table (7) above, the results confirm that the value C.R. (10.317) is higher than (1.96), which affirms the significance of OC impact on achieving sustainable institutional excellence in private universities. In addition, the value of ($R^2=0.489$), indicates that (48.9%) of the observed variation in achieving sustainable institutional excellence is due to the effectiveness of organizational factors in the university. Furthermore, the Predictive Value (Regression Coefficient) ($\beta=0.904$) is statistically significant at a significance level of (0.000), which is lower than the significance threshold of (0.05). This indicates that a one-unit enhancement (increase) (100%) in the effectiveness of organizational factors results in (90.4%) increase in the achievement of sustainable institutional excellence. This is considered an indicator that proves the significance of organizational factors in achieving sustainable institutional excellence in private Yemeni universities.

In light of the results obtained, the null hypothesis for the First Main Hypothesis is rejected, and the alternative hypothesis is accepted, which asserts: Organizational factors have an impact on achieving sustainable institutional excellence in private Yemeni universities.

To examine the sub-hypotheses emerging from the First Main Hypothesis concerning the direct impact of the independent variable's dimensions (Administrative Leadership, OC, HR) on the dependent variable (Achieving Sustainable Institutional Excellence), the Path Analysis method was adopted, with reliance on the (Amos v.25) software. The results show the Coefficient of Determination (R^2), Standard Error (S.E.), Critical Ratio (C.R.), and the Coefficient (β) between the variables, as presented in Table (8) below:

Table (8): Impact pathways of the independent variable dimensions OF on SIE

Path	R ²	Coefficient β (Estimate)	S.E.	C.R	The P- Value
Leadership >SIE	0.661	0.2966	0.076	3.917	***
OC > SIE	0.614	0.416	0.087	4.803	***
HR..> SIE	0.506	0.126	0.062	2.036	0.042

*** Statistically significant at $p < 0.001$.

From table (8) above, the results show the findings of examining the sub-hypotheses stemming from the First Main Hypothesis as follows:

Sub-Hypothesis One (H1a): Effect of Leadership Null Hypothesis: There is no statistically significant impact at the significance level ($\alpha \leq 0.05$) for Leadership on achieving SIE in private Yemeni universities.

Table (8) indicates that the Critical Ratio (C.R.) value of (3.917) is beyond (1.96), which affirms the significance of Leadership impact on achieving sustainable institutional excellence. In addition, the Coefficient of Determination ($R^2 = 0.661$) shows that (66.1%) of the variance in achieving sustainable institutional excellence is linked to the effectiveness of Leadership in the university. Moreover, the Predictive Value (Regression Coefficient) ($\beta = 0.296$) is statistically significant at a significance level of (0.000), which is below the significance threshold of (0.05). This suggests that a one-unit enhancement (increase) in the effectiveness of Leadership brings about (29.6%) increase in the achievement of sustainable institutional excellence. This is deemed an indicator reflecting the significance of effective Leadership in achieving sustainable institutional excellence in private Yemeni universities.

Considering the previous findings for examining the first sub-hypothesis, the null hypothesis stands rejected, and the alternative hypothesis is accepted, which express: There is an Leadership impact on achieving sustainable institutional excellence in private Yemeni universities.

(H1b) There is no statistically significant impact at the significance level ($\alpha \leq 0.05$) for OC on achieving sustainable institutional excellence in private Yemeni universities.

From table (8) above, it is indicated that the Critical Ratio (C.R.) value of (4.803) exceeds (1.96), which affirms the significance of OC impact on achieving sustainable institutional excellence. The Coefficient of Determination ($R^2 = 0.614$) shows that (61.4%) of the variance in achieving sustainable institutional excellence is connected to the effectiveness of OC in the university. In addition, the Predictive Value (Regression Coefficient) ($\beta = 0.416$) is statistically significant at a significance level of (0.000), which is beneath the significance threshold of (0.05). This reveals that a 100% increase in the effectiveness of OC causes (41.6%) increase in the achievement of sustainable institutional excellence. This is regarded as an indicator confirming

the significance of effectiveness of OC in achieving sustainable institutional excellence in private Yemeni universities.

Referring to the prior findings for testing the second sub-hypothesis, the null hypothesis is rejected, and the alternative hypothesis is accepted, which declare: There is an OC impact on achieving sustainable institutional excellence in private Yemeni universities.

(H1c): There is no statistically significant impact at the significance level ($\alpha \leq 0.05$) for HR on achieving sustainable institutional excellence in private Yemeni universities.

Table (8) above, shows that the Critical Ratio (C.R.) value of (2.036) is above (1.96), which validates the significance of HR impact on achieving sustainable institutional excellence. With a Coefficient of Determination ($R^2=0.506$), it is clear that (50.6%) of the variance in achieving sustainable institutional excellence stems from the effectiveness of HR in the university. The Predictive Value (Regression Coefficient) ($\beta=0.126$) is statistically significant at a significance level of (0.042), which falls short of the significance threshold of (0.05). This points out that a one-unit enhancement (increase) in the effectiveness of HR contributes to a (12.6%) increase in the achievement of sustainable institutional excellence. This is an indicator which confirms the significance of HR in achieving sustainable institutional excellence in private Yemeni universities.

With reference to the prior findings for examining the third sub-hypothesis, the null hypothesis is rejected, and the alternative hypothesis is accepted, which state: HR have an impact on achieving sustainable institutional excellence in private Yemeni universities.

The Second Main Hypothesis (H0.2): There are no statistically significant differences between the means of the respondents' answers with regard to (Organizational Factors, Sustainable Institutional Excellence) in the private Yemeni universities under investigation traceable to the variable of (University Age).

To ascertain the differences according to the variable (University Age), the researchers established a classification into three categories. The results are shown in the table (9) below:

Table 9: One-Way ANOVA of Organizational Factors and SIE by University Age

Central Element	University Age	Arithmetic Mean	Standard Deviation	Test Results) One Way A Nova(		
				F-Value	Significance Level)Sig.(	Significance of differences
Organizational Factors	1994 - 2000	5.61	0.70	1.185	.307	No differences
	2001-2008	5.57	0.67			

Central Element	University Age	Arithmetic Mean	Standard Deviation	Test Results) One Way A Nova(		
				F-Value	Significance Level)Sig.(	Significance of differences
	2009-2015	5.45	0.94			
Sustainable Institutional Excellence	1994-2000	5.81	0.74	.767	.465	No differences
	2001-2008	5.71	0.54			
	2009-2015	5.69	0.95			

The results in table (9) showed that there are no statistically significant differences between the mean responses of the study sample with respect to (Organizational Factors, Sustainable Institutional Excellence) in private Yemeni universities connected to the variable of (University Age). The F-value resulting from the differences between the means of the variables was (1.185) and (0.767), respectively, with significance levels of (0.307) and (0.465) for the key themes. These values are higher than the significance level of (0.05). These results point out that there are no substantial differences in the study sample's responses in relation to the effectiveness of organizational factors or the achievement of sustainable institutional excellence as per the differences in the (university's age). It was established that both are represented at a high level across all universities, irrespective of their years of establishment. This might be due to the universities giving attention to the effectiveness of organizational factors, and their concentration, since establishment, on achieving and enhancing sustainable institutional excellence, given its significance importance for their development, survival, and growth.

Discussion

The results of the current study exhibit significant alignment with numerous earlier studies, contributing valuable insights to scientific knowledge within the context of private Yemeni universities. The study affirmed that there is a positive organizational factors impact on achieving sustainable institutional excellence, which aligns with the Afzal & Lim (2022) study, which found that OC positively impacts sustainability performance in construction organizations. The findings of this study also validate the study conducted by Jankalová & Jankal (2020), which pointed out that there is a relationship between dimensions of business excellence and sustainability dimensions. This study uncovered that organizational factors elucidate 48.9% of the variance in achieving sustainable institutional excellence.

With regard to the dimensions of organizational factors, OC attained the first rank in terms of effect (influence Coefficient=0.416), which reinforces Afzal & Lim's (2022) findings that OC is regarded a key factor impacting sustainability performance. Furthermore, Leadership rating first in terms of effectiveness level (80%) aligns in agreement with Al-Hajj's study (2020), which confirmed the impact of transformational leadership on achieving IE in Yemeni private universities, as well as with Al-Wahaibi (2020), which showed that leadership assumes the major responsibility for achieving the factors that promote IE.

With regard to the impact of HR, it secured the third rank in terms of impact level. This validated Bishr's (2019) study, which confirmed that HR development strategy has an impact on achieving sustainable institutional excellence. In addition, the results conform to Hussein and Al-Junaibi's (2022) study regarding the role of human expertise in achieving IE, and also conforms to Al-Zu'bi and Al-Zu'bi's (2022) study, which demonstrated an impact of soft skills on HR in IE.

This study established that the achievement of sustainable institutional excellence level in private Yemeni universities achieved a high score of (82%). Malibari's (2019) study affirmed a strong correlation between IE and job performance, reinforcing the overall findings of the current study. Additionally, Saleem (2020) indicated that 6 October University exhibits a high level of IE. Malibari (2019), which established a significant link between IE and job performance, substantiates the general findings of the current study.

In general, this study highlights the significance of the effectiveness of Organizational Factors (Administrative Leadership, OC, HR) due to the integration among these dimensions as fundamental factors in achieving sustainable institutional excellence. The study findings correspond with the findings of many previous studies in the literature, such as (Afzal & Lim, (2022), Hussein & Al-Junaibi, (2022), Al-Zu'bi & Al-Zu'bi, (2022), Jankalová & Jankal, (2020), Al-Hajj, (2020), Saleem, (2020), Al-Wuhaibi, (2020), Bishr, (2019), and Malibari, (2019)) in stressing the significance of organizational factors and achieving sustainable institutional excellence because of the strong correlation and clear effect they have on enhancing and developing the performance, survival and sustainability of various organizations, including educational institutions.

In light of this, the study proposes several recommendations that can lead to the enhancement of the effectiveness of organizational factors and promoting sustainable institutional excellence in private Yemeni universities. These entail the vital need for enhancing the sustainability of the effectiveness of the three components of organizational factors—Administrative Leadership, OC, and HR—through the utilization of effective strategic plans that assures the continuous enhancement of these factors and their integration with future variables.

Priority should be given to achieve sustainable institutional excellence as a key strategic goal for universities, given its significance role in enhancing the added value of these institutions, assuring their continuity in a competitive environment, expanding the number of beneficiaries base from their services, as well as elevating the standard of their academic and research outcomes to address quality and academic accreditation requirements.

The effectiveness of HR should be enhanced through dedicating attention to development and qualification programs for academic and administrative staff, and training them on the newest administrative practices and strategies. This stems from the principle that the human element represents the crucial foundation for enhancement, development, and organizational sustainability process, and is therefore the cornerstone of achieving sustainable excellence.

The study also suggests conducting more future research that address other organizational factors that were not examined in this study to investigate their impact on achieving sustainable institutional excellence in the private higher education sector, thereby contributing to the deepening of scientific knowledge and offering more insightful perspectives for researchers and decision-makers.

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Disclosure of Conflicts of Interest

The authors affirm that the present study is free of any conflicts of personal or institutional interests.

Disclosure of the use of AI

The authors states that AI techniques were used solely for review purposes.

Author Contributions

The Author, Marwan Al-Mekhlafi formulated the study's idea, drafted the introduction, outlined the problem, theoretical framework, designed the survey tool, and collected and analyzed the data from the sample, while Abdulaziz Al-Mekhlafi was responsible for supervising all research stages. Finally, all authors reviewed and approved the final version of the study.

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