Exploring The Link Between Human Resource Management And Educational Innovation In Higher Education: Moderating Role Of Digital Competency

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ARTICLE INFO	ABSTRACT
	Introduction: This study examines the relationship between Human Resource Management (HRM) practices, Organizational Learning (OL), Digital Competency, and Educational Innovation (EI) Relations in the context of Beijing Normal University (BNU), China. **Research Objective:** This research endeavors to explore the complex connections between Human Resource Management (HRM) practices, the digital competency of educators, and the promotion of educational innovation within the context of higher education institutions. Acknowledging the rapid advancements in technology, the study recognizes the need to understand how digital competency influences the relationship between HRM strategies and educational innovation. **Methodology:** The methodology involved creating a survey that included demographic information and Likert scale items measuring HRM practices, OL, Digital Competency and Education innovation. Data were collected from 511 faculties members at Beijing Normal University, providing information on middle-level managers. Open questions and a variety of historical responses were completed to reduce bias. Reliability and validity were assessed by Cronbach's Alpha, composite reliability, and exploratory significance. **Data analysis and results**: Hierarchical regression analysis was used to test the hypothesis. The results show that HRM practices positively impact Education innovation and that OL mediates this relationship. The study found that digital capabilities may moderates the relationship between human resource management and Education innovation. **Discussion and Conclusion:** These findings contribute to understanding the relationship between HRM, OL, digital competency, and education innovation in the University environment. Theoretical contributions include understanding the subtle role of digital capabilities and mediating online learning in transforming participant engagement into new learning. These findings provide policymakers with up-to-date information on improving innovation in Universities education by encouraging stakeholder participation and improving governance. **Keywords:** Human Resource Management, Educational Innovation, Higher Education, Teacher Training, Digital Competency.

Introduction

Innovation in education is a complex and time-consuming process of thoughts and actions at various levels of educational institutions to enhance students learning. Their classification and analysis are challenging because of the variety of dimensions and levels of specification. Instead of being seen as a series of consistent actions or processes, innovation should be seen as the educational institution's response to society's constant transformation, knowledge's quick obsolescence, and challenges with higher education. Organizations that support educational advancement, such as the Organization of China (CERNET), China Education and Research Network, China Society of Education (CSE), and the United Nations Educational, Scientific, and Cultural Organization (UNESCO), have placed a lot of emphasis on educational innovation because they see it as a potential solution to the myriad issues with education in China, such as unequal access, abandonment, and disparate levels of quality between institutions (Purwanto et al., 2023).

According to the China Education Association for International Exchange (CEAIE), the stringent educational requirements in China have been replaced by innovation. It has supported national initiatives to update curricula and procedures in higher education institutions, as well as regulations that ensure the quality of the instructions delivered and avoid student dropout. Innovative teaching methods are particularly crucial within the context of the Teacher Training Programme (TTP). On the one hand, teaching professions significantly influence Chinese society since they support improvements in primary, secondary, and early childhood education. On the other hand, the new educational initiative expands scientific research on the importance of education and aims to "solve problems related to effective teaching" (Triyono et al., 2023).

In the changing world of higher education in China, the connection between human resource management (HRM) and innovation is important and useful. This is especially true when considering the Chinese context. Activities such as human resources management in higher education, faculty and staff consultancy, acquisition, development and retention of talents; All these activities play an important role in promoting new learning. As China continues to invest heavily in higher education, understanding and optimizing the connection between human resource management and innovation is critical for institutions hoping to meet the changing needs of students, staff, and society. This research will provide an understanding of the challenges, opportunities and potential for change that arise when human resources are managed in a way that supports innovation and performance in the workplace (teaching, research and home improvement). This research shows the relationship between human resource management and innovation in higher education institution in China (Alainati et al., 2023).

Given the recent rise in importance, it would appear relevant to look into how academics have misappropriated the ideas and applications of educational innovation in the context of academic careers for faculty. With a focus on innovation in the teaching space, the current article intends to evaluate the status and particular aspects of the educational innovation process at the TTP of a state Beijing Normal University (BNU). To do this, a study of the definitional standards for innovation is conducted. Then, a review of innovation experiences in the educational professions is offered, followed by an overview of the unique aspects of the university's innovation path (Zhang & Jin, 2023).

The introduction provides an overview of educational innovation's intricate and multifaceted nature in response to societal transformations, knowledge obsolescence, and challenges within higher education. Key organizations in China, such as CERNET, CSE, and UNESCO, prioritize educational innovation to address issues like unequal access and quality disparities (Organization of China [CERNET], China Education and Research Network, China Society of Education [CSE] and United Nations Educational, Scientific, and Cultural Organization (Cao et al., 2023).

The connection between Human Resource Management (HRM) and educational innovation in Chinese higher education is explored, emphasizing the strategic deployment of personnel for innovation and the need to understand and optimize HRM practices Li, Zhao, and Liu, (2006). This study investigates how academics context aliening to new learning especially in teaching profession, particularly in the view of Teacher Training Program (TTP) at Beijing Normal University (BNU) China.

Higher Education Institutions play a vital role in education and technology especially teachers training program in China. The school's abilities-based training program starting around 2004 reflects its obligation to advancement by Adaptation Standard Theory (Sun et al., 2020). This research plans to assess the new schooling system of BNU, considering the interactions, new information advancing to education innovation and special style of BN University.

Literature Review and Hypothesis Development

This study aims to explain the impact of Beijing Normal University's human resource management practices on education innovation. This relationship was analyzed by looking at the moderating role of digital capabilities and the mediating role of organizational learning.

Adaptive Structure Theory (AST) is introduced as a theoretical perspective for understanding student participation in Massive Open Online Courses (MOOCs). Through organizational communication, AST explores the factors that influence student participation in MOOCs and highlights the interplay between technology, society, and the process of change.

A specific study by Sun, Guo, and Zhao (2020) is referenced to exemplify the application of AST to educational technology, enriching our understanding of adaptive structuration processes in online learning contexts (Sun et al., 2020).

The reason of choosing the Beijing Normal University for subjective research is that , it is a hub of Education and Technology in China, a regional state institution. Careers in education continue to play a significant position within the school as it is the primary provider of teacher preparation for the Region. It provides 500 TTP courses and has a maximum enrollment of 190,000 yearly students across numerous venues. The steps taken to improve graduates' professional standards are consistent with the value of innovation in programs for pedagogical professions. It is important to remember that early training for teachers-in-training must make an effort to eliminate the representations and beliefs they retain from their twelve years of school. Teacher training is essential when it comes to pedagogies Priority. According to studies, teachers usually choose instructional methods that are strikingly similar to those they used to study, and these methods are strongly tied to how students view the teachers as they have come to view them throughout their careers (Gill, Irwin, et al., 2023).

The forming processes of higher education provide the educational vision an urgent quality. The university established a competency-based institutional, educational paradigm to promote innovation in curriculum and instruction in 2004. The BNU is dedicated to changing its teaching practices, didactic, and evaluation to Adaptive Structuration Theory (AST). At the same time, the majority of its training schedules follow the Adaptive Structuration Theory. To achieve this goal, the Ministry of Education China has funded several projects that help teachers incorporate learning preferences into their teaching methods (Healy, 2023).

The interrelationship between Human Resource Management (HRM) and Educational Innovation is crucial for educational institutions' continued growth and viability in today's fast-paced and ever-changing higher education environment. The emergence of digital resources provides a change in this symbiotic relationship. Digital competency is a key observer in determining the path of innovation in the educational process. As Chinese universities grapple with the challenges of the 21st century, it is important to incorporate digital resources into human resource management strategies. These influences new courses are made, carried out kept up align to advance new education innovation. This study expects to reveals the new connections of HRM practices and innovation with an exceptional spotlight on the mediating role of organization learning and moderating effect of digital competency. By analyzing what abilities and capacities mean for the convergence of HRM. This study is intended to give importance to associations hoping to open the maximum capacity of their labor force to help learning in the digital period. The examination will accomplish this by inspecting what advance abilities and capacities mean for the convergence of HRM and development.

The investigation title named "Understanding the Determinants of student Engagement in MOOCs: A Methodology update" directed by Sun, Guo, and Zhu (2020) looks at the hypothetical structure to investigate the variables influences understudy commitment with regards to MOOCs. By analyzing how understudies cooperate with the specialized and social parts of MOOCs.The study plans to fill the gap of unique cycles that upgrade people commitment to digital learning.

The work of Sun, Guo and Zhao (2000) provides a specific example of the use of AST for technical education (especially MOOC). This study provides a better understanding of the interaction between technology, social structure, and student engagement, providing a standard understanding of the reform process in the online learning environment.

Blanco and Messina (2000) assert that innovation is highly contextual since both advancements influence it in education and beliefs and notions of the teaching-learning process. The environments and cultures in which these techniques are used also vary. According to UNESCO (2016), (Healy, Cochrane, et al., 2023) define educational innovation.

Table 1: Organizations Emphasizing Educational Innovation in China

Organization	Description	Reference
Organization of China (CERNET)	Supports educational advancement and innovation in China.	(Organization of China [CERNET], 2016)
China Education and Research Network (CERNET)	Focuses on educational advancement and innovation in China.	(Organization of China [CERNET], 2016)
China Society of Education (CSE)	Aims to promote educational innovation to address various issues in China's education system.	(Organization of China [CERNET], 2016)
United Nations Educational, Scientific, and Cultural Organization	Prioritizes educational innovation to address challenges such as unequal access and quality disparities in education.	(UNESCO, 2016)

Table 2: Definitions of Educational Innovation

Author(s)	Definition	Reference
Jerez and Silva (2017)	"An intentional and permanent process within the educational institution, which aims to cause real and positive transformations and impacts on student learning, the environment and institutional culture and the society." (p. 7)	Jerez and Silva (2017)
Ortega et al. (2007)	"An original situation and another, different one, that will be the result of innovation" (p.150). This change indicates both how the new method of doing things has been internalized personally and how it has been institutionalized. (RIE, 2018)	Ortega et al. (2007)
López and Heredia (2017)	"Implementation of a significant change in the teaching and learning process, of the materials used for it, of the delivery methods of the sessions, of the contents or of the contexts that involve teaching." (p. 150)	López and Heredia (2017)

Table 3: Key Findings on HRM Practices and Digital Competencies

Key Findings	Reference
HRM practices, such as training and learning, are positively associated with knowledge creation and innovation.	Alkerdawy, 2016
Teachers' digital competencies are essential for promoting student learning and talent development.	Papa et al., 2020
Digital competencies enhance the impact of HRM practices on innovation in educational settings.	Li and Liu, 2023
China prioritizes technology integration in education, emphasizing the importance of digital resources for educators.	China's policy document on technology education

In the words of Jerez and Silva (2017), innovation "is understood as that intentional and permanent process within the educational institution, which aims to cause real and positive transformations and impacts on student learning, the environment and institutional culture and the society" (p. 7). Ortega at, al., (2007) definition of innovation that "an original situation and another, different one, that will be the result of innovation (p.150)". This change indicates both how the new method of doing things has been internalized personally and how it has been institutionalized. When institutions revise their concepts more regularly to raise the bar for the entire system, innovation occurs at various stages of the institutionalization process (RIE, 2018). López and Heredia's definition of educational innovation for 2017 was "implementation of a significant change in the teaching and learning process, of the materials used for it, of the delivery methods of the sessions, of the contents or of the contexts that involve teaching." However, novelty and innovation are different (Moreno, 2000). Anything distinctive has a novel component or minor changes made without departing from the standard. On the other hand, depending on its breadth and technique, educational innovation affects the institutional culture in both overt and covert ways (Kamaruddin & Hamid, 2023).

The literature review on "Human Resources, the board, Instructive Development, Advanced education, Educator Preparing, Computerized Capability" uncovers a few key discoveries. Right off the bat, HRM rehearses, like preparation and learning, enrollment and choice, are emphatically connected with information creation and development (Alkerdawy,2016).

Besides, educators' advanced capabilities, which envelop the limits and abilities to consolidate and utilize data and correspondence innovation digital competency in the educating educational experience, have been perceived as fundamental for advancing understudy learning and ability improvement (Papa et al.,2020). These discoveries feature the significance of HRM rehearses and computerized skills in driving instructive advancement in advanced education and educator preparing.

Advancement in Human Asset The board and Training in China is significant for advancing development in associations in different enterprises (Zhang and Liu, 2023). Education is more important in China than reform and improving educational outcomes (see, for example, policy documents or research papers on new education in China).

According to the latest research on human resource management and innovation in China, we can break down all the theories according to a specific aspect of human resource management that will affect new learning: effective development of new teaching of teachers through human resource management It can help students acquire the knowledge and skills required to apply methods and use new technologies (Li and Liu, 2023). Motivation and Creativity: Human resource management practices that encourage motivation, such as recognition and performance improvement, can encourage teachers to consider proposing and trying new teaching methods in the classroom (Li and Liu, 2023). Teamwork and Collaboration: HR management practices that encourage teamwork and collaboration can create a supportive environment where teachers can share ideas, learn from each other, and create new solutions (Li and Liu, 2023). Considering China's national conditions. Research shows that physical motivation plays an important role in driving innovation in Chinese organizations, where motivation can be an important factor (Li & Liu, 2023). In view of Chinese

education system, which focuses on the management of results, it can be useful for new learning regarding the management process in human resources management (Wang and Li, 2023). Therefore, we propose

H1. There is a positive relationship between human resource management and innovation in Chinese organizations.

Training and development are effective through HRM, voluntarily providing teachers with the knowledge they need to develop and teach new teaching and learning skills (Li & Liu et al., 2023). Managing human resources practices that encourage motivation and collaboration can create a learning environment that encourages teachers to share ownership, experiment, and learn from each other (Li & Liu, 2023). This sharing of knowledge and experience contributes to organizational learning. Knowledge acquisition and dissemination: People management practices (such as knowledge management or training) that facilitate knowledge acquisition and dissemination can improve organizational learning and its effects on new learning. By encouraging learning in the organization, the efficient functioning of human resources can create a pathway through which new knowledge and new practices are created, shared, and accepted by the organization, ultimately leading to new learning. Research shows that Chinese organizations attach great importance to lifelong learning (Wang & Li, 2023). This educational tradition will strengthen the role of dialogue between educational institutions in the relationship between people management and new education in China. Therefore, we propose:

H2. Organizational learning plays a mediating role in the relationship between HRM and Education Innovation in Chinese organizations.

It is increasingly recognized that effective human resource management (HRM) practices, including training, are essential to sustain organizational innovation (Zhang & Liu, 2023). China's education system is more important than the reform process and improving educational outcomes (see, for example, policy documents or research papers on new education in China). However, the effectiveness of HRM practices in stimulating innovation may be affected by other factors. Digital competencies are the knowledge, skills, and attitudes required to use technology to learn, work, and participate in society (UNESCO-UNEVOC, n.d.). As technology is increasingly used in education, digital competence becomes essential for teachers to adopt and implement new practices. Human resources management can affect learning in many ways (Li & Liu, 2023). However, teachers' ability to transform these practices into new outcomes may be limited by their digital capabilities. Effective training and development through human resources management may be less effective in supporting innovation if teachers do not have the digital skills to apply the knowledge they learn (Li & Liu, 2023). In today's digital environment, teachers with high digital abilities can use online platforms and tools to collaborate and share new ideas more effectively, thus expanding the impact of managing people's collaborative practices. Teachers with higher levels of digital competence will benefit more from effective human resources management because Digital skills can help teachers discover and use new technologies, thus creating new learning opportunities. Digital resources support knowledge sharing through online platforms and collaborative tools, allowing teachers to learn more effectively from each other's practices. China prioritizes integration in technology education. This emphasis on technology underscores the importance of digital resources for educators to leverage human resource management practices that support innovation. Therefore, we propose:

H3. Digital Competency plays a moderating role in the relationship between HRM and Education Innovation in Chinese organizations.
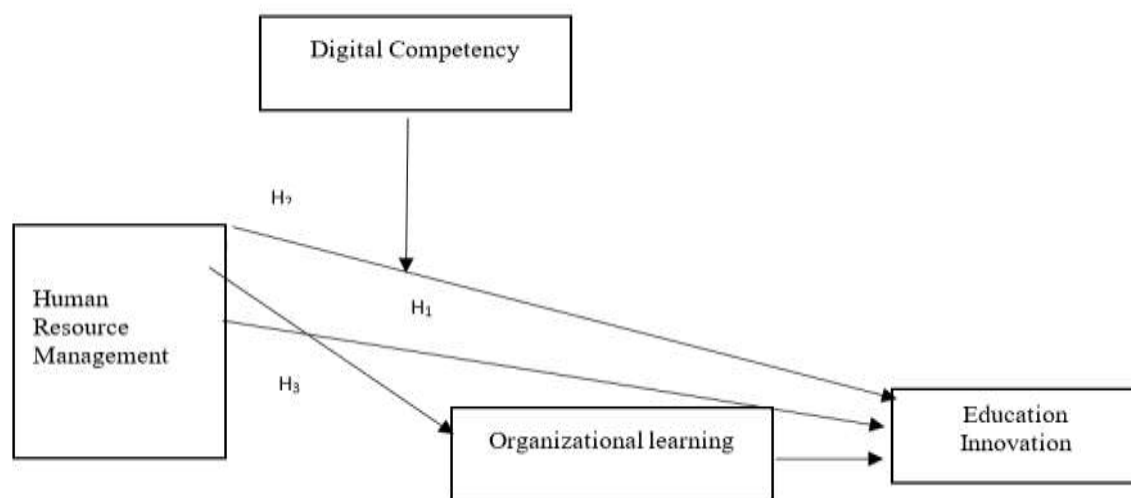

Figure 1: A proposed conceptual model

Methodology

The primary means of data collection at Beijing Normal University in China was the utilization of questionnaires. Demographic data, including department size, age, professional experience, and gender, was requested as the initial component of the form. Section 2 of the study addressed inquiries about the factors being examined by employing a seven-point Likert scale. To evaluate Human Resource Management techniques, Touron, Martín, and their colleagues (2018) devised a set of six measures. In contrast, the assessment of organizational learning was conducted using a set of eleven items derived from Marsick and Watkins' (2003) study. Silva Quiroz, Usart Rodriguez, et al, 2019 scale adopted to measure the digital competency in 33 items. The research conducted by Rubel, Kee, and their colleagues in 2023 served as a source of inspiration for 18 educational innovation items.

The English questionnaire was translated into Chinese language to facilitate responses. To mitigate the potential influence of cultural bias and semantic modifications arising from the process of translating into Chinese, the three remaining researchers decided to obtain the Chinese version and thereafter interpret it into English. Moreover, a preliminary assessment was conducted using a sample of 10 participants to determine the reliability and face validity of the research. The process described above enabled the collection of feedback regarding the linguistic aspects of the questionnaire and the clarity of its content, which was subsequently used to enhance the wording of the questions.

Data Collection Process

The objective of the data collection process was to gather information from a total of 950 academic and faculty members affiliated with BNU China. The sample comprised all departments staff members chosen for their expertise in the university's teaching and strategic matters. The questionnaire and cover letter were distributed through various channels, including email, WhatsApp, and regular mail, based on the respondents' preferred convenience. On the off chance that a reaction was not gotten in no less than about fourteen days after the dissemination of the questionnaires, people were reached to give follow-up and update calls. Out of the 532 surveys got, a reaction pace of 56% was accomplished. Be that as it may, 21 of the overviews were returned in light of the fact that they had uncomplete responses. For resulting information investigation, a sum of 511 respondents were used.

Common Method Bias

To address the expected effect of Common Method Bias (CMB) in self-detailed studies, a scope of strategies illustrated by Kock et al. (2021) and Podsakoff et al. (2003) were utilized. The survey things had a serious level of accuracy and lucidity. Additionally, the members in the review were chosen from different various leveled positions inside the personnel and had huge mastery in the fields of human asset the executives, organizational learning, digital abilities, and education innovation. Thus, it could be gathered that the members have a strong comprehension of the subjects tended to in this examination. What's more, the Harman single-factor test and exploratory component investigation were utilized to survey CMB (Baumgartner et al., 2021). Hence, a corroborative element investigation was led to find out that the presence of CMB didn't lead to any important issues inside the dataset.

Data Analysis and Results

Prior to doing empirical exploration on the hypothesis, evaluating the validity and reliability quality of the data is critical. The persistence of information is assessed utilizing Cronbach's Alpha and composite dependability. On the other hand, Hair et al. (2010) propose that it is fitting for the determined Cronbach's alpha of every variable to outperform 0.7. The authors Feng and Wang (2016) proposed that the composite dependability value of each variable should exceed 0.6. The trustworthiness of the data for further investigation is demonstrated by the estimations presented in Table 4.

The validation of both the concept and content was conducted. Content validity was ensured by the involvement of three researchers, feedback from participants in a pilot study, and an extensive examination of relevant literature. The utilization of principal component analysis with varimax rotation serves to enhance the validity of the construct. The findings of the extraction of four variables with eigenvalues equal to or greater than 1 are presented in Table 4. These variables collectively explain 76.4% of the total variation. According to Beauducel and Wittmann (2005), all items exhibited significant loading on their designated constructs, with factor loadings exceeding 0.60. Furthermore, the presence of cross-loading did not position any concerns. This observation illustrates the unidimensional nature of items. Based on the results presented in Table 5, it is necessary to conduct additional analysis on the 5-factor model. This illustrates the constructs' ability to differentiate between different groups, as the square root of the average variance retrieved is greater than any correlation between pairs.

All variance inflation factors were found to be below 2, suggesting that multicollinearity is not a concern in this study. The present study utilizes hierarchical regression analysis, and the results of three separate regression models are presented in Table 6. The control variables of Human Resource Management Practices

are used to conduct a regression analysis on the University's Education Innovation. The inclusion of a moderating variable, digital competency, is introduced in M3.

Table 4: Reliability and validity estimates

Variable	Item	Standardized item loading	Composite reliability	Cronbach's Alpha
Education innovation	EI1	0.75	0.862	0.784
	EI2	0.81		
	EI 3	0.83		
	EI 4	0.88		
Human Resource Management				0.823
	HRM1	0.68	0.893	
	HRM 2	0.79		
	HRM 3	0.82		
	HRM 4	0.87		
	HRM 5	0.77		
	HRM 6	0.82		
Digital Competency	DC1	0.78	0.901	0.844
	DC 2	0.77		
	DC 3	0.79		
	DC 4	0.82		
	DC 5	0.77		
Organizational Learning	OL1	0.632	0.872	0.841
	OL2	0.762		
	OL3	0.711		
	OL4	0.768		

Table 5: Discriminant validity estimates

	Mean	SD	EI	HRM	DC	OL
EI	5.121	0.861	**0.783**			
HRM	5.726	0.924	0.486***	**0.818**		
DC	4.865	0.796	0.285***	0.176*	**0.732**	
OL	5.289	0.901	0.352***	0.399***	0.501***	**0.810**

Note: the bold numbers in the diagonal show the square root of the average variance extracted.
$\alpha=0.01$, *$\alpha=0.001$

In hypothesis H1, we posited that Human Resource Management (HRM) exerts a positive influence on BNU's educational innovation in China. The data of Table 6 M1 support hypothesis H1, suggesting that a slight rise in Human Resource Management (HRM) is associated with a 0.236 increase in Education innovation at BNU in China.

Table 6: Hierarchical Regression Estimates

Variable	M1	M2	M3
EI	0.236***	0.226**	0.228***
HRM	0.142*	0.084	0.102
DC			0.211*
OL		0.167*	
Constant	2.122***	1.925***	0.992***
N	511	511	511
R^2	0.415	0.472	0.522
F	15.521***	11.881***	14.544***
ΔR^2	0.415	0.046	0.107
ΔF	15.521***	7.313**	5.855***

Note: standardized coefficients are used
*$\alpha=0.10$, **$\alpha=0.05$, ***$\alpha=0.01$

In H2, we posited that the relationship between HRM and EI is influenced by digital competency, which serves as a moderating factor. The data presented in Table 6, M2, indicates that digital competency does not have a significant influence on EI when considered as an independent variable. It is accurate to assert that H2 suggests that digital competency has a moderating role in the association between human resources (HR) and emotional intelligence (EI). The conclusions are supported by the results of the F-test and R2 statistics.

The inclusion of a mediating variable (β=0.228***) in the analysis of the independent variables in M3 demonstrates a significant positive relationship between HRM and EI. These estimations provide support for H3, suggesting that OL acts as a mediator in the connection between HRM and EI.

DISCUSSION AND CONCLUSIONS

This study followed insights from Adaptive Structuration Theory (AST) to find the statistically significant positive effect of HRM practices on the Education innovation of BNU in China. The findings of this study contribute to a deeper understanding of the complex relationship between HRM, Organizational Learning, digital competency, and the Education innovation of a BNU. The effect of HRM practices on the Education innovation of BNU was the highest in magnitude. The findings support existing literature with minor variations in the magnitude of the effect (Amante & Fernandes 2023).

We found sufficient evidence in favour of the mediating effect of organizational learning in the relationship between HRM Practices and the Education innovation of the BNU. It can be inferred that the mechanism of organizational learning can help organizations develop and enhance Education innovation ability (Lin & Chen, 2017). These findings complement Cui et al. (2021), who found that lateral explorative learning strengthens the OL capacity of the university and improves its education innovation performance.

Moreover, the degree of digital expertise appears to greatly influence institutions' adoption of educational innovation initiatives. The influence of digital competency on the interaction between HRM practices and educational innovation is substantial but with a limited direct impact. One potential explanation is that digital skills vary among colleges of different sizes, and the overall analysis may have overlooked this variation (Darnall et al., 2010; Yusof et al., 2020). However, this phenomenon can be attributed to the conflicting findings shown in prior studies conducted by Albort-Morant et al. (2018), Z. Yang and Lin (2020) across different situations.

Theoretical Contributions

There are three theoretical contributions to this study. Firstly, the conceptual model provides a deeper understanding of the effect of HRM practices on the education innovation of universities. Secondly, the literature suggests contradictory findings about the role of digital competency (Huang et al., 2016; Yusof et al., 2020). Our findings suggest that digital competency alone cannot improve education innovation performance; however, when used as a moderating variable, then it significantly increased the effect of HRM practices on the education innovation of universities. Politicians ought to acknowledge that cultivating creativity within educational institutions necessitates more than the enactment of regulations. Furthermore, the utilization of organizational learning as an intermediary has effectively resolved the challenge of including external stakeholders in the performance of educational innovation. To enhance the organization's capacity to integrate educational innovation into its products and enhance their quality, it is imperative to integrate information from influential stakeholders within Chinese institutions and the government. The empirical data on education innovation performance in the BNU, a nation with distinct characteristics, makes a substantial contribution to the existing body of knowledge. The findings promote the incorporation of external stakeholders to enhance regulations that are positively interconnected, providing policymakers with timely information to enhance educational innovation in universities.

Implications

The analysis of the aforementioned results of research on AST as applied to educational innovation in BNU has numerous implications for the relationship between HRM practices and the field of interest. Firstly, the present research implies that strategic HRM significantly influences the level of educational innovation exercised by universities both directly and indirectly in BNU. As a result, for student-based organizations, it is possible to use the devised model for the HRM approach to increase the level of innovation and ingenuity. Secondly, the outcomes of this analysis indicate that the HRM strategies of the university should be revised so that they are more aligned with the strategic objectives of BNU and have adequate predilections for innovation with evolving educational goals.

Additionally, research shows the mediation of organizational learning in the relationship between Human resource management practices and Education
innovation. This means that creating a culture of continuous learning and knowledge sharing in the educatio nal
institutions is important for developing the school's innovative capabilities. By using the organizational learn ing process, universities can transform human resources management into innovation in education, thus rem aining competitive and up-todate in the rapidly changing learning environment.

Furthermore, the study shows the importance of mathematical ability as a moderator.The impact of
human resources management practices on new learning. Although digital capabilities alone do not directly i mprove learning performance, they can be a critical enabler when combined with effective human resource m anagement strategies. This means universities should invest in developing
the digital skills of their employees while using human resource management practices that support innovati

on. By using technology and integrating it into the human resources process, universities can develop new learning resources and better prepare their students for the digital age.

According to a Theoretical viewpoint, this study shows that advancing development in training ought to be more than overseeing strategy. All things considered, policymakers ought to seek after a way that urges colleges to put resources into HRM practices, organizational learning, and the advancement of digital competency . Policymakers can establish a climate that upholds advancement in advanced education by empowering joint effort between colleges, government organizations, and outer partners. This underlines the requirement for a strategy that focuses on development and furnishes colleges with the assets and backing they need to make massive change in education.

This study presents significant hypothetical and viable proposals for negative change. Human asset the board, authoritative learning, advanced capacities, and college development. By figuring out these connections, colleges, and policymakers can foster techniques to further develop learning and address the issues of understudies and society. Beijing Normal University examination discoveries give ideal and applicable counsel to colleges overall looking to address the difficulties and open doors introduced by the advanced age.

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