

The Impact of e-HRM Practices on Achieving Academic Accreditation: A case Study of Nawroz University

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Abstract: This study aimed to explore the role of Electronic Human Resource Management (e-HRM) practices—encompassing five core dimensions: e-recruitment, e-selection, e-learning, e-compensation, and e-performance appraisal—in achieving academic accreditation criteria within private higher education institutions. To fulfill the study objectives, a descriptive-analytical methodology was adopted through an exploratory survey of the perspectives of administrative and academic leaders at Nawroz Private University in Duhok City. Accordingly, the study formulated a number of hypotheses to measure the correlation and impact between the two research variables at the level of the investigated community.

A conceptual framework was developed to illustrate the correlation and impact relationships between the study variables, relying on a set of hypotheses that were empirically tested among the administrative leaders at Nawroz University. The questionnaire was utilized as the primary tool for data collection from the surveyed sample, which consisted of (48) valid questionnaires, employing a number of statistical methods for data analysis.

The study yielded several key conclusions, most notably that the implementation of digital HR systems has a significant positive impact on enhancing organizational efficiency, mitigating bureaucratic red tape, and streamlining the generation of self-study reports by providing accurate, real-time data that satisfies accreditation and quality mandates. Furthermore, it plays a vital role in fostering the professional and psychological integration of academic leaders. Based on these insights, the study offered several recommendations, primary among which is the need for senior administrations in the investigated universities to intensify their focus on automating HR functions, engage academic leaders in vital decision-making to reduce role ambiguity, and adopt flexible policies that cultivate a sustainable culture of continuous institutional improvement.

Keywords: Electronic Human Resource Management (e-HRM), Academic Accreditation, Organizational Efficiency, Nawroz Private University.

1. Introduction

In the rapidly evolving landscape of higher education, institutions are increasingly pressured to demonstrate excellence through rigorous academic accreditation criteria. Accreditation serves as a vital quality assurance mechanism, signaling to stakeholders that a higher education institution meets specific standards of educational, academic, and administrative performance. Central to meeting these standards is the effective management of human capital—represented by academic leaders, faculty, and staff who drive the institutional mission. As digital transformation reshapes organizational structures, Electronic Human Resource Management (e-HRM) has emerged as a critical strategic tool for universities seeking to streamline their paths toward national and international accreditation.

e-HRM is defined as the integration and application of information technology to provide HR services that are both efficient and strategic. Unlike traditional, paper-based HR practices, an integrated e-HRM ecosystem offers a



centralized digital platform for managing personnel data through distinct core dimensions, namely: e-recruitment, e-selection, e-learning, e-compensation, and e-performance appraisal. In the context of academic accreditation, these systems are not merely administrative conveniences; they are essential for maintaining the high data accuracy, agility, and transparency required by accrediting bodies to evaluate institutional strategy and outcomes.

The implementation of these digital HR configurations directly drives the fulfillment of accreditation criteria by optimizing organizational efficiency, mitigating bureaucratic red tape, and allowing administrative units to focus on strategic planning. Furthermore, e-HRM systems secure data integrity through real-time information retrieval that simplifies self-study documentation, while simultaneously enhancing human resource flexibility and fostering the professional and psychological integration of academic leaders within a culture of quality awareness and meritocracy.

However, transitioning to a digital HR framework involves navigating complex sociotechnical dynamics. Institutions frequently face hurdles related to technological infrastructure, role ambiguity, data security, and cultural resistance to change among personnel. Therefore, understanding the interplay between these digital systems and the administrative environment of a university is paramount for successful implementation.

While theoretical frameworks underscore the promising potential of e-HRM, there remains a critical need for localized empirical evidence within developing private higher education sectors. To address this gap, this research explores the multifaceted role of electronic human resource management practices in achieving academic accreditation criteria. Specifically, this study provides an empirical investigation into the perspectives of administrative and academic leaders at Nawroz Private University in Duhok City, evaluating how digital HR configurations can be optimized not only to satisfy the bureaucratic mandates of accreditation but also to foster a sustainable culture of continuous institutional improvement.

2. Research Methodology

1. Statement of the Problem

In the digital era, higher education institutions are undergoing a radical paradigm shift toward adopting modern technologies in human resource management. Recent academic literature underscores that higher education institutions are evolving toward a new institutional model known as the "Digital University." This transformation entails not only the adoption of novel technologies but also the development of an organizational strategic transformation encompassing information, processes, and human dimensions. This digital shift forces universities to re-evaluate traditional human resource management systems and transition toward advanced electronic Human Resource Management (e-HRM) systems to keep pace with contemporary technological advancements and elevate both academic and administrative performance.

Despite growing academic interest in e-HRM, the scientific literature reveals a significant knowledge gap in understanding the complementary relationship between implementing e-HRM systems and achieving academic accreditation standards in higher education institutions. Recent studies in the field of e-HRM focus primarily on the organizational configuration for institutional success while incorporating employee outcomes as contextual variables. However, they fail to adequately address how these systems influence academic quality and accreditation benchmarks. This scarcity of empirical research poses a substantial challenge for academic leadership when making informed decisions regarding technological investments in human resource management.

Private universities in the Kurdistan Region of Iraq, specifically within the Duhok Governorate, face compounded challenges in achieving academic accreditation. These challenges stem from volatile economic and political conditions, alongside intensifying competition in the private higher education market. Higher education institutions are undergoing digital transformation to meet the evolving expectations and needs of students and faculty members. This requires these universities to develop innovative strategies for managing their human resources electronically, thereby ensuring the preservation of educational and scientific research quality. The lack of specialized studies addressing this specific regional context constitutes a major barrier to developing actionable models applicable to the local academic environment.

Based on the foregoing, the primary research problem lies in the urgent need to develop a profound and systematic understanding of the role e-HRM plays in enhancing academic accreditation, particularly from the perspective of faculty members, given they are the pivotal element in the educational and research process. The shortage of exploratory studies examining faculty insights and experiences regarding the efficacy of e-HRM systems in improving the academic work environment—and its subsequent impact on teaching and research performance quality—represents a scientific gap that warrants empirical investigation. Consequently, this study seeks to bridge this

gap by providing a comprehensive scholarly analysis that links technological and academic variables within the context of private universities in Duhok, aiming to offer practical recommendations for developing e-HRM systems that serve academic accreditation goals.

Accordingly, the research problem can be formulated through the following questions:

Question 1: Do the perceptions of the surveyed sample align regarding the current study variables, namely electronic Human Resource Management (e-HRM) and academic accreditation?

Question 2: Which of the variables adopted in the current study receives greater emphasis by the study sample?

Question 3: Is there a statistically significant correlation between the primary study variables and their respective dimensions?

Question 4: Is there a statistically significant impact of the primary study variables on their respective dimensions?

2. Significance of the Study

The theoretical and scientific significance of this study lies in bridging the existing knowledge gap in academic literature regarding the complementary relationship between electronic Human Resource Management (e-HRM) and academic accreditation. This is achieved through the following:

1. Providing an integrated theoretical framework that links digital transformation with academic quality within higher education institutions.
2. Contributing to the development of rigorous, validated scientific measurement instruments to evaluate the efficacy of e-HRM systems in the academic context, thereby offering a methodical model applicable and generalizable to universities in developing environments.
3. Delivering documented empirical evidence that supports academic leadership in making well-informed decisions concerning technological investments, and contributing to the development of digital transformation strategies that enhance the competitive advantage of private universities.
4. Contributing to building local research capacities in the Kurdistan Region of Iraq and providing a knowledge base that supports the development of the private higher education sector in accordance with international standards for quality and academic accreditation.

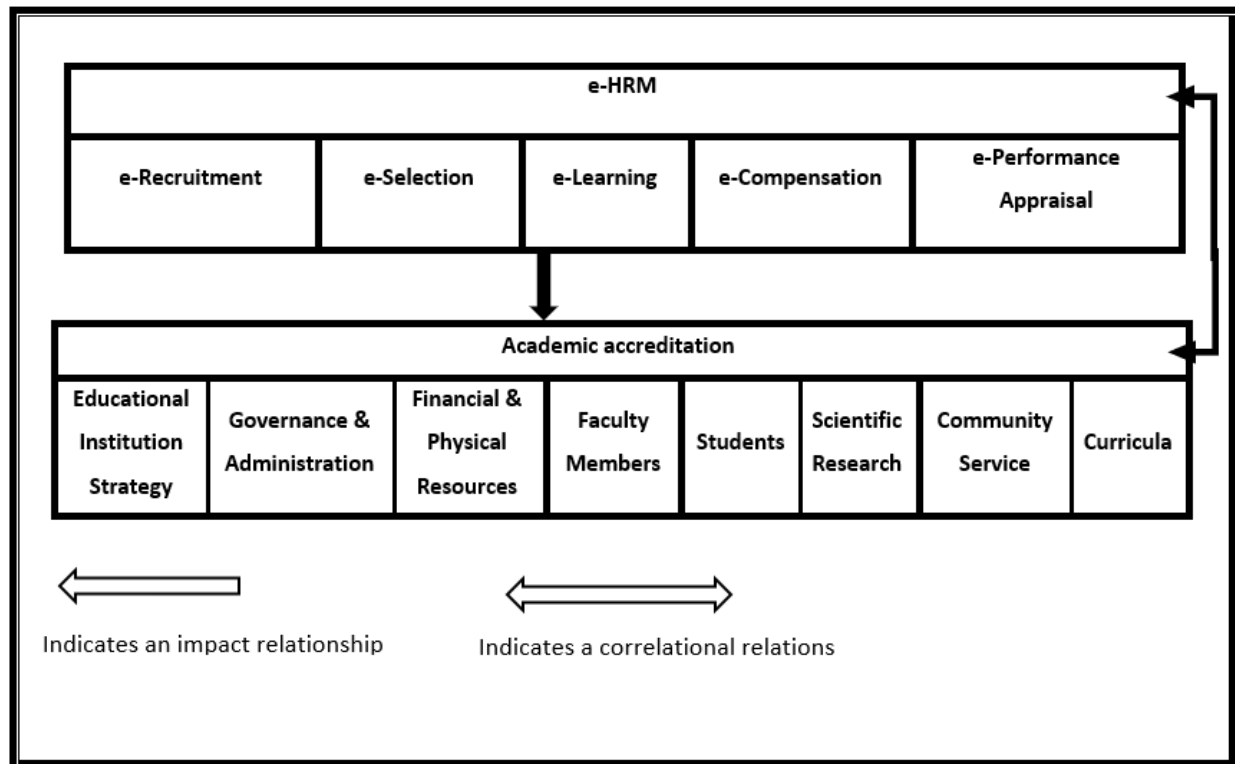
3. Objectives of the Study

1. To determine the level of implementation of electronic Human Resource Management (e-HRM) systems in the investigated private universities by analyzing the current status of these systems.
2. To measure the level of academic accreditation in private universities within the city of Duhok, in accordance with locally and internationally approved quality standards.
3. To diagnose the strengths and weaknesses of currently implemented e-HRM systems, as well as the challenges hindering their application in the academic environment.
4. To analyze the nature of the correlational relationship between the components of electronic Human Resource Management (e-recruitment, e-selection, e-learning, e-compensation, e-performance appraisal) and academic accreditation indicators.
5. To examine the effect of demographic variables (academic rank, years of experience, specialization, age) on faculty members' attitudes toward e-HRM systems and academic accreditation.
6. To analyze the statistical differences in the implementation level of e-HRM and the level of academic accreditation among the various private universities in Duhok.

4. Conceptual Framework of the Study

A conceptual framework has been developed to illustrate the theoretical linkages between the study variables. This model incorporates two primary variables, which is crucial for a methodical treatment of the research problem in light of its theoretical background and empirical findings. The first variable represents the independent variable, conceptualized as electronic Human Resource Management (e-HRM) practices, which include: e-recruitment, e-

selection, e-learning, e-compensation, and e-performance appraisal. The second variable represents the dependent variable, conceptualized as academic accreditation, which in turn comprises eight dimensions: educational institution strategy, governance and administration, financial and physical resources, faculty members, students, scientific research, community service, and curricula. Figure (1) illustrates the conceptual framework of the study:



Source: Prepared by researchers.

5. Research Hypotheses

To fulfill the research requirements, a set of primary and sub-hypotheses has been formulated based on the conceptual framework, as follows:

The First Primary Hypothesis: There is no statistically significant difference in the perceptions of the study sample regarding the description of the primary study variables and their dimensions.

The Second Primary Hypothesis: The ordinal importance of the primary study variables and their dimensions does not significantly differ based on the nature of reliance upon them by private sector universities.

The Third Primary Hypothesis: There is no statistically significant correlation between electronic Human Resource Management (e-HRM) and academic accreditation.

Sub-hypotheses: There are no statistically significant correlations between the individual dimensions of e-HRM and academic accreditation.

The Fourth Primary Hypothesis: There is no statistically significant impact of electronic Human Resource Management (e-HRM) on academic accreditation.

Sub-hypotheses: There are no statistically significant impacts of the individual dimensions of e-HRM on academic accreditation.

6. Rationale for Sample Selection

The underlying justifications for selecting the current research topics stem from the researcher's subjective interest in investigating these specific areas, alongside the selection of private universities within the Duhok Governorate. This selection responds to the Kurdistan Regional Government's (KRG) continuous efforts to align with advanced global universities and upgrade the services offered by private higher education institutions to citizens through a robust and resilient digital electronic infrastructure and agile administrative operations. This context motivated the researchers to explore the linkages between the study's primary variables—namely electronic Human Resource Management (e-HRM) and academic accreditation—and to conduct this empirical study within private universities in the Duhok Governorate.

Furthermore, another driving factor behind choosing these topics is the researcher's observation regarding the scarcity of academic literature—within the limits of the researcher's knowledge—that addresses these specific areas across Iraqi universities in general, and Kurdistan Region universities in particular. Similarly, there is a pronounced dearth of empirical research at the broader Arab world level that investigates the relationship between these contemporary variables.

7. Scope of the Study

The current study examines the impact of electronic Human Resource Management (e-HRM) on academic accreditation under the title: *(The Role of Electronic Human Resource Management in Enhancing Academic Accreditation: An Exploratory Study of Faculty Perceptions at Private Universities in Duhok Governorate)*. Accordingly, the scope of the study is delineated as follows:

1. Subject Scope: The primary and sub-variables of the study are defined by the following thematic boundaries:

- Electronic Human Resource Management (e-HRM): Operationalized through e-recruitment, e-selection, e-learning, e-compensation, and e-performance appraisal.
- Academic Accreditation Dimensions: Operationalized through educational institution strategy, governance and administration, financial and physical resources, faculty members, students, scientific research, community service, and curricula.

2. Temporal Scope: The timeframe of this study spans the period between (2025–2026).

3. Spatial Scope: The geographic and institutional boundaries encompass a number of private universities operating within the Duhok Governorate.

4. Human Scope: The human population is specifically limited to the perceptions and responses of a surveyed sample of faculty members across the selected private universities in the Duhok Governorate.

8. Statistical Analysis Methods

For the empirical phase, the researcher relied on a set of statistical methods necessary to accomplish the study's objectives utilizing the Statistical Package for the Social Sciences (SPSS), categorized as follows:

1. Reliability and Validity Testing: Guttman's split-half coefficient and Cronbach's Alpha were utilized to measure the internal consistency, reliability, and validity of the questionnaire instrument. Additionally, an internal consistency test was conducted using Spearman's rank correlation coefficient to assess the inter-item correlations within the questionnaire.

2. Descriptive Statistics: Descriptive metrics—including frequencies, percentages, arithmetic means, standard deviations, and coefficients of variation—were employed to describe the characteristics of the study sample and analyze its variables.

3. Testing Correlational Hypotheses: Simple and multiple Spearman correlation coefficients were used to determine the existence and strength of correlational relationships between the study variables.

4. Testing Direct Impact Hypotheses: Simple and multiple linear regression analyses were conducted to evaluate the causal and direct impact relationships among the current study variables.

3. Theoretical Framework

1. Electronic Human Resources Management (E-HRM):

Human resources management plays a crucial role in business success by ensuring the effective organization and management of human capital to achieve company objectives. To enhance employee performance and contribute to overall organizational goals, HR departments must continuously seek innovative solutions, such as the implementation of new technologies, to improve the quality of the existing workforce (Mishel & Oloan Situmorang, 2024: 73).

Electronic human resources provide opportunities for both managers and employees to control the relationship between management and employees. This is due to the potential of information technology in designing human resources tools that cannot be achieved through the services provided by information technology. Furthermore, information technology and human resource management play a significant role in professional development, organizational change, innovation, increased participation, efficiency, cost-effectiveness, and increased cohesion and compatibility. Additionally, such organizations can achieve human development (Thite, 2019: 52-53).

The term Electronic Human Resources (e-HR) first emerged in the 1990s, coinciding with the rise of e-commerce and its increasing influence on the business world. As further noted by (Shaumya & Arulrajah, 2018:33), the term Electronic Human Resource Management (e-HRM) refers to the utilization of technology and web-based technologies in the management of human resources.

It represents a modern approach in human resource management that primarily leverages information and communication technologies (ICT) to enhance HR processes within organizations. This approach encompasses the full utilization of electronic tools and technologies for collecting and analyzing employee data, facilitating recruitment and performance management processes, and streamlining administrative operations (Naji & Amanah, 2024: 96).

(Hosseini & Nematollahi, 2014:1814) indicated that e-HRM is an extension of the Human Resource Information System responsible for handling both traditional and strategic HR tasks. Therefore, the implementation of the new e-HRM system will lead to the optimal performance of HR functions within organizations. The organization will have comprehensive information about individual employees through the use of e-HRM. Furthermore, employees can access their records and documents for use and even update them if necessary. The advantages of e-HRM are as follows:

1. Access to comprehensive and practical information about all employees, which is provided by the employees themselves.
2. Employee awareness of the types of information the organization can access about them.
3. Clarity of employees' positions within the organization.
4. Assisting management in the decision-making process.

1.1 Types of Electronic Human Resources Management (E-HRM):

Electronic Human Resource Management (E-HRM) has been conceptualized across several types (Tavakoli et al., 2015: 181). These include:

1. E-HRM Operations: which automates fundamental HR administrative functions like payroll and employee data management.
2. Relational E-HRM: which employs technology to facilitate core HR functions such as recruitment, selection, training, performance appraisal, and reward systems.
3. Transformational E-HRM: which focuses on utilizing technology to support organizational change and strategic objectives.

The adoption of E-HRM offers considerable benefits to organizations. Tabiu and Nura (2021) suggest that E-HRM enhances information accessibility for employees regarding their roles, personal data, compensation, performance management, training, and recruitment. Moreover, it has the potential to improve service quality and foster a more skilled and engaged workforce.

1.2 Current Practices and Future Trends in e-HRM

The rapid advancement of technology has spurred the development of a wide array of e-HRM tools and platforms designed to support various HR functions (Parry & Tyson, 2011: 336). These tools and platforms have enabled the implementation of several contemporary e-HRM practices, including:

1.2.1 Cloud-based HR systems

The shift to cloud computing has transformed HR data management, offering organizations increased flexibility, scalability, and security. Despite the advantages of e-HRM, organizations must address associated risks, particularly regarding data privacy and security. Protecting sensitive employee data through strong security measures is critical. Moreover, organizations have a responsibility to prevent technology from exacerbating existing inequalities or creating new ones related to information access and digital skills. This requires promoting digital inclusion and ensuring all employees have equal access to e-HRM resources and training (Troshani, *et al.*, 2011).

1.2.2 Mobile HR applications

Widespread mobile device usage has broadened access to HR information for both HR staff and employees. Effective e-HRM implementation requires a strategic approach, aligning initiatives with organizational goals and HR strategy. This involves prioritizing projects based on their potential to positively impact employee experience and organizational outcomes, with corresponding resource allocation. Crucially, stakeholder involvement, including HR, IT, and employees, is essential for successful implementation and collaboration (Hussain, *et al.*, 2018).

1.2.3 Data analytics

Data analytics has become essential for organizations seeking to optimize HRM strategies. By leveraging data analytics, organizations gain valuable insights into employee performance, engagement, and retention, empowering data-driven decision-making for enhanced organizational success. Analyzing employee data reveals opportunities to improve satisfaction, productivity, and work culture. Furthermore, data analytics allows for proactive identification and mitigation of issues like high turnover and disengagement. As a result, data-driven decision-making is now integral to modern HRM, enabling organizations to maintain competitiveness in a dynamic business environment (Marler & Boudreau, 2017).

1.2.4 Artificial intelligence (AI) and machine learning (ML)

The integration of artificial intelligence (AI) and machine learning (ML) has fundamentally reshaped electronic human resource management (e-HRM) systems, significantly altering the execution of HRM functions. The incorporation of these advanced technologies within e-HRM platforms has facilitated the automation of routine tasks, thereby enabling HR professionals to prioritize strategic and value-generating activities. Utilizing AI and ML algorithms, these systems effectively discern patterns within employee data, yielding crucial insights for the optimization of talent acquisition, performance management, and workforce planning. Moreover, these technologies facilitate predictive analytics, empowering organizations to forecast trends and implement data-informed decisions that enhance employee engagement, mitigate attrition, and ultimately contribute to organizational success. The synergistic relationship between AI and ML has indisputably augmented the efficacy of e-HRM systems, ushering in an era characterized by efficient, intelligent, and innovative HRM practices (Stone, *et al.*, 2015).

1.3 Functions of Electronic Human Resource Management

A review of several prior studies suggests that a clarifying explanation of the dimensions can be formulated as follows:

- 1.3.1 **Electronic recruitment (e-recruitment):** encompasses a diverse set of processes aimed at identifying and attracting suitable candidates to fill vacant positions within an organization. Human resources (HR) professionals within the organization electronically advertise job openings through the organization's website or via social media platforms. Candidate qualifications and requirements are specified through the completion of an online application form. This methodology mitigates the costs associated with paper-based transactions and significantly reduces processing time. Furthermore, it broadens the reach to a larger pool of potential applicants from diverse geographical locations.
- 1.3.2 **Electronic selection (e-selection):** involves the implementation of an electronic system for processing and categorizing candidate data submitted through online applications. This system stratifies candidates based on criteria such as competence, educational attainment, or any other data deemed relevant by the organization for the specific job requirements. For instance, some organizations employ a point-based system for screening

candidates, where applicants with advanced degrees receive more points, or younger applicants receive preference over older candidates if the position requires it. Consequently, each organization designs a selection program tailored to the specific demands of the advertised position. Furthermore, organizations may utilize electronic interviews to gather additional information about candidates or administer online assessments to applicants.

- 1.3.3 Electronic learning and development (e-learning):** represents a form of online learning that encompasses a diverse range of functionalities facilitating the training process. These functionalities include visual aids such as diagrams and images, audio components, and video content. E-learning provides trainees with opportunities for interactive engagement, including providing feedback and participating through questions and short assessments. Furthermore, trainees can initiate discussions with fellow participants within the same network or with the assigned instructor to arrive at comprehensive answers. This is referred to as synchronous training. Alternatively, asynchronous training allows trainees the flexibility to choose their preferred time for commencing training. Consequently, e-learning offers significant cost savings by eliminating expenses associated with physical training venues and the relocation and accommodation costs of external trainers. Moreover, e-learning platforms can be continuously updated with new or revised content.
- 1.3.4 Electronic reward system (E-reward system):** refers to the financial remuneration, both direct and indirect, received by an individual from an organization in exchange for their efforts in completing assigned tasks. Organizations utilize compensation systems to incentivize employees to perform their duties more efficiently or to reward them for past performance. An electronic system offers greater accuracy in calculating compensation based on points earned by employees for completing assigned tasks, thus promoting greater equity compared to traditional systems. Employees can access their earned points, which determine their compensation, and compare them with their colleagues' points, fostering increased transparency. This enhances employee engagement and job satisfaction. Furthermore, salary scales are electronically adjusted periodically to reflect employees' years of service.
- 1.3.5 Electronic evaluation (E-evaluation):** the use of information technology in conducting employee evaluations, can take various forms, including computer-aided assessment, computer-based assessment, and online assessment. The evaluation process may involve human intervention, where an organizational manager evaluates employees based on their performance data and inputs the results into the system after verification. Alternatively, the evaluation can be conducted automatically by a pre-designed program using artificial intelligence (AI). Electronic performance appraisal is characterized by lower costs, time efficiency, high flexibility in continuous evaluation, high reliability, immediate generation of evaluation scores, the ability to conduct statistical analyses of evaluated employees to assess the organization's position and benchmark against competitors, secure presentation of evaluation results with data retrieval capabilities, independence and impartiality, and enhanced capacity to assess employees' practical skills through e-portfolios or simulations.

Table (1)

Dimensions of Electronic Human Resource Management

Variable	Dimension	Indicator
Electronic Human Resource Management	E-recruitment	Pages related to the recruitment agency's website, Use specific websites aimed at recruitment, Interactive tools for processing requests from applicants
	e-selection	Responsibilities and transparency of the electronic selection's process, Funding mechanism for process and system Ease of use and access to the web
	e-learning	Using satellite, audio and video media, computers, multimedia facilities, Funding for educational trips, Staff accommodation costs and lost work time for employees to attend training courses
	E-reward system	The organization's ability to collect, store, analyze, apply, and distribute data and information relating to the rights and benefits electronically

E-evaluation	Assessment process through a web-based channels, Training, performance appraisal system, to recognize the importance of the electronic evaluation system, the possibility of creating an archive of past performance evaluation and comparison with current practice
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2. Academic Accreditation

Accreditation is regarded as a contemporary phrase that arose in the last century due to various international transformations and the extensive use of quality assurance procedures in educational institutions. Originating in the United States, it then spread to Europe and subsequently to all countries worldwide. Consequently, educational institutions began striving to develop their systems and programs in accordance with established standards in pursuit of institutional accreditation by local and international recognition bodies.

The academic accreditation process involves the procedures conducted by an external entity, specifically the accrediting agency, which aids the educational institution in assessing and improving its educational goals. This process ultimately culminates—within the accreditation cycle—in a decision regarding whether or not to accredit the institution (Ameen, 2012: 286). It is the official recognition of an educational institution or a specialized academic program that satisfies defined, recognized educational standards and qualifications." This recognition includes an accepted scholarly evaluation of the quality of educational institutions or programs with the aim of continuously developing and promoting these programs towards improvement (Al-Najjar & Jawad, 2013: 141). Accreditation is an academic standing or a scholarly academic status granted to an educational institution or an academic program in recognition of the institution's fulfillment of established standards for the quality of education provided, as agreed upon with educational evaluation and assessment bodies (Mohammed *et al.*, 2023: 404).

3. The importance of Academic Accreditation

Academic accreditation is of paramount importance as it serves as a crucial mechanism for validating an educational institution's stature and repute within the higher education landscape. This external validation acts as a significant driver for diverse stakeholder groups, such as prospective students and collaborating institutions, fostering their inclination towards engagement or enrollment. By providing an objective assessment of quality and standards adherence, accreditation enhances the institution's attractiveness and credibility in the eyes of the academic community and the broader public. According to (Al Sameer, 2018: 417), academic accreditation is instrumental in bolstering the caliber of educational provision and fortifying the educational institution's standing on both domestic and international fronts. This is achieved through its function in establishing robust evaluation frameworks and benchmarks for internal quality assurance processes, thereby incentivizing their rigorous application. Furthermore, accreditation empowers the institution to implement targeted remedial actions when any discrepancies in the adherence to established quality benchmarks are identified. (Abd *et al.*, 2023: 259) underscore the pivotal role of institutional accreditation in cultivating institutional eminence and in the formulation of essential protocols and benchmarks aimed at the amelioration of pedagogical practices. Furthermore, accreditation exerts a considerable influence on student mobility across tertiary institutions, with both domestic and international universities placing significant weight on accredited status when evaluating transfer applications and the recognition of previously earned academic credits. The authors further assert that academic accreditation serves as a catalyst for the integration of requisite academic and vocational competencies within institutional curricula. It also drives the continuous enhancement of academic and professional programs through rigorous audits and evaluative assessments designed to fortify institutional strengths, remediate areas of deficiency, and showcase notable advancements.

4. Types of Academic Accreditation:

There are three types of the academic accreditation:

1. Institutional Accreditation: This process involves a comprehensive evaluation of an entire organization's competence and performance. Universities or colleges primarily utilize this accreditation to assure other institutions of their students' qualifications and to facilitate their acceptance. Essentially, institutional accreditation serves as a license to operate effectively within the academic landscape (Al-Anzi *et al.*, 2015: 199).
2. Programmatic accreditation focuses specifically on assessing an individual academic program, distinct from a comprehensive evaluation of the entire educational institution. This type of accreditation primarily

examines how well a program aligns with the evolving needs of society and its coherence with the institution's broader objectives (Jamil, 2016: 56).

3. professional accreditation: is dedicated to affirming a graduate's qualification for professional practice. This recognition is typically bestowed by specialized professional bodies, such as federations and syndicates (Atoui, 2018: 30)

5. *Academic Accreditation Criteria:*

In accordance with the National Institutional Accreditation Standards Framework established by the Iraqi Ministry of Higher Education and Scientific Research, each of the criteria can be systematically examined as follows (National Institutional Accreditation Standards Framework, 2018):

First Criterion: Institutional Strategic Framework

The strategic planning paradigm within higher education functions as an organizational catalyst, facilitating institutional optimization of core competencies while systematically addressing performance vulnerabilities. This framework equips administrative stakeholders with decision-support mechanisms essential for strategic choices that determine institutional evolution, consequently strengthening organizational resilience against contemporary disruptions and preserving competitive positioning within the educational sector.

Higher education institutions can transform strategic aspirations into actionable programming through multi-tiered strategic planning methodologies. This systems-thinking approach positions the academic institution as an interconnected organizational ecosystem, permitting senior administration to embrace comprehensive institutional oversight while managing constituent relationships as integrated components rather than discrete units. Strategic planning serves as both an operational pathway and governance structure enabling institutions to realize strategic outcomes, manifest organizational purpose, and establish market differentiation within the academic landscape.

Continuous strategic planning implementation represents an institutional imperative for realizing organizational vision, executing mission-driven initiatives, and accomplishing strategic objectives through ongoing evaluative processes and adaptive refinement. Additionally, comprehensive data ecosystems and strategic information architecture must underpin academic decision-making and institutional stewardship via differentiated management strategies. These strategies should identify performance differentials between current capabilities and projected institutional states, subsequently guiding strategic plan development.

Second Criterion: Governance and Administration

Governance contributes fundamentally to the continuous improvement processes of institutional quality and performance, necessitating that organizations develop comprehensive understanding of this standard's authentic meaning and its inherent connection to the regulatory frameworks and procedural guidelines that constitute the operational foundation of institutional functionality. When examining organizational entities, regardless of their profit or non-profit orientation, governance encompasses systematic management practices, coherent policy frameworks, strategic direction, operational processes, and decision-making authority within designated areas of institutional responsibility.

University governance manifests through an integrated framework of legal statutes, regulatory systems, and administrative decisions designed to achieve excellence in quality and performance through the selection of appropriate and effective methodologies for realizing institutional strategic plans and objectives. Consequently, governance represents the systematic implementation of regulatory frameworks, establishing comprehensive systems that control and manage relationships among primary stakeholders who influence institutional performance outcomes. Furthermore, it encompasses the foundational elements essential for strengthening educational institutions over long-term strategic horizons while clearly defining roles, responsibilities, and accountability structures.

Third Criterion: Financial and Physical Resources

The significance of financial and physical resources stems from their role in creating an enabling environment for all activities and functions performed by academic institutions, encompassing education, learning, scientific research, and community service. These resources constitute the foundational infrastructure that supports human capital, including students, faculty members, researchers, administrators, and service personnel. Therefore, ensuring the health and sustainability of this environment represents a fundamental principle that universities must embrace through developing robust strategic plans, guaranteeing their implementation, continuous monitoring, and

enhancement. The institution must execute comprehensive procedures to implement and monitor these plans systematically.

Among the primary criteria for ensuring institutional environmental safety is the provision of adequate financial resources necessary for this environment and effective administrative management. This involves sound financial planning, establishing clear budgets for institutional activities and functions that align with the organization's vision and mission, developing comprehensive plans to secure funding from both academic and non-academic sources, and creating risk management strategies for potential challenges.

Furthermore, the institution must ensure transparent and accountable financial management with established procedures led by qualified personnel. When examining the financial and human resources available to the institution, adequacy in terms of quantity and availability is insufficient for research purposes. Instead, the focus should be on leveraging their competencies, expertise, and experience to achieve the functions that educational institutions—whether academic, research-oriented, or community service-focused—are expected to fulfill.

The institution should also concentrate on the strategic plans it implements to monitor the performance of these resources and ensure their quality, along with the procedures it follows for continuous improvement. This includes ongoing updates to material resources, advancement of human resources, and their development through skills and competency enhancement programs.

Fourth Criterion: Faculty Members

Educational institutions encounter numerous challenges in recruiting qualified teaching staff, particularly in selecting competent personnel who can perform with exceptional efficiency. Focusing on faculty member selection represents a critical determinant in the success and effectiveness of teaching and learning processes. Therefore, faculty preparation and their qualifications must be sufficient to fulfill the educational institution's mission and achieve its objectives.

It is essential to appoint faculty members according to established academic principles and standards that serve institutional goals and facilitate their development. This requires the implementation of comprehensive regulations and guidelines that clarify faculty responsibilities and duties based on academic titles and scientific disciplines. Additionally, institutions must provide appropriate support and facilitate access to conferences and workshops to enhance professional development, advance their skills and competencies, and create a conducive environment for faculty advancement.

Fifth Criterion: Students

Students represent the cornerstone of the educational process, serving as both its purpose and ultimate objective, while simultaneously being prepared to confront present and future life challenges. Educational institutions therefore focus on equipping students with essential knowledge, skills, and competencies, along with critical thinking methodologies and approaches. These institutions strive to shape students' character, channel their emotions constructively, and instill values that align with local and global citizenship standards.

Rather than merely developing an effective educational system that succeeds in preparing capable citizens who can adapt to and accommodate these transformations, the goal extends toward institutional leadership and guidance in building a productive, creative, and flourishing society. The future will not simply be an extension of the present; instead, it will represent a qualitatively different era that demands fundamental transformation in educational institutions and generational preparation.

Anticipating the future requires establishing preliminary expectations and strategic planning for what lies ahead. This involves preparing students who are well-grounded in knowledge, equipped with critical thinking capabilities, emotional maturity, and both practical and academic competencies that enable success across diverse life pathways.

Consequently, educational institutions must prioritize student welfare by providing essential academic accommodations and establishing an appropriate practical environment that facilitates optimal learning conditions.

This encompasses admission mechanisms, guidance protocols, and support services that assist students in their professional and behavioral integration within the university environment. Such integration involves preparing students professionally for the labor market through structured organizational frameworks, as well as providing guidance and mentorship beyond traditional approaches. Educational programming should incorporate flexible initiatives and opportunities for engagement in scientific and cultural activities at local and international levels, alongside skill acquisition and character development that reinforces students' contributions to societal advancement.

Sixth Criterion: Scientific Research

This criterion is of paramount importance to the educational institution as it refers to the core of its distinction. The adopted indicators, which address the nature of the relationship between faculty members and students through achieving a state of consistency and harmony, reflect the state of distinction in the achieved research output. Indeed, achieving a distinguished scientific output—in which inventions and innovations in various scientific fields constitute the prominent feature in terms of quantity and quality—is the prominent feature. The scientific research activity of scientific institutions, specifically directed toward theoretical and applied scientific discoveries by transforming them into entrepreneurial projects, is what achieves the state of distinction. Furthermore, the pursuit of attending conferences, seminars, and workshops inside and outside the country by faculty members contributes to the continuous development of sciences and knowledge, and the acquisition of skills through positive interaction with their peers in regional and international scientific research institutions with the aim of achieving sustainable human development.

The Seventh Criterion: Community Service

Community service is considered the pivotal criterion for the educational institution, through which faculty members, staff, and students interact with all institutions of the local and national community with the aim of developing them economically, culturally, skillfully, and socially, seeking to achieve integration between the educational institution and the society.

The educational institution is viewed as an essential and important part of the local community; therefore, the institution's contributions should include activities and services to help individuals or local and national communities, and contribute to driving the wheel of the local and national economy, preserving the environment, and increasing social welfare through financial and knowledge support and development projects. Likewise, the educational institution must provide facilities and services to support and develop the community, as well as encourage faculty members, staff, and students to actively and constructively participate in community service.

Furthermore, the institution must announce its activities, as well as involve members of the local community within its boards of directors, and continuously monitor the community components' perception toward it, leading to the adoption of effective and appropriate strategies to work on improving its image and academic reputation.

The Eighth Criterion: Curricula

Curricula are considered the tool of education and teaching in leading changes within society to prepare a quality of learners capable of facing the requirements of the era and the future. The curriculum, as a science that has its own rules and concepts, aims to build the human being within an integrated plan to provide appropriate educational experiences that lead to the learner's acquisition of desired information, skills, and attitudes in order to bring about comprehensive and integrated growth for the learner.

The characteristic of contemporary societies is renewal and change; therefore, it is of the utmost importance for curricula to meet the requirements of this renewal and change, if not being among their most important priorities, because they are the means adopted by the state to achieve the desired educational and teaching goals that should be realized. They are the path to preparing the next generation and qualifying them to be capable of productive and constructive work in order to bring about the required transition for society. Through the curriculum, the existing educational and teaching philosophy is interpreted, as it reflects the philosophy drawn by the state. Therefore, it is of great importance that the curriculum is prepared and developed based on specific criteria that help in building it according to solid scientific foundations that guarantee the achievement of the goals for which it was set.

4.Data Analysis

Section One: Description of the Study Population and Variables

This section aims to provide a comprehensive description of the study population and the selected sample, alongside an analysis of its variables by presenting the respondents' feedback. This is achieved through the utilization of frequencies, percentages, standard deviations, and ordinal importance. Accordingly, this section is structured around the following axes:

First: Description of the Study Population

The empirical field of this study comprises Nawroz Private University within the Duhok Governorate, whereas the target population encompasses a sample of the university's administrative leadership. The rationale for selecting this specific university from among the higher education institutions in the Kurdistan Regional Government (KRG)

as the empirical field for the current study stems from the researchers' perspective that this institution exerts a significant impact on society. Furthermore, it represents the most critical entity that must prioritize electronic Human Resource Management (e-HRM) to successfully achieve academic accreditation.

Second: The Study Sample

1. Demographic Profile of the Sample

This subsection describes the demographic and personal characteristics of the respondents across the investigated universities, utilizing frequencies and percentages as follows:

a. Gender

The empirical results presented in Table (1) indicate that the majority of the respondents who participated in the current study and formed its sample are male, accounting for (83.3%) of the total sample size. Conversely, the proportion of female respondents was generally (16.7%), which represents a relatively small percentage. This distribution suggests to the researchers that the surveyed private university exhibit a noticeable tendency to rely on male faculty members to a greater extent than their female counterparts.

Table (1) Sample Distribution by Gender

Categories	Frequency	Percentage (%)
Female	40	83.3
Male	8	16.7
Total	48	100%

Source: Prepared by researchers based on SPSS statistical analysis software output

b. Age

The sample distribution across the surveyed university varied among different age groups, as illustrated in Table (2). The age group (31–40) represented the majority, accounting for (50.0%) of the total sample. Meanwhile, the age group (41–50) constituted (35.4%) of the respondents. The age group (21–30) accounted for the lowest proportion at (2.1%), whereas the age group (50 and above) represented (15.5%) of the sample. This distribution indicates that the investigated private university exhibit a distinct preference for relying on personnel within the (31–40) age cohort.

Table (2) Sample Distribution by Age

Categories	Frequency	Percentage (%)
21-30	1	2.1
31-40	24	50
41-50	17	35.4
51 and above	6	15.5
total	48	100%

Source: Prepared by researchers based on SPSS statistical analysis software output

c. Marital Status

The empirical results presented in Table (3) indicate that the majority of the respondents who participated in the current study and formed its sample are married, accounting for (89.6%) of the total sample size. Conversely, the proportion of single respondents was generally (10.4%), which represents a relatively small percentage. This distribution suggests to the researchers that the surveyed private university exhibit a noticeable tendency to rely on married faculty members to a greater extent than unmarried individuals.

Table (3) Sample Distribution by Marital Status

Categories	Frequency	Percentage (%)
Married	43	89.6
Single	5	10.4
total	48	100%

Source: Prepared by researchers based on SPSS statistical analysis software output

d. Educational Qualification

The statistical analysis results presented in Table (4) reveal that the educational qualifications of the majority of the respondents, occupying the first and second ranks, are holders of Master's and Doctoral (Ph.D.) degrees, accounting for (85.4%) of the total sample size. On the other hand, Bachelor's degree holders ranked third, constituting (14.6%) of the total sample.

Table (4) Sample Distribution by Educational Qualification

Categories	Frequency	Percentage (%)
Master's	7	14.6
Doctoral (Ph.D.)	10	20.8
Bachelor	31	64.6
total	48	100%

Source: Prepared by researchers based on SPSS statistical analysis software output

e. Current Position

The sample distribution across the surveyed university varied according to the positions held by the respondents, as illustrated in Table (5). The position of Vice President of the University represented the lowest proportion of the research sample, accounting for (4.2%). Conversely, the position of Head of Department formed the majority, constituting (45.8%), followed by the position of Unit Director, which accounted for (41.7%) of the respondents. Meanwhile, the position of Dean represented (8.3%) of the study sample.

Table (5) Sample Distribution by Current Position

Categories	Frequency	Percentage (%)
Vice President of the University	2	4.2
Dean	4	8.3
Head of Department	22	45.8
Unit Director	20	41.7
total	48	100%

Source: Prepared by researchers based on SPSS statistical analysis software output

f. Length of Service

The distribution of respondents according to their length of service was primarily concentrated within the category of (less than 5 years), which accounted for (72.9%) of the sample, as illustrated in the results of Table (6). Meanwhile, the proportion of the (5–10 years) category reached (12.5%). The remaining small percentage was attributed to the (11–15 years) category, which stood at (14.6%), respectively.

Table (6) Sample Distribution by Length of Service

Categories	Frequency	Percentage (%)
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Less than 5 years	35	72.9
5-10 years	6	12.5
11-15 years	7	14.6
total	48	100%

Source: Prepared by researchers based on SPSS statistical analysis software output

Third: Description of the Study Variables and Their Dimensions

This subsection centers on defining, describing, and diagnosing the study variables and their respective dimensions, highlighting their significance based on the respondents' perceptions. This is achieved using descriptive statistics, which include percentages, frequencies, arithmetic means, standard deviations, and coefficients of variation. The study variables and their dimensions are described in detail through the following paragraphs:

1. Description of the Electronic Human Resource Management (e-HRM) Dimensions

This variable was described through its five primary dimensions, yielding the following results:

The empirical data presented in Table (7) indicate that the overall agreement rate among the study sample regarding the electronic Human Resource Management variable across its five dimensions reached (77.5%). This is a high percentage that demonstrates the availability of the selected indicators within the research sample and reflects their alignment with them. Conversely, the overall disagreement rate stood at (2.57%), while a segment of the sample remained neutral regarding the availability of these dimensions within the university work environment, recording a neutrality rate of (17.43%). This evaluation yielded an overall arithmetic mean of (4.134) and a standard deviation of (0.789).

At the dimensional level, the "e-selection" dimension recorded the highest agreement rate at (86.45%), with an arithmetic mean of (4.152) and a standard deviation of (0.624). In contrast, the "e-recruitment" dimension registered the lowest agreement rate across the study sample, with a general agreement rate of (76.266%), a standard deviation of (0.828), and an arithmetic mean of (1.084).

Table (7) Description of Electronic Human Resource Management Variables at the Macro Level

No.	Dimensions	Agreement	Neutral	Disagreement	Arithmetic Mean	Standard Deviation
1.	e-Recruitment	67.266	19.74	1.84	4.084	0.8286
2.	e-Selection	86.45	13.05	0.525	4.152	0.624
3.	e-Learning	82.1	11.68	6.26	4.202	0.8414
4.	e-Compensation System	77.1	21.66	1.25	4.144	0.803
5.	e-Performance Appraisal	76.448	20.85	2.6	4.085	0.823
Overall Index		77.55	17.43	2.57	4.134	0.789

Source: Prepared by researchers based on SPSS statistical analysis software output.

2. Description of the Academic Accreditation Dimensions

This variable was described through its eight primary dimensions, yielding the following results:

The empirical data presented in Table (8) describe the academic accreditation variable at the macro level across the dimensions investigated within the study sample. The results indicate that the overall agreement rate regarding the academic accreditation variable among the respondents reached (86.318%). This represents a high agreement rate, reflecting that the dimensions identified for academic accreditation were widely accepted by the study sample. Conversely, the overall disagreement rate stood at (1.78%), while a segment of the sample remained neutral (without

opinion), recording a neutrality rate of (11.52%). This evaluation yielded an overall arithmetic mean of (4.218) and a standard deviation of (0.770).

At the dimensional level, the "**community service**" dimension recorded the highest agreement rate among the study sample at (89.98%), with an arithmetic mean of (4.372) and a standard deviation of (0.803). In contrast, the lowest agreement rate was registered by the "**curricula**" dimension, with a general agreement rate of (77.1%), an arithmetic mean of (4.144) and a standard deviation of (0.803).

Table (8) Description of Academic Accreditation Variables at the Macro Level

No.	Dimensions	Agreement	Neutral	Disagreement	Arithmetic Mean	Standard Deviation
1.	Educational Institution Strategy	89.58	8.3	2.08	4.24	0.719
2.	Governance and Administration	84.56	12.52	2.92	4.264	0.784
3.	Financial and Physical Resources	88.82	9.18	2.1	4.438	0.706
4.	Faculty Members	85.97	10.425	0.525	4.185	0.978
5.	Students	89.14	10.86	-	4.388	0.681
6.	Scientific Research	85.4	9.2	5.42	4.224	0.834
7.	Community Service	89.98	10.02	-	4.372	0.657
8.	Curricula	77.1	21.66	1.25	4.144	0.803
	Overall Index	86.318	11.52	1.78	4.218	0.770

Source: Prepared by researchers based on SPSS statistical analysis software output.

Section Two: Testing the Research Hypotheses

This section focuses on presenting and interpreting the empirical results obtained from testing the study's hypotheses. It encompasses the analyses of correlation, direct and indirect impacts, as well as differences and variance, structured across the following axes:

Axis One: Testing and Interpreting Correlational Hypotheses (The Third Primary Hypothesis)

A correlation analysis was performed between the study variables and their respective dimensions at both the granular (sub-dimensional) and macro (overall) levels to test the primary correlational hypothesis, which states: *(There is no statistically significant correlation between electronic Human Resource Management (e-HRM) and academic accreditation)*. Derived from this are sub-hypotheses stating: *(There are no statistically significant correlations between the practices of electronic Human Resource Management and the criteria of academic accreditation at the investigated university)*. By applying simple and multiple Spearman's rank correlation coefficient tests—given that the study data are ordinal/descriptive—the results were extracted utilizing the SPSS software (V.26) as follows:

First: Testing the Third Primary Hypothesis

This hypothesis states that *(There is no statistically significant correlation between electronic Human Resource Management (e-HRM) and academic accreditation)*. Out of this, sub-hypotheses branch out stating: *(There are no statistically significant correlations between the practices of electronic Human Resource Management and the criteria of academic accreditation at the investigated university)*. This hypothesis was tested, and its results were analyzed as follows:

1. The Sub-Dimensional (Granular) Level:

Table (9) illustrates the correlation test results between the individual dimensions of e-HRM practices and academic accreditation criteria. The findings reveal a statistically significant positive correlation between e-HRM practices and academic accreditation criteria, detailed as follows:

a. The correlation coefficients between the specific dimensions of e-HRM—namely (e-recruitment, e-selection, e-learning, e-compensation system, and e-performance appraisal)—and the overall academic accreditation criteria variable reached (0.558), (0.748), (0.786), (0.600), and (0.692), respectively, at a significance level of (0.01). This indicates statistically significant levels of positive linear association between these individual e-HRM dimensions and the academic accreditation criteria at the investigated university. This implies that as the university management increasingly adopts robust e-HRM practices, it significantly enhances its capability to fulfill academic accreditation criteria at optimal levels, and vice versa.

b. The correlation coefficients between the overall e-HRM practices variable and the specific criteria of academic accreditation—namely (educational institution strategy, governance and administration, financial and physical resources, faculty members, students, scientific research, community service, and curricula) were (0.728), (0.758), (0.756), (0.492), (0.723), (0.592), (0.516), and (0.479), respectively, at a significance level of (0.01). This demonstrates significant levels of positive linear association between overall e-HRM practices and each of these specific academic accreditation criteria at the investigated university. This finding underscores that a comprehensive adoption of e-HRM practices by the university management empowers the institution to satisfy these individual academic accreditation criteria at the highest possible levels, and vice versa.

c. The highest correlation coefficient between the sub-dimensions of e-HRM practices and academic accreditation criteria was observed between the "**e-learning**" dimension and the "**curricula**" dimension, reaching (0.858) at a significance level of (0.01). Conversely, the lowest correlation coefficient was recorded between the "**e-performance appraisal**" dimension and the "**faculty members**" dimension, standing at (0.366) at a significance level of (0.01). The correlation values for the remaining dimensions of both variables fluctuated within this statistical range.

2. The Macro (Overall) Level: The empirical findings confirm the existence of a statistically significant positive correlation between the overall electronic Human Resource Management (e-HRM) variable and the overall academic accreditation variable at the macro level. The correlation coefficient between them reached (0.701) at a significance level of (0.01). This clearly demonstrates that the greater the extent to which the investigated university's management implements integrated e-HRM practices, the more effectively it can realize and sustain overall academic accreditation criteria at superior levels, and vice versa.

Table (9) Correlation Matrix Between e-HRM Practices and Academic Accreditation Criteria

Academic Accreditation e-HRM Practices	Educational Institution Strategy	Governance and Administration	Financial and Physical Resources	Faculty Members	Students	Scientific Research	Community Service	Curricula	Overall Index
e-Recruitment	.562**	.625**	.632**	.460**	.594**	.469**	.453**	.479**	.558**
e-Selection	.678**	.758**	.660**	.650**	.776**	.702**	.549**	.535**	.748**
e-Learning	.811**	.769**	.821**	.563**	.807**	.659**	.602**	.858**	.786**
e-Compensation System	.652**	.660**	.585**	.419**	.647**	.580**	.389**	.475**	.600**
e-Performance Appraisal	.757**	.769**	.735**	.366**	.705**	.586**	.602**	.539**	.692**
Overall Index	.728**	.758**	.756**	.492**	.723**	.592**	.516**	.479**	.701**

Source: Prepared by researchers based on SPSS statistical analysis software output.

Based on the correlation test results for hypothesis (*There is no statistically significant correlation between the study variables: Electronic Human Resource Management (e-HRM) and Academic Accreditation*), conducted across both the sub-dimensional and macro levels between electronic Human Resource Management (e-HRM) practices and

academic accreditation criteria, the null hypothesis is rejected. Consequently, the alternative hypothesis is accepted, which states that: *(There is a statistically significant correlation between electronic Human Resource Management practices and academic accreditation criteria, both individually and collectively, at the investigated university).*

Axis Two: Testing and Interpreting Direct Impact Hypotheses (The Fourth Primary Hypothesis)

Both simple and multiple regression analyses were applied to test the direct impact hypotheses. The fourth primary hypothesis states that: *(There is no statistically significant direct impact of the independent variable "electronic Human Resource Management (e-HRM)" on the dependent variable "academic accreditation").* Derived from this are sub-hypotheses stating: *(There is no statistically significant direct impact of electronic Human Resource Management on academic accreditation at the investigated university).* The empirical findings obtained from the SPSS software (V.26) output are presented in the following paragraphs:

The empirical results of the regression analysis, as detailed in Table (10) below, indicate the following:

1. There is a statistically significant impact of the independent variable, electronic Human Resource Management (e-HRM) practices, on the dependent variable, academic accreditation criteria; however, this impact is relatively weak. This is supported by the calculated F-value of (69.11), which exceeds its tabulated value of (7.22) at degrees of freedom $df = (1, 46)$. The significance of this impact is further confirmed by the calculated significance level (Sig. = 0.000), which is less than the study's predetermined significance level (0.01).

2. The constant value (B0) indicates that academic accreditation criteria manifest at a value of (1.571) when the value of e-HRM practices is equal to zero. This implies that the academic accreditation criteria variable derives a portion of its direct effects from the e-HRM practices adopted in the current study.

3. The marginal slope value (B1) was found to be (0.701), which indicates that a single-unit change in e-HRM practices will result in a corresponding change in academic accreditation criteria by (0.701). This equates to a variation rate of (70%), representing an excellent rate upon which to base the interpretation of the causal relationship between e-HRM practices and academic accreditation criteria.

4. The coefficient of determination (R2) reached (0.491), demonstrating that (49%) of the variance in academic accreditation criteria is explained by e-HRM practices. The remaining (51%) of the variance is attributed either to other variables within the current study or to external factors not accounted for in the present research model. This indicates that the investigated university has been somewhat successful in improving the implementation of academic accreditation criteria through its effective administrative leadership that has embraced e-HRM practices.

Table (10) Direct Impact of e-HRM Practices on Academic Accreditation Criteria

Model	Academic Accreditation Criteria					
	B ₀	B ₁	R ²	F-value	Tabulated F	Sig.
e-HRM Practices	1.571	0.701	0.491	69.11	7.22	0.000
*Tabulated F-value at degrees of freedom (1, 46)			P ≤ 0.01		N=46	

Source: Prepared by researchers based on SPSS statistical analysis software output.

To determine the direct impact of the individual dimensions of innovation on the dimensions of performance, a multiple regression analysis was conducted. The empirical results presented in Table (11) reveal the emergence of the following impactful models:

1. There is a very weak, negative, and statistically insignificant impact of the "e-recruitment" dimension on academic accreditation. The reported P-value is (0.806), which exceeds the study's predetermined significance level, indicating that the impact is insignificant at (0.05). Although the slope value (B1=-0.041) suggests a very weak negative effect, it lacks statistical significance. This is further supported by the calculated (t) statistic of (-.247), which is lower than the tabulated value of (2.01) at degrees of freedom $df = (5: 42)$. Consequently, despite the model's overall coefficient of determination (R2) (67.9%), this specific dimension cannot be relied upon to explain variance in the dependent variable.

2. There is a statistically significant impact of the "e-selection" dimension on academic accreditation, as indicated by the slope value ($B_1=0.54$). The (P-value) is (0.007), which is below the study's predetermined significance level, confirming that the impact is statistically significant at (0.05). This finding is validated by the calculated (t) statistic of (2.856), which exceeds the tabulated (t) value of (2.01) at degrees of freedom $df = (5: 42)$, within the model's overall coefficient of determination (R^2) (67.9%).
3. There is a directionally positive but statistically insignificant impact of the "e-learning" dimension on academic accreditation, with a slope value of ($B_1= 0.32$). The (P-value) is (0.132), which is higher than the study's predetermined significance level, meaning the impact is insignificant at (0.05). This is confirmed by the calculated (t) statistic of (1.536), which is less than the tabulated (t) value of (2.01) at degrees of freedom $df = (5: 42)$. Based on the overall coefficient of determination (R^2) which reached (67.9%), this specific dimension cannot be independently relied upon to explain the variance in the dependent variable.
4. There is a directionally positive but statistically insignificant impact of the "e-compensation system" dimension on academic accreditation, with a slope value of ($B_1=0.017$). The (P-value) is (0.928), which exceeds the study's predetermined significance level, demonstrating that the impact is insignificant at (0.05). This is supported by the calculated (t) statistic of (0.092), which falls below the tabulated (t) value of (2.01) at degrees of freedom $df = (5: 42)$. Based on the overall coefficient of determination (R^2) which reached (67.9%), this dimension cannot be relied upon as a statistically significant predictor to explain the variance in the dependent variable.
5. There is a negligible, directionally positive, and statistically insignificant impact of the "e-performance appraisal" dimension on academic accreditation, as indicated by the slope value ($B_1=0.01$). The (P-value) is (0.958), which is greater than the study's predetermined significance level, indicating that the impact is insignificant at (0.05). This is further verified by the calculated (t) statistic of (0.053), which is lower than the tabulated (t) value of (2.01) at degrees of freedom $df = (5: 42)$. Based on the coefficient of determination (R^2) which reached (67.9%), this specific dimension cannot be relied upon to explain the variance in the dependent variable.

Table (11) Impact of e-HRM Practices on Academic Accreditation Criteria

Dependent Independent		Academic Accreditation Criteria				
		B_0	B_1	R^2	t	Sig
e-HRM Practices	e-recruitment	1.26	-0.041	0.679	-.247	0.808
	e-selection		0.54		2.856	0.007
	e-learning		0.32		1.536	0.132
	e-compensation system		0.017		0.092	0.928
	e-performance appraisal		0.01		0.053	0.958

Source: Prepared by researchers based on SPSS statistical analysis software output.

Based on the regression analysis results at both the macro and sub-dimensional levels regarding the impact of electronic Human Resource Management (e-HRM) practices on academic accreditation criteria, as presented in Tables (10) and (11), it can be concluded that the e-HRM practices variable at the macro level directly impacts academic accreditation criteria. Furthermore, "**e-selection**" emerged as the sole dimension possessing a statistically significant impact on the dependent variable at the designated significance level, leading to the acceptance of its respective hypothesis.

Conversely, the remaining dimensions (**e-recruitment**, **e-learning**, **e-compensation system**, and **e-performance appraisal**) failed to demonstrate any statistically significant impact, suggesting a need for re-evaluation or development to enhance their effectiveness; consequently, their associated hypotheses were rejected.

Therefore, these findings warrant the rejection of the fourth primary null hypothesis and the acceptance of the alternative hypothesis, which states that: *(There is a statistically significant impact of electronic Human Resource Management practices collectively, and the individual practice of "e-selection" independently, on the academic accreditation criteria at the investigated university).*

5. Conclusions and Recommendations

Conclusions

Through the current axis, this study aims to present a comprehensive synthesis of its theoretical and empirical findings. This is structured into two distinct categories of conclusions: the first encompasses theoretical conclusions derived from the literature review and conceptual framework, while the second focuses on empirical conclusions established through the statistical analysis of data collected from private universities in Duhok Governorate. These conclusions are outlined as follows:

First: Theoretical Conclusions

1. The significance of electronic Human Resource Management (e-HRM) lies in its role as the fundamental cornerstone and launching pad for agile transformation across the institution as a whole. Human capital serves as the primary engine driving all organizational activities, functions, and operations across various domains. By leveraging digital platforms, e-HRM streamlines administrative functions and fosters informed, accurate, and transparent decision-making driven by precise data that is secure against manipulation or alteration.

2. Implementing e-HRM drastically reduces the time required to execute administrative tasks and operational processes by shifting toward agile practices. Furthermore, it enables universities to cut overhead costs inherent in traditional systems—such as personnel expenses, physical paperwork, physical filing cabinets, and extensive archiving spaces. Consequently, it simplifies bureaucratic protocols and eliminates redundant, routine procedures.

3. The theoretical framework demonstrates that the implementation of e-HRM reinforces academic accreditation criteria by providing structured, reliable, and central databases. These repositories can be effortlessly accessed and referenced when compiling institutional self-study reports and academic evaluation metrics.

Second: Empirical Conclusions

1. The descriptive analysis revealed variance in the perceptions of the research sample regarding the descriptive metrics of individual e-HRM dimensions. Notably, **"e-selection"** scored the highest agreement rate, indicating that the investigated universities strategically anchor their digital transformation on electronic selection processes, which actively reinforce the institution's overall academic orientation.

2. Regarding the academic accreditation criteria dimensions, the **"Educational Institution Strategy"** emerged with the highest level of agreement among academic leaders. This confirms that strategic decisiveness and rigorous institutional planning executed by university management serve as core catalysts for academic leaders to fulfill accreditation standards in their operations.

3. Correlation findings indicated a positive relationship between e-HRM and academic accreditation at both the macro and sub-dimensional levels. This strong nexus implies that expanding e-HRM applications within the private higher education sector directly enhances the systemic execution of accreditation-aligned tasks by academic leadership. Empirically, the strongest correlation was observed between academic accreditation and **"e-learning"**, which functions as a strong indicator that a university's digital adaptability plays a critical role in successfully attaining academic accreditation.

4. Regression analysis results confirmed that e-HRM exerts a statistically significant impact on academic accreditation across both the macro and micro levels within the surveyed universities. This implies that higher integration of e-HRM practices systematically elevates the capacity of academic leadership to meet accreditation standards.

5. Simple and multiple regression analyses revealed clear variance in the individual impact of e-HRM dimensions on academic accreditation criteria. In the composite regression model, **"e-selection"** emerged as the primary statistically significant predictor. This highlights that when private university administrations optimize their electronic selection mechanisms alongside robust digital development, it significantly drives the institutional fulfillment of academic accreditation criteria.

Recommendations:

Depending on the conclusions that were presented in the first axis of the current chapter, and to enhance the positive aspects shown by the current study, and to identify the negative points and try to get rid of them, or put appropriate solutions to treat them, a number of recommendations were presented in this context to the investigated private universities, through the following paragraphs:

1. Increasing the attention of the investigated private universities to the subject of electronic Human Resource Management, and enhancing purposeful and carried efforts, because the human resource is the main engine for all activities and operations of universities in their various fields and activities.
2. Paying attention to the dimensions of electronic Human Resource Management, represented by: (e-recruitment, e-selection, e-learning, e-compensation, e-performance appraisal), because they are among the requirements of electronic Human Resource Management and its specific functions.
3. Increasing the attention by the administrations of responding universities to open the way for academic leaders to participate, and allowing them the opportunity to express their specific opinions and ideas in vital decisions, as well as encouraging the exerted effort, as this gives the opportunity for department administrations to increase the suffering of leaders about academic accreditation; because routine works are what raise the level of routine, and reduce the academic accreditation among leaders.
4. Senior administrations within private universities must take into account the matter of leaders' intellectual and professional integration with the job first, with their colleagues second, and the university itself third; because this in turn works on adapting to the work environment, and then pushes toward increasing academic accreditation, and following and increasing awareness and working within the principle of placing the right person in the right place.
5. Universities adopting real policies through which they try to integrate leaders into their jobs, through support and motivation, and following the open-door policy within healthy work, which helps them in increasing interaction between the teaching staff and administrative units, and reduces the ambiguity that may affect daily work.
6. Using electronic tools and time-tracking systems; to create flexibility in working hours, and help teams organize themselves, and ensure justice in rewards, while enhancing motivation through trust and autonomy.

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