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The quality of higher education as a focus on qualifying the human resource to achieve the scientific and economic goals of the Algerian university

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Abstract:

The developments taking place at the present time have contributed to making the university move from its three basic functions (education - research - community service) as the most important functions it seeks to achieve, to striving towds a multiplicity of functions and tasks, and thus the university has become an important center in producing, exploiting and sharing knowledge, as well as forming and training competencies. humanity in order to be distinguished by skill and effectiveness in performance and full readiness to cover the needs of the labor market, The university seeks to provide high-quality outputs. The role played by the university as an important center in qualifying human resources in achieving its associated goals within the framework of adopting quality within its institution was researched and studied. We concluded that the university is working to improve the level of higher education, and thus meet the needs of labor markets for a qualified workforce capable of raising the performance of economic institutions and thus achieving economic development. We used the descriptive analytical approach.

Key Words : university, Higher education, High quality education, Competencies, Competency development.

JEL Classification: J24 ،I24، I23

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1. *Introduction*

The mission of the university extends beyond the mere preservation and transmission of knowledge; it must also actively produce it through scientific research **(Boumediene, 2016, p. 249)** The university is considered one of the most vital social institutions,mutually influencing and being influenced by its surrounding social environment. While it is a product of society, its core performance simultaneously lies in forging society's technical,professional,political,and intellectual leadership **(Markoun, 2021, p. 26)**.

Algeria is among the countries that attach great importance to universities and higher education. As the final stage in the educational system, higher education plays a critical role in uncovering skills and talents through high-quality training grounded in scientific foundations and a strong commitment to advancing scientific research. These capabilities are equipped to overcome challenges and build the national economy, acting as genuine intellectual capital. However, this cannot be achieved without providing an optimal academic environment, formulating strategic plans, and implementing authentic standards for advancement. This requires policies that disseminate, adopt, and assure quality concepts within university education. Quality serves as a true metric of the extent to which higher education realizes its values and objectives, and elevates performance levels. Indeed, quality highlights the true parameters of higher education, ensuring that the necessary requirements are fulfilled.

For the university and its institutions to achieve their diverse primary objectives (education, scientific research, and community service) as well as their various secondary goals, the presence of highly qualified human resources is imperative. These individuals must possess profound cognitive abilities, technical skills, and a high level of readiness—qualities collectively referred to as "academic competencies." Through their outstanding performance and high excellence, these competencies represent a crucial turning point in elevating the educational system across its various levels. They facilitate the adoption and assurance of institutional quality, diversify academic outputs, and ensure these outputs meet the demands of the external environment. This includes providing a qualified workforce to satisfy the labor market's needs across various state institutional structures, and cultivating a new generation deeply rooted in national culture and ethical values, thereby contributing to the preservation of national heritage. Furthermore, other outputs—such as diverse research, projects, and studies—help modernize and develop various sectors by establishing an advanced, structured research base tailored for academic competencies, commonly known as Research and Development (R&D).

Problem Statement:

Given the crucial interconnection between the university and human resource qualification, and considering the university's vast reservoir of human competencies capable of leveraging their cognitive and proactive skills to create added value—thereby affirming the university's position among various economic and social institutions—we pose the following main research problem:

What is the role of the university, as a pivotal center for human resource qualification, in achieving its associated goals within the framework of adopting institutional quality?

To address this main problem and elucidate the role and contribution of these competencies in achieving the Algerian university's goals under the umbrella of quality assurance, we divide the main problem into the following sub-questions:

1. What is the concept of the university and higher education, and what is its significance?

2. What are the functions, goals, and missions of higher education?
3. What is the economic and social significance of higher education?
4. What is meant by the quality of higher education?
5. How are human competencies developed within the higher education development strategy?.

Hypotheses:

1.First Hypothesis (H1): The university seeks to achieve social and economic objectives through the functions and missions upon which its strategy is built.

2.Second Hypothesis (H2): The university, leveraging its educational capabilities and diverse human competencies, works to develop human resources within the framework of adopting a quality assurance system.

Literature Review:

- HindaMedfouni (2016/2017). *Investment in Human Capital as a Strategic Approach to* Improving Higher Education Quality in the Light of the Knowledge Economy. (PhD dissertation in Management Sciences, University of Oum El Bouaghi).

This study focused on elucidating the importance of investing in human capital within the higher education sector. The research problem was articulated as follows: "What is the role of human capital investment in improving the quality of higher education in light of the knowledge economy?" The researcher formulated four main hypotheses:

- There is a statistically significant relationship between specialized scientific knowledge (educational investment) and the improvement of higher education quality.
- There is a statistically significant relationship between specialized training courses and scientific research activities (training investment) and the improvement of higher education quality.
- There is a statistically significant relationship between the sustainability of human capital by university administration and the improvement of higher education quality.
- There are no statistically significant differences among the sample members regarding the degree of commitment to human capital investment and higher education quality indicators in the Algerian university that can be attributed to the variables of professional experience and senior administrative positions.

Following an analytical and statistical study, in which the researcher administered a questionnaire to the study sample and processed the data using SPSS software, the findings confirmed the validity of the proposed hypotheses. Ultimately, the researcher concluded that investment in human capital—through its dimensions of educational investment, training investment, and human capital sustainability—plays a significant role in improving the quality of higher education.

The similarity between our study and Medfouni's research lies in the convergence of certain variables on one hand, and the adoption of an analytical approach on the other. Naturally, they differ in the specific study methods and the outcomes drawn based on the respective hypotheses, which altogether contributes to the enrichment and diversification of scientific research in Algeria.

2. *The University and Higher Education*.

2.1 *The University*

The university is defined as: "A scientific institution with a specific organizational structure, whose primary functions are teaching, scientific research, and community service. It consists of a group of colleges and departments of a specialized scientific nature, offering diverse academic programs across various disciplines, ranging from the bachelor's level to postgraduate studies, upon which students are awarded academic degrees" (Ben Ounissa, 2016, p. 93).

Furthermore, the university is considered a public service; it participates in building society and acts as a wellspring for social, cultural, and economic development. The university bears the responsibility of training the professional cadres required by the state. Therefore, university formation must take into account the needs, requirements, and concerns of society **(Boumediene, 2016, p. 249)**.

The university is also defined as: "A productive institution that works to enrich knowledge, develop technologies, and prepare competencies, benefiting from human scientific accumulation across various scientific, administrative, and technical fields" **(Al-Alami & Rouabhi, 2017, p. 211).**

2.2 *Importance of University Education*

The importance of university education for both the student and society can be summarized as follows **(Yakhlaf, 2018, p. 05)**:

- For the student, university education is the key to employment and career placement. A university degree undoubtedly increases a student's job prospects. Even while still pursuing their academic studies, students continually aspire to secure a job that guarantees a good salary and ensures a decent standard of living.

- For society, university education serves as a major tributary, supplying it with various competencies and expertise. It enables different institutions to attract outstanding talent in every scientific field; successful organizations constantly seek to integrate distinguished high-achievers into their teams.

- Fulfilling an educational mission: Many people mistakenly believe that university education is purely academic, which is undoubtedly incorrect. The university's mission is a blend of academic instruction and moral upbringing. A key focus of successful universities is educating students on societal respect, teaching the art of dialogue, and distancing them from campus violence, which undermines the educational process.

- Fostering innovation and creativity: University education is a vehicle for innovation. Universities that provide a robust environment for scientific research offer their students greater opportunities to create and innovate.

2.3 *Quality of Higher Education*

Higher education is defined as any type of training, or research training, provided at the post-secondary level by higher education institutions **(People's Democratic Republic of Algeria, 1999).**

The quality of higher education refers to "what the characteristics and features of the educational product achieve in order to satisfy the student, alongside fulfilling the requirements of the external world (the labor market and society). To achieve this, all existing inputs in the educational process—including human resources, policies, systems, and curricula—must be utilized. Furthermore, it requires providing an infrastructure capable of keeping pace with all

external developments to create favorable conditions for innovation and creativity, thereby producing highly qualified, high-quality graduates" **(Zerzar & &Ghayad, 2013, p. 63).**

Educational quality is also understood as the set of standards, procedures, and decisions whose implementation aims to improve the educational environment. These standards encompass educational institutions across their various frameworks and forms, as well as the teaching and administrative staff, and the overall conditions of personnel directly or indirectly associated with the educational system **(Zerrouki & Rabie, 2020, p. 485)**.

2.4 *Functions and Objectives of Higher Education*

There is a noticeable overlap in much of the literature when defining the objectives of university education through the discussion of university functions. Universities seek to achieve their objectives based on the functions they perform. For instance, if a university's goal is to impart knowledge and skills to students, it is performing a teaching function. If it seeks to develop intellectual capacity through creativity, training, and the production and utilization of knowledge, it is performing a research function. Alternatively, if it focuses on changes in the external environment, working to meet its demands and solve its problems, it is performing a service function. In other words, the diverse objectives of universities are realized through their respective functions, providing a logical rationale for the interconnection between functions and objectives **(Kamal El-Din, 2009, p. 27)**.

3. Functions of University Education

Since their inception, universities have fundamentally relied on three core functions that constitute the primary axis of their existence. They strive to fulfill these functions to complete the broader objectives undertaken by any educational institution in delivering higher education. The most important of thesefunctions are:

3.1 Teaching

The university provides various educational programs to students, preparing and training them to be capable of driving social and economic development. The university fulfills this function through comprehensive scientific, technical, intellectual, and cultural training that aligns with the concerns and dynamics of the current environment. This results in the continuous development of human resources, which are then invested in activating society's wealth and achieving its growth and progress.

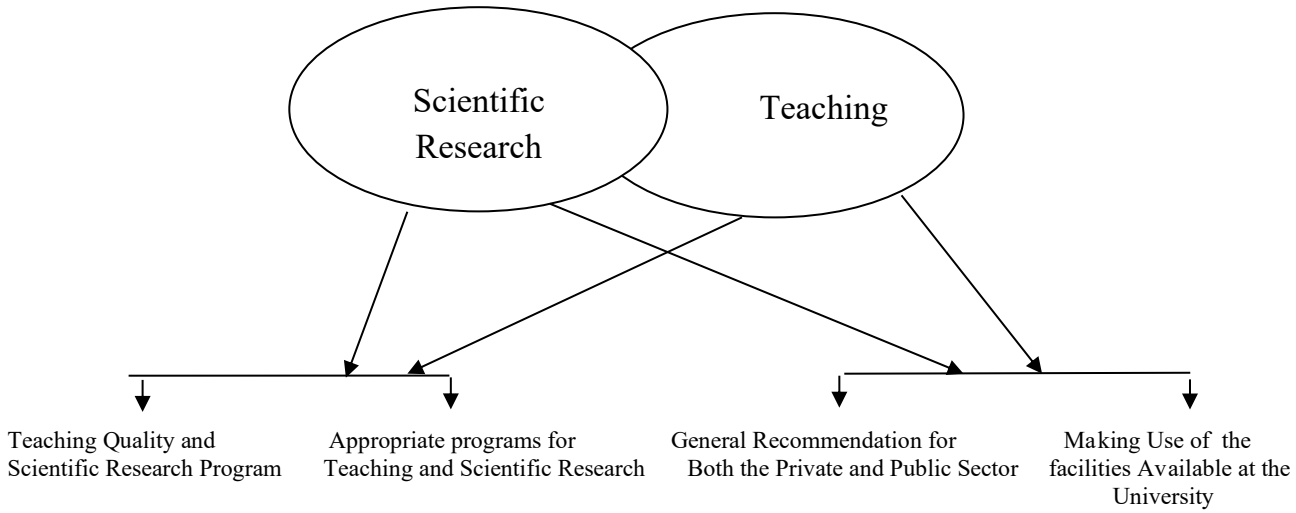
3.2 Research and Development (R&D)

Research and Development is a primary function of higher education and a vital source for achieving academic competence. Its goal is to create a qualitative leap in scientific research by advancing and developing knowledge. It encourages active academic competencies within the university to conduct research, experiments, and studies that serve society and its welfare. This is achieved by granting researchers independence, freedom of thought, and creativity in their work; developing their talents and capabilities for observation, experimentation, analysis, and synthesis; and providing the appropriate environment for scientific production that significantly contributes to breakthroughs in economic and social development.

3.3 Community Service

Community service constitutes a fundamental function of universities and higher education institutions. Therefore, the role of higher education does not stop at teaching and R&D; it extends to serving societal issues through its units, centers, facilities, and laboratories, which offer their expertise and contributions to various organizations and institutions. This function is accomplished through the provision of consultations and research, as well as through the tailored solutions the university offers to address the challenges facing diverse social institutions.

Fig.1. The Contribution of Higher Education Institutions to Society



Source: (Al-Bahoushi & Al-Rubaie, 2008, p. 36)

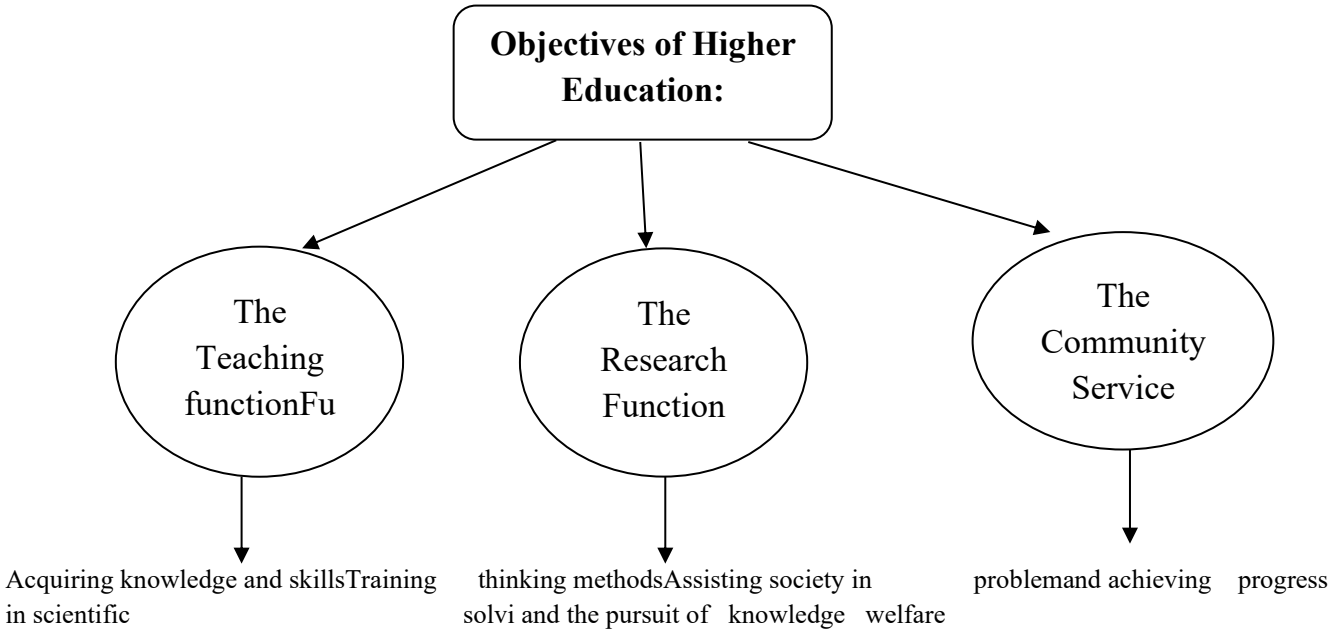
4. Functions and Objectives of Higher Education

Among the various tasks and objectives that higher education seeks to achieve are the following:

- Disseminating and enriching knowledge, investing in intelligence, and developing pure, applied, and behavioral sciences. The goal is to build a proactive learning society and a knowledge-based economy, while enhancing graduate employability within the framework of a partnership with the economic, social, and cultural environment.
- Providing in-person training, distance learning, continuing education, sandwich training (work-study alternation), and on-demand training, while opening opportunities for lifelong learning and the recognition of prior experience.
- Ensuring that training programs continuously respond to, anticipate, and align with the needs of the economic, social, and cultural environment.
- Developing, structuring, and optimally utilizing scientific research, improving its quality, driving technological innovation, and promoting the valorization of research results to serve regional and national development.
- Mastering technologies, particularly digital technologies, to develop knowledge and skills and contribute to the progress of human thought **(Ministry of Higher Education and Scientific Research, 2015, p. 05)**.
- Preparing high-level professionals to meet the needs of the labor market in both the public and private sectors, capable of increasing production and improving services.

- Providing expertise to achieve economic and social development through scientific research, and conducting research to contribute to the study and resolution of problems.
- Working to develop human capabilities—both ethically and scientifically—to contribute to knowledge production and to address global challenges such as demographic growth and environmental issues **(Kamal El-Din, 2009, p. 27)**.
- Contributing to ethical formation in a manner that reflects the principles of the society's intellectual and developmental aspirations, while eliminating undesirable values and habits.
- Developing scientific and technological resources and ensuring their utilization by human competencies capable of creating developmental and economic balance.
- Fostering intellectual development and diversity among individuals in a way that positively reinforces their national belonging and adherence to the cultural customs and traditions of their environment.
- Ensuring education is outwardly open by engaging with global issues, fostering cooperation and exchange relationships, bridging distances, and benefiting from international experiences in various fields.
- Establishing true democracy; as the proverb says, "The more a person learns, the greater their freedom becomes." Education liberates individuals from ignorance and servitude and achieves the democratization of education, which in turn generates social justice.
- Building strong relationships with clients/stakeholders by achieving total satisfaction with the provided services through quality education, and meeting the labor market needs and the demands of various societal institutions and bodies **(Al-Fatlawi, 2008, p. 144)**.
- Educating highly qualified graduates and responsible citizens capable of meeting the needs of all sectors of human activity, by offering relevant qualifications—including vocational training—that combine high-level knowledge and skills, utilizing courses and content continuously designed for current and future societal needs.
- Advancing, creating, and disseminating knowledge through research and providing, as part of its service to the community, relevant expertise to assist societies in cultural, social, and economic development. Furthermore, promoting and developing scientific and technological research, as well as research in the social sciences, humanities, and creative arts.
- Assisting in the understanding, interpretation, preservation, promotion, and dissemination of national, regional, international, and historical cultures, within a context of cultural pluralism and diversity.
- Helping to protect and enhance societal values by training young people in the values that form the basis of democratic citizenship, and by providing critical and detached perspectives to assist in the discussion of strategic choices and the promotion of humanistic perspectives.
-Contributing to the development and improvement of education at all levels, including through the training of teachers **(UNESCO, 1998, p. 03)**.

Fig.2. A diagram illustrating the main objectives of university education



Source: Prepared by the researchers.

5. Characteristics of Higher Education Institutions

For higher education institutions to serve as a pivotal axis in building and developing the human competencies necessary for progress, they must possess a specific set of characteristics:

1/The university must enjoy a prestigious academic reputation, with its activities primarily centered on teaching and scientific research.

2/It should function as a hub for producing and attracting knowledge across various disciplines, in alignment with its local environment and future aspirations.

3/It must serve as a center for training and preparing human talent required by the external environment, capable of meeting its technical and quantitative needs.

4/It is distinguished by a highly qualified faculty capable of transferring expertise, knowledge, and the essential skills required for professional formation.

5/The university strives to highlight its educational capacities and pursue global openness by establishing exchange relationships to gain expertise and build confidence in its ability to achieve excellence.

6/Focusing on the educational and pedagogical preparation of students as high-value human assets, while also marketing its own intellectual output, including ideas, knowledge, and skills **(Al-Zahi, 2014, p. 63)**.

6. The Economic and Social Importance of Education

The productive sector in any industrially advanced economy requires a workforce equipped with scientific knowledge. Consequently, a nation's economic welfare depends on high scientific and technical standards. If scientific and engineering breakthroughs form the foundation of industrial productivity, then industrial and economic development is the direct result of adapting scientific ideas **(Hamidouch, 2007, p. 12)**.

The development of education is of paramount importance and represents an essential factor for economic functionality, as evidenced by the following **(Khalaf, 2006, pp. 166-169)**:

- The developmental trajectory of advanced nations, particularly in their early stages, clearly demonstrates that progress relied on qualitative human development rooted in education.
- Education in developed countries is characterized by broad expansion across all fields and levels, both quantitatively and qualitatively, maintaining a strong link to the requirements of general life.
- The experience of certain resource-poor nations proves that they overcame natural resource scarcities and achieved economic progress—especially in productive sectors—by relying on the qualitative development of their human resources through all levels of education.
- Education provides the administrative and organizational capacities necessary for achieving the optimal allocation of available economic resources.
- Education plays a fundamental role in enhancing workers' capabilities by providing them with information, knowledge, and skills.
- Through its continuous development, education contributes tangibly to scientific and technological advancement.
- Technological shifts often lead to an increased demand for higher-level knowledge and skills, requiring education that is greater in both quantity and quality.
- Education meets the evolving needs of the economy and supports its growth in response to changes in the nature of economic activities.
- By providing knowledge and increasing individual awareness and culture, education fosters rationality in behavior and economic decision-making.
- By enhancing health literacy and cultural awareness, education contributes to increased productivity and individual income **(Khalaf, Knowledge economy, 2007, pp. 22-23)**.
- Society benefits from the "spillover effect" where expertise is transferred from highly qualified and skilled individuals to those at lower levels of skill and education within the workplace.
- Standardizing and transferring production methods and formulas from one generation to the next.
- Benefits resulting from the overall rise in society's cultural level, leading to civilizational advancement, improved quality of socio-economic decisions, and the creation of a better environment for economic activities **(Abu Sha'ira & Ghubari, 2011, p. 54)**.

7. The Relationship between Education,Growth, and Investment

Investment in education must be governed by standards of efficiency, adequacy, effectiveness, and qualitative quality. Education is an investment process that contributes to human capital formation, the development of human resources, the discovery of new knowledge, and the evolution of intellectual and social trends, as well as the dissemination of knowledge. Education and comprehensive development converge with the human being as their central focus and ultimate goal. They are characterized by integration and comprehensiveness; education is the natural gateway to human development and the driving force behind socio-economic growth. The goal of education is no longer limited to satisfying individual needs but has expanded to fulfill the current and future requirements of society **(Fulayyah, 2003, pp. 383–384).** Education plays a fundamental role in the advancement of nations and is a prerequisite for achieving sustainable development in its environmental, economic, and social dimensions. It

empowers societies to address priorities and challenges such as water and energy issues, climate change, disaster risk mitigation, biodiversity loss, and food crises. This is achieved by protecting and restoring the environment and conserving natural resources in a rational and sustainable manner, while tackling unsustainable production and consumption patterns (**Khatouf, 2019, p. 219)**.

Education is considered a "special commodity" because it is an investment; it facilitates the transfer of knowledge and technical expertise, the impact of which is felt by both the individual and society in the long run. Providing education as a service requires human, material, and real resources, which are ultimately expressed in financial terms **(Arab Center for Educational Research for the Gulf States, 2012, p. 24)**.

8. The University and Human Resource Qualification

8.*1 Higher Education and Human Capacity Building*

Human capital represents a major economic value for business organizations; it refers to the economic worth of human resources derived from the qualifications, abilities, knowledge, ideas, energy, and commitment they bring to their respective roles. These resources cannot fulfill their intended roles effectively without proactive management, known as Human Resource Management (HRM). HRM encompasses administrative activities aimed at attracting and retaining high-caliber employees.

Developing the educational process is a top priority and a strategic choice linked to the advancement of human competencies. The elevation of human wealth can only be achieved through an education system that meets quality standards across all stages and levels. Such education plays a fundamental role in meeting societal needs for a workforce capable of advancing civilization, achieving future development goals, and preserving and developing cultural heritage.

Investing in human resources through education and skill acquisition is the most critical element of economic growth. Developing the higher education system yields outputs capable of meeting the socio-economic developmental requirements of society. In light of contemporary scientific and technological progress, it has become increasingly necessary to reconsider traditional educational systems to keep pace with these advancements **(Hamed, 2014, p. 63).**

8.*2 Reasons for Investing in Human Capital to Enhance Quality in Universities*

The intense interest in investing in human capital to improve university quality stems from four key factors **(Madfouni, 2017, p. 160)**:

A- University Education as a Product of High-Quality Human Capital: University education is viewed as a process of filling specific gaps in the labor market with a workforce expected to be productive and possess utilitarian value in economy and development. Quality here is defined as the ability of higher education outputs to fulfill developmental plans and perform work with high levels of proficiency and excellence.

B- University Education as Training in Scientific Research: The mandates of university education are shaped by an academic community that is rigorously prepared and equipped with scientific research skills. Within this vision, quality is measured by the caliber of research conducted by both undergraduate and postgraduate students, the capacity for discovery and empirical analysis, and the ability to address core problems and devise solutions.

C- University Education as Effective Management of Educational Reserves: According to this perspective, higher education institutions are deemed of "high quality" if they possess abundant resources. Consequently, performance indicators are sought based on student success rates, the cost of educational units, student-to-faculty ratios, and the availability of financial resources.

D- University Education as a Means of Expanding Socio-Economic

Opportunities: University education is evaluated as a vehicle for social evolution or a civic good. It is assessed based on its ability to offer opportunities for all individuals to contribute to various social institutions and enjoy the benefits of a developed society. Thus, university education becomes a product of free social and economic demand.

8.*3 The Importance of Competency Development*

Organizations aim to develop their human resource competencies to bridge current and future knowledge gaps that negatively impact performance. Thus, competency development becomes essential when human resource performance declines due to knowledge deficits, lack of qualifications, or negative behavioral attitudes.

Accordingly, developing competencies is vital for organizations experiencing stagnation or decline in productivity. Such organizations often introduce modern technology and sophisticated production methods, necessitating competencies that align with these new conditions.

The importance of competency development for organizations and their staff is evident in the following points:

1/Enriching and updating the knowledge base of human resources.

2/Preparing employees to meet job requirements within career development and management programs.

3/Bridging knowledge gaps, fostering positive attitudes, and increasing organizational loyalty.

4/Reducing absenteeism and labor turnover rates, thereby increasing organizational productivity.

5/Optimizing workforce size by equipping employees with new qualifications that enable them to perform diverse roles and multiple tasks.

6/Providing the necessary competencies to navigate the organization’s internal and external environments.

7/Boosting employee morale, which reflects positively on the organization and enhances customer satisfaction.

8/Identifying strengths and weaknesses within the workforce to take appropriate corrective measures. **(Al-Sulami, Marghalani, & Ageeli, 2020, p. 552**).

8.*4 Competency Development Policy in Higher Education Institutions*

Enhancing efficiency within higher education institutions involves adopting the following policies **(Al-Maarafi, 2015, pp. 207–209)**:

A/ Internal Efficiency Enhancement Policies:

1. Linking the approval of higher education budgets to the annual progress achieved in developing internal efficiency.

2. Implementing fiscal and monetary policies that encourage commercial banks to fund education and training institutions according to national laws.

3. Enhancing the efficiency of faculty members and university leadership through continuous training and field engagement; furthermore, making computer and internet proficiency a prerequisite for new appointments and academic promotions.
4. Utilizing supportive education models—such as external enrollment, open education, and distance (virtual) learning—to alleviate pressure on public universities and reduce expenditures.
5. Revising existing academic disciplines in favor of those required by the labor market, such as computer engineering, environmental sciences, nursing, genetic engineering, and laser applications.
6. Embedding a culture of lifelong learning and introducing curricula that foster entrepreneurial thinking, problem-solving, dialogue, and tolerance of diverse opinions.
7. Designing flexible educational programs capable of responding rapidly to labor market demands.
8. Establishing a genuine concept of partnership in education and training among Arab universities to address the planning imbalances and cost inefficiencies resulting from isolated institutional efforts.

B/ External Efficiency Enhancement Policies:

1. Activating the private sector's role in shaping higher education policies, including the participation of business and industry representatives in discussing educational plans.
2. Establishing an integrated labor market information system across all universities to facilitate the smooth transition of graduates into the workforce.
3. Increasing coordination between vocational training institutions and higher education institutions.
4. Establishing quality and evaluation standards by measuring the objectives of the educational process and preparing annual performance reports that include faculty numbers, scientific activity, published research, and links to the workplace.
5. Considering the requirements of joining the World Trade Organization (WTO) for certain countries, which necessitates highly qualified national competencies to face intense competition in the services sector.
6. Moving beyond the stage of IT literacy toward the stage of practical specialization and professional practice.

By implementing these measures, significant strides can be made toward bridging the gap between educational outputs and labor market requirements, transitioning the educational process into a sphere of active engagement and dynamic interaction with society.

8.*5 Requirements for the Development and Accumulation of Human Capital* (Ben Zaidan & Tari, 2021, p. 04)*:*

Development of Scientific Institutions:

Scientific institutions serve as the "factories of the mind" for both the present and the future. Therefore, it is essential to modernize the university educational process—encompassing faculty, students, curricula, and laboratories—and support it with advanced technological tools.

Localization of Science and Knowledge:

To build a robust human capital base that sustains our present and anchors our future, we must effectively internalize and leverage imported science and technology.

Continuous Development of Scientific Skills: If knowledge is comprised of ideas and information, then skilled hands are the most capable of transforming those ideas into a tangible reality and that information into a physical product.

Administrative Development: For human capital development initiatives to succeed, we must decisively eliminate bureaucratic constraints that hinder intellectual progress and creativity. This involves converting human capital into market value through invention and innovation.

9. Results and Discussion

The study confirms that the university actively works to enhance the quality of higher education and provide a conducive environment for academic work. This is achieved by expanding pedagogical structures, increasing the diversity of academic specializations, and intensifying efforts to ensure high-level training that meets societal aspirations. Furthermore, the university seeks solutions to its inherent challenges through new reforms and shifts in educational models that align with international standards. This trend has been particularly evident in the recent establishment of evaluation and quality assurance mechanisms. These bodies are tasked with setting standards, developing informational and training programs, and qualifying administrators and evaluation experts.

The vast diversity in specializations and student demographics provides a broad scope for implementing methods that enhance performance and efficiency. It fosters a spirit of creativity, competition, and excellence among students and across various faculties. This competitive drive encourages universities to provide superior services and showcase their quality to attract more students and earn social trust. Ultimately, this meets the labor market's demand for a qualified workforce capable of elevating the performance of economic institutions and driving overall productivity and economic development.

Human competencies represent the most vital link within various institutions and organizations due to their high value in fostering diversity and performance excellence. These competencies are governed by multiple dimensions that allow for flexibility in response to evolving requirements and environmental contexts. The cognitive capacity of these human resources enables them to enrich and elevate educational standards, while their diverse skills contribute significantly to the advancement and distinction of organizations, particularly higher education institutions. Additionally, the readiness and aptitude of these competencies reflect positively on the speed and efficiency with which institutional objectives are achieved.

10. Conclusion

The university is the most vital institution in any nation, serving as the primary lifeline for the political, economic, and social development of society. It is the fountainhead of progress in scientific and applied knowledge and various economic sectors, acting as the central engine of knowledge through both its inputs and outputs. Beyond providing educational services that foster intellectual and cognitive growth, the university plays a crucial role in socialization, empowering educated individuals to impact society positively and consolidate the spirit of cooperation and reform.

Furthermore, universities and higher education institutions stand as the premier centers for training and preparing high-caliber young talent capable of driving positive breakthroughs across socio-economic sectors. This qualified workforce constitutes the added value of the national economy. Additionally, scientific research centers focused on R&D are essential; scientific

research is one of the most critical outputs serving both the educational and social systems. It is the artery that determines a university's ability to assert its position amidst global competition and technological shifts. It addresses the needs of society and industry for theoretical and applied research to develop goods and services, while deepening scholarly inquiry to establish future intellectual trends that serve coming generations.

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