

**Research Article****Impact of Succession Planning on Employees Performance: Mediating Role of Employees Engagement and Job Demands**Sajaan Arif^{1*} | Muhammad Irfan Khan² | Farhat Abbas³ | Tahir Javaid⁴**Authors Information**

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Declaration of interests

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Abstract

This study investigates the relationships among succession planning practices (SPP), employee engagement (EE), job demands (JD), and employee performance (EP) within the higher education landscape of Pakistan. Utilizing a survey-based approach, the research focuses on teaching staff as the primary sample group. A sample of 312 teaching professionals was obtained from various higher education institutions. Data collection involved self-administrative questionnaire, and structural equation modeling (SEM) utilized to analyze the study hypotheses. The findings indicate significant impact of SPP on EP, with EE and JD identified as significant mediating factors in this association. Importantly, all hypothesized relationships are empirically supported, contributing substantively to the academic understanding. The study advocates for the adoption of robust succession planning mechanisms by university administrations to optimize teacher performance. Furthermore, it highlights the necessity of agile policymaking to facilitate internal talent mobility and mitigate reliance on external recruitment. Moreover, the research underscores the importance of effective talent management strategies in addressing unforeseen retirements, offering cost-efficient alternatives to recruitment and development while nurturing internal career progression pathways.

Keywords: Succession Planning Practices, Employee Performance, Job Demand, Employee Engagement.

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1 INTRODUCTION

Employee performance has become essential in both public and private organizations. According to Ahmad et al. (2020a), SPP is an effective method for enhancing and maintaining competent individuals, developing leaders, and retaining employees, thus allowing businesses to better execute their full capabilities and competencies. EE is important for encouraging effort, creativity, and excellent outcomes for both employees and firms (Jauhari et al., 2013). According to Abdullahi et al. (2021) survey of 1,500 workers, only 29% of workers are connected to their companies. Skilled management adds to employee engagement by improving workers' abilities and skills, resulting in a stronger link between employees and employers (De Silva & Tharanganie, 2018). Job demands are linked to a large amount of stress (Bakker & Demerouti, 2018). In the last ten years, the literature using the job demand resource technique to estimate EE has expanded widely and describes the model's relevance to educational contexts (Ahmad et al., 2020b; Bermejo-Toro et al., 2016; Yin et al., 2016). Currently, SPP minimizes the time and expense of recruiting and selecting external workers (Adebola, 2019). SPP is necessary for various reasons. First, succession planning saves institution or organization money by eliminating the need for external hiring and motivating or encouraging internal personnel to pursue potential leadership positions. Second, succession planning practice hires skilled and competent workers who enable organizations to be appointed or assigned to unexpected vacancies to keep the company running smoothly (Bolander et al., 2017).

Numerous studies have considerably expanded and maintained EP as a result of succession-planning practices. Ali et al. (2014) examined the association between SPP and EP. Abdullahi et al. (2021) analyzed the relationship between succession-planning practices and EP through employee engagement as a mediating factor. Prior studies, to our knowledge, have not examined JD as a mediator for identifying the succession-planning practice and EP link. To resolve this issue, the current research looked at the effect of SPP on EP through employee engagement and job demand among teachers of higher education institutions from different colleges and universities in Pakistan in order to boost the competitiveness of colleges and universities. This study adopted job demand as a mediator because a previous study conducted by Abdullahi et al. (2021) pointed out that job demand is a powerful stress process for positive outcomes. The current study focuses on the higher education industry in Pakistan and examines the association between succession-planning practices and employee performance using job demand and EE as a mediating factor.

- I. To investigate the association between succession planning practice and employee performance.
- II. To find out the association between succession planning practice and employee engagement.
- III. To investigate the association between employee engagement and employee performance.
- IV. To analyze the association between succession planning practice and job demand.
- V. To find out the association between job demand and employee performance.
- VI. To analyze the association between job demand and employee engagement.

In this research, the researcher investigated the effect of succession-planning practices on EP. This research is crucial in several ways. First, it is important for organizations to measure and evaluate current employee performance, identify gaps, and make it challenging to close these gaps. When integrated with organizational needs, succession planning can be used as a significant component of an employee performance strategy to provide personalized, aggressive development opportunities for outstanding individuals who can fill the gaps left by other staff members. Second, the study would also assist management in determining where their skills and knowledge for implementing effective employee performance and practice are limited or missing, as well as in monitoring whether policy and practice are implemented extensively and effectively. It would be beneficial to existing and prospective employees to determine ways to improve organizational performance. This research would be useful to educational organizations in evaluating the sustainability and effectiveness of their partners, as well as serving as a foundation for establishing a clear link to higher education institutions to understand how succession-planning practice helps firms achieve the required objectives. This research would also add to the body of understanding by filling a gap in the literature on succession planning, particularly in the educational sector.

2 LITERATURE REVIEW AND RESEARCH FRAMEWORK

The effect of SPP on employee performance, which includes employee engagement and job demands as mediating factors, is discussed and examined. As numerous scholars have widely highlighted the value of these

practices, organizations now choose to invest in leader development strategies among employees (Abdullahi et al., 2021; Johnson, 2018; van Tuin et al., 2021).

2.1 Social Exchange Theory and Self-determination Theory

In the social sciences, SET is the most prominent theory of social interaction. Blau (1968), Homans (1958) and Krishna and Kim (2021) were the primary thinkers who established the theory of social exchange. SET is a concept in management psychology that defines social change as a process involving two people participating in exchanges. SET is founded on the ethical standards of exchange within cooperative partnerships (Blau, 2017). Social exchange theory has been widely used to connect the impact of leadership on work performance (Parigi et al., 2017; Peng & Lin, 2017). SDT investigates how culture and social environment influence whether people's core emotional competencies, such as personality, accomplishment, and very well, are met or not (Ryan et al., 2021). SDT was also used to develop SPP (Vallerand, 2021). SDT ostensibly highlights the importance of persons achieving the three emotional requirements and goals (connection, freedom, and competency) that are necessary for successful EP (Ntoumanis et al., 2021). As a result, existing research directed by SET and SDT can produce a credible outcome.

2.2 Succession Planning Practice and Employee Performance

According to Ramola and Rangnekar (2021), succession-planning practice is a process of discovering, training, and tracking key personnel for leadership positions and jobs in a company. SPP is a comprehensive method for determining the existing and future skills needed to meet an organization's strategic goals as well as matching staff training and the growth of strategies to meet these needs (Hussain et al., 2018). Maintaining competent and talented people has become a significant challenge for businesses seeking to gain competitive advantage and achieve organizational objectives (Ali et al., 2019). EP refers to a teacher's contribution to an organization's product production or service delivery to customers. EP, on the other hand, relates to how much work a worker completes in a certain period (Pribadi et al., 2020). Employee performance is defined as how well a person performs their work responsibilities and fulfills the tasks assigned to them. This is related to the effectiveness, reliability, and capacity of the output. Job performance is described as an employee's behavior in the workplace as well as actions connected to the company's objectives. SPP helps the firm to construct a strategic plan, a growth strategy, and a variety of business initiatives, as well as gives employees the flexibility to sensitively fulfil ever-changing environmental needs. Supply and demand predictions, which analyze existing employee capabilities and review performance, are the driving forces behind SPP (Amaldoss et al., 2021).

According to Deepthi (2021), when a top manager leaves a company early, firms utilize succession planning as a relatively brief replacement strategy. According to numerous academics, SPP is expected to be a necessary aspect in the training of a productive group of bright researchers for theoretical and practical jobs in the education field (Abdullahi et al., 2020). Effective SPP may regularly enable prospective intellectual managers to simplify their management talents to maintain the competitiveness and efficient functioning of their organizations, whether for new management roles or when their tenure is up (Zakaria et al., 2021). As a result, selection criteria are necessary for these abilities to be quickly "groomed" for theoretical and practitioner posts in research organizations (Najam ul Hassan & Siddiqui, 2020). The fundamental objective of the succession plan is to mold and exploit the skills of the expert workforce at the theoretical and practitioner levels so that challenges can be addressed. It also helps job advancement by providing the required support for new obligations (Abdullahi et al., 2020; Njeri et al., 2019). According to Ghazali et al., succession planning seeks to predict a company's performance by ensuring that the right person is in the perfect position.

This technique encourages businesses to create future leaders in a planned rather than reacting manner. Organizations that hire appropriate people reduce difficulties, boost creativity, boost employee satisfaction, and boost human resources (Ali et al., 2019). The risk of acquiring an incompetent individual for critical tasks is reduced with succession planning. As a result, when corporations appoint ineffective leaders to critical positions, they face difficulties in retaining other employees and their performance suffers (Pahos & Galanaki, 2019). According to Ogbu Edeh PhD (2019), who examined the relationship between training programs and succession planning practice at ten financial institutions, improving employee succession practice adds to better employee performance. Ali and Mehreen (2019) recently discovered an association between SPP and EP, whereas Gordon and Overbey (2018) theorized that employee engagement and performance increase as a result of SP. According to Ali and Mehreen (2019), SP foster the development of important knowledge domains associated with potential managers. Johnson et al. (2018) stated that SPP boosts employee satisfaction and happiness.

According to recent research, succession planning improves job stability, provides professionals, and increases staff productivity (Gordon & Overbey, 2018). According to empirical research of Ali et al. (2019); Ali et al. (2014) succession planning practice has a significant impact on employee performance. Similarly, Rayburn et al. (2016) describe the advantages of succession planning practice by emphasizing accountability and transparency, indicating that succession planning practice enhances operational effectiveness and prepares people for management positions to achieve performance. According to SET, which states that an organization's resources must be appreciated and trained appropriately for further opportunities or roles, a mutual connection between the two groups helps leaders display positive perceptions and actions towards others who appreciate them and their continued attempts (Saifulina et al., 2021). Simultaneously, SDT encourages people to grow and develop personally in order to achieve potential leadership roles and performance. Consequently, the following theory has been proven based on both theoretical and empirical support:

H1: Succession planning practice has positive and significant effect on Employee Performance.

2.3 Employee Engagement as a Mediator

In employee engagement, Huang et al. (2021) developed the concept of EE to motivate people to perform their professions in such a way that their psychological, intellectual, and personal connections to the job are realized in the workplace. EE was a hot topic in business until 2005, with managers, consultants, and politicians debating it extensively. Academics have focused on the notion to a considerable extent only after a series of studies expanded the concept of EE to include employment, job, and organizational engagement in 2006, when many studies expanded the concept of EE to include employment, collaboration, and organizational engagement (Verčič, 2021). Employee engagement is a mental condition that is good, fulfilling, and has something to do with work (Beatrice, 2022). It is distinguished by vigor (a feeling of significance, excitement, motivation, pride, and ambition), dedication (a perception of importance, passion, motivation, honor, and obstacle), and absorption (becoming completely and delighted engaged in a job) (Sonnentag et al., 2021). According to Yuan et al. (2021), employee engagement refers to a person's preferred self-being employed and exhibited in work behaviors that promote the link between employment and other individual existence (personal, intellectual, and emotional) and engaged achievements. The employee engagement idea was defined by Garg and Singh (2020) as the intellectual, psychological, and behavioral condition of employees that leads them to the organization's desired goals.

According to Iddagoda and Opatha (2020), employees put in extra time, commitment, and ambition to help a company succeed. For example, despite the possibility of working somewhere, staff members have a strong desire to remain part of the firm, and they put in extra effort, ability, and initiative to participate in organizational progress (Sharma & Kumra, 2020). This study highlights three reasons for using Employee engagement as a mediator. First, as Ampofo and Karatepe (2021) suggested, employee engagement seems to be a primary driver of performance outcomes. Other researchers have recommended that employee engagement is a predictor of organizational commitment (Abdullahi et al., 2021). Then identified as a result of job sources and strategies (Aktar & Pangil, 2018; Olugbade & Karatepe, 2019; Sonnentag et al., 2021). Third, according to social exchange theory, employees with a greater level of employee engagement have a more trusted and honest relationship with their employers, and they are also quicker to extend their employers to an optimistic approach (EP) (Saks, 2019).

Abdullahi et al. (2021); Cannon and Rucker (2020) stated that the association between independent and dependent variables is not required for evaluating mediation because mediation can be statically important even when there is no direct relationship. As a result, this study validated the recommendations of Cannon and Rucker (2020); Fisher et al. (2021); Xie et al. (2018). Empirical research has shown that staff SPP have a major impact on employee performance (Abdullahi et al., 2021; Ali et al., 2019; Ali et al., 2014; Ali & Mehreen, 2019; Thuo et al., 2018). Various studies have claimed that succession-planning practice has a significant impact on Employee Engagement (El Badawy et al., 2018; Srimulyani, 2020). Employee Performance is also affected by Employee Engagement (Abdullahi et al., 2021; De Silva & Tharanganie, 2018). Additionally, EE's mediating function is based on SET and SDT (Diah et al., 2020). According to SET, an organization that invests in a positive direction toward its staff generates mutuality, permitting employees to respond in a positive manner that enhances the organization (Diah et al., 2020) and which also inspires people to pursue self-improvement to achieve leadership positions and performance. Based on empirical data and validity, the following hypothesis is proposed:

H2: Succession Planning Practice have positive and significant effect on Employee engagement.

H3: Employee engagement have positive and significant effect on Employee Performance.

2.4 Job Demand as a Mediator

Job demands are part of a job that requires continuous psychological effort or talent as well as the consumption of certain cognitive and behavioral costs (Eriksson et al., 2021). Well-being lecturers have become a critical concern because of the trend toward responsibility in higher education. According to the literature, university teachers are becoming increasingly stressed because of increased expectations of teaching, research, and management (Hiemstra et al., 2021). However, challenges for university teachers to develop innovative teaching practices and technologies, as well as a change in educational practices and an increase in the proportion of students, have all contributed to an increase in the proportion of students (Heffernan & Bosetti, 2020).

Thus, in this study, markers of university teaching job demands included instructional demands, educational and research challenges, and unique educational issues. Since 1999, China's rising expansion of higher education has put strain on institutional resources, resulting in a slew of issues, including an increase in the proportion of students, worsening employee circumstances, and a drop in teaching quality (Han et al., 2020). Furthermore, the Chinese educational system has undergone a shift from a teacher-centered to a learner-centered strategy to classroom teaching. Consequently, Chinese university teachers face greater teaching loads, changes in their teaching approaches, and new pedagogical obstacles.

The demands of university teaching were assessed using two variables from the staff stress scale relevant to teaching (Leung et al., 2000). Teaching demands (TD, five elements, for example, 'Teaching timetables are too tight') and new challenges (NC, three elements, for example, 'keeping up with new practices, concepts, tools, or innovations or new obstacles') were assessed. According to previous studies, faculty members are stressed by the need to acquire external money and significant degrees of role conflict between education and learning needs (Zhao, 2021; Zibenberg, 2021). Recently, Aguiar et al. (2020) discovered that Lecturers at Chinese universities, whether required to teach or survey, were grappling with the tension between learning and research. Job demand plays a mediating role between SPP and EP. Through job demands, researchers will examine the association between SPP and employee performance. Furthermore, researchers have investigated the impact of job demand on employee engagement. So, as a result, researcher proposed the following hypothesis:

H4: Succession planning practice have positive and significant effect on Job demand.

H5: Job demand have positive and significant effect on Employee Performance.

H6: Job demand have positive and significant effect on employee engagement.

Figure 1 presents the study framework included the SPP, EE, JD, and EP. Figure 2.1 indicate the study model.

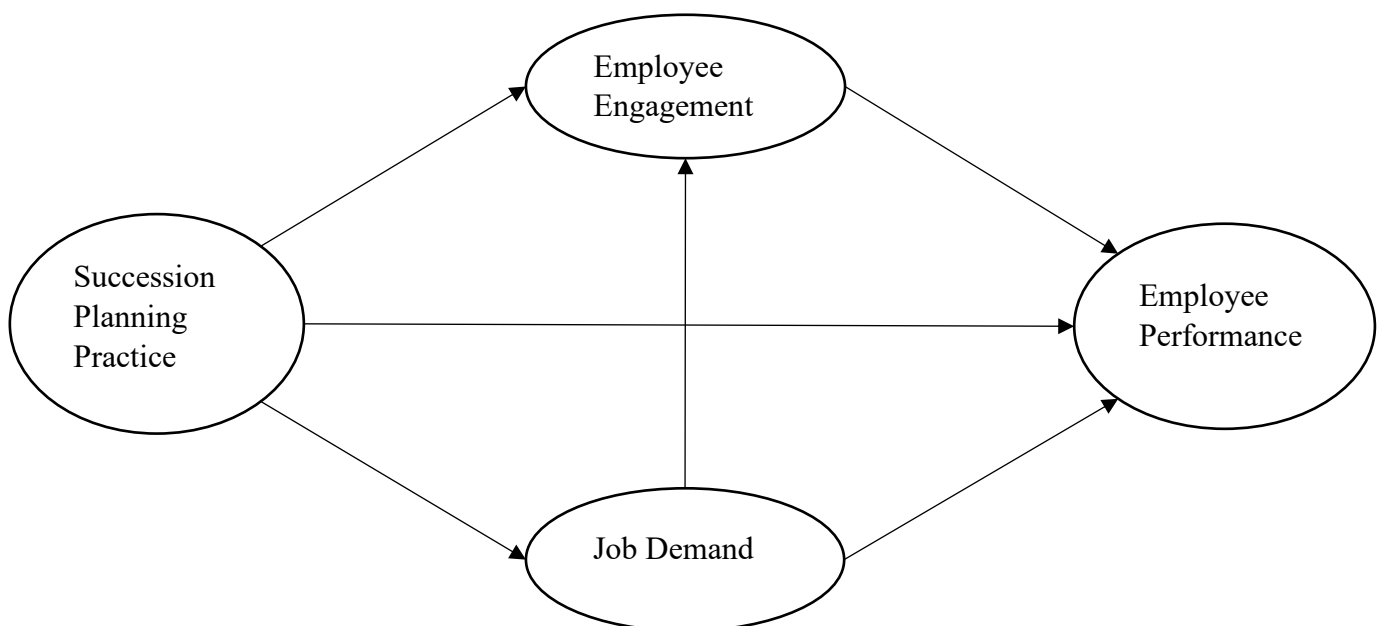


Figure 1. Study Framework

3 METHODOLOGY

Higher education and universities were the primary target sectors for this cross-sectional research design because they faced similar challenges and provided succession planning practices. The researcher used a quantitative method to collect data from teachers of the educational sector in Pakistan. This study employed a stratified and simple random sampling technique, which implies that each survey respondent has an equal probability of being chosen as a unit in a survey and permits a researcher to distribute the research sample evenly throughout all sectors of the target respondents without prejudice.

3.1 Measurement

The researcher used a questionnaire to collect accurate data from a large sample. Except for the demographic questionnaire, all instruments were rated on a 5-point Likert scale, where 1 denotes “strongly disagree” and 5 indicates “strongly agree.” In our study, researchers gathered data via an online questionnaire and used a 5-point Likert scale to assess teachers’ performance. Respondents are easily analyzed on a Likert scale and can react with the level of association. Succession planning practice was used as an independent variable to analyze the employee performance of teaching staff from the educational sector of Pakistan through social exchange and self-determination theory. The researcher used 5-point Likert scales for succession planning practice. SPP was used as a construct and its validity was measured using six items. One of them is that “Planning in specific management areas sales and marketing” which was adapted from (Darvish & Temelie, 2014).

The researcher used job demand and employee engagement as mediating variables to analyze employee performance in the higher education sector. Variables related to university teaching were selected from the staff stress questionnaire to evaluate the demands of teaching (Han et al., 2020). Job demand was tested using a set of five items for Teaching demands (TD). 'Teaching schedules are too tight' is one of the items used for TD, and new challenges (NC) use three elements. 'keeping up with new techniques, technology, or innovations or new challenges' is the item used for NC and adopted from the previous study (Han et al., 2020). Furthermore, three estimators were used to as vigor, dedication, and absorption. A total of eight ingredients were used, with three items from vigor, three ingredients from dedication, and two ingredients from absorption. Employee engagement was analyzed using eight questions adapted from a previous study (Schaufeli et al., 2002). One of them is that “When I get up in the morning, I feel like going to work.” For all these construct items, the researcher used a 5-point Likert scale to measure job performance.

EP is measured using three factors, task performance (TP), contextual performance (CP), and adaptive performance (AP). A total of nine items were used to assess EP, which included three items from TP, three items from CP, and three items from AP. Employee performance was evaluated using nine ingredients adapted from (Pradhan & Jena, 2017). “I am capable of handling my assignments without much supervision” is the item for EP. All the items are listed in the appendix.

3.2 Data Collection and Procedure

In 2021, online questionnaire surveys were distributed among different universities and college teachers to obtain information, and within three months, researchers collected accurate data, and 312 valid responses were preserved for data analysis. A pilot study was conducted, in which the research instrument was subjected to reliability and validity tests. The first section of the questionnaire covered the respondent profile, whereas the second covered the analyzed questions for the research factors. A Google form was used to spread the questionnaire. The researcher explained the purpose of collecting the information to the respondents. The SEM technique was found to be the most appropriate for our study. SPSS and AMOS software were used for the analysis or to check the results of the variables. Except for the demographic questionnaire, all the instruments were rated on a 5-point Likert scale.

4 ANALYSIS AND RESULTS

The questionnaire initially provided the demographic information. During the survey, the demographic characteristics considered were sex, age, status, experience, and level of education. The results show that the male’s respondents’ 52.2% were more than the females, majority of respondents 31.1% were lie in the 41-50 years old, 43.6% of respondents were lie in Master/MS degree, Single respondents with 49.7% is more than others, 155 respondents fell in More than 10 years experienced group which is almost 49.7% and most of the respondents are having More than 10 years of experience, which means that the respondents who are teaching in colleges and universities are qualified and have skills in the educational sector. Descriptive analysis helps summarize the data in a constructive way.

Table 1. Descriptive Statistics

Items	N	Minimum	Maximum	Mean	Std. Deviation
Succession planning practice	312	1.00	5.00	3.5913	1.06048
Employee Engagement	312	1.00	5.00	3.6186	1.03144
Job Demand	312	1.00	5.00	2.6909	1.04547
Employee Performance	312	1.00	5.00	3.6464	1.05998

In this descriptive statistics table, N is 312. The minimum value was 1.00, and the maximum value was 5.00. The mean value was within the range of 1–5. The average value of succession planning practice is 3.5913, and the standard deviation is 1.06048; the average values of EE are 3.6186 and 2.6909, respectively, whereas the standard deviations of EE and JB are 1.03144 and 1.04547, respectively. However, the mean value of employee performance was 3.6464 and the SD of EP was 1.05998. Thus, all of these variables show that the model is a good fit.

Table 2. Convergent and discriminant validity

Constructs	CR	AVE	MSV	MaxR(H)	EE	SPP	JD	EP
EE	0.940	0.663	0.383	0.943	0.814			
SPP	0.924	0.669	0.383	0.967	0.619	0.818		
JD	0.944	0.603	0.206	0.979	-0.454	-0.338	0.777	
EP	0.927	0.680	0.347	0.983	0.513	0.589	-0.371	0.825

In Table 2, CR is “composite reliability” and AVE is “average variance extracted.” This table shows that the value of CR is greater than 0.7, except for one variable, but the second condition fulfill the condition that the values of MSV are less than AVE. The CR values of EE, SPP, JD, and EP are 0.940, 0.924, 0.944, and 0.927, respectively. These values were within the threshold range. In light of this result, it can be said that there is no issue with convergent and discriminant validity.

Table 1. Model Fit Indices

Indicators	Threshold range	Without Modification
CMIN/DF	≤ 3	2.117
GFI	$\geq .80$.839
CFI	$\geq .90$.941
IFI	$\geq .90$.940
RMSEA	$\leq .08$.060

The CFA findings for this investigation are presented in Table 4.3, which demonstrates that the research data and hypothetical model are both fit before SEM. CMIN was less than 3, GFI was maximum than 0.8, CFI was maximum than 0.9, IFI was equal to or greater than .90, and RMSEA was less than 0.08. All these outcomes are within their usual limits, indicating that the data are correct and should be used in future tests.

A CFA screenshot is shown in Figure 2. The components of this study model are depicted in the diagram, as well as which variables influence which elements and factors are linked.

Table 4. Structural Equation Modelling

	Paths		Estimate	S.E.	P
JD	<---	SPP	-.325	.053	***
EE	<---	SPP	.517	.044	***
EE	<---	JD	-.257	.045	***
EP	<---	SPP	.422	.057	***
EP	<---	EE	.159	.061	.008
EP	<---	JD	-.133	.051	.009

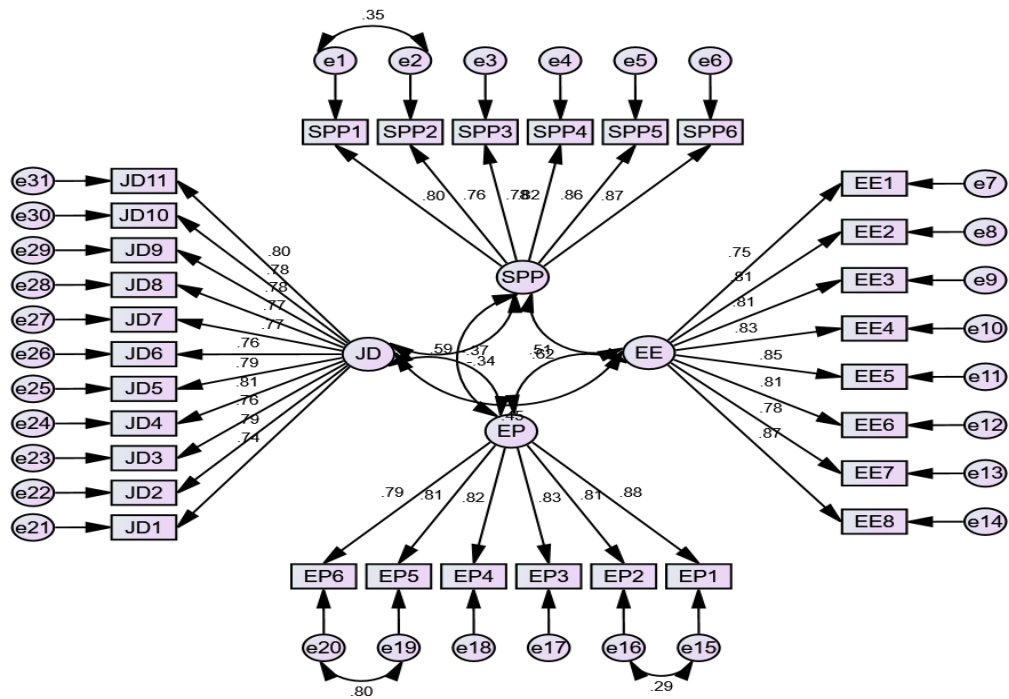


Figure 2. CFA Screenshot in AMOS

The effects of the various elements as well as the relationship between the factors are presented in Table 4.4. The researcher assumes a positive and significant relationship between employee performance and succession-planning practice, and the results indicate that there is a positive and significant association among variables along with a .422 estimates. It has a significant impact with a (0.00), which is less than 0.05. Thus, H1 is accepted. The researcher found a positive and significant connection between SPP and EE. The outcomes show that succession-planning practice has a strong impact on employee engagement with an .517 impact rate. This means that SPP has a positive and significant effect on EE, because the p-value is less than .05. Thus, hypothesis H2 is accepted. The researchers generated a positive and significant connection between EE and EP. The results show that EE has a positive impact on EP, with a .159 effect. There was a significant impact because the p-value was .008. Thus, H3 is accepted. The hypothesis shows that there is a positive and significant connection between succession-planning practice and job demand, whereas the outcomes show that succession-planning practice has a negative impact on job demand. This has a significant impact. Thus, H4 is accepted. The outcomes show that JD has a negative impact on EP with -.133. This has a significant impact. Thus, hypothesis H5 was accepted. The researcher showed a positive and significant connection between job demands and EE. The outcomes show that job demand has a negative effect on EE, with a -.257-impact rate. This means that JD has a negative and significant impact on EE because the p-value is less than .05. Thus, H6 hypothesis was accepted. The screenshot of SEM is shown under and, which is taken from AMOS. The figure below depicts the standardized impact of one construct on the other.

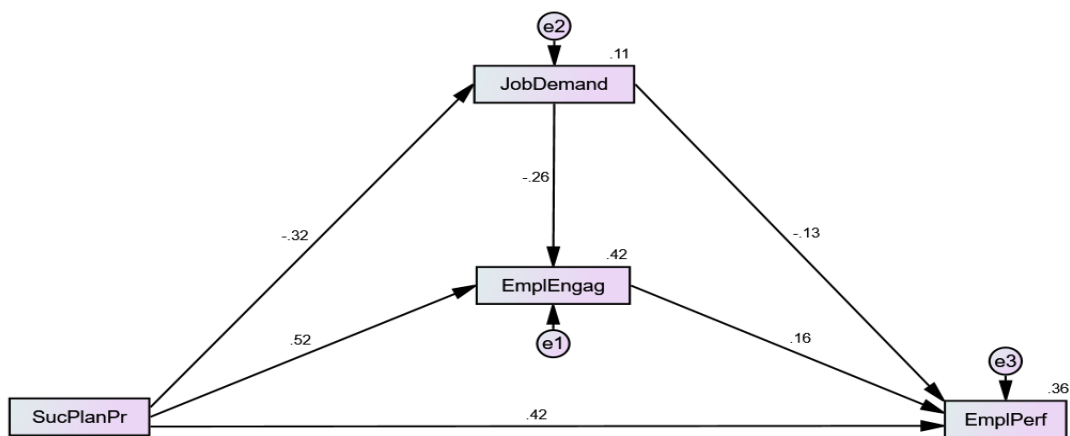


Figure 3. SEM Screenshot in AMOS

5 DISCUSSION AND CONCLUSION

5.1 Discussion on Results

In this study, employee performance is a dependent variable, succession-planning practice is an independent variable, and the mediating variables are employee engagement and job demand. Researchers have investigated the effect of SPP on employee performance using mediating variables such as employee engagement and job demand. Job demands and employee engagement play a vital role in analyzing employee performance. H1 indicates that SPP has a significant and positive impact on EP. The outcomes in Table 4 and Figure 2 indicates that SPP has a significant impact on EP in the higher education sector. These findings are consistent with those of previous studies (Abdullahi et al., 2021; Ali et al., 2019; Ali et al., 2014; Chirchir & Koros, 2021), found that SPP had a direct impact on EP. The H2 hypothesis is aligned with previous studies (Abdullahi et al., 2021; Han et al., 2020), but these studies never conducted the same scenario in Pakistan's higher education sector. The outcomes of this study revealed a positive and significant association between SPP and EE. Thus, H2 is accepted. H3 indicated that employee engagement has a positive and significant impact on employee performance. The findings of this study are consistent with those of previous studies outcomes (Abdullahi et al., 2021; Han et al., 2020), in which the relationship between EE and EP was investigated. H4 hypothesis is matched with the outcomes of past studies conducted by Han et al. (2020), Najam ul Hassan and Siddiqui (2020) and (Ali & Mehreen, 2019). The results of this study show that there is a significant association between SPP and JD. Therefore, Hypotheses H3 and H4 are accepted. The 5th and 6th hypothesis of our study indicate a positive and significant impact between the factors. The results of our study are compatible with those of previous studies (Ali & Mehreen, 2019; Han et al., 2020). Therefore, H5 and H6 were accepted.

5.2 Study Conclusion

The objective of this study is to analyze the effect of succession-planning practices on employee performance with mediating factors such as EE and job demand. This study was conducted in Pakistan's higher education sector. Data were collected through an online question and analyzed using different software and techniques. The study outcomes show that H1, H2, H3, H4, H5, and H6 are accepted.

5.3 Theoretical and Practical Implications

The current study's key theoretical contribution is to relate succession planning practice to the job demand resource model, which has previously been ignored in the leadership development literature. The association between SPP and EP at the personal level as an SE process from the viewpoint of social exchange theory, which has been disregarded among teachers in the higher education sector, was studied using a structural path model of direct, indirect, and mediation impacts. This study adds to the literature on leadership development by recognizing SPP as a valuable tool for improving staff performance (Khoreva et al., 2017). Furthermore, SPP encourages individuals to pursue personal growth in accordance with self-determination and social exchange theories, while leveraging organizational resources to address future firm growth. Individual performance was also boosted by SDT, SET engagement, and job demands. The current study contributes by examining the role of EE and JD in mediating the link between SPP and EP.

In practice, college and university administrators can use the outcomes of the current research to develop a strong succession plan and strategies to enhance EP. The present study aids the institution's management in establishing a pool of professional teachers through SPP and in identifying possible teachers for future college and university teaching positions. This technique will dramatically increase teacher engagement and demand while also reducing job burnout. This research will assist university and college management in mobilizing qualified and talented teachers in the case of unexpected and unplanned teacher separation, as well as saving the college and university money on hiring and development.

Moreover, the findings of this study can help policymakers develop a sound policy that allows internal college and university talents to hold key employment of any kind when the demand increases, rather than relying on external skills so that the skills are delightful. They also demonstrate the ability to see that they hold positions of any kind, and SPP should be known to teachers from the beginning. Management at colleges and universities should motivate their workers by providing them with quality training and development opportunities to develop the skills needed for top positions and achieve exceptional results. Finally, the findings of this study encourage college and university administrators to address the talent issue across the panel through succession planning practices.

5.4 Limitations and Recommendations for Further Research

As with other studies, this research contains many theoretical and practical contributions; moreover, it also has some limitations and provides directions for future research. The flaw of this study is that it only considers SPP and job demand (stress process) as variables. In this context, future research should add other estimators, such as job resources (motivational process), which were overlooked in the current research, to support employee engagement and employee performance. Future research should improve the percentage of explained variations by extending the current framework. The current study exclusively looked at teachers as a sampling unit, and it was gathered in light of Pakistan's higher education sector, specifically colleges and universities. As a result, future research should include non-teaching employees as well as international private and public universities and other sectors within Pakistan and beyond in order to produce a generalizable and comparable outcome.

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