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The Impact of Human Resource Management Practices on Educational Institutions' Performance: The Mediating Role of Employee Engagement

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ABSTRACT: The role of human resource management (HRM) in the success of educational institutions has gained a new level of prominence since the performance of the institution heavily relies on the abilities, motivation and dedication of academic and administrative staff. This research explored how four HRM practices, including recruitment practices, training and development, performance appraisal and compensation and benefits have been related to the institutional performance, and employee engagement is a mediating mechanism explored. Quantitative and deductive research design was embraced in which a structured questionnaire was used on employees of an educational institution. Among 326 circulated questionnaires, 295 questionnaires that were useful were collected. The analysis was done with the help of the Partial Least Squares Structural Equation Modelling (PLS-SEM), which has three parts measurement-model assessment, structural-model evaluation and mediation analysis.

This model of measurement showed good reliability, convergent and discriminant validities. The results indicated that institution performance was directly impacted significantly by the recruitment practices, but the training and development, performance appraisal, and compensation and benefits did not show any significant direct impact. There was a high positive influence of employee engagement on the performance of the institutions. All the four HRM practices had a great impact on employee engagement. The mediation analysis also revealed that the recruitment practices had a partial mediation and the other interventions training and development, performance appraisal and compensation and benefits mediation were fully mediated. The results thus suggest the HRM practices to add significant value to the performance of an institution which is remedied by the level of employee engagement.

INTRODUCTION

Schools work in environments where the aspect of human capital is highly related to teaching effectiveness, administrative efficiency, innovation, stakeholder satisfaction and institutional sustainability. Human Resource Management (HRM) therefore, does not constitute itself of an administrative role but is also a key organisational process of attracting, developing, motivating and retaining employees. Some of the key practices in HRM that this study focuses include the practices in recruitment, training and development, performance appraisal and compensation and benefits. These practices are various phases of employee lifecycle and can be affecting organisational results either individually or as a group. However, there is no necessarily a direct relationship between HRM and institutional performance. The practices of HRM can also impact perceptions, attitudes and behaviours of the employees and then this can be translated into organisational results. The employee engagement is thus

specifically significant, since the engaged employee illustrates a better psychological involvement, commitment and readiness to assist in accomplishing organisational goals (Shah & Soomro, 2023). The hypothesis that the paper is based on found the concept of employee engagement to be one of the most important mechanisms between HRM practices and the institutional performance.

The study answered four major questions which were whether HRM practices affect institutional performance, whether employee engagement affects institutional performance, whether HRM practices affect employee engagement, finally, whether employee engagement mediates the relationships between HRM practices and the institutional performance. Based on this, the research sought to offer an empirical investigation as regards both direct and indirect HRM influences. Representing a combination of the Social Exchange Theory (SET), Resource-Based View (RBV) and the Job Demands- Resources (JD-R) approach, the study regarded employee engagement as a strategic and psychological tool through which the HRM practices could bring about an institutional value.

1. LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

2. HUMAN RESOURCE MANAGEMENT AND INSTITUTIONAL PERFORMANCE

HRM can be defined as organisational practices which are involved in the process of acquiring, developing, evaluating, rewarding and retaining employees. In schools, HRM plays a specific role since both academic and administrative personnel directly contribute to the provision of educational services and facilitation of the goals of the institutions. According to Mohiuddin et al. (2022), the quality of human capital into an organisation is set in recruitment, employee abilities are developed in training and development, feedback and guidance are offered through the performance appraisal and compensation and benefits give feelings of organisational value and equity. Institutional performance includes how well educational organisations attain both academic and operations goals. According to relevance, such dimensions as quality of teaching, productivity of employees, satisfaction of students, efficiency in operations, innovation, institutional reputation and stakeholder outcomes are described (Aggarwal & Agarwala, 2023). The conceptualised thesis of institutional performance was based on the following aspects of the service quality, efficiency, innovation and stakeholder satisfaction.

The literature reviewed in the underlying study suggests that because human capital is developed and an atmosphere that motivates employees to work towards organisational goals is created, HRM practices may lead to institutional effectiveness (Awwad Al-Shammari et al. 2022). However, not all HRM practices will have the same impact due to the differences between the actions of an individual employee and their direct action to better organisational results. This makes it necessary to research on employee engagement as an intervening activity. Human resource management on the part of human resources helps enhance the performance of changes at organizational levels to ensure that human resources have the necessary skills to help achieve the objectives of the organization. Educational workers are vital in schools because what they do directly affects the quality of teaching and learning, operational efficiency, innovation, and satisfaction for learners, parents, and other stakeholders. HRM practices can boost human capital by filling the appropriate positions, providing opportunities for employee development, ensuring feedback on performance, and providing appropriate rewards. The employees need to be aware of the support being offered by the organisation and be able to convert HRM practices into commitment, motivation and active participation. Thus, employee engagement serves as an important connection between HRM practices and institutional outcomes.

Recruitment Practices and Institutional Performance

Recruitment is a procedure whereby people are identified and drawn towards the organisation to fill open roles. Recruitment in institutions of learning entails more than simply sealing vacancies since academic and administrative workers have their features and skills, which affect the ability of the institutions (Noor et al. 2022). The decisions made during the recruitment process might be based on qualifications, professional experience, technical competencies, ability to teach, research, and fit. Good recruitment can thus enhance quality of human capital that can be available to an institution. Employees who are chosen on the basis of enhanced abilities and corporate principles that are aligned to the demands of institutions can reinforce service delivery, creativity and efficiency of operations (Haldorai, Kim & Garcia, 2022). In RBV view, recruitment helps in acquisition of valuable human resources which will create a source of organisational capability. To an employee, merit and fair organisational recruitment can also be directly conveyed by being transparent and based on merit. The first hypothesis will be supported by the following arguments:

H1: Recruitment practices have a significant positive impact on institutional performance.

Recruitment is massive as it reflects the quality and suitability of the personnel that enter an educational institution. The important factors in determining and choosing the most successful recruitment should be based on, and include, the individual's qualifications, professional experience, technical competencies, teaching ability, research capacity, and organisational fit. Transparency and merit in recruitment can help institutions to draw in employees whose skills match the institutions' requirements. This can help to enhance service delivery, operational efficiency, and innovation. By recruiting the right people for the job in the first place, it is also possible to shape the perception of the employee as equal and of equal value, and a fair relationship from the start of the employment contract.

Training and Development and Institutional Performance

Training and development entail the practice that aims at enhancing the knowledge, skills, competencies as well as professional abilities of the employees. Workers in the education sector work under the circumstances where the pedagogical models and approaches undergo constant and unavoidable changes, changes in technology, changes in administration and demands and expectations of the administration in relation to the constant and unrelenting professional growth (Georgescu et al. 2024). Training can therefore reinforce the capabilities of employees to develop their tasks successfully. Training may be able to enhance performance of institutions as it raises competency of employees, and promotes innovation. But, training may not have an instantaneous or automatic effect. Without motivation and psychological attachment to their work, employees might obtain new knowledge, though not be able to put applied to their work (Lu et al. 2023). This potentiality paves way to employee engagement thus making it more informative to the concept of training and performance relationship.

H2: Training and development have a significant positive impact on institutional performance.

Performance Appraisal and Institutional Performance

Performance appraisal is a formal process used to assess the performance of employees, to communicate with employees about their expectations, feedback and identifying of developmental needs (Alam, 2022). Appraisal may be engaged in teaching, administrative input, professional growth and advancement of teachers and administrators in educational institutions towards institutional goals. Included in the list of good appraisal systems are the transparent systems, fair and developmental. By getting constructive feedback, workers can be in a better position to accurately see their job roles and can know their areas that need to be improved (Awan et al. 2023). Nevertheless, limited organisational impacts of appraisal may occur when the employees feel that appraisal is an administrative process instead of positive development process. The results in the background revealed that performance appraisal did not statistically significantly directly influence the performance of an institution ($\beta = 0.045$, $t = 0.933$, $p = 0.351$). This implies that the effect of appraisal on performance can be on the psychological reactions of the employees especially engagement.

H3: Performance appraisal has a significant positive impact on institutional performance.

Compensation and Benefits and Institutional Performance

Compensation and benefits are both financial and non-financial rewards that the employees are awarded in order to give back. Perceptions about organisational fairness and value of employees can be affected by salary, incentives, recognition, promotion opportunities and the employee benefits. In terms of RBV, reward systems serve organisations in attracting and retaining the precious human capital. On the part of the employees, fair pay can enhance their satisfaction and loyalty (Bahuguna, Srivastava & Tiwari, 2023). However, compensation does not necessarily translate into institutional performance since the rewards have to be translated into employee motivation and contribution of behaviour. The empirical results in the thesis indicated that there was no significant direct correlation present between compensation and benefits and institutional performance ($\beta = 0.044$, $t = 1.035$, $p = 0.301$). This promotes the position that compensation can be indirectly exercised by engagement of the employees.

H4: Compensation and benefits have a significant positive impact on institutional performance.

Employee Engagement and Institutional Performance

Employee engagement is the involvement where employees at work and within their organisation think, feel and act. The overall features of engaged employees include energy, commitment, passion and readiness to undertake duties beyond the minimal job

specifications (Huang et al. 2023). In the educational institutions, the engagement can affect the quality of teaching, support given to the students, collaboration, innovation and efficiency in the administration. The conceptual framework underlining it places the engagement as the process whereby the organisational practices are internalised by the employees. This point of argument is similar to the JD-R perspective, in which organisational resources may help in employee motivation and engagement, which in turn, influences performance (Raza & Khan, 2022). This relationship is best supported on the empirical evidence. The best direct predictor of the institutional performance in the model was employee engagement with a path coefficient of $\beta = 0.540$ with $t = 11.966$ and p value of less than 0.001.

H5: Employee engagement has a significant positive impact on institutional performance.

HRM Practices and Employee Engagement

The practices of HRM can also impact on employee engagement by determining how employees value that the HRM supports them, is fair, develops them and values them. The following process can be explained by SET. For SET, the employees will reciprocate the good organisational treatment with attitudes and behaviours. The organisational commitment and engagement by the employees may then be stimulated by organisational investment in HRM practices.

Recruitment Practices and Employee Engagement

These recruitment practices can affect engagement at the onset of the employment relationship. Beyond employee perceptions of a transparent, merit based and organisational values congruent selection process, employees can become more trustful and identified with the organisation (Hoque & Atheef, 2024). The result also indicated a strong positive correlation, between recruitment practices and employee engagement ($\beta = 0.425$, $t = 10.196$, $p < 0.001$).

H6: Recruitment practices have a significant positive impact on employee engagement.

Training and Development and Employee Engagement

Training is a display of investment by organisations in the capability of employees and a clear demonstration of investment in their career. Employees with meaningful learning opportunities can feel more supported in the organisation and have a higher motivation and understanding of the organisation. The research found that there was a strong positive correlation between training and development and employee engagement ($\beta = 0.085$, $t = 2.359$, $p = 0.018$).

H7: Training and development have a significant positive impact on employee engagement.

Performance Appraisal and Employee Engagement

Engagement can also be enhanced through fair and constructive appraisal which will give feedback and clarity of performance expectations. When a worker feels that he or she is being treated fairly, then chances are that the person will be more valued and motivated. The results proved that there was a strong positive correlation between performance appraisal and engagement of employees ($\beta = 0.160$, $t = 3.552$, $p < 0.001$).

H8: Performance appraisal has a significant positive impact on employee engagement.

Compensation and Benefits and Employee Engagement

The engagement can be reinforced with compensation and benefits in case employees consider rewards fair and adequately proportional to their input. Non-financial and financial incentives could increase the perception of the employees that they are valued and supported within an organisation. The result indicated that there is a strong positive correlation between compensation and benefits and engagement of employees ($\beta = 0.258$, $t = 5.634$, $p = 0.001$).

H9: Compensation and benefits have a significant positive impact on employee engagement.

Employee Engagement as a Mediator

The mediation of employee engagement offers a more detailed explanation of HRM performance relationship. The effect of HRM practices on established organisational resources and desirable employment terms and conditions can happen but the institutional results require partly assessing the presence of incorporating the practices, and reacting to the employee level by increased participation and dedication. The supportive HRM practices can generate reciprocity employee responses under SET.

HRM practices under RBV build the human capital, which is mobilised according to the engagement (Nawaz et al. 2024). Within the framework of JD-R, motivational processes with the help of organisational resources bring higher levels of engagement and, ultimately, performance. A combination of these views is thus a theoretical justification of the study of indirect effects.

The proposed mediation hypotheses were:

H10: Employee engagement mediates the relationship between recruitment practices and institutional performance.

H11: Employee engagement mediates the relationship between training and development and institutional performance.

H12: Employee engagement mediates the relationship between performance appraisal and institutional performance.

H13: Employee engagement mediates the relationship between compensation and benefits and institutional performance.

RESEARCH METHODOLOGY

It used a quantitative research design that had a positivist philosophy and a deductive-based reasoning. This design was suitable, as the study was aimed at verifying theoretically required associations between measurably observable indicators of HRM practices, employee engagement and performance of an institution. The research tool was a structured questionnaire, which relied on the pre-existing constructs, and applied a five-point Likert scale, between 1 strongly disagree/5 strongly agree. Target population consisted of the employees of the educational institution under study of the initial research both academic and administrative. The stratified random sampling was implemented to give a representation of the employee categories. Initially, 326 questionnaires were distributed by the original data-collection process. Three hundred and one were sent back and six were not sent back due to being incomplete. As a result, 295 responses that could be used were obtained resulting in a usable response rate of 90.49.

The six constructs taken in the questionnaire included the recruitment practices, training and development, performance appraisal, compensation and benefits, employee engagement, and institutional performance. The mediating variable was employee engagement with the dependent variable being institutional performance. The questionnaire was conducted electronically and respondents were not forced to participate; anonymity and confidentiality was ensured (Obeidat et al. 2023). Preliminary screening data analysis was carried out using the SPSS and PLS-SEM was done using Smart PLS. The outliers and normality and multicollinearity were screened by reviewing any gaps in data. No gaps in the responses that could be used were found. Both Kolmogorov Smirnov and Shapiro Wilk tests had significant p-values, but the PLS-SEM was preferred to use since it is not such a stringent test in terms of normality. Indicators loading, Cronbach-Alpha, composite, AVE, HTMT, Fornell-Larcker and cross-loading measures were used to measure the measurement model. VIF, path coefficients, R^2, f^2 and Q^2 were used to evaluate the structural model. The bootstrapping was performed with 5,000 resamples to test hypotheses where $p < 0.05$ and $t > 1.96$ were the main crucial values of significance.

RESULTS

Data Quality and Descriptive Results

The last data was used to obtain 295 valid responses. Response process has yielded an initial response rate of 92.33% and 90.49% of the questionnaires sent out were retained to conduct an analysis. No cases of missing values were detected and this validates the data. The assessment of normality indicated negative skew of all the constructs and the skewness measured as -0.734 through -0.890 among employee engagement, compensation and benefits. The values of kurtosis were between 0.533 and 1.624. Though, the statistical significance of the formal normality tests was high, the analysis that followed found that there were no severe distributional issues which barred PLS-SEM. The results of descriptive analysis indicated that the overall mean was the highest in the institutional performance (M = 3.5904, SD = 0.55798). Performance appraisal recorded a mean of 3.0941 (SD = 0.49984), while compensation and benefits recorded 3.0780 (SD = 0.49343). Employee engagement had a mean of 3.0768 (SD = 0.65734). The means of 2.9525 (SD = 0.50746) and 2.9593 (SD = 0.54049) was relatively lower in recruitment practices and training and development respectively. The overall slightly positive to moderate descriptive findings suggest that there were favourable views on the constructs, in general. The performance of the institution was most favourable followed by institutional performance with recruitment and training being comparatively dim and dark. The trend is crucial in that the

subsequent structural analysis revealed that the best relationship in performance was employee engagement without taking individual consideration of the HRM practices.

Measurement Model

Measurement model indicated good reliability of the indicators. The outer loadings of recruitment practices were found to be between 0.867 and 0.907 whereas the outer loadings of training and development belonged to between 0.867 and 0.890. There was a range of performance appraisal loadings, which was between 0.775 and 0.820 and employee engagement indicators, which was between 0.873 and 0.913. The institutional performance indicators in general showed loadings of 0.680-0.838 with two of the indicators that were less than 0.70 though greater than 0.60 left in due course due to their theoretical input. There was also satisfactory internal consistency reliability. The alpha values of Cronbach were between 0.809 and 0.948 whereas the composite reliability was between 0.875 and 0.958. In recruitment practices, it was spelt out $\alpha = 0.910$ and CR = 0.937; in training and development, it was spelt out $\alpha = 0.901$ and CR = 0.930; in performance appraisal, it was spelt out $\alpha = 0.809$ and CR = 0.875; in compensation and benefits, it was spelt out $\alpha = 0.812$ and CR = 0.876; in employee engagement, it was spelt out $\alpha = 0.948$ and CR = 0.958; and in institutional performance, it was spelt out $\alpha = 0.864$ and CR = 0.895.

Convergent validation was also validated since all the AVE values will be greater than 0.50. The values of the various items in the AVE were as follows; recruitment practices = 0.788, training and development = 0.770, performance appraisal = 0.636, compensation and benefits = 0.639, employee engagement = 0.793 and institutional performance = 0.590. The discriminant validity was also established. All the values of HTMT were less than 0.90, with the largest of 0.663 being between employee engagement and institutional performance. Fornell Larcker criterion was also met since the square roots of all the constructs of AVE were greater than the correlations of the constructs with other constructs. As an illustration, its square root AVE of employee engaging was 0.890 in contrast to its 0.673 relationship with the establishment particularly performance.

Structural Model

The evaluation of collinearity revealed that there were no severe problems with multicollinearity. The analysis had indicated that VIF values were lower than the critical value of 5.0 and this indicated the reliability and interpretability of the estimated path coefficients. The direct hypothesis results are presented below.

Hypothesis	Relationship	β	t	p	Decision
H1	RP → IP	0.166	3.554	<0.001	Supported
H2	TD → IP	0.058	1.617	0.106	Not supported
H3	PA → IP	0.045	0.933	0.351	Not supported
H4	CB → IP	0.044	1.035	0.301	Not supported
H5	EE → IP	0.540	11.966	<0.001	Supported
H6	RP → EE	0.425	10.196	<0.001	Supported
H7	TD → EE	0.085	2.359	0.018	Supported
H8	PA → EE	0.160	3.552	<0.001	Supported
H9	CB → EE	0.258	5.634	<0.001	Supported

H1: Recruitment Practices → Institutional Performance

Institutional performance was significantly related to recruitment practices (with the statistically significant value of $\beta = 0.166$, $t = 3.554$, $p < 0.001$). H1 was thus supported. The coefficient shows that the factor of recruitment had a direct impact on the institutional performance though it was significantly less than the direct impact of employee engagement.

H2: Training and Development → Institutional Performance

The positive but non-significant effect was with training and development (β = 0.058, t = 1.617, p = 0.106). H2 was not thus supported. The outcome shows that training itself had no statistical significance in accounting change to an observable direct impact on the institutional performance.

H3: Performance Appraisal → Institutional Performance

The performance appraisal revealed the positive non-significant impact (β = 0.045, t =0.933, p = 0.351). H3 was thus not justified.

H4: Compensation and Benefits → Institutional Performance

Compensation and benefits also showed a close relationship with institutional performance with non-significant relationship (β = 0.044, t = 1.035, p = 0.301). H4 thus was not supported.

H5: Employee Engagement → Institutional Performance

The best direct relationship in the model was the direct correlation between employee engagement (β = 0.540, t = 11.966, p < 0.001). H5 was supported. The size of the coefficient proves the key role of employee engagement in the explanation of the performance of the institution.

H6–H9: HRM Practices → Employee Engagement

All the four HRM practices had a great impact on employee engagement. Recruitment practices produced the strongest relationship (β = 0.425, p < 0.001), followed by compensation and benefits (β = 0.258, p < 0.001), performance appraisal (β = 0.160, p < 0.001) and training and development (β = 0.085, p = 0.018). In this way, H6, H7, H8 and H9 were validated.

Explanatory Power and Effect Sizes

The model predicted 41.1% of the changes in employee engagement (R^2 = 0.411; adjusted R^2 = 0.404). This shows that the four HRM practices had significant proportion of variance in employee engagement. The R^2 and adjusted R^2 of institutional performance were 0.482 and 0.475 respectively, meaning that a combination of HRM practices and employee engagement could explain 48.2% of the variances in institutional performance. When the effect-size analysis was further applied, it was found that the effect of HRM practices on employee engagement was medium (f^2 = 0.29), employee engagement on the performance of an institution was close to the large effect but still small (f^2 = 0.34) and the overall HRM-to-performance relationship was small (f^2 = 0.11). These findings support the suggestion that HRM practices have the greater impact they do so via the engagement of employees and not the direct impact that such practices have on the performance of institutions.

Predictive Relevance

The results of Q^2 showed predictive significance on both the endogenous constructs. Q^2 of the employee engagement was 0.323 and Q^2 of the institutional performance was 0.224. Both of the values were greater than zero, which means that the model had predictive relevance. Higher Q^2 of employee engagement (measured) shows that the employee-based outcomes were forecasted using the model better than the institutional performance. This is in line with the structural results since the HRM practices directly related into engagement and the institutional performance affected it via a set of direct and indirect mediation.

Mediation Analysis

The mediation analysis produced particularly important findings.

Hypothesis	Indirect relationship	β	t	p	Mediation
H10	RP → EE → IP	0.228	7.546	<0.001	Partial
H11	TD → EE → IP	0.047	2.295	0.022	Full
H12	PA → EE → IP	0.088	3.439	0.001	Full
H13	CB → EE → IP	0.139	5.299	<0.001	Full

The practice of recruitment showed that it has a considerable indirect impact on employee engagement (β = 0. 228 t = 7. 546, p < 0.001). Since both the direct and the indirect relationship were meaningful, the engagement of employees moderated the relationship. It significantly influenced training and development (β = 0.047, t = 2.295, p = 0.022) although the direct effect was non-significant. H11 was thus accepted and the engagement of the employees completely mediated the relationship. Significant mediation was also found between performance appraisal (β = 0.088, t = 3.439, p = 0.001). As the immediate impact of it was not significant, this correlation was taken as full mediation. Lastly, there was an important indirect relationship between compensation and benefits (β = 0.139, t = 5.299, p < 0.001), implying that the relationship was fully-mediated since the direct relationship was insignificant. When combined, the mediation findings attest to the fact that the employee engagement is a core process of translation of HRM practices into institutional performance.

DISCUSSION

The results present a discriminated image of the HRM performance relationship. The HRM practices that showed a significant direct impact to the performance of an institution were the recruitment practices only. This implies that the quality and aptitude of the employees joining an institution can come along with organisational implication other than the attitude of employees. The human-capital domain where teaching, administration, innovation and other activities of an institution are implemented is formed through recruitment. Comparatively, training and development, performance appraisal and compensation and benefits, did not give out any significant direct impacts. This does not imply that such practices are inapplicable. Rather, their considerable connections to their engagement with employees prove their organisational worth might be contingent on the reaction of their employees. Examples include training, which can enhance capabilities but with very little chance of achieving an institutional outcome unless the employees feel like applying the capabilities. This interpretation would be backed by empirical evidence that is available in the complete mediation that has been identified in training and development.

The same will be the case with performance appraisal. There was no significant direct correlation between appraisal and the institutional performance but great influences on engagement. This implies that appraisal can be directed towards carrying out the primary role of communication of recognition, feedback, equity and developmental prospects. As these processes become more engaged, they would then impact as far as the performance at the institutional level. Pay and benefits were equally the same. Compensation had a big impact on employee engagement although the direct effect was not significant. The outcome shows that rewards might play a bigger role as an employee-attitude mechanism, rather than as an independent organisational-performance mechanism. The best result is that related to employee engagement. Its coefficient, 0.540 was much more significant than the direct coefficients of the four HRM practices, thus demonstrating that engagement is the key employee-level approach correlated with institutional performance. The same finding backs the JD-R view since the engagement can be drive by HRM practices in the form of organisational resources and the drive behind the performance contribution made by the resources is the motivational mechanism of engagement.

Used in conjunction with mediation, the foundations of mediation support SET further. Recruitment proved to have partial mediation and the other three practices full mediation. This way the findings imply that the practice of HRM should not be perceived merely as direct performance tool. Their impact can be largely based on psychological response and inclination of the employees to dedicate efforts in their work.

THEORETICAL AND PRACTICAL IMPLICATIONS

Theoretical Implications

This research paper has added to the literature in HRM and organisational behaviour by incorporating SET, RBV as well as the JD-R Model. SET describes the ways that positive HRM behaviours can lead to reciprocal employee behaviours, most specifically engagement. RBV makes a big deal of human capital, as a strategic asset, and as an implication, HRM practices are thought to generate organisational capability, and the ability to mobilise that capability is a matter of engagement (Ercantan & Eyupoglu, 2022). JD-R enhances these points of view by describing the stimulating effect of organisational resources on employee engagement and consequent performance. The results of mediation have a specific theoretical importance as it shows that direct impacts cannot be relied on to comprehend the nature of HRM-performance connections in full. The partial and full mediation also help demonstrate the relative empirical evidence of the value of employee engagement as a significant psychological process in the HRM-performance process.

Practical Implications

In the case of educational institutions, the results suggest that the HRM strategies must be based on the employee engagement but not as a separate administrative practice. The competence, organisational fit and transparency should be prioritised in the recruitment. The training must aim at employees with professional interests and have a chance to develop their new acquired skills (Gebrehiwot & Elantheraiyan, 2023). The focus of appraisal should be put on constant feedback, impartiality, recognition and advancement as opposed to mere appraisal. The compensation systems ought to integrate the sensible monetary compensations with suitable acknowledgments and advantages.

CONCLUSION

This article has discussed the relationship between four HRM practices related to institutional performance; namely, recruitment practices, training and development, performance appraisal and compensation and benefits in terms of employee engagement. The findings also revealed that employee engagement and recruitment practices had significant direct effect on the institutional performance and training as well as development, performance appraisal, and compensation and benefits did not show significant direct effect. But among the four HRM practices, there were a lot of impact of HRM on employee engagement. The mediation analysis was the main contribution of the research. The relationship between recruitment and performance was partially mediated through the employee engagement and a hundred percent through the training and development, performance appraisal and compensation and benefits. The results thus indicate that institutional value in form of employee engagement can be composed of significantly by the HRM practices. In general, the evidence will assist in developing a picture of HRM whereby organisational practices, employee psychological responses and institutional outcomes are related. Schools looking to enhance performance needs to then look beyond the issue of the existence of HRM practices, but also, whether the practices enable employees to be engaged, committed and willing to work towards achievement of the institutional goal.

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