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RESEARCH ARTICLE

Excellence Management and Human Resources Sustainability in Saudi Universities: A Case Study of Hail University

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ABSTRACT

The research aims to reveal the levels of excellence management and human resources sustainability at Hail University and examine the relationship between them. To identify differences between these two factors across distinct job functions and educational levels, the Quality Management Questionnaire and the Human Resources Sustainability Questionnaire were applied to 445 employees of Hail University. The results showed that the levels of excellence management and human resources sustainability at Hail University achieved average capacity with an average of 161.95 and 100.53 along with a standard deviation of 12.31 and 7.64, respectively. There was also a positive, statistically significant correlation ($p < 0.001$) between these two factors. Furthermore, statistical differences were noticed in the level of excellence management and human resources sustainability across job function, while statistical variations were noted in the level of profiling management by education level. Additionally, there was a statistically significant difference in the level of human resources sustainability depending on educational level.

INTRODUCTION

Given the quick changes in today's world, higher education institutions must continuously adapt their philosophies, goals, teaching methods, and evaluation strategies. Thus, excellence management is crucial for achieving these changes. It is intended to build an education system that anticipates and tries to guide the future, rather than merely reacting to it. The importance of managing excellence in higher education institutions is determined by increasing the number of students enrolling in universities annually. Economic success in any country depends on good manpower. The strength can only be achieved through excellent educational and training programs, increased competition among higher education institutions to attract students and obtain financial support from governments, major corporations, or international donor agencies, and the global trend towards internationalization of higher education worldwide. The trends towards improving higher education quality have led to the adoption of concepts that encourage performance improvement. Accreditation systems have been established to achieve quality and efficiency.

Because of rapid advancements in science and technology, higher education institutions face tremendous challenges. To ensure their success, they must prioritize programs that prepare graduates for the demands of the labor market. All studies and research have confirmed that universities are central to the construction and development of societies. However, the actual implementation of modern administrative approaches is slow, due to both internal factors within the university and external factors dictated by the political, economic, social, and cultural conditions of the society. Hence, the focus on improving the performance of universities through the implementation of excellence management has become paramount for achieving higher performance (Al-Ayashi & Kareima, 2020).

This model is one of the main frameworks for helping institutions in general, especially those of higher education, to enhance their competitive capabilities, achieve excellence by keeping pace with new developments in global leadership and planning, and improve the quality of human services and resources. It is a practical tool that helps organizations benchmark their performance toward excellence and identify deficiencies. According to Zayed (2008), excellence management involves planned organizational efforts to achieve permanent competitive advantages. In contrast, the European model of 2003 described it as the continual practice of corporate management focused on achieving results based on a set of core criteria (Egan, 2003). Additionally, Al-Salami (2002) defined excellence management as the ability to harmonize and coordinate the elements of the organization coherently to maximize efficiency and thus fulfill the desires, benefits, and expectations of the stakeholders associated with the organization. Conversely, Darwish (2008) explained it as "an organization's adoption of the concept of excellence," which entails meeting the highest standards of quality, attaining the organization's goals, and optimizing coordination, communication, and information flow across different organizational sectors. Abu Shaqra (2021) states that excellence management encompasses all the activities and practices that leverage unique skills, along with financial and material resources to gain a competitive edge and achieve success. This includes encouraging competition among individuals at all levels, affecting public education strategies and policies, and forming community attitudes (Sreenivas, 2014). Characteristics of excellence management include the following: Creativity separates excellence from mastery. It is the catalyst that pushes forward and catches people's attention. Structuring involves standards, boundaries, outlines, and academic leaders who know how to work within this structure without having any influence on the educational process to be able to do so effectively. Self-assessment is a continuous process of internal periodic review that enables the universities to identify weaknesses, assess their impact on performance, and develop strategies for improvement to achieve a competitive advantage. It works as a tool for continuous improvement and development. To foster the organization's chances of accomplishing its objectives, relationship building entails establishing connections with all its stakeholders.

The philosophy of quality is integral to both quality management and excellence management, emphasizing continuous improvement and the satisfaction of both service and material beneficiaries. In terms of differences, leaders are directly connected by their prodifferentiation behavior. Quality management is internally focused, while excellence management encompasses both internal and external factors, involving a group of stakeholders and society. The concept of excellence management requires sophisticated methods of performance evaluation and external comparisons, as well as a direct link to corporate strategy and support for achieving strategic goals; self-assessment in excellence models allows direct comparison with other organizations (Porter & Tanner, 2004).

The key concept of the European Model of Excellence (EFQM) 2010 is achieving balanced results. The distinguished institutions achieve their mission and progress toward their vision by delivering balanced results that meet the needs of stakeholders and achieve both short and long-term goals. Leading these organizations are individuals who can shape their future vision into an achievable reality and act as role models for professional values and ethics. These institutions are managed through a strategically coherent set of processes based on fact-based decision-making principles to achieve sustainable and balanced results. They value their individuals and create an environment that promotes both professional and personal fulfillment in a balanced manner. Excellent institutions seek to create added value through continuous and systematic innovation, using the creativity of partners and collaborators. They aspire to maintain partner relationships and trust to ensure mutual success. By incorporating work ethics, clear values, and high standards of organizational behavior into their work environment, they are able to achieve environmental, social, and economic sustainability (Moradzadeh, 2015).

Excellence Management Approaches: Achieving Excellence Through Leadership

Although the concepts of leadership are diverse, they all share several characteristics, the most important being that leadership is the process by which individuals direct their efforts to achieve organizational goals. Leadership requires more than just supervisory responsibilities and formal

authority, going beyond the traditional concept of authority. It includes the individual's ability to influence others through personal and behavioral attributes. Moreover, it entails a sense of responsibility towards society.

Throughout history, management researchers and historians have been primarily concerned with maximizing the use of human resources, recognizing their crucial role as decision-makers, innovators, and educators. Traditionally, organizations have depended on premium products, advanced technology, and market protection to gain a competitive edge. Nonetheless, human resources have become increasingly crucial in maximizing these advantages (Gamal, 2017). Excellence through strategic management: The process of organizational decision-making is aimed at strengthening the long-term competitiveness of an organization, and can also be seen as "the art of formulating, implementing, and presenting organizational decisions that help the organization achieve its goals." Strategic management goes through four phases. First, the strategic analysis phase involves the study of the internal and external environments to identify role models, weaknesses, opportunities, and threats. Second, the strategic planning phase comprises the integration of four multiple, sequential activities: articulating the organization's mission, objectives, strategic plans, and policies. Third, the implementation phase entails the enactment of the plans and policies developed in the previous phase through various operational programs, financial budgets, and operational procedures. Finally, the strategic oversight phase includes assessing the organization's performance and ensuring that strategic objectives are implemented as planned and corrective actions are taken to correct errors and strengthen effective control of implementation. Strategic management thus provides a distinctive way of predicting and shaping the future using the possibilities offered by a well-rounded system of rational and informed decision-making (Al-Salami, 2014).

Several studies have examined the management of excellence in relation to other variables, such as those of (Al-Hammar & Ibrahim, 2020), which confirmed that all the requirements of Najran University's criteria for excellence management were moderately available. There are no statistically significant differences between individuals in the sample due to gender, specialization, or job variables. However, significant differences are found in the human resources component, particularly in nonleaders' interest in leadership and in the areas of policies, strategies, human resources, and worker satisfaction, which were linked to experience. Al-Sharif & Al-Sahat (2015) study concluded that the degree of importance that met the requirements of implementing the Department of Excellence Entrance at Tabuk University was achieved with a high degree. In addition, Al-Meligy (2016) study showed poor dissemination of a culture of excellence among faculty members, insufficient support from the scientific departments to use democratic dialogue methods with faculty members, and limited use of technological applications to improve Hail University's administrative work.

Almekhlafi (2018) study concluded that the degree to which excellence management standards were applied at King Khalid University was average and met the criteria of leadership, policy and strategy, human resources, administrative processes, worker satisfaction, relationships, and material resources to minimum applicability. Conversely, key performance outcome criteria and user satisfaction with community service did not achieve minimum applicability. Statistically, the scientific degree variable is in favor of associate professorship. Faraj (2023) asserts that all aspects of excellence management have been achieved with low intensity and a narrow scope. This is an important indication of poor interest in excellence management. The study also indicated that human resources were minimized and this needed to focus more on excellence management and the human resources dimension in particular.

The sustainability of human resources is a strategic approach focused on integrating and balancing practices, processes, and institutional activities, and achieving sustainability is reflected in the accurate evaluation of results (Farid & Gomri, 2022). The concept of human resources sustainability is the product of the organization's performance in the economic, social, and environmental dimensions through the four administrative functions of planning, organization, direction, and oversight (Al-Romeedy & Ozbek, 2022). The sustainability of human resources involves achieving the organization's goals with due regard for the rights of future generations (Saadi, 2020). It depends on

outstanding high performance, which ensures that human resources are optimized for the delivery of innovative services, the achievement of leadership in the working environment, and the fulfillment of competitive advantage. In other words, it is to achieve integration, consistency, and a balance between economic sustainability, environmental sustainability, and social sustainability in all the tasks and actions of institutions, taking into account the objectives of all relevant parties (Mahmoud & Al-Romeedy, 2019). Economic sustainability is intended to achieve financial results and benefits while achieving the institution's goals through the effective use of all the institution's resources and to meet the needs of related parties through the provision of value-added services (Al-Sarairah et al., 2020). It guarantees productivity, efficiency, quality, added values, and competitive advantages (Qarra & Qassemi, 2020). Environmental sustainability requires organizations to prioritize resource conservation, avoid negative impacts on the working environment, reduce environmental damage, and, above all, optimize energy and natural resources use to achieve high levels of efficiency (Bulbul & Dabbah, 2022). Social sustainability is the role played by the foundation in achieving the social goals of all internal and external parties, which are represented by beneficiaries, related jihad, local community, clients, and monitoring bodies (Qarra & Qassemi, 2020). Thus, social sustainability focuses on respecting human resources, encouraging and motivating them, safeguarding their rights, and reducing risks in the working environment (Mansour et al., 2021). Among the factors supporting the achievement of human resource sustainability are organizational innovation, organizational flexibility, and organizational prowess (Nasser Al-Din, 2020). The study by Qarra & Qassemi (2020) also confirmed that the interest in human capital within institutions positively supported their sustainable performance. The results of the study by Al-Sarairah et al. (2020) show that high-level strategic agility contributes to a large degree to rapid, flexible, and effective responses to changes in the working environment, increasing the ability of the organization to maintain its human resources. Enterprises' pioneering and proactive approach to innovation helps achieve high levels of human resource sustainability (Ali et al., 2020). Furthermore, the dimensions of HR information systems (quality of information, degree of adaptation, provision and qualification of human capital, improvement of financial performance and quality, and enhancement of HR information systems ethics) contribute positively and significantly to the sustainability of HR institutions (Siraj & Burghada, 2021). A study by Ben-Ato & Qashi (2021) found that the strategic orientation of institutions worked positively and strongly in improving human resource sustainability and performance. The results of a study by Maqameh (2019) explain that the processes of knowledge management (knowledge generation, knowledge storage, knowledge distribution, and knowledge application) greatly assist in sustaining the human resources of institutions. By adopting comprehensive quality practices, promoting a culture of continuous improvement and development, and engaging workers in the implementation of these practices, institutions can accomplish human resources sustainability (Al-Fatawy et al., 2021; Musad, 2021). Genuine leadership and cognitive ability improve the sustainability of human resources (Abu Taeh, 2022). The results of the study by Alouqi (2021) indicated that the adoption of green human resource management practices and the availability of a high degree of environmental knowledge and the behavior of workers with green behaviors led to an improved level of sustainable human resources performance in institutions. Research by Hamada (2020) displayed that institutions' provision of electronic human resources management requirements would lead to human resources sustainability. In addition, an investigation by Al-Tarawnah (2021) exhibited that green human resources management practices such as green recruitment, employment, training and development, performance evaluation, and compensation positively impacted the economic, social, and environmental dimensions of the institutional performance. Abu-Zeid R. & Al-Ramidy B., 2019) found that organizational support and strategic flexibility positively supported the sustainability of human resources in institutions. Among the above, factors supporting the sustainability of institutions' human resources can be identified as they build a pattern of sustainable leadership and foster high levels of innovation (Espino-Rodríguez & Taha, 2022; Zaki & Al-Romeedy, 2019).

Thus, the research problem was represented in the following questions:

What is the level of excellence management and its dimensions at the University of Hail?

What is the level of human resources sustainability and its dimensions at the University of Hail?

Is there a statistically significant correlation between the levels of excellence management and human resources sustainability?

Is there a difference in excellence management and sustainability of human resources depending on the job?

Is there a difference in excellence management and sustainability of human resources depending on the level of advancement?

METHODOLOGY

Research Methodology

The research followed the analytical descriptive approach to provide an accurate and detailed description of excellence management and sustainability of human resources, both quantitatively and qualitatively.

Research Limits

Regarding human limits, the sample of the study consisted of 445 Hail University employees. Geographical limits: The sample was collected from the Kingdom of Saudi Arabia, specifically the city of Hail. Time limits: The field application took place during the first semester of the academic year 2024. Objective limits: The research adhered to the variables derived from the theoretical framework and previous studies, which determined excellence management and sustainability of human resources.

Research Tools

General Data Form

The form includes a set of data aligning with the objectives of the study including job role (leadership, academic, or management) and educational level (Bachelor's, Master's, or Doctorate).

Excellence Management Scale

The scale was aimed at determining the level of excellence management from the point of view of its employees, regardless of their jobs and educational levels. The questionnaire consisted of 89 items, divided into five dimensions. The first dimension was leadership including 20 paragraphs. The maximum score for this dimension was 20 x 3 = 60 degrees, and the minimum score was 20 x 1 = 20, divided into three levels. The low level was less than 50%; maximum grade was less than 30 degrees; the medium level was 50% to less than 70%; maximum grade was 30 degrees to less than 42 degrees; the high level was 70% or more; and maximum grade was 42 degrees or more. The second dimension covered policies and strategies consisting of 18 items. The maximum score for this dimension was 18 x 3 = 54 points and the minimum score was 18 x 1 = 18. It was divided into three levels where the low level was less than 50% the upper class was less than 27 degrees, the medium level was 50% to less than 70%, the upper class was 27 degrees below 38 degrees, the high level was 70% and more), and the upper class was 38 degrees and more. The third dimension was human resources management comprising 18 items. The maximum score for this dimension was 18 x 3 = 54 degrees and the minimum score was 18 x 1 = 18, divided into three levels: a low level (less than 50%) of Great Class (less than 27 degrees), a medium level (50% to less than 70%) of Great Class (27 degrees to less than 38 degrees), and a high level (70% or more) of Great Class (38 degrees and more). The fourth dimension was partnerships entailing 16 items. The maximum score for this dimension was 16 x 3 = 48 degrees and the minimum score was 16 x 1 = 16, divided into three levels: Low level (less than 50%) of Great Class (less than 24 degrees), medium level (50% to less than 70%) of Great Class (24 degrees to less than 34 degrees), and high level (70% or more) of Great Class (34 degrees and more). The fifth dimension was a process comprising 17 items. The maximum score for this dimension was 17 × 3 = 51 degrees, and the minimum score was 17 × 1 = 17, divided into three levels: Low level (less than 50%) of Great Class (less than 26 degrees), medium level (50% to less than 70%)

of Great Class (26 degrees to less than 36 degrees), and high level (70% or more) of Great Class (36 degrees or more).

Sustainability of Human Resources Scale

The scale was aimed at revealing the level of sustainability of human resources from the point of view of its employees. The scale consisted of 46 phrases distributed on three dimensions. The first dimension was social sustainability composed of 14 items. The maximum score for this dimension was 14 x 3 = 42 degrees and the minimum score was 14 x 1 = 14, divided into three levels: Low level (less than 50%) of Magna Grade (less than 21 degrees), medium level (50% to less than 70 percent) of Magna Grade (21 degrees less than 29 degrees), and high level (70% or more) of Magna Grade (29 degrees and more). The second dimension was environmental sustainability including 14 items. The maximum score for this dimension was 14 x 3 = 42 degrees and the minimum score was 14 x 1 = 14, divided into three levels: Low level (less than 50%) of Magna Grade (less than 21 degrees), medium level (50% to less than 70 percent) of Magna Grade (21 degrees less than 29 degrees), and high level (70% or more) of Magna Grade (29 degrees and more). The third dimension was economic sustainability consisting of 18 items. The maximum score for this dimension was 18 x 3 = 54 degrees and the minimum score was 18 x 1 = 18, divided into three levels: Low level (less than 50%) of Magna Grade (less than 27 degrees), medium level (50% to less than 70 percent) of Magna Grade (27 degrees less than 38 degrees), and high level (70% or more) of Magna Grade (38 degrees and more).

Validity

Research tools were validated using structural and internal consistency validity. Pearson's correlation coefficients were calculated between each paragraph's grade and dimension. This showed a positive correlation at a significant level of 0.01 between the paragraphs of each dimension and the overall degree of distance for the excellence management and the human resources sustainability scales. This shows the veracity of the tools.

Reliability

The reliability of the tools was calculated using Cronbach's alpha method for the excellence management and the human resources sustainability scales. This was done by calculating the alpha coefficient for each dimension of the scale as well asfor the scale as a whole. The value of Cronbach's alpha coefficient for the excellence management scale was 0.974, whereas that for the human resources sustainability scale was 0.982.

Tools Correction

Tools were corrected according to tripartite estimation, where respondents selected one of the three options (always, sometimes, or rarely) in each statement of the questionnaire. The responses were assigned values of 3, 2, and 1, respectively.

Statistical Analysis

To answer the research questions, the data were processed statistically using the statistical program SPSS version 23, and the following statistical methods were used: Cronbach's alpha laboratories, Pearson's correlation coefficient, *t*-test, one-way analysis of variance (ANOVA), and Scheffé test.

RESULTS AND DISCUSSION

The Level of Excellence Management and Its Dimensions at the University of Hail

The level of excellence management at Hail University and its dimensions (leadership, policy and strategies, human resources management, partnerships, and processes) was found to be moderately achieved, with an average of 161.95 and a standard deviation of 12.31 (Table 1). The most common percentage of the study sample was rated at the intermediate level of 52.58, 53.70, 50.56, 48.53, 51.91, and 53.48, respectively (Fig. 1). This finding is consistent with the results of (Abu Shaqra, 2021; Al-Hammar & Ibrahim, 2020; Almekhlafi, 2018) that the application of standards for excellence management was achieved moderately, as were all its dimensions (leadership, policies and

strategies, human resources management, partnerships, and operations). On the contrary, it disagrees with research by Al-Meligy (2016), which highlights the poor dissemination of the culture of excellence among teaching staff. This is because the university may apply standards of excellence management but lacks advertising and disseminating its principles. It also contrasts with the findings of (Al-Sharif & Al-Sahat, 2015), who reported a high level of achievement in standards for excellence management. This discrepancy may be attributed to the differences in university leadership styles.

Table 1: The level of excellence management and its dimensions at the University of Hail

	Low		Medium		High		Std. deviation	Mean
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
Leadership	81	18.20	239	53.70	125	28.08	4.16	33.68
Policies and strategies	121	27.19	225	50.56	99	22.25	3.26	34.73
Human resources management	109	24.49	216	48.53	120	26.96	5.05	32.86
Partnerships	116	26.06	231	51.91	98	22.02	3.58	30.74
Processes	95	21.34	238	53.48	112	25.17	3.86	30.94
Excellence management	101	22.69	234	52.58	110	24.72	12.31	161.95

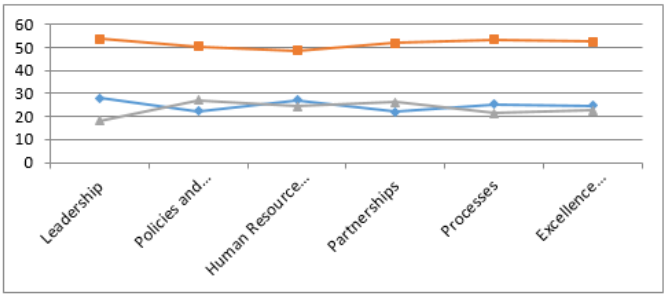

Fig. 1: The level of excellence management and its dimensions at the University of Hail

The Level of Human Resources Sustainability and Its Dimensions at the University of Hail

The level of human resources sustainability and its dimensions at Hail University (social sustainability, environmental sustainability, and economic sustainability) was found to be achieved in a moderate range, with an average capacity of 100.53 and a standard deviation of 7.64. The most common percentage of the study sample was assessed at the intermediate level of 49.89, 51.68, 53.03, and 48.99, respectively (Table 2, Fig. 2).

Table 2: The level of human resources sustainability and its dimensions at the University of Hail

	Low		Medium		High		Std. deviation	Mean
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
Social sustainability	97	21.79	230	51.68	118	26.52	2.96	30.09
Environmental sustainability	95	21.34	236	53.03	114	25.62	2.96	30.54
Economic sustainability	109	24.49	218	48.99	118	26.51	3.51	39.88
Sustainability of human resources	107	24.04	222	49.89	116	26.06	7.64	100.53

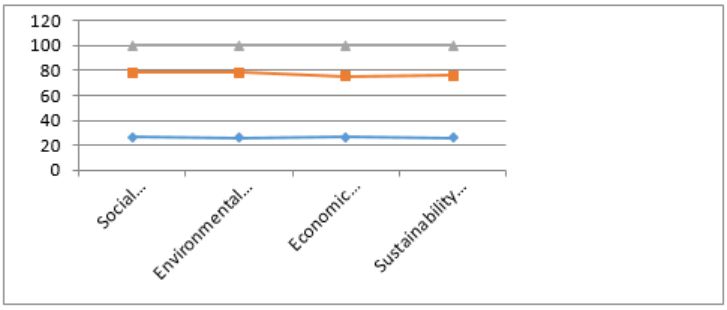

Fig. 2: The level of human resources sustainability and its dimensions at the University of Hail

The Correlation between the Excellence Management and the Human Resources Sustainability

A significant positive correlation ($p < 0.01$) was observed between the level of excellence management (e.g., leadership, policies and strategies, human resources management, partnerships, and processes) and level of human resources sustainability (e.g., social sustainability, environmental sustainability, and economic sustainability) at Hail University, as perceived by its employees. That is, the higher the level of excellence management (leadership, policies and strategies, human resources management, partnerships, and processes), the higher the level of human resources sustainability (social sustainability, environmental sustainability, and economic sustainability) (Table 3). This finding is in line with the findings of previous studies that have shown the relevance of modern management approaches to human resources sustainability, including the effectiveness of strategic leadership in achieving human resources sustainability, particularly organizational innovation, organizational flexibility, and organizational ingenuity (Nasser Al-Din, 2020). A study by Qarra & Qassemi (2020) displayed that interest in human capital within institutions positively supported sustainable performance. A study by Ali et al. (2020) illustrated that enterprises' pioneering innovation and proactively helped achieve high levels of human resource sustainability. Moreover, a study by Ben-Ato & Qashi (2021) found that the strategic orientation of institutions worked positively and strongly in improving human resource sustainability and performance.

Table 3: The correlation between excellence management and human resources sustainability.

	Leadership	Policies and strategies	Human resources management	Partnerships	Processes	Excellence management
Social sustainability	0.838**	0.856**	0.844**	0.979**	0.955**	0.881**
Environmental sustainability	0.822**	0.804**	0.830**	0.933**	0.886**	0.919**
Economic sustainability	0.880**	0.851**	0.868**	0.956**	0.875**	0.953**
Sustainability of human resources	0.868**	0.857**	0.868**	0.977**	0.923**	0.966**

The Difference in Excellence Management and Sustainability of Human Resources according to the Job

The Difference in Excellence Management according to the Job

Statistically significant differences were noticed in Hail University employees' assessments of excellence management (leadership, policies and strategies, human resources management, partnerships, and processes) across divergent job roles. The F percentage results were 6.959, 10.285, 6.176, 4.320, 7,505, and 3.589, respectively, which were higher than the table value. This means that the job has contributed to the disparity in the overall attribute assessment of excellence management and its dimensions (leadership, policies and strategies, human resources management, partnerships, and processes) (Table 4). A Scheffé test comparing averages to find trend variance was applied.

Results showed that leaders had the highest evaluation of excellence management and its dimensions (leadership, policies and strategies, human resources management, partnerships, operations), followed by academics, and finally management. Their average scores in the management of excellence as a whole were 176.40, 162.40, and 147.07. Their average leadership scores were 37.21, 34.35, and 29.50. Their average scores on policies and strategies were 36.74, 33.60, and 30.84. Their average scores in human resources management were 35.32, 33.53, and 29.73. Their average partnership scores were 34.01, 30.20, and 28. Their process scores averaged 33.10, 30.71, and 29. This finding is consistent with a study by Al-Hammar & Ibrahim (2020) on the presence of variability of leadership in the HR axis.

Table 4: The difference in excellence management depending on the job

		Sum of squares	Mean square	F	Sig.
Leadership	Between groups	1192.787	596.394	10.285	0.001
	Within groups	8524.153	57.987		
	Total	9716.940			
Policies and strategies	Between groups	770.619	385.309	6.176	0.01
	Within groups	9171.121	62.389		
	Total	9941.740			
Human resources management	Between groups	618.382	309.191	4.320	0.05
	Within groups	10521.758	71.577		
	Total	11140.140			
Partnerships	Between groups	877.306	438.653	7.505	0.001
	Within groups	8592.187	58.450		
	Total	9469.493			
Processes	Between groups	388.559	194.280	3.589	0.05
	Within groups	7956.434	54.125		
	Total	8344.993			
Excellence management	Between groups	18258.156	9129.078	6.959	0.001
		192843.684	1311.862		
		211101.840			

The Difference in Sustainability of Human Resources Based on the Job

Ha'il employees' assessments of human resources sustainability levels varied significantly (social sustainability, environmental sustainability, and economic sustainability) by job role, as indicated by the F percentages of 18.183, 26.125, 18.927, and 12.704, respectively. This means that the job has contributed to the disparity in the overall attribute assessment of human resources sustainability and its dimensions (social sustainability, environmental sustainability, and economic sustainability). A Scheffé test was applied to compare averages to find the trend of variability. The findings revealed that leaders had the highest assessment of human resources sustainability and its dimensions (social sustainability, environmental sustainability, and economic sustainability), followed by academics, and finally management, with their average scores on human resources sustainability as a whole (118.45, 96.60, and 86.53). Their average scores in social sustainability were 36.39, 28.55, and 25.34. Their average scores in environmental sustainability were 36.20, 29.46, and 25.96. Their average scores in economic sustainability were 45.86, 38.57, and 35.23 (Table 5).

Table 5: The difference in sustainability of human resources depending on the job

		Sum of squares	Mean square	F	Sig.
Social sustainability	Between groups	3206.762	1603.381	26.125	0.001
	Within groups	9021.831	61.373		
	Total	12228.593			
	Between groups	2607.272	1303.636	18.927	0.001

Environmental sustainability	Within groups Total	10124.921 12732.193	68.877		
Economic sustainability	Between groups Within groups Total	2891.772 16731.062 19622.833	1445.886 113.817	12.704	0.001
Sustainability of human resources	Between groups	26059.977 101812.856 127872.833	13029.988 692.604	18.813	0.001

The Difference in Excellence Management and Sustainability of Human Resources Based on the Education Level

The Difference in Excellence Management Based on the Education Level

A statistically significant difference was noticed among Hail employees' average scores in the excellence management dimensions (leadership, policies, and strategies) according to their level of education. The F percentage expressed in these differences was 4.252 and 6.521, respectively. This means that the education level of Hail University officials significantly contributed to the disparities in their evaluations of excellence management dimensions (leadership, policies, and strategies). A Scheffé test was applied to compare averages to find trend variance, which displayed that PhD holders had the highest assessment of the level of excellence management dimensions (leadership, policies, and strategies), followed by Master's, and finally Bachelor's. Their average leadership scores were 35.02, 31.79, and 30.25. Their average scores on policies and strategies were 38.94, 34.33, and 33.01. This finding corroborates a study by Almekhlafi (2018), who found statistically significant differences attributable to the degree variable. No statistical difference was discovered between the average scores of the Ha'il employees in their assessment of the level of excellence management and its dimensions (human resources management, partnerships, and processes) according to their educational level. The calculated F percentages (2.335, 0.316, 1.461, and 0.852, respectively) are all below the critical ones (Table 6). This means that the level of education of Hail University employees did not contribute to discrepancies in their assessment of the level of excellence management dimensions (human resources management, partnerships, and operations).

Table 6: The difference in excellence management depending on the education level

		Sum of squares	**Mean square**	**F**	**Sig.**
Leadership	Between groups Within groups Total	517.856 8951.637 9469.493	258.928 60.895	4.252	0.05
Policies and strategies	Between groups Within groups Total	810.206 9131.534 9941.740	405.103 62.119	6.521	0.01
Human resources management	Between groups Within groups Total	47.709 11092.431 11140.140	23.854 75.459	0.316	0.729
Partnerships	Between groups Within groups Total	189.436 9527.504 9716.940	94.718 64.813	1.461	0.235
Processes	Between groups Within groups Total	95.577 8249.417 8344.993	47.788 56.118	0.852	0.429
Excellence management	Between groups	6499.204 204602.636 211101.840	3249.602 1391.855	2.335	0.100

The Difference in Sustainability of Human Resources Based on the Education Level

A statistically significant difference was discovered among the average scores of the Ha'il employees' assessment of the level and dimensions of human resources sustainability (social sustainability, environmental sustainability, and economic sustainability) according to their level of education. The F percentages are 4.750, 5.987, 5.364, and 3.336, respectively, which are higher than those from the table. This means that the educational level of Hail University employees contributed to the disparity in their assessment of human resources sustainability levels and dimensions (social sustainability, environmental sustainability, and economic sustainability) (Table 7). A Scheffé test was applied to compare averages to find the trend of variability, which demonstrated that PhD holders had the highest assessment of human resources sustainability levels and dimensions (social sustainability, environmental sustainability, and economic sustainability), followed by MSc, with their average scores in human resources sustainability as a whole (119.44, 104.27, and 101.30). Their average scores in social sustainability were 36.61, 31.45, and 30.35. Their average scores in environmental sustainability were 36.58, 32.27, and 30.41. Their average scores in economic sustainability were 46.23, 40.54, and 40.52.

Table 7: The difference in the sustainability of human resources depending on the education level

		Sum of squares	Mean square	F	Sig.
Social sustainability	Between groups	921.118	460.559	5.987	0.01
	Within groups	11307.475	76.922		
	Total	12228.593			
Environmental sustainability	Between groups	866.008	433.004	5.364	0.01
	Within groups	11866.185	80.722		
	Total	12732.193			
Economic sustainability	Between groups	851.931	425.966	3.336	0.05
	Within groups	18770.902	127.693		
	Total	19622.833			
Sustainability of human resources	Between groups	7762.457	3881.229	4.750	0.01
		120110.376	817.077		
		127872.833			

CONCLUSION

Higher education institutions are among the first institutions facing many significant changes and challenges due to the rapid development in various scientific fields and modern communication technologies. Therefore, higher education at its institutions cannot achieve its goals unless its programs and graduates are able to meet the evolving demands of the labor market. All studies and research have confirmed that universities play a crucial role in the construction and development of societies. However, the actual implementation of modern administrative approaches is slow, due to a combination of internal factors related to the universities themselves, their systems, and programs, as well as external factors influenced by the political, economic, social, and cultural conditions of the society. Consequently, the focus on improving the performance of universities through the implementation of excellence management has become a crucial need to achieving higher performance. The main findings of the research were that Hail University demonstrated moderate levels of excellence management and human resources sustainability with an average capacity of 161.95 and 100.53 and a standard deviation of 12.31 and 7.64, respectively. There was also a positive, statistically significant correlation ($p < 0.001$) between the levels of excellence management and human resources sustainability. Statistical differences were observed in the levels of excellence management and human resources sustainability across distinct functions, while no statistical variations were found in the levels of excellence management based on the level of education. A statistical difference was marked in the level of human resources sustainability based on the level of education.

Recommendations

In light of the results of the research, the following can be recommended: Activating excellence management trends in higher education institutions given their achievement to a moderate degree, emphasizing the improvement of the level of sustainability of human resources in order to preserve the rights of future generations, improving the mental image of university employees and announcing trends and requirements, and preparing guidance models to achieve the sustainability of human resources in higher education institutions.

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