Journal of Management and Economic Sciences Prospects | Volume: 10 / N°: 01 (2026), p 454-473

Outstanding Performance Components in Algerian Universities Alignment with Major Global University Ranking Indicators

Boudjebieur Rania [*1], Mebarki Safa [2]

[1] University Of Badji Mokhtar - Annaba, Algeria, rania.boudjebieur@univ-annaba.dz

[2] University Of Badji Mokhtar - Annaba, Algeria, safa.mebarki@univ-annaba.dz

Received: 10/04/2026 *Accepted: 20/07/2026* *Published: 30/07/2026*

Abstract:

This study analyzes the alignment between the components of outstanding performance in Algerian universities and the criteria adopted by four major global university rankings (Webometrics, THE, QS, and SCImago) using descriptive and analytical methods. The results show that scientific research and innovation are the most influential elements in all ranking systems. Algerian universities perform better in Webometrics and SCImago compared to THE and QS, which confirms a significant, albeit unequal, alignment between the components of outstanding performance and global ranking criteria. Thus, strengthening research quality and international collaboration remains essential for enhancing international competitiveness.

Keywords: Outstanding Performance, Algerian Universities, Global University Rankings, Higher Education Quality.

Jel Classification Codes : : I23, M10, O32

[*] ***Corresponding author***

1. INTRODUCTION

In response to rapid global changes in higher education, universities are required to enhance their institutional performance by improving educational quality, strengthening research output, and contributing to socio-economic development. In this context, global university rankings have become key tools for evaluating institutional competitiveness and academic excellence.

The literature increasingly emphasizes the determinants of university performance and its reflection in global rankings, which now represent broader indicators of institutional development. Accordingly, Algerian universities are striving to improve their performance and visibility in these rankings, despite ongoing challenges related to efficiency and the quality of educational and research outputs.

Despite these developments, limited attention has been devoted to examining the extent to which the components of outstanding performance in Algerian universities correspond to the evaluation criteria adopted by major global university rankings. This gap raises the following research question: To what extent do the components of outstanding performance in Algerian universities correspond to the indicators adopted by major global university rankings, and what does this correspondence reveal about the positioning of Algerian universities within these rankings?

Drawing on the theoretical convergence between outstanding performance components and the dimensions assessed by international ranking systems, this study assumes a substantial alignment between them. Verifying this assumption helps assess the positioning of Algerian universities and identify areas for improving their international competitiveness. The study is therefore guided by the following hypothesis: There is a substantial alignment between the components of outstanding performance adopted by Algerian universities and the evaluation indicators used by major global university rankings.

The study also contributes by providing an analytical framework for examining the correspondence between outstanding performance components and international ranking criteria. Its findings offer evidence based insights for policymakers and university leaders to identify strengths,

address performance gaps, and support strategies aimed at improving the international visibility and competitiveness of Algerian universities.

2. LITERATURE REVIEW

2.1 Definition of performance

There are multiple definitions of the term "performance" depending on the user of the information related to performance :

- Krause believes that performance refers to the degree of achieving goals, or the level of accomplishment that can be achieved concerning the essential characteristics of the organization from the perspective of the relevant stakeholders. He emphasizes that performance is not determined by a single indicator, but is measured thru a multidimensional set of criteria, and that the source of performance primarily lies in the actions and behaviors carried out by actors within organizational processes. (Âta Ghalem, 2016)
- While some researchers, including Baired, view performance as a directed action considered as an event ; the term "performance" often refers either to the action itself (performance achievement) or to the event represented by the results, and in many cases, it combines both meanings. (Mirela-Oana Pintea, 2013)

Accordingly, performance can be viewed from two perspectives :

- Performance as a process or activity : the effort or action taken to achieve the goal.
- Performance as a result or event : any results achieved after completing the tasks.

2.2 Dimensions of performance:

Institutional performance constitutes a multidimensional system extending beyond final outcomes to encompass contributing stages and elements. « Summersmatter » and « Seigel » proposed an analytical framework delineating key evaluation dimensions, as illustrated in the accompanying table. (Sudnickas, 2016)

Table 01 : Terms and concepts of performance dimensions

Dimension	Concept
Inputs	Resources invested to support organizational activities, including financial, human, and material resources.
Throughout	Activities and operational processes that transform inputs into results.
Outputs	The immediate products or services generated by organizational activities.
Outcomes	The broader effects and value created from organizational outputs.
Efficiency	The optimal use of resources to achieve the highest possible outputs.
Effectiveness	The extent to which organizational objectives and intended results are achieved.

Source : Tadas Sudnickas, (2016) : Different levels of performance evaluation - Individual versus organizational, Public policy and administration, Vol. 15, No 2, P 198

2.3 Outstanding performance in universities

Excellence refers to an advanced level of managerial creativity and organizational efficiency, enabling the institution to achieve exceptional performance in its various activities, whether they are manufacturing, marketing, financial, or otherwise. This excellence is achieved when the organization improves its resource management, maintains them, and invests in essential opportunities based on sound and well-considered strategic planning. (Guerroudj, 2025)

Outstanding performance has been defined in various ways in the literature. Some of the most widely cited definitions include the following :

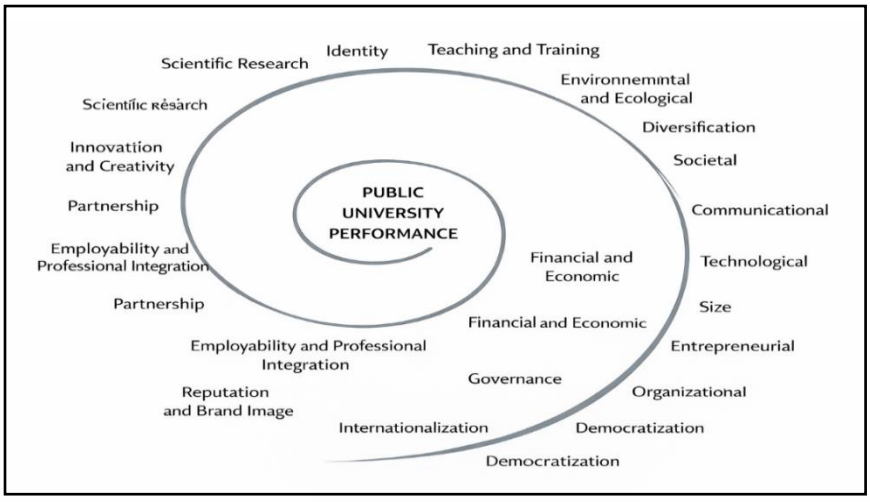
- Excellent performance, according to Armstrong is : a set of procedures that involve effective motivation, employee retention, and maintaining them within the organization. (Armstrong, 2009)
- While "Miller" sees it as : a comprehensive package of managerial practices within the organization, including job redesign, development of selection and recruitment methods, performance evaluation, and enhancement of employee engagement, along with reward systems and the establishment of organizational commitment. (Laoufi, 2025)
- "De waal" defines outstanding performance as : the level of the system's ability to achieve desired and valuable results, meeting the needs and

requirements of its beneficiaries efficiently and effectively. (De waal, 2007)

Based on that, outstanding performance can be considered the highest level an organization can achieve in its performance, as it combines mastery in task execution, effectiveness in results, and efficiency in resource investment. This integration grants the organization the ability to establish a strong market position and build a sustainable competitive advantage that enables it to face challenges and difficulties in the business environment with confidence and flexibility.

Outstanding performance in universities is defined as the level of performance in which the university is able to achieve the satisfaction of students, faculty members, and economic partners, while achieving internal efficiency in management, external effectiveness in community service, and attaining a competitive position at both the national and international levels. (F.Belasfar, 2025) This is precisely what the following figure illustrates regarding the various pillars of university performance :

Fig.1. The main aspects of university performance



Source : Nabil Bouayad Amine et al, (2017) :la performance universitaire publique au cœur de la théorie des stakeholders, Economie & Kapital, N°12, P 73.

Outstanding university performance can also be defined as the university's ability to achieve educational, research, and community results

that exceed the established national standards, through the optimal use of human and material resources, and adherence to quality and governance standards, ensuring an effective response to national development requirements and global transformations in higher education

2.4 Components of outstanding performance in Algerian universities

The Algerian university system has evolved through pre and post independence phases, marked by substantial growth since independence as the state expanded higher education infrastructure and capacities. It now encompasses about 115 institutions across provinces : 58 universities, 5 university centers, 40 national higher schools, 12 higher teacher training schools, and 19 licensed private institutions (Ministry of Higher Education and Scientific Research, 2026). This quantitative expansion and diversity signal a strategic push to elevate higher education quality and outputs, aligning with standards for outstanding performance amid contemporary developmental challenges. (Sylvie Monsinjon, 2019)

2.4.1 University leadership and good governance :

University leadership and good governance are crucial for outstanding performance in Algerian universities. Effective leaders must grasp the institution's culture, mission, and philosophy, integrating them into daily practices to guide strategies in curriculum design, resource allocation, research priorities, and community service. Meanwhile good governance fosters internal and external networks, promotes innovation, disseminates best practices, and enhances staff competencies, ensuring optimal task and resource distribution for high quality education and institutional excellence. (Saad Darwish, 2022)

2.4.2 Quality of education and training :

Total quality management (TQM) in education is a comprehensive approach aimed at improving educational outcomes to meet student and societal needs. It emphasizes the enhancement of students' competencies through clear standards and active stakeholder involvement, ensuring effective teaching, research, and advisory services. Key quality indicators include teaching effectiveness, curriculum relevance, program costs, and graduates' employability. TQM in education and vocational training is

based on core criteria such as aligning programs with labor market needs, adopting modern teaching methods, providing continuous teacher training, and implementing transparent evaluation systems. Institutional excellence is further reflected in success rates, graduate employment, and the alignment of academic specializations with national economic demands. (Lamine Aid, 2024)

2.4.3 Scientific Research and Innovation :

Scientific research and innovation form essential pillars for outstanding performance in universities, which are tasked with generating and disseminating new knowledge to advance academia and society. Research enhances teaching methods, supports evidence-based decision-making, and delivers cutting-edge education that equips students for professional success. Universities prioritizing these areas attract top faculty and students, secure more funding, and elevate their global reputation as centers of excellence. (Qizi, 2025)

University innovation manifests through projects and initiatives like business incubators that support research, enabling students and researchers to convert scientific ideas into practical products and services. Its importance lies in promoting modern research methods, offering investment opportunities, and boosting the university's role in national development, positioning scientific research and innovation as key drivers of outstanding performance in Algerian universities.

2.4.4 Digital transformation :

Digital transformation serves as a key driver for elevating performance in Algerian higher education institutions. Beyond mere technological adoption, it entails strategically redesigning educational and administrative processes for effective integration, thereby overcoming time and space barriers to broaden access and enhance quality. In Algerian universities, this manifests through digitizing administrative and pedagogical services, deploying online learning platforms, research databases, and integrated information systems, which enrich learning experiences, boost student comprehension, and empower faculty with

interactive, efficient teaching tools. Ultimately, digital transformation critically advances educational quality and institutional excellence. (Bholane, 2024)

2.4.5 Partnership with the economic and social environment :

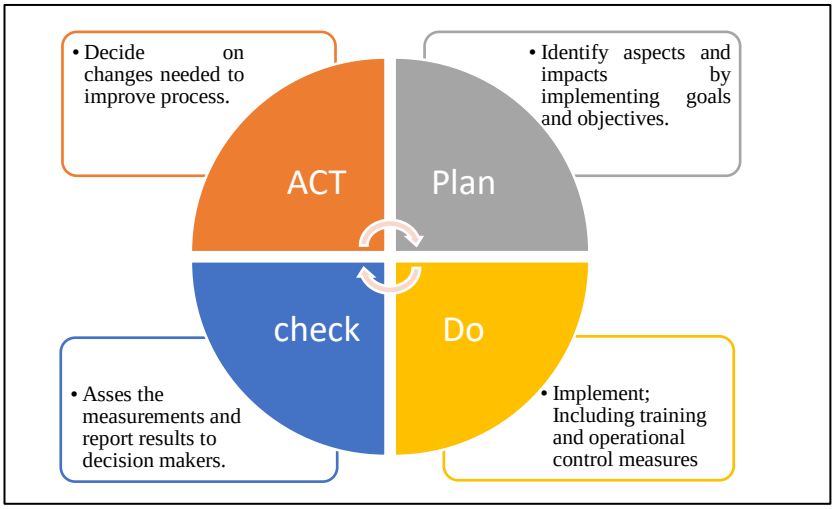
Openness of Algerian universities to the business sector and socioeconomic environment forms a vital pillar for outstanding performance, as modern policies emphasize university-productive sector collaboration to elevate output quality. The university serves as a conduit for external knowledge transfer, a supplier of skilled human resources, a provider of institutional expertise, and an incubator for research-driven startups within regional innovation systems. These partnerships deliver long term gains aligning higher education outputs with labor market demands, boosting graduate employability, and facilitating social-professional integration through business involvement in program design, practical training, and career guidance. Ultimately, this strategic openness spurs innovation, enhances education quality, strengthens competitiveness, and constitutes a cornerstone of distinguished institutional performance. (Camelia Stăiculescu, 2015)

2.4.6 Quality culture and continuous improvement :

Adopting a total quality and continuous improvement culture is central to excellence in universities, especially post-accreditation to international standards. Accreditation initiates an ongoing enhancement process via expert recommendations and an integrated quality system spanning teaching, research, and community engagement. Continuous improvement involves systematic process analysis, documentation, monitoring with defined performance indicators, and models like the Plan-Do-Check-Act cycle. This boosts educational and research efficiency, competitiveness, and sustainable institutional excellence .(Bajramovic, 2023)

The elements of quality are summarized as presented by the quality pioneer (Edwards Deming) in a circular model known as the Deming circle, as illustrated in the following figure :

Fig.2. The Deming cycle for continuous improvement



Source : J. G. Sanz-Calcedo et al, (2015) : Analyse de la gestion intégrée de la qualité, de l'environnement et de la sécurité dans les projets industriels, Procedia Engineering, N°132, P 142

2.5 Previous studies

Several studies have examined international ranking indicators alongside Algerian university performance, this section will present a thorough analysis of studies related to the study's topic :

(Diana Escandon-Barbosa & Jairo Salas-Paramo, 2023) ; analyzed global university academic performance using data from (THE, QS, and ARWU) rankings. Employing a quantitative approach, they developed an analytical model incorporating key variables such as scientific research, teaching, academic staff, and student recognition. Findings identified scientific research and teaching quality as the primary drivers of enhanced performance and higher rankings, underscoring the role of international cooperation and funding in bolstering scientific output quality.

(Nemanja Lukić & Pere Tumbas, 2019) ; examined global university ranking methodologies, noting their reliance on indicators tied to research output, education quality, academic reputation, and scientific impact. The study pinpointed scientific research as the dominant factor in shaping university global standings over other metrics. It stressed that performance

evaluation demands a multifaceted indicator set reflecting diverse institutional dimensions, rather than a singular measure.

(J. Koto et al, 2018) ; evaluated university performance through research outputs, analyzing scientific production and citation indicators. The study concluded that publication quality and scientific impact decisively shape global standings, surpassing mere production volume. It further emphasized that over-relying on research overlooks broader performance dimensions, advocating a multidimensional evaluation approach.

Overall, previous studies have consistently emphasized the importance of scientific research, teaching quality, academic reputation, and research impact as key determinants of university performance in global rankings. They also highlighted the need for multidimensional evaluation frameworks that extend beyond a single performance indicator. However, limited attention has been devoted to examining the alignment between the components of outstanding performance in Algerian universities and the evaluation criteria adopted by major international university rankings. Therefore, this study addresses this issue by analyzing the correspondence between outstanding performance components and the indicators used by Webometrics, THE, QS, and SCImago, thereby providing a more comprehensive assessment of the international competitiveness of Algerian universities.

3. RESEARCH METHODOLOGY

Based on the nature and objectives of the study, a descriptive and analytical research design was adopted. The study relies on secondary data extracted from the 2026 editions of four internationally recognized university ranking systems : Webometrics, Times Higher Education (THE), QS World University Rankings, and SCImago Institutions Rankings. First, the components of outstanding performance identified in the literature were defined and classified. Second, the evaluation criteria adopted by each ranking system were analyzed. Finally, a comparative analysis was conducted to examine the extent to which the components of outstanding performance correspond to the indicators used by these global ranking

systems, thereby assessing the degree of alignment and verifying the study hypothesis.

4. RESULTS

4.1 Webometrics Ranking :

The Webometrics Ranking evaluates universities using three main indicators : Impact, which measures the visibility and influence of the university's web presence ; Openness, which assesses the accessibility of research outputs ; and Excellence, which reflects research quality based on highly cited publications. The World Rank and Africa Rank presented in the ranking are overall outcomes derived from these indicators. (Khedim, 2015)

Table 02 : Leading Algerian Universities According to the Webometrics International Ranking

Africa Ranking	World ranking	University	Impact Rank	Openness Rank	Excellence Rank
55	2182	University of M'sila Mohamed Boudiaf	3418	2140	**2867**
68	2333	University of Tébessa Larbi Tébessi	2063	2942	**3624**
70	2351	University of Constantine 1 Frères Mentouri	5121	1476	**2618**
79	2517	University of Tlemcen Abou Bekr Belkaid	5260	2131	**2656**
81	2545	University of El Oued Hamma Lakhdar	3071	2961	**4027**

Source :elaborated by researchers based on : https://www.webometrics.org/africa

The data show that the top five Algerian universities in the Webometrics ranking are M’sila (2182), Tebessa (2333), Constantine 1 (2351), Tlemcen (2517), and El Oued University (2545). Variations in the Impact and Openness indicators reflect relative progress in digital visibility and research accessibility. However, the most notable disparity appears in the Excellence indicator, where Constantine 1 ranks highest (2618), followed by Tlemcen (2656) and M’sila (2867), while Tebessa (3624) and El Oued (4027) record comparatively lower performance in high impact research. These findings suggest that progress in digital visibility is not yet

accompanied by comparable advances in research quality and international research impact. Therefore, enhancing high-quality scientific production, increasing publications in high-impact journals, and expanding international research collaboration remain essential to improve the international visibility and competitiveness of Algerian universities.

4.2 Times Higher Education (THE) Ranking :

The Times Higher Education (THE) ranking is an annual global university assessment published by the British magazine Times Higher Education. It evaluates performance across five key areas : teaching, research quality, research environment, international outlook, and industry collaboration, using both quantitative and qualitative data for worldwide comparisons. (Times Higher Education, 2026).

It helps students, researchers, and academic policymakers evaluate universities according to reliable and internationally recognized standards. (Education, 2025)

Table 03 : Leading Algerian Universities According to the THE International Ranking

N°	University	Teaching	Research Environment	Research Quality	Industry	International Outlook	Overall	Category Rank
01	University of Djillali Liabès - Sidi Bel-Abbès	25,5	9,7	46,3	17,6	36,8	27,3-32,0	1201-1500
02	University of El Oued	19,8	8,9	53,0	17,5	44,2	27,3-32,0	1201-1500
03	University of Badji Mokhtar - Annaba	39,9	8,8	17,0	21,3	35,3	10,3-27,2	1501+
04	University of Blida 1	18,3	8,2	15,7	18,2	35,2	10,3-27,2	1501+
05	University of Ferhat Abbas – Setif 1	15,3	8,5	36,0	20,9	39,0	10,3-27,2	1501+

Source : elaborated by researchers based on :
https://www.timeshighereducation.com/world-university-rankings/latest/world-ranking

According to the THE 2026 ranking, Djilali Liabès University–Sidi Bel Abbès and the University of El Oued are placed in the 1201–1500 category, with overall scores ranging from 27,3 to 32,0, while the other

three Algerian universities are placed in the 1501+ category with overall scores ranging from 10,3 to 27,2. At the indicator level, Badji Mokhtar University–Annaba records the highest teaching score (39,9), whereas the University of El Oued achieves the highest research quality (53,0) and international outlook (44,2). Ferhat Abbas University–Setif 1 performs relatively better in research quality (36,0) and industry collaboration (20,9), while Blida 1 University records comparatively lower values across most indicators. Overall, the results suggest that although Algerian universities demonstrate relative strengths in specific THE indicators, their overall global performance remains modest, indicating the need to further strengthen research quality, international collaboration, and teaching performance.

4.3 QS World University Ranking :

QS World University Rankings, published annually by Quacquarelli Symonds (QS), is a leading global system for evaluating higher education institutions based on quantitative and qualitative indicators. Key metrics include academic reputation, employer reputation, faculty to student ratio, research citations per faculty, and internationalization measures such as proportions of international faculty and students, serving as a benchmark for educational and research quality worldwide. (QS Arab Region University Rankings , 2026)

Table 04 : Leading Algerian Universities According to the QS International Ranking

		Badji Mokhtar University Annaba	Aboubeker Belkaid University - Tlemcen	National Polytechnic School – Algiers	University of May 8, 1945 Guelma	Frères Mentouri University – Constantine 1
Rank Display		109	137	151-160	151-160	171-180
Academic Reputation	Score	14,7	17,5	6,3	6,3	16,7
	Ranking	151+	136	151+	151+	141
Employer Reputation	Score	6,9	7,5	2,9	3,7	8,6

	Ranking	151+	151+	151+	151+	151+
Faculty Student	Score	82,5	58,5	75,2	57,7	20,1
	Ranking	37	75	46	78	166
International Research Network	Score	58,7	48,1	14,7	38,3	55,1
	Ranking	99	123	201+	149	112
Citations per Paper	Score	7	6,2	10,4	25,6	6,4
	Ranking	201+	201+	201+	156	201+
Papers Per Faculty	Score	11,3	10,9	66,4	15,9	17,6
	Ranking	201+	201+	38	152	141
Staff with PhD	Score	93,3	36	48,9	74,7	18,3
	Ranking	34	114	99	63	144
International Faculty	Score	1,2	1,2	-	02	1,1
	Ranking	201+	201+	-	176	201+
International Students	Score	4,8	2,7	1,1	2,7	1,9
	Ranking	151	184	201+	183	201+
Web Impact	Score	22	43,1	13,8	22,4	50,6
	Ranking	137	73	192	129	59

Source : elaborated by researchers based on: https://www.topuniversities.com/arab-region-university-rankings

The QS 2026 Arab ranking results for the top five Algerian universities reveal notable differences in institutional performance across the evaluated indicators. Badji Mokhtar University – Annaba records the highest faculty-to-student ratio (82,5) and is ranked 109th in the Arab region, while also reporting a high proportion of PhD holders (93,3) ; however, its citation impact remains comparatively limited. Abou Bakr Belkaid University–Tlemcen records relatively balanced scores in academic reputation (17,5) and international research network (48,1), although further improvement in high impact research output is needed. The National Polytechnic School – Algeria achieves the highest papers per faculty ratio (66,4) and ranks 38th in the Arab region on this indicator, despite comparatively lower international openness. May 8, 1945 University – Guelma records the highest citations per paper (25,6), indicating comparatively stronger citation performance. Frères Mentouri University – Constantine 1 records relatively higher values in academic reputation (16,7) and web impact (50,6), while lower scores are observed for the faculty student ratio and research quality. Overall, the QS indicators suggest that

institutional performance is primarily associated with research output, citation impact, publication intensity, and academic staff quality, which represent the principal dimensions of evaluation within this ranking.

4.4 SCImago Institutions Ranking :

This ranking serves as a comprehensive evaluation tool for academic and research institutions via a composite index spanning three main dimensions research performance (50% weight), innovation (30%), and societal impact (20%) assessed through online presence. It employs diverse indicators, including size-dependent and size-independent metrics for equitable comparisons across institutions. Research evaluates output, international collaboration, organized impact, high-quality publications, excellence, leadership, and talent volume ; innovation gauges patent linkages and technological influence from scientific output ; societal impact measures digital visibility via web pages and inbound domain links. (Scimago Institutions Ranking,2026)

Table 05 : Leading Algerian Universities According to the Scimago International Ranking

N°	University	Rank	Global Rank
01	Polytechnic Military School	135	**7726**
02	Ferhat Abbas University of Setif	147	**7931**
03	National School of Computer Science	159	**8061**
04	University of May 8, 1945 Guelma	202	**8862**
05	University of El Oued	208	**8960**

Source : elaborated by researchers based on:
https://www.scimagoir.com/rankings.php?country=Africa&sector=Higher%20educ

The SCImago Institutions Rankings indicate differences in the research and innovation performance of the selected Algerian universities. The Military Polytechnic School ranks first nationally (135th regionally and 7726th globally), followed by Ferhat Abbas University–Setif (147th regionally ; 7931st globally), the National School of Computer Science (159th regionally ; 8061st globally), the University of May 8, 1945–Guelma (202nd regionally ; 8862nd globally), and the University of El Oued (208th regionally ; 8960th globally). These results suggest relatively stronger performance by the Military Polytechnic School in the indicators

considered by SCImago, while Ferhat Abbas University–Setif and the National School of Computer Science also occupy relatively good positions. In contrast, the University of May 8, 1945–Guelma and the University of El Oued record relatively lower positions, indicating the need to further strengthen research output, innovation activities, and societal impact. Overall, the SCImago ranking emphasizes research performance, innovation, and societal impact as key dimensions in the evaluation of institutional performance and international competitiveness.

4.5 Comparison of Global University Ranking Criteria with Components of Outstanding Performance

The following table presents a comparative analysis of the theoretical components of outstanding university performance against the indicators employed in international ranking systems.

Table 06 : Comparison of Global University Ranking Criteria with Components of Outstanding Performance

Components of outstanding performance	Webometrics	Times Higher Education	QS	SCImago
University leadership and good governance	_	_	Academic Reputation	**Excellence with leadership**
Quality of education and training	_	Teaching (30%)	Faculty/Student Ratio , Staff with Phd	**_**
Scientific research and innovation	Citations, Excellence	Research, Citations	Citations per Faculty, Citations per paper	**High quality publications**
Digital transformation	Presence ,Visibility, Web Impact	_	Web Impact	**Digital presence, The size of web pages**
Partnership with the economic and social environment	_	Industry , International Outlook	Employer reputation, International faculty , International	**Innovation & Societal Impact, International collaboration**

			students	
Culture of quality and continuous improvement	Excellence, culture	_	_	**Impact & Excellence**
Overall evaluation of Algerian universities	Higher alignment	Moderate alignment	Lower alignment	**Higher alignment**

Source : elaborated by researchers based on previous data.

The comparative analysis presented in Table 06 shows that scientific research and innovation constitute the core component of outstanding performance, as they are consistently emphasized across all four global university rankings through indicators such as research output, citations, publication quality, and scientific excellence. This confirms that research performance remains the primary determinant of international university competitiveness. Among the examined ranking systems, SCImago Institutions Rankings demonstrate the closest alignment with the recognized components of outstanding performance, as it integrates research excellence, innovation, societal impact, leadership, and international collaboration, providing a more comprehensive framework than rankings focusing mainly on research visibility (Webometrics) or teaching and academic reputation (THE and QS). In the case of Algerian universities, the findings indicate relatively stronger performance in Webometrics and SCImago, reflecting greater achievements in digital visibility, web presence, research productivity, and scientific output. By contrast, their performance remains comparatively moderate in THE and more limited in QS, mainly due to challenges related to teaching quality indicators, academic reputation, employer reputation, and internationalization.

5. DISCUSSION

The findings of this study confirm that scientific research and innovation represent the core components of outstanding performance across the major global university ranking systems. This result is consistent with the study of Escandon-Barbosa and Salas-Paramo (2023), which identified scientific research and teaching quality as the principal drivers of university performance and international rankings. Likewise, the present

findings support those of Lukić and Tumbas (2019)**,** who emphasized that research performance constitutes the dominant criterion in global university rankings while highlighting the importance of adopting multidimensional evaluation frameworks. Furthermore, the results are in agreement with Koto et al. (2018), who demonstrated that publication quality and scientific impact contribute more significantly to international university positioning than publication volume alone.

6. CONCLUSION

The findings indicate that achieving outstanding performance in Algerian universities requires an integrated system combining effective leadership, quality education, scientific research, innovation, digital transformation, economic openness, and a culture of continuous quality improvement. Among these components, scientific research and innovation emerged as the most influential determinants across the four major global university rankings, while SCImago provides the most comprehensive framework for assessing outstanding university performance. The results also reveal that Algerian universities demonstrate relatively stronger performance in the Webometrics and SCImago rankings, whereas greater challenges remain in THE and QS, particularly in terms of teaching quality, academic reputation, and internationalization.

Overall, the findings indicate a substantial, although uneven, correspondence between the components of outstanding performance and the evaluation criteria adopted by the major global university rankings, revealing that Algerian universities are better positioned in rankings emphasizing research productivity, innovation, and digital visibility. These findings therefore support the study hypothesis and highlight the need to strengthen the remaining performance dimensions to further enhance the international competitiveness of Algerian universities.

❖ Scientific and Managerial Implications :

Based on the findings of this study, the following scientific and managerial implications highlight key actions that may strengthen the international competitiveness of Algerian universities :

- ✓ Prioritizing high impact research by incentivizing publications in top-tier journals, fostering international collaborations, and tying funding to

quality metrics and citations for greater competitiveness ;

- ✓ Strategic governance supported by measurable performance indicators can improve the monitoring and evaluation of teaching, research, and digital transformation ;
- ✓ Strengthening university / industry partnerships can foster innovation, improve graduate employability, and increase societal impact ;
- ✓ Expanding digital transformation and open access research repositories may enhance institutional visibility, operational efficiency, and service quality ;
- ✓ Promoting a culture of continuous quality improvement through self-assessment and accreditation can support sustainable institutional development.

These steps provide a practical framework for Algerian universities to thrive amid rising global standards.

7. Bibliography List:

1. Armstrong, M. (2009). *Armstrong's Handbook of Performance Management* (éd. 4th edition).
2. Âta Ghalem, C. O. (2016). Performance: A concept to define. *LOGISTIQUA 2016*, (pp. 01-12). EST BERRECHID. doi:10.13140/RG.2.2.24800.28165
3. Bajramovic, E. (2023). Continuous Quality Improvement in Higher Education Institutions. *14th International Scientific Conference on Manufacturing Engineering - RIM*, (pp. 490-495).
4. Bholane, K. P. (2024). Digital Transformation in Higher Education. *Global Journal of Economics, Business & Entrepreneurship*, 01 - 04.
5. Camelia Stăiculescu, E.-R. R.-N. (2015). The university and the business environment - Partnership for education. *Procedia - Social and Behavioral Sciences*(06), 211-218. doi:10.1016/j.sbspro.2015.02.107
6. De waal, A. (2007). The characteristics of a high performance organization. *Business Strategy Series, 08*(03), 1-10. doi:10.1108/17515630710684178
7. Education, T. H. (2025). *World University Rankings 2026 methodology*. retrieved from:https://www.timeshighereducation.com/sites/default/files/breaking_news_files/the_world_university_rankings_2026_methodology.pdf
8. F.Belasfar, H. A. (2025). Performance in higher education institutions: A theoretical approach. *Journal of Business and Management Studies (JBMS), 07*(05), 167- 176. doi:10.32996/jbms.2025.7.5.15
9. Guerroudj, C. (2025). The Contribution Of Creativity In Achieving Excellent Performance In Organisations. *Qabas Journal of Studies Human and Social, 09*(02), 1929-1941.

10. Khedim, R. (2015). Webometrics Ranking of Algerian academic websites: what priorities and what tools to progress? *The evaluation of public policies: Optimizing university missions and putting evaluation at the service of research, innovation, and talent development*, (pp. 01-22). doi:10.13140/RG.2.1.3408.4567
11. Lamine Aid, K. R. (2024). Evaluation of the Quality of Professional Training and Education Under the Standards of Total Quality Management? *Business Ethics and Leadership, 08*(01), 45-56.
12. Laoufi, F. Z. (2025). Leadership And Its Role In Achieving Outstanding Performance In Business Organizations: The General Electric Experience. *Management and Development for Resherche, 14*(02), 253-273.
13. Mirela-Oana Pintea, M.-V. A. (2013). Performance - An Evolving Concept. *Connecting Repositories*, 01-12.
14. Qizi, R. R. (2025). Importance of research and innovation in universities . *Education, Science, And Innovation Ideas in the world , 04*(65), 436-438.
15. *QS Arab Region University Rankings* . (2026). Récupéré sur https://www.topuniversities.com/arab-region-university-rankings
16. Saad Darwish, M. T. (2022). conceptual-study-of-university-governance-and-management-an-approach-to-excellence-in-teaching-research-and-societal-imp. *Academy of Strategic Management Journal, 21*(06), 01-12.
17. Sudnickas, T. (2016). Different levels of performance evaluation –individual versus organizational. *PUBLIC POLICY AND ADMINISTRATION, 15*(02), 195-205. doi:10.13165/VPA-16-15-2-01
18. Sylvie Monsinjon, V. G. (2019). *Algerian Higher Education at the Time of University Governance - Final Report.* ESAGOV. consulted on 04 01, 2026, from:https://esagovproject.eu/wpcontent/uploads/2020/07/ESAGOV_Rapport_WP1.pdf
19. *Times Higher Education*. (2026). Consulté le 02 26, 2026, sur World University Rankings. retrieved from:https://www.timeshighereducation.com/world-university-rankings/latest/world-ranking