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The mediating effect of organizational capabilities between sustainable leadership and strategic success in Yemeni private universities

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Abstract

The study aimed to identify the mediating effect of organizational capabilities between sustainable leadership and strategic success in Yemeni private universities. Background Problem: In an era of accelerating technological change and intense global competition among universities, this study sheds light on the mediating role of organizational capabilities in the relationship between sustainable leadership and strategic success in Yemeni private universities. The novelty of this study lies in addressing a research gap by examining the mediating role of organizational capabilities in the relationship between sustainable leadership and strategic success. Research Methods: A quantitative approach was employed using a structured questionnaire distributed to 304 stratified, randomly selected employees across different administrative levels in 13 private universities in Yemen. Data were analyzed using SPSS-27 and AMOS-24, including structural equation modeling. Findings: The results reveal a significant impact of sustainable leadership on both organizational capabilities and strategic success. Furthermore, organizational capabilities were found to partially mediate the relationship between sustainable leadership and strategic success. The findings highlight the importance of sustainable leadership practices in building organizational capabilities that, in turn, contribute to achieving strategic success. This suggests that university leaders should invest in leadership strategies that foster long-term capacity building and institutional development.

Keywords: Higher education, Organizational capabilities, Strategic success, Sustainable leadership, Yemeni universities.

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Transparency: The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

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1. Introduction

Modern business organizations encounter growing challenges due to rapid and continuous developments in various social, economic, managerial, scientific, and technological fields. Adapting to these changes is an urgent necessity to ensure the sustainability and competitiveness of organizations, as failure to keep up with these developments may lead to their decline and exit from the market [1].

Strategic Success (SS) is one of the concepts that has garnered significant attention in the relevant literature. It is no longer limited to achieving efficiency and effectiveness but has expanded to include future vision, competitive strategies, and the achievement of long-term goals that ensure the survival and growth of organizations [2]. Given the importance of SS in the contemporary business environment, it has become essential for organizations to develop their organizational capabilities (OC) and resources to enhance their resilience and ability to adapt to rapid changes [3].

Since SS has become a necessity that business organizations seek to achieve in order to maintain their sustainability in the volatile business environment, these organizations seek to search for modern management practices and methods that help them achieve success [4]. As a result, Li [5] believes that organizations must work to develop sustainable leadership (SL) that enables them to embrace change, technological progress, continuous innovation, and adapt to volatile environmental policies and changing market trends to ensure their core competencies. SL is one of the new leadership approaches that helps increase the sustainability of business organizations and achieve their success [6]. SL is a multidimensional process that includes cultural, social, economic, and ethical aspects that shape the future. It is not only concerned with the relationship between the organization and the environment, but also with the organization's impact on the environment [7]. The most important feature of SL is that it: focuses on planning and preparing leaders for future stages, is keen to create a safe organizational environment, and supports effective reward and incentive systems to motivate, attract, and retain distinguished employees within the group qualified for future leadership [8].

OC are also considered one of the key factors contributing to the SS of organizations [9]. They enable organizations to evolve, grow, and enhance their competitive efficiency, which positively impact profit margins and the achievement of sustainable competitive advantages [10]. These capabilities play a pivotal role in improving institutional performance, contributing to growth, enhancing adaptability to dynamic business environments, and building competitive capabilities [11].

The OC that business organizations possess compared to competitors are among the most important factors that determine their SS [9]. As a result of the intense competition facing business organizations in achieving SS, they have sought to continuously develop and renew their OC and resources to respond and adapt to the changing environment [3]. OC play a prominent role in helping business organizations develop, grow, and survive, achieve high rates of returns and profits, and gain advantages that others do not have in a highly competitive environment [10]. Based on the importance of SL and OC in achieving SS, and according to the desk survey, no previous study has been found that combined SL, OC, and SS, especially in higher education institutions. Therefore, this study comes to fill this knowledge gap and highlight the mediating effect of OC between SL and SS in Yemeni private universities, which have been established for nearly thirty years since 1994 AD. These universities are considered among the most important pillars of the country's comprehensive development, and contribute to preparing, qualifying, and graduating successive generations. It is relied upon to build the country's economy, in addition to its significant role in accommodating the increasing demand from students for higher education, and it contributes to alleviating the great pressure on government universities, which in turn led to an increase in the volume of Yemeni higher education.

2. Literature Review

2.1. Strategic Success (SS)

SS is fundamental to an organization's long-term viability, serving as the core evaluative criterion for strategic management efficacy [12]. It refers to the organization's ability to fulfill its obligations to the beneficiaries from its products or services, while simultaneously fostering internal human resource development to ensure sustained competitive advantage, adaptability to environmental shifts, and progressive growth, ultimately surpassing competitors [2]. The importance of SS lies in its ability to enable business organizations to choose more successful and less costly competitive strategies than their competitors. It also involves studying and analyzing internal and external environments to discover strategic factors that may positively or negatively influence future organizational performance. In addition, SS enables organizations to implement strategies effectively by adopting modern methods and procedures that help reduce the gap between expected outcomes and the established plan Wali, et al. [13].

Alomar [14] indicates that SS enhances the ability of higher education institutions to grow, increase their size, adapt to environmental changes, predict future trends, and achieve their strategic goals, thereby fostering comprehensive sustainability.

In this context, SS is represented by "the efficiency and skill of academic leadership in optimally investing their OC to enhance institutional survivability, growth, and adaptability to internal and external environmental changes. Given the pivotal role of SS in ensuring institutional sustainability, this study explores how OC serve as key drivers in achieving such success.

2.2. Organizational Capabilities (OC)

Refer to a set of interconnected competencies that enable institutions to optimize their resources, respond to changes, and sustain competitive advantage [15]. It has been defined as "the capabilities or potential of an organization to use its strengths and overcome its weaknesses to exploit opportunities and face threats in its external environment" Kumar, et al.

[16]. Samadi, et al. [17] noted that business organizations need a wide range of OC to enhance their economic growth, sustain their competitive advantage, and achieve high returns on capital. Furthermore, Widi [18] emphasized the need for universities to continuously improve their strategies and OC to adapt to turbulent environmental conditions, enabling them to improve the quality of services provided in line with customer expectations and remain competitive. Shukun [19] added that private higher education institutions with strong OC, such as leadership support, professional development opportunities, and institutional culture, increase the efficiency and independence of faculty members, which reflects positively on their performance. In contrast, institutions lacking these capabilities may weaken the efficiency of faculty members in delivering high-quality education.

In this context, OC are a set of competencies encompassing marketing, managerial, technological, learning, knowledge management, and resource capabilities. When effectively cultivated and deployed, these capabilities will improve their performance and help achieve their strategic goals.

2.3. Sustainable Leadership (SL)

SL has emerged as a new style of effective and successful leadership that addresses issues related to sustainable development [20]. Its primary objectives are to achieve a balance between the social, economic, and environmental interests of business organizations and to lead these organizations and their individuals toward success and sustainable development Merma-Molina, et al. [21]. Rehman, et al. [6] noted that the importance of SL in business organizations lies in its ability to transform traditional practices into sustainable ones, transform the organization's narrow vision into a future-oriented one, and transform managers' current leadership styles into sustainable ones. It also promotes improvement and development from short-term to long-term performance. Vesudevan and Abdullah [22] emphasized the need to integrate SL practices into decision-making processes and the institutional culture of higher education institutions to ensure sustainable competitive advantage and long-term SS. In the context of this study, SL is "a modern leadership style that contributes to building successful and sustainable organizations. It can be implemented through a number of practices, including: developing employee skills and capabilities, managing diversity, supporting the leadership of others, adopting a long-term perspective, promoting social responsibility, adhering to ethical behavior, and implementing organizational justice.

2.4. OC and SS

SS is a fundamental aim that business organizations strive to achieve in order to face risks and overcome challenges. To remain competitive and adapt to rapid changes in the business environment, organizations must leverage all available resources and capabilities Al-Majali [23]. Adanan and AbdulRasid [24] emphasized that companies need to develop operational processes and utilize their tangible and intangible resources, including physical, human, and organizational resources, to maintain their competitive advantage and achieve sustainable SS. Haque, et al. [25] argued that business organizations today will be able to survive, adapt to dynamic and competitive business environments, and maintain their competitive advantage by reshaping and integrating their various OC. Knudsen, et al. [26] emphasized that managers who focus on developing OC to manage resource coordination enables companies to achieve sustainable success in innovation and exceed competitors.

Several studies have indicated a relationship between OC in its dimensions (combined or individually) and SS in its dimensions (combined or individually). For example, Kabrilyants, et al. [27] found a significant impact of OC, including organizational learning capabilities and information technology capabilities, on the successful implementation of e-business. However, knowledge management capabilities did not significantly impact the successful implementation of e-business. Anugwu, et al. [28] confirmed that OC, including human resource capabilities, research and development capabilities, are the main success factors for company growth. Kiruthu, et al. [29] found that OC impact the effective implementation of strategy (as one of SS dimensions). Akaegbu and Usoro [30] highlighted the role of OC in the effective implementation of strategy (as one of SS dimensions). Jabbar and Wali [31] revealed that organizational learning capabilities (as one dimension of OC) are strongly associated with SS. Khamis, et al. [32] demonstrated the impact of organizational learning and knowledge management capabilities on the successful implementation of business strategies. Saadat and Saadat [33] showed the role of organizational learning capabilities (as one of OC dimensions) in achieving organizational success. Estarki, et al. [34] highlighted the role of information technology capabilities (as one dimension of OC) in the effective implementation of organizational strategy (as one of SS dimensions). Adim and Mezeh [35] found a strong and positive relationship between technological capabilities (as one dimension of OC) and organizational survival (as one dimension of SS). Omari, et al. [36] concluded that technological innovation and renewal are among the most important factors influencing SS. Halaj [37] showed that attention to technological resources impacts SS.

Kirika and Odollo [38] found a significant impact of human resource capabilities and technological capabilities on effective growth (as one of SS dimensions). Sharma and Sharma [39] concluded that human resource capabilities (as one of OC dimensions) have a strong and positive impact on SS through the effective implementation of strategy. Alghail, et al. [40] found a significant impact of knowledge management capabilities (as one of OC dimensions) on the organizational success of project management. Abid and Gulzar [41] found a positive impact of knowledge management capabilities on achieving success. Niu and Li [42] concluded that knowledge management (as one dimension of OC) significantly impacts an organization's ability to adapt (as one of SS dimensions). Barbero, et al. [43] found a significant impact of managerial capabilities, including human resource capabilities, OC, marketing capabilities, and financial capabilities, on the success of various growth strategies for companies. Ogola, et al. [44] confirmed that managerial capabilities (as one of OC dimensions) have a positive and significant relationship with the success of strategic business operations. Sadq, et al. [45] found that managerial leadership capabilities impact the success of business strategies.

2.5. SL and SS

SL is a critical strategy for achieving sustainable success for business organizations. It enables these organizations to improve their social, economic, and environmental performance, reduce their organizational costs, ensure their survival and stability, and enhance their ability to exploit market opportunities and address environmental challenges Çuhadar and Rudnak [46]. Maguate, et al. [47] emphasized the need for business organizations to adopt sustainability as a core value and integrate sustainability principles into leadership practices, as this contributes to enhancing their resilience and competitiveness and achieving long-term SS. Many of the studies reviewed indicated a relationship between SL in its dimensions (combined or individually) and SS in its dimensions (combined or individually), such as the study [48] which found a significant impact of adopting SL practices on achieving long-term success for a group of small and medium-sized enterprises in India. The study by Barinua [49] concluded that human capital development (as a dimension of SL) enhances the survival of educational institutions (as a dimension of SS). The study by Burmaoglu [50] showed a positive relationship between diversity management (as a dimension of SL) and achieving organizational growth (as a dimension of SS). The study by Kanakriyah [51] concluded that if social responsibility (as a dimension of SL) is managed properly, it will lead to corporate success. The study by Ali, et al. [52] concluded that social responsibility (as a dimension of SL) has a positive and significant impact on enhancing the success of projects. The study also showed [53] Social responsibility (as one of the dimensions of SL) has a significant impact on the organizational growth of companies (as one of the dimensions of SS).

2.6. SL, OC, and SS

Through a literature review, no previous study has revealed the mediating effect of OC between SL and SS. However, some studies, such as Nisha, et al. [54] have found an effect of SL on sustainable competitive advantage through core capabilities. Malik and Mehmood [55] revealed that organizational learning (as a dimension of OC) mediates the relationship between SL, authentic leadership, and sustainable growth (as a dimension of SS). Iqbal and Ahmad [20] concluded that organizational learning (as a dimension of OC) partially mediates the relationship between SL and sustainable performance. This is by the resource theory or resource-based view (RBV) of Barney [56], which suggests that business organizations can achieve superior performance and competitive advantage by possessing a range of different resources and capabilities. It is also by the dynamic capabilities (DC) theory, which Teece, et al. [57] believe that achieving Success and gaining competitive advantages do not depend solely on organizations' possession of resources and capabilities, but rather on their ability to build, integrate, construct and reshape their internal and external resources to enhance the ability to adapt to rapid environmental changes [19]. Identifying these resources and capabilities, then organizing and deploying them to achieve competitive advantage requires senior management with a sustainable strategic perspective [26]. Hence, the role of SL emerges as one of the most appropriate modern leadership methods, capable of managing and developing these resources and capabilities to use them optimally to achieve superior performance and a sustainable competitive advantage, which leads to achieving SS for organizations.

2.7. Research Hypotheses

Based on the study's objectives and theoretical framework, the following hypotheses are formulated:

- H₁*: There is a statistically significant impact of SL in its dimensions (employee development, diversity management, leading others, long-term perspective, social responsibility, ethical behavior, and organizational justice) combined on SS in Yemeni private universities.
- H₂*: There is a statistically significant impact of SL in its dimensions (employee development, diversity management, leading others, long-term perspective, social responsibility, ethical behavior, and organizational justice) combined on OC in private Yemeni universities.
- H₃*: There is a statistically significant impact of OC in its dimensions:(marketing capabilities, resource capabilities, organizational learning capabilities, technological capabilities, knowledge management capabilities, administrative capabilities) combined in achieving the SS in private Yemeni universities.
- H₄*: There is a statistically significant impact of SL on SS through OC in Yemeni private universities

3. Materials and Methods

This study employs a quantitative methodology, using a descriptive-analytical approach, to study the mediating role of OC in the relationship between SL and SS. Adopting this approach allows for identifying the relationships between variables through data collection and analysis using statistical methods. To collect data from the study population, a structured questionnaire was developed as the primary research tool. To analyze the data, SPSS version 27 was used, employing appropriate statistical methods, such as multiple regression analysis to test the first, second, and third hypotheses, calculating the reliability coefficient (alpha) to ensure the tool's stability, and calculating the mediator and standard deviation to determine the level of achievement of each of SL, OC, and SS in Yemeni private universities. Structural equation modeling (SEM) was also used using AMOS version (24) to test the fourth hypothesis related to studying the mediating effect of OC on the relationship between SL and SS.

3.1. Study population and Sample

The study population comprised all employees, including academics and administrators in the (senior, middle, and frontline) management positions 13 Yemeni private universities, totaling 1,445 individuals. A stratified random sample of 304 individuals was selected to represent the study population, based on the sampling schedule of Chuan and Penyelidikan [58] which determined the study sample size to be a population consisting of (1,400-1,500) individuals, with a number

estimated between (302-306) individuals [59]. The number of questionnaires valid for analysis was 297, representing (97.69%) of the total sample size.

3.2. Measurement and Data Analysis Methods

SL: It includes 35 items, distributed across seven dimensions: (employee development, diversity management, long-term perspective, leading others, social responsibility, ethical behavior, and organizational justice), as these dimensions were developed based on the following studies [60-64].

OC: It includes 30 items, distributed across six dimensions: (marketing capabilities, resource capabilities, organizational learning capabilities, technological capabilities, knowledge management capabilities, and administrative capabilities), as these dimensions were developed based on the following studies [20, 27, 65-68].

SS : It includes 20 items, distributed across four dimensions: (survival, adaptation, growth, and effective implementation), as these dimensions were developed based on the following studies [36, 37, 39, 45, 69, 70].

3.3. Measurement Scales

A seven-point Likert scale, ranging from 1 (strongly disagree) to 7 (strongly agree), was employed to measure participants' perceptions of the items within the "SL", "OC" and "SS" dimensions.

3.4. Reliability and Validity

To ensure the reliability of the study tool, Cronbach's alpha test was conducted. If the alpha value is less than 60%, the questionnaire's reliability is considered weak. If the alpha value is between 60% and 70%, it is considered acceptable, while if it is between 70% and 80%, it is considered good [59] as shown in the following table:

Table 1.
Reliability Analysis Outputs.

Variables	Dimensions	Number of Items	Cronbach's Alpha (α)
SL	Employee Development	5	0.942
	Diversity Management	5	0.934
	Leading Others	5	0.931
	Long-term Perspective	5	0.932
	Social Responsibility	5	0.940
	Ethical Behavior	5	0.910
	Organizational Justice	5	0.957
	Overall SL Scale	35	0.980
OC	Marketing Capabilities	5	0.899
	Resource Capabilities	5	0.862
	Organizational Learning Capabilities	5	0.949
	Technological Capabilities	5	0.915
	Knowledge Management Capabilities	5	0.899
	Managerial Capabilities	5	0.949
	Overall OC Scale	30	0.974
SS	Survival	5	0.915
	Adaptation	5	0.939
	Growth	5	0.917
	Effective Implementation	5	0.949
	Overall SS Scale	20	0.973
Total Reliability		85	0.990

Table 1 shows that the scales used in the study enjoy a high degree of internal consistency across their contents, and they can be relied upon for generalization across the study population.

3.5. Factor Analysis

The AMOS program was used to find the dimensions and items comprising the SL, SS, and OC. To clarify the level of data quality and the extent to which the study tool can be relied upon and the reliability of the results obtained from it, several indicators were used to assess the quality of the model.

3.5.1. Model Quality Indicators for the SL

Table 2.
Results of the confirmatory factor validity test for items of the dimensions of SL (standardized saturations)

Dimension	Paragraph N	Value
Employee Development	SL1.1	.830
	SL1.2	0.86
	SL1.3	0.89
	SL1.4	0.89
	SL1.5	0.88
Diversity Management	SL2.1	0.75
	SL2.2	0.90
	SL2.3	0.89
	SL2.4	0.92
	SL2.5	0.85
Leading Others	SL3.1	0.78
	SL3.2	0.87
	SL3.3	0.87
	SL3.4	0.89
	SL3.5	0.86
Long-Term Perspective	SL4.1	0.77
	SL4.2	0.77
	SL4.3	0.87
	SL4.4	0.91
	SL4.5	0.90
Social Responsibility	SL5.1	0.83
	SL5.2	0.86
	SL5.3	0.91
	SL5.4	0.87
	SL5.5	0.87
Ethical Behavior	SL6.1	0.73
	SL6.2	0.86
	SL6.3	0.74
	SL6.4	0.82
	SL6.5	0.87
Organizational Justice	SL7.1	0.88
	SL7.2	0.93
	SL7.3	0.92
	SL7.4	0.88
	SL7.5	0.90

From the results of Table 2 the item loads ranged between (0.730) and (0.940), which are within the acceptable limits for loads specified as (0.50) and greater, and thus the construct validity of the dimensions SL was confirmed.

3.5.2. Model Quality Indicators for the OC

Table 3.
Results of the confirmatory factor validity test for the items of the dimensions of OC(standardized saturations).

Dimension	Paragraph N	Value
Marketing capabilities	OC1.1	.810
	OC1.2	0.81
	OC1.3	0.80
	OC1.4	0.78
	OC1.5	0.78
Resource capabilities	OC2.1	0.84
	OC2.2	0.54
	OC2.3	0.84
	OC2.4	0.82
	OC2.5	0.69
Organizational learning capabilities	OC3.1	0.83
	OC3.2	0.90

	OC3.3	0.90
	OC3.4	0.90
	OC3.5	0.87
Technological capabilities	OC4.1	0.83
	OC4.2	0.86
	OC4.3	0.91
	OC4.4	0.88
	OC4.5	0.64
Knowledge management capabilities	OC5.1	0.69
	OC5.2	0.72
	OC5.3	0.73
	OC5.4	0.94
	OC5.5	0.93
Administrative capabilities	OC6.1	0.84
	OC6.2	0.88
	OC6.3	0.94
	OC6.4	0.94
	OC6.5	0.81

From the results of **Table 3** the item loads ranged between (0.54) and (0.94), which are within the acceptable limits for loads specified as (0.50) and greater, and thus the construct validity of the OC dimensions was confirmed.

3.5.3. Model Quality Indicators for the SS Variable

Table 4.

Results of the confirmatory factor validity test for the items of the dimensions of SS(standardized saturations))

Dimension	Paragraph N	Value
Survival	SS1.1	.790
	SS1.2	0.88
	SS1.3	0.90
	SS1.4	0.81
	SS1.5	0.76
Adaptation	SS2.1	0.85
	SS2.2	0.90
	SS2.3	0.91
	SS2.4	0.84
	SS2.5	0.83
Growth	SS3.1	0.80
	SS3.2	0.77
	SS3.3	0.89
	SS3.4	0.88
	SS3.5	0.78
Effective Implementation	SS4.1	0.89
	SS4.2	0.89
	SS4.3	0.89
	SS4.4	0.87
	SS4.5	0.88
	SS1.2	0.88
	SS1.3	0.90
	SS1.4	0.81
	SS1.5	0.76

From the results of **Table 4** the item loads ranged between (0.760) and (0.90), which are within the acceptable limits for loads specified as (0.50) and greater, and thus the construct validity of SS dimensions was confirmed.

Table 5.

Indicators of the quality of fit after improving the fit of the models of the dimensions of (SL, OC and SS).

Indicators	Acceptable fit values	Optimal fit values	Value in Default model SL	Value in Default model OC	Value in Default model SS
CMIN/ df	< 5	< 2	2.067	2.892	2.714
RMSEA	0.05 to 0.08	≥ 0.05	0.079	0.079	0.076
GFI	0 to 1	> 0.90	0.825	0.798	0.871
AGFI	0 to 1	> 0.80	0.788	0.754	0.827
CFI	0 to 1	> 0.90	0.952	0.920	0.958
NFI	0 to 1	> 0.95	0.912	0.883	0.935
IFI	0 to 1	> 0.95	0.953	0.920	0.958
TLI	0 to 1	> 0.95	0.946	0.909	0.949

Table 5 show that the degree of achievement of the goodness-of-fit indicators for the models of the dimensions of the variables (SL, OC, and SS) all fall within the acceptable range. The values of the indicators that were outside the acceptable range improved, and some indicators even appeared within the values of excellent or ideal fit, after restricting some measurement errors whose indicators appeared to be greater than (15).

4. Results and Discussion

4.1. Statistical Analysis

After collecting the data, it was analyzed descriptively to identify and present an overview of the various variables studied based on the data obtained in Yemeni private universities. The arithmetic mean and standard deviation were calculated for each variable along with its dimensions, as shown in the following Table 6:

Table 6.

Means and Standard Deviations of the Study Variables.

Variables	Dimensions	Mean	Standard Deviation
SL	Employee Development	4.72	1.36
	Diversity Management	4.94	1.28
	Leading Others	4.65	1.33
	Long-term Perspective	5.12	1.25
	Social Responsibility	4.98	1.27
	Ethical Behavior	4.72	1.37
	Organizational Justice	4.18	1.62
	SL (Overall)	4.76	1.17
OC	Marketing Capabilities	5.13	1.16
	Resource Capabilities	4.98	1.21
	Organizational Learning Capabilities	4.78	1.37
	Technological Capabilities	5.10	1.21
	Knowledge Management Capabilities	4.91	1.24
	Managerial Capabilities	4.86	1.51
OC (Overall)	4.96	1.12	
SS	Survival	4.61	1.45
	Adaptation	4.79	1.36
	Growth	5.15	1.32
	Effective Implementation	4.87	1.38
	SS (Overall)	4.85	1.27

From the results in Table 6, it is clear that SL obtained an arithmetic mean of (4.76) and a standard deviation of (1.17), indicating a fairly high level of practicing the SL style for the scale as a whole. All dimensions of SL were at a fairly high level of availability for each dimension, except the dimension of organizational Justice was in level of medium, and the most available was the long-term perspective dimension with a mean of (5.12) and a standard deviation of (1.25). OC obtained an arithmetic mean of (4.96) and a standard deviation of (1.12), indicating a fairly high level of availability for the scale as a whole. All dimensions of OC were at a fairly high level of availability for each dimension, and the most available was the marketing capabilities dimension with a mean of (5.13) and a standard deviation of (1.16). The SS also obtained an arithmetic mean of (4.85) and a standard deviation of (1.27), indicating a fairly high level for the scale as a whole. All dimensions of SS were at a fairly high level of achievement for each dimension, and the highest achievement was the growth dimension with a mean of (5.15), and a standard deviation of (1.32), indicating that universities still need to adopt a SL style to be able to optimally use their OC with the aim of achieving SS at the required level.

4.2. Hypothesis Testing

4.2.1. The Main (H1) Hypothesis Testing

Table 7.
Multicollinearity test for SL dimensions.

Dimensions	Tolerance	VIF
Employee Development	0.361	2.770
Diversity Management	0.254	3.933
Leading Others	0.239	4.177
Long-term Perspective	0.353	2.832
Social Responsibility	0.312	3.209
Ethical Behavior	0.286	3.494
Organizational Justice	0.297	3.363

Table 7, shows that the dimensions of the (SL) are free from the problem of collinearity, as it appears that the values of the permissible variance are greater than (0.1), and all the values of the data inflation factor are less than (10).

Table 8.
The impact of SL dimensions on SS.

SL Dimensions	SS						
	(B)	(T)	(Sig.)	(R)	(R2)	(F)	(Sig.)
Employee Development	0.091	1.820	0.070	0.835	0.698	950.24	0.000
Diversity Management	0.047	0.733	0.464				
Leading Others	0.012	0.190	0.849				
Long-term Perspective	0.239	4.323	0.000				
Social Responsibility	0.197	3.395	0.000				
Ethical Behavior	0.184	3.307	0.000				
Organizational Justice	0.136	2.932	0.004				

The findings in Table 8, show that SL, with its combined dimensions, has an impact on achieving SS. The coefficient of determination (R2) reached (0.698), indicating that SL, with its combined dimensions, explains (69.8%) of the changes in the level of SS achieved in the selected universities. The significance of this result is confirmed by the calculated (F) value, which reached (95.24) at a significance level less than (0.05). The multiple correlation coefficient (R) value (0.835) also indicates a strong correlation between the combined dimensions of SL and SS. Although the values (b1, b2, b3) for the dimensions (employee development, diversity management, leading others) appear to be statistically insignificant at a significance level of (0.05), this does not mean that they are unimportant in the multiple model, but their impact is very weak compared to the variables that participated with them in the model. Therefore, the main hypothesis (H1) is accepted, confirming a statistically significant impact of SL in its dimensions: (employee development, diversity management, leading others, long-term perspective, social responsibility, ethical behavior, organizational justice) combined in achieving SS in Yemeni private universities.

4.2.2. The Main (H2) Hypothesis Testing

Table 9.
The impact of SL dimensions on OC.

SL Dimensions	OC						
	(B)	(T)	(Sig.)	(R)	(R2)	(F)	(Sig.)
Employee Development	0.151	3.737	0.000	0.864	0.747	1210.9	0.000
Diversity Management	0.058	1.124	0.262				
Leading Others	0.063	1.237	0.217				
Long-term Perspective	0.260	5.793	0.000				
Social Responsibility	0.074	1.572	0.117				
Ethical Behavior	0.117	2.587	0.010				
Organizational Justice	0.114	3.028	0.003				

The findings in Table 9, show that SL, with its combined dimensions, has an impact on OC. The coefficient of determination (R2) reached (0.747), indicating that SL, with its combined dimensions, explains (74.7%) of the changes in the level of OC in the selected universities. The significance of this result is confirmed by the calculated (F) value, which reached (121.9) at a significance level less than (0.05). The multiple correlation coefficient (R) value (0.864) also indicates a strong correlation between the combined dimensions of SL and OC. Although the values (b2, b3, b5) for the dimensions (diversity Management, leading others, social Responsibility) appear to be statistically insignificant at a significance level of (0.05), this does not mean that they are unimportant in the multiple model, but their impact is very weak compared to the variables that participated with them in the model. Therefore, the main hypothesis (H2) is accepted, confirming a

statistically significant impact of SL in its dimensions: (employee development, diversity management, leading others, long-term perspective, social responsibility, ethical behavior, organizational justice) combined in OC in Yemeni private universities.

4.2.3. The Main (H3) Hypothesis Testing

Table 10.
Multicollinearity test for OC dimensions.

Dimensions	Tolerance	VIF
Marketing capabilities	0.312	3.204
Resource capabilities	0.267	3.743
Organizational learning capabilities	0.292	3.422
Technological capabilities	0.320	3.122
Knowledge management capabilities	0.279	3.582
Managerial capabilities	0.417	2.398

Table 10 shows that the dimensions of the (OC) are free from the problem of collinearity, as it appears that the values of the permissible variance are greater than (0.1), and all the values of the data inflation factor are less than (10).

Table 11.
The impact of OC dimensions on SS.

Independent variables	SS						
	(B)	(T)	(Sig.)	(R)	(R2)	(F)	(Sig0.)
Marketing capabilities	0.261	4.787	0.000	0.881	0.775	1660.8	0.000
Resource capabilities	0.088	1.556	0.121				
Organizational learning capabilities	0.271	5.689	0.000				
Technological capabilities	-0.091	-1.764	0.079				
Knowledge management capabilities	0.113	2.113	0.035				
Managerial capabilities	0.286	7.938	0.000				

The findings in Table 11 show that OC, with its combined dimensions, has an impact on achieving SS. The coefficient of determination (R2) reached 0.775), indicating that OC, with its combined dimensions, explains (77.5%) of the changes in the level of SS achieved in the selected universities. The significance of this result is confirmed by the calculated (F) value, which reached (166.8) at a significance level less than (0.05). The multiple correlation coefficient (R) value (0.881) also indicates a strong correlation between the combined dimensions of OC and SS. Although the values (b2, b4) for the dimensions (resource capabilities, technological capabilities) appear to be statistically insignificant at a significance level of (0.05), this does not mean that they are unimportant in the multiple model, but their impact is very weak compared to the variables that participated with them in the model. Therefore, the main hypothesis (H3) is accepted, confirming a statistically significant impact of OC in its dimensions:(marketing capabilities, resource capabilities, organizational learning capabilities, technological capabilities, knowledge management capabilities, administrative capabilities) combined in achieving SS in Yemeni private universities.

4.2.4. The Main (H4) Hypothesis Testing

- Model One: The overall impact of SL on achieving SS in private universities (under study) was studied, as follows:

Table 12.
Indicators of goodness of fit for the model of the impact of SL on SS.

Indicators	Optimal fit values	Acceptable fit values	Value in Default model
CMIN/df	< 2	< 5	2.815
GFI	> 0.90	0 to 1	0.937
AGFI	> 0.80	0 to 1	0.893
CFI	> 0.90	0 to 1	0.978
TLI	> 0.95	0 to 1	0.969
NFI	> 0.95	0 to 1	0.967
RMSEA	≥ 0.05	0.05 to 0.08	0.078

From the results in Table 12, it appears that the degree of achievement of the quality of fit indicators for the model of the impact of (SL) on the (SS) falls within the limits of the acceptable fit values for the indicators (CMIN/df) and (RMSEA), and within the limits of the ideal fit values for the indicators (CFI), (GFI), (AGFI), and (TLI), and this indicates the high level of model fit and its level of reliability. The following table shows the direct impact of SL on SS.

Table 13.
The path of the impact of SL on SS.

Path	β (Estimate)	S.E.	C.R	P.V
SL --- > SS	0.876	0.066	15.644	***

Table 13 and Figure 1 shows that SL has a positive impact on SS in Yemeni private universities, as the value of the impact coefficient was ($\beta=0.876$), which is statistically significant at a significance level of less than (0.05).

The second model: The direct impact of SL on SS was studied through OC as a mediator, as follows:

Table 14.
Indicators of goodness of fit for the model of the impact of SL on SS through OC.

Indicators	Optimal fit values	Acceptable fit values	Value In Default model
CMIN/df)	< 2	< 5	2.976
GFI	> 0.90	0 to 1	0.883
AGFI	> 0.80	0 to 1	0.839
CFI	> 0.90	0 to 1	0.959
TLI	> 0.95	0 to 1	0.949
NFI	> 0.95	0 to 1	0.939
RMSEA	\geq 0.05	0.05 to 0.08	0.082

The model assessing the mediating role of OC between SL and SS exhibits an acceptable to excellent model fit, as indicated by fit indices presented in Table 14.

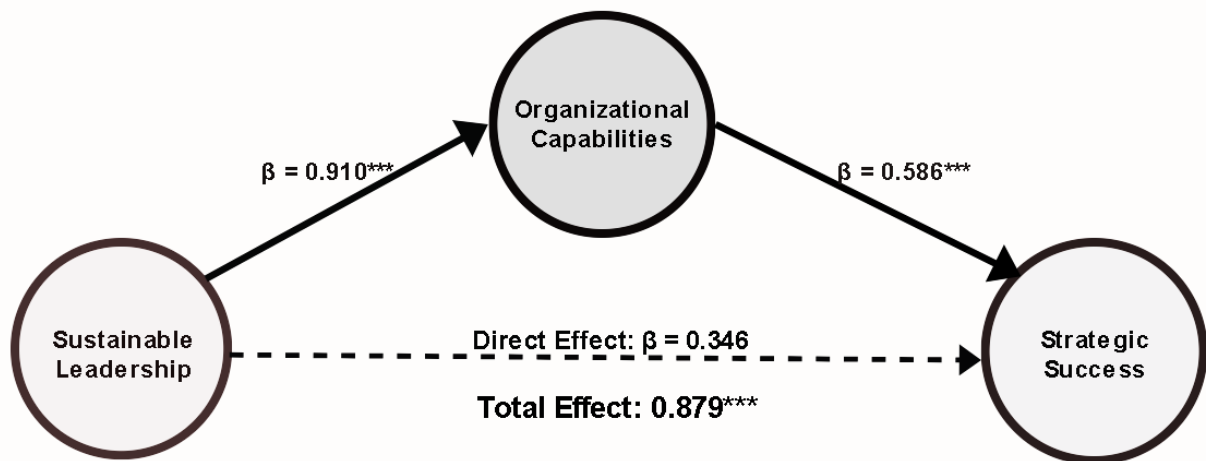


Figure 1.
The structural model of the impact of SL on SS through OC.

Table 15.
Indicators of the paths of the impact of SL on SS through OC.

Path	β (Estimate)	Indirect Effect	Total Effect	S.E.	C.R	.P.V
SL --- > OC (a)	0.910	0.000	0.910	.051	15.841	***
OC --- > SS (b)	0.586	0.000	0.586	.137	6.296	***
SL --- > SS (c)	0.346	0.533	0.879	.118	2.720	0.007

Table 15 and Figure 1 shows that SL has an impact on OC, as the value of the influence coefficient in path (a) ($\beta=0.910$) was at a significance level less than 0.05. There is also an impact of OC on SS, as the value of the influence coefficient in path (b) ($\beta=0.586$) was at a significance level less than 0.05. The results also showed the presence of a direct impact of SL on SS through OC, as the value of the influence coefficient in path (c) was ($\beta=0.350$), while the indirect impact of SL on SS through OC as an was (0.533). Both are significant and statistically significant at a significance level less than 0.05. This confirms the presence of both direct and indirect effects, validating the partial mediating role of OC in the relationship between SL and SS. Therefore, the main hypothesis (H4) is accepted, confirming a statistically significant impact of SL on SS through OC in Yemeni private universities.

This study aimed to examine how SL influences SS in Yemeni private universities, with OC acting as a mediating factor. The statistical results confirm all proposed hypotheses. Prior research has emphasized the importance of SL [20, 47] and OC [56, 57] in driving organizational success. Our findings align with and extend this body of literature.

First, the results demonstrate that SL has a significant positive impact on SS ($\beta=0.876$, $p<0.05$). This supports previous studies by Rehman, et al. [6] and Çuhadar and Rudnak [46] which found that leadership emphasizing long-term vision, ethical behavior, and social responsibility enhances organizational resilience and competitive advantage. Notably, the long-term perspective emerged as the most influential dimension (Mean=5.12), reinforcing the argument that forward-thinking leadership is critical for sustainability. However, the weaker influence of leading others suggests a potential gap in leadership development at middle and lower management levels—a challenge also identified by Kanakriyah [51] in similar contexts.

Second, the study confirms that SL significantly enhances OC ($\beta=0.910$, $p<0.05$). This finding aligns with the Resource-Based View (RBV) Barney [56] which suggests that business organizations can achieve superior performance by possessing a range of different resources and capabilities. Among the dimensions of OC, marketing capabilities (Mean=5.13) and managerial capabilities were the strongest, while technological capabilities exhibited the weakest influence in this study, this finding aligns with the concerns highlighted by Estarki, et al. [34] who emphasized that insufficient prioritization and structured development of IT capabilities particularly in developing economies often hinder the effective integration of digital tools into strategic implementation processes.

Third, OC were found to partially mediate the relationship between SL and SS (indirect effect=0.533, $p<0.05$). This supports the Dynamic Capabilities (DC) Theory [57] which highlights the need for organizations to continuously adapt their internal competencies to remain competitive. Managerial capabilities had the strongest impact on SS, reinforcing Sharma and Sharma [39] argument that robust management systems are essential for growth.

5. Conclusion and Suggestions

While this study provides valuable insights, its scope was limited to a sample of private universities in Sana'a, potentially limiting the generalizability of the results. Future research may consider extending the study to include public universities or institutions from other regions to compare patterns and outcomes.

Additionally, this study focused exclusively on the mediating role of organizational capabilities. Further investigations could explore other potential mediators, such as employee engagement, quality of work life, or organizational citizenship behavior. It would also be insightful to examine whether OC mediates the effect of other leadership styles such as transformational, ethical, servant, or trust-based leadership, on SS.

6. Relevance and Implications

Although this study is situated within the context of Yemeni private universities, its conceptual framework and findings are highly applicable to the Indonesian higher education sector, particularly in the domain of private institutions. A growing body of research in Indonesia underscores the relevance of leadership, organizational capabilities, and strategic outcomes—core constructs within our model.

For instance, Rustiyaningsih, et al. [71] empirically demonstrated that adaptive leadership significantly influences higher education performance through the mediating role of sustainable competitive advantage. This mirrors the mediating mechanism proposed in our study, where organizational capabilities act as the conduit between sustainable leadership and strategic success. Similarly, Maulani and Robbaniyyah [72] found that strategic flexibility—a core component of organizational capabilities—has a significant effect on institutional performance in private universities in West Java. These findings support our argument that dynamic internal capabilities are essential for translating leadership into measurable outcomes in competitive academic environments.

Additionally, Rizki, et al. [73] emphasized that entrepreneurial leadership capabilities enhance sustainable competitive advantage through the mediation of strategic agility. Their model confirms the importance of mediating organizational constructs in the relationship between leadership and long-term institutional success, reinforcing the validity of our mediational hypothesis.

Given the shared challenges facing Yemeni and Asian private universities—such as financial constraints, global competition, and the demand for innovation—the application of our findings within the Asian context is both justified and potentially beneficial. These parallels validate the broader applicability of our proposed model in diverse yet similarly evolving educational landscapes.

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