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Requirements for Enhancing Quality of Work Life to Achieve Organizational Excellence : Evidence from Egypt and Saudi Arabia

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Abstract:

This study examines the requirements for enhancing Quality of Work Life (QWL) as a strategic pathway toward achieving Organizational Excellence in higher education institutions, comparing the experiences of Ain Shams University (Egypt) and the University of Jeddah (Saudi Arabia). Grounded in Walton's (1973) eight-dimensional QWL framework, the study adopts an integrated methodological approach combining historical, analytical-descriptive, and comparative methods. Findings reveal that the Egyptian model relies on legal compliance while underemphasizing the developmental dimension, whereas the Saudi model strategically integrates QWL within Vision 2030 as a lever for institutional excellence. The Algerian context would benefit from a hybrid approach combining regulatory discipline with strategic developmental orientation, and the study concludes with applied recommendations for strengthening QWL policies in Algerian universities.

Keywords : Quality of Work Life ; Organizational Excellence ; Higher Education ; Egypt; Saudi Arabia.

JEL Classification Codes : I23; M12; M54; O15.

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1. Introduction

The contemporary business environment is characterized by rapid and continuous transformations that compel organizations to adapt by restructuring their administrative processes and optimizing resource allocation to ensure long-term sustainability. Within this context, human resources recognized as a fundamental component of organizational capital and a critical source of competitive advantage (Guest, 2017) require particular strategic attention. Accordingly, it has become imperative to prioritize the enhancement of employee performance and productivity in alignment with the evolving demands of the twenty-first century.

This shift necessitates a transition from traditional management paradigms where responsibility for performance was centralized in managerial roles with limited employee involvement toward contemporary managerial approaches that emphasize employee engagement, empowerment, and support. In this modern orientation, leaders actively collaborate with employees, facilitate the effective execution of their responsibilities, and contribute to the achievement of both individual and organizational objectives (Warhurst & Knox, 2022).

Furthermore, this transformation requires the systematic identification of the key QWL dimensions that underpin Total Quality Management (TQM) practices within organizations essential for fostering organizational excellence and sustaining performance over time (Ooi, Arumugam, & Teh, 2013). QWL has thus emerged as a strategic determinant of sustainable organizational performance, shaped by diverse contextual conditions, evaluative indicators, and managerial policies ((Leitão, Pereira, & Gonçalves, 2021).

Study Problem

In light of the ongoing transformations within higher education institutions, coupled with the increasing emphasis on quality and organizational excellence as key drivers of institutional performance, QWL has emerged as a contemporary managerial approach supporting the attainment of such excellence. Despite the growing body of academic literature, its enhancement requirements and implementation mechanisms vary significantly across organizational and cultural contexts. This study addresses the central question: **What distinctive practices are adopted by Ain Shams University and the University of Jeddah to achieve organizational excellence through QWL implementation?** Sub-questions include:

- What are the theoretical foundations underpinning QWL and organizational excellence ?
- What are the requirements and mechanisms for enhancing QWL to achieve organizational excellence in the selected case studies?
- What key lessons can be derived from these international experiences for application within the Algerian context?

Study Objectives

The primary objective of this study is to examine the role of QWL in fostering organizational excellence through an analysis of applied practices at Ain Shams University and the University of Jeddah. To achieve this aim, the study pursues the following specific objectives:

- To elucidate the theoretical foundations of QWL and its relationship with organizational excellence;
- To analyze the distinguishing characteristics of each selected international experience in the domain of QWL as a pathway to organizational excellence;

- To identify and synthesize key lessons from the Egyptian and Saudi Arabian experiences and evaluate their applicability within the Algerian context.

Study Importance and Hypothesis

The significance of this study stems from the centrality of its subject within contemporary organizational discourse, particularly regarding the increasing emphasis on achieving sustainable competitive advantage. The study derives further importance from its focus on human capital development as a fundamental driver of organizational excellence, examining how QWL can be operationalized within higher education institutions to support sustained institutional performance. It is grounded in the hypothesis that QWL principles contribute significantly to the enhancement of organizational excellence indicators within universities, as evidenced by applied practices in both Egypt and Saudi Arabia.

Study Methodology

The study adopts an integrated methodological framework combining historical, analytical descriptive, and comparative approaches. This multi-method design serves to : review relevant literature and prior studies; analyse the theoretical and conceptual frameworks underpinning QWL and organizational excellence; and compare applied practices at both universities with the aim of deriving insights applicable to the Algerian context.

Literature Review

A review of the scholarly literature on QWL reveals considerable diversity in research approaches regarding its relationship with organizational excellence and sustainable performance. The majority of existing studies emphasize QWL as a contemporary organizational construct contributing to improved

performance and enhanced capacity to respond to competitive demands. In recognition of the significance of this dimension, the present study draws upon a selection of relevant empirical contributions, with particular emphasis on applied international experiences.

(Al-Zu'bi, 2010) Examined the relationship between QWL and organizational excellence within Jordanian institutions using an analytical-descriptive approach. Data collected through questionnaires administered to employees in public and private sectors indicated a statistically significant positive relationship, demonstrating that improved working conditions and fulfilment of employee needs constitute a fundamental basis for achieving excellence and sustaining organizational performance.

(Mamedu, 2016) Investigated the relationship between QWL and university goal attainment from the perspective of academic staff in Nigeria's South-South geopolitical zone. Employing an analytical-descriptive method and survey data from faculty members, the study revealed low QWL levels and weak goal attainment, highlighting the need to strengthen QWL through supportive institutional policies and adequate funding to enhance university performance.

In the Saudi context, (Al Yami & bin Wared, 2019):analysed QWL and organizational excellence among faculty at the College of Business, King Khalid University. The study found moderate overall QWL levels, with training and development ranking highest and work–life balance ranking lowest. Organizational excellence was reported at a high level, particularly organizational culture. The study confirmed a statistically significant positive relationship between all QWL dimensions and organizational excellence.

(Alharbi & Abedelrahim, 2020) explored QWL's impact on organizational excellence in Saudi public organizations using Walton's model as a conceptual framework, identifying a significant

positive effect. Key contributing dimensions included equitable compensation, employee participation in decision making, and professional development opportunities. (Elqassaby, 2020) found that QWL improvements enhance employee commitment, productivity, and job stability in public hospitals. (Leitão, Pereira, & Gonçalves, 2021) established that QWL factors positively influence productivity while occupational burnout acts as a significant moderating variable. (Al Darmaki & Mohd Noor, 2021). demonstrated a positive relationship between organizational excellence and competitive advantage at Abu Dhabi University.

Research Gap

The present study both converges with and diverges from the aforementioned research in several key respects. While it confirms the significant role of QWL in achieving Organizational Excellence, it is distinguished by its focus on analyzing practical implementation mechanisms within higher education institutions through a comparative examination of Egyptian and Saudi experiences. Furthermore, it adopts a distinct methodological approach enabling a comprehensive interpretation of findings applicable to the specific socio-institutional context of Algeria.

2. Theoretical and Conceptual Frameworks of QWL and Organizational Excellence

Quality of Work Life (QWL) is a contemporary organizational construct characterized by a set of defining attributes that distinguish it from related concepts. It is shaped by multiple influencing factors and is closely associated with Organizational Excellence. The following section outlines the principal theoretical foundations underpinning both concepts.

2.1 Definition of Quality of Work Life

Drawing on both theoretical and empirical contributions, QWL has been conceptualized as: "the extent to which an organization is able to satisfy employees' needs and enhance their well-being through the provision of a fair and safe working environment that offers opportunities for growth and development, respects human rights, and maintains a balance between work and personal life, there by improving performance organizational effectiveness" (Walton, 1973, pp. 11-12).

Similarly, it has been defined as: "the overall well-being of employees and the degree of their satisfaction with the work environment in terms of equity, safety, work–life balance, opportunities for development, and the resulting impact on performance and organizational commitment" (Sirgy, Efraty, Siegel, & Lee, 2001, pp. 241-243). From a more integrative perspective, QWL constitutes "a continuous process aimed at achieving equilibrium between employees' professional and personal demands, enhancing their satisfaction, and motivating them to maximize their efforts toward achieving institutional strategic objectives, while positively influencing organizational competitiveness" (Alosaimi & Alaghdaf, 2023, p. 142).

2.2 Dimensions of Quality of Work Life

Quality of Work Life is widely recognized as a multidimensional management construct. Walton's (1973) seminal model establishes a link between working conditions and employees' needs, on the one hand, and organizational effectiveness and performance, on the other, identifying eight core dimensions that collectively constitute the foundation of QWL.

Walton (1973) identified eight core dimensions of Quality of Work Life (QWL) (Walton, 1973, pp. 15-16):

- Fair and Adequate Compensation;
- Safe and Healthy Working Conditions;
- Development and Utilization of Human Capacities;
- Opportunities for Growth, Advancement, and Job Security;
- Constitutionalism in the Work Organisation;
- Social Integration in the Work Environment;
- Work and Total Life Space;
- Social Relevance of Work Life.

A critical examination of Walton's model indicates that QWL is not derived from a single factor but from the interaction of multiple interrelated dimensions. Economic and organizational dimensions compensation, safe conditions, and skill development serve as foundational drivers of productivity. Socio-psychological dimensions participation, social integration, and work life balance contribute to employee well-being, organizational stability, and long-term sustainability.

2.3 Organizational Excellence: Definition, Importance, and Dimensions

Organizational Excellence can be defined as: "systematic and continuous efforts within an institution aimed at improving performance and generating competitive advantage through the development of work systems and procedures, the promotion of creativity and innovation, and the achievement of outcomes that exceed stakeholder expectations" (Sondos, 2024, p. 13). In higher education, it refers to "the capacity of universities to achieve high levels of performance, execution, output, and problem-solving, enabling them to fulfill their objectives effectively and distinguish themselves through excellence in leadership, workforce capability, and organizational culture" (Al Darmaki & Mohd Noor, 2021, p. 27).

Organizational Excellence serves several critical functions (Kurter, 2025, p. 12):enhancing the institution's capacity for sustainable high performance through effective organizational structures; improving operational effectiveness through proactive challenge management; strengthening strategic decision-making through accurate information analysis; and supporting comprehensive managerial control across operational and strategic domains while fostering employee morale and constructive organizational behaviour.

Its three principal dimensions are (Al Yami & bin Wared, 2019):

- The Strategic Dimension directing organizational efforts toward the achievement of institutional vision, mission, and objectives through comprehensive and integrated strategies;

- Leadership Excellence reflected in leaders' competencies, professional relationship quality, and human capital development capacity, fostering innovation and creative problem solving ;

- Organizational Culture encompassing the system of values, norms, and practices shaping individual behaviours and enabling sustainable excellence. The alignment of these dimensions contributes to improved performance, enhanced innovation, and long term institutional competitiveness.

3. Analysis of QWL at Ain Shams University and Jeddah University

Higher education institutions constitute a fundamental driver in the achievement of sustainable development goals, particularly in the context of global transformations that have intensified interconnectedness among societies. This increasing openness has compelled such institutions to improve the quality of their outputs and align them with standards of excellence and competitiveness. Universities now operate within a dynamic environment shaped by

globalization and intensified competition in the provision of advanced educational services.

Within this context, universities are required to respond to emerging challenges and escalating demands related to both services and outputs. This necessitates the effective utilization of institutional resources and strategic frameworks to achieve and sustain genuine competitive advantage. Moreover, universities represent a cornerstone of societal development, given their central role in enhancing students' capacities, disseminating knowledge, and advancing scientific, cultural, and social progress (Al-Harbi, 2022, p. 69).

3.1 The Egyptian Experience: Ain Shams University

In recent years, Egypt has demonstrated increasing attention to education as reflected in the Constitution of Egypt 2014. Chapter Two (Articles 19–22) emphasizes the compulsory and free nature of education and the requirement to increase educational funding as a proportion of the gross national product. This constitutional commitment necessitates effective investment in human resource development within educational institutions, with the state emphasizing enhancement of faculty competencies while safeguarding their material and moral rights (Nasr, 2020, p. 55).

3.1.1 Analysis of the Current State at Ain Shams University

Egyptian universities, and Ain Shams University in particular, endeavor to provide a comprehensive set of benefits and services to their academic staff with the aim of enhancing QWL, promoting job satisfaction, and improving organizational excellence. The principal characteristics of the current state are presented in Table 1 (Al-Motaleb, 2016, pp. 298-302):

Table 1. Criteria for the Analysis of the Current State at Ain Shams University

Criterion	Procedures and Practices
Appointment and Promotion of Academic Staff	Compliance with the Universities Organization Law (Articles 64, 72, 73, and 79) for all academic ranks including demonstrators, assistant lecturers, assistant professors, and full professors, with structured career progression pathways.
Transfer Secondment and Leave	Application of Articles 80–104 governing transfer between departments, faculties, or universities; regulates secondment, academic missions, scientific sabbaticals, and annual leave (paid and unpaid) to balance professional and personal needs.
Accountability and Disciplinary Procedures	Adherence to Articles 105–112 bis defining investigation mechanisms, the authority of the university president to refer staff to disciplinary council, and the structure and functions of the disciplinary board.
End of Service and Retirement	Reliance on Articles 113–117 to define statutory retirement age, grounds for early retirement, and precise application of legal provisions.
Health and Medical Services	Provision of healthcare through the Medical Care Fund for faculty members via university hospitals, ensuring continuous health monitoring of academic staff.
Social Services	Holiday allowances, summer excursion programmes, marriage/childbirth/bereavement assistance, and cooperation with external organisations to provide clubs and social activities.

Source: Prepared by the author based on (Al-Motaleb, 2016, pp. 298-302).

3.1.2 Analytical Evaluation of QWL Dimensions at Ain Shams University

Building upon the preceding analysis of the current state at Ain Shams University, an analytical evaluation of the QWL dimensions operationalized within the university is presented in Table 2 (Al-Motaleb, 2016, pp. 298-302):

Table 2. Analytical Evaluation of QWL Dimensions at Ain Shams University

QWL Dimension	Evidence of Application	Evaluation and Analytical Significance
Appointment and Promotion	Adherence to legal standards in the Universities Organisation Law	Absence of contemporary criteria (psychometric testing, competency assessment, international benchmarks); need to develop HR policies for career growth.
Secondment, Transfer, and Leave	Systematic application of legal provisions with employment rights assurance	Limited procedural flexibility; reflects adherence to the constitutionality dimension in employment relations governance.
Accountability and Discipline	Legal framework defining duties, rights, and accountability	Procedurally oriented rather than developmentally focused; strong institutional discipline at the expense of the motivational dimension.

QWL Dimension	Evidence of Application	Evaluation and Analytical Significance
Retirement and End of Service	Basic rights guaranteed for retiring staff	Absence of clear guidance on rights and procedures; shortcoming in social integration for retiring staff.
Health and Medical Services	University hospitals and the Medical Care Fund	Absence of comprehensive family health insurance; deficiency in the safe and healthy working conditions dimension.
Social Services	Selected social services through administrative units	Weak information dissemination, absent annual programmes, no personalisation; negatively affects work life balance.

Source: by the author based on (Al-Motaleb, 2016, pp. 298-302).

Table 2 indicates that QWL at Ain Shams University varies across its dimensions. The university demonstrates relatively strong performance in legal and regulatory compliance accountability mechanisms, disciplinary procedures, and secondment/leave regulation. In contrast, comparatively lower performance is observed in human and social dimensions, particularly healthcare, social services, and post-retirement social integration.

This disparity reflects an overemphasis on the legislative dimension at the expense of the developmental dimension. Consequently, there is a need for more comprehensive and integrated policies balancing legal requirements with the professional, social, and

welfare needs of academic staff. The Egyptian experience indicates that, despite efforts to enhance QWL, further development remains necessary through more comprehensive programmes and incorporation of best practices from other universities.

3.2 The Saudi Arabian Experience: The University of Jeddah

Quality of Work Life has gained increasing prominence within Saudi institutions, supported by Saudi Vision 2030's substantial emphasis on human capital development and work environment improvement across public and private sectors. Within this framework, QWL constitutes a key conceptual foundation for achieving organizational excellence.

3.2.1 Analysis of the Current State at the University of Jeddah

Founded in 2014, the University of Jeddah integrates QWL into its vision, mission, and organizational structure to support institutional excellence and competitiveness (Al-Harbi, 2022, p. 69).

Table 3: Criteria and Dimensions of the Current State Analysis at the University of Jeddah

Criterion	Procedures and Practices
Strategic Vision and Mission	The university seeks to consolidate its position as a leading institution for preparing future leaders by adopting innovative approaches to academic discipline development, contributing to the formation of scientifically and administratively qualified cadres supporting national and economic development.
Organizational Structure	A modern organizational structure placing the student at the centre of the educational process aligned with Saudi Vision 2030 objectives, promoting integration between academic and administrative units to enhance operational

Criterion	Procedures and Practices
	efficiency and organizational excellence.

Source: Prepared by the author based on (Al-Harbi, 2022, p. 70).

Table 3 demonstrates that the University of Jeddah adopts an integrated strategic approach linking its vision with its organizational structure, reflecting high coherence between strategic orientations and implementation mechanisms. The university's emphasis on preparing future leaders extends beyond rhetorical commitment to encompass structural reorganisation and explicit alignment with Vision 2030. This is further evidenced by: twenty-two faculties with contemporary specialisations aligned with labour market demands; innovative initiatives including the Academic Acceleration, Dual Enrolment, and Direct Allocation Programmes; recruitment from prestigious international universities; multi-campus geographical distribution serving multiple regions; and a dedicated vocational training centre with public–private sector partnerships.

3.2.2 Analytical Evaluation of QWL Dimensions at the University of Jeddah

- The university's continuous efforts, within the framework of Saudi Vision 2030 and with a forward-looking orientation, to operationalize QWL dimensions through its strategic vision, mission, and organizational structure, in support of organizational excellence;

- The diversity of its academic programmes, encompassing twenty-two faculties offering contemporary specialisations aligned with labor market demands and Vision 2030 priorities, in addition to the development of distinctive programmes that differentiate it from other public universities;

- Its status as one of the first public universities to adopt innovative educational initiatives, including the Academic Acceleration Programme for gifted students, the Dual Enrolment Programme

enabling students to undertake preparatory year courses during secondary education, and the Direct Allocation Programme, which allows students to secure placement in their preferred specializations without reliance on conventional competitive ranking systems;

- The university's reliance on highly qualified academic competencies, alongside its strategic geographical distribution through campuses located in the northern and central areas of Jeddah Governorate, as well as branches serving neighbouring governorates;

- The establishment of a dedicated centre for vocational training and qualification, which supports students' readiness for the labor market through partnerships with public and private sector institutions.

Table 4. Analytical Evaluation of QWL Dimensions at the University of Jeddah

QWL Dimension	Evidence of Application	Level	Evaluation and Analytical Significance
Professional Capacity Development	22 faculties with contemporary programmes ; curricula aligned with Vision 2030	High	Clear investment in human capital development; directly linked to professional growth and academic empowerment.
Institutional Innovation and Creativity	Academic Acceleration Programme for gifted students and Dual Enrolment Programme	High	Innovative orientation in educational policy; stimulating academic environment grounded in talent cultivation.
Equity and	Direct	Moderat	Reflects

QWL Dimension	Evidence of Application	Level	Evaluation and Analytical Significance
Academic Empowerment	Allocation Programme without conventional competitive ranking	High	organizational flexibility and student empowerment; requires transparency and objective criteria in application.
Leadership Competence	Recruitment of staff from prestigious international universities	High	Positive indicator of academic environment quality; contributes to professional satisfaction and Organizational Excellence.
Work Environment and Infrastructure	Geographical distribution of campuses serving multiple regions	Moderat	Contributes to improved educational access; potential need to strengthen inter-campus integration.
Labour Market and Social Responsibility	Dedicated vocational training centre with public–private partnerships	High	Reinforces community and labour market linkage; enhances graduate employability and institutional value.

Source: Prepared by the author based on (Al-Harbi, 2022, p. 70).

Table 4 indicates that the University of Jeddah demonstrates advanced QWL performance in professional capacity development, institutional innovation, leadership competence, and labour market

engagement. Its distinctive initiatives contemporary specialisations, acceleration and dual enrolment programmes, direct allocation constitute practical mechanisms fostering professional development aligned with Vision 2030.

Nevertheless, opportunities remain to strengthen work–life balance, employee participation, and institutional support programmes, underscoring the need for continued HR policy development. In conclusion, the University of Jeddah represents a comparatively successful QWL model attributable to its forward-looking strategic vision rather than exclusive reliance on regulatory frameworks an approach significantly contributing to organizational excellence.

4. Lessons Learned in the Context of the Algerian Environment

This section derives key lessons from a comparative analysis of the Egyptian and Saudi experiences in adopting and implementing QWL, assessing their suitability for application within the Algerian context.

4.1 Specificities of the Algerian Context

The Algerian context is characterised by distinctive features differentiating it from both the Egyptian and Saudi contexts. Table 5 analyses the structural characteristics of the Algerian environment as a reference framework:

Table 5. Specificities of the Algerian Organizational Context in Light of the Two Experiences

Criterion	Ain Shams University (Egypt)	University of Jeddah (Saudi Arabia)	Algeria
Nature of the System	Legal-regulatory	Strategic-developmental	Centralised legal
Source of Direction	Universities Organisation Law	National vision (Saudi Vision 2030)	Centralised ministerial guidance
Degree of Autonomy	Limite	Moderate to High	Limited

Source: Prepared by the author.

The analysis presented in Table 5 indicates that Algeria is structurally closer to the Egyptian model, particularly in terms of institutional centralisation and reliance on legal and regulatory frameworks. However, with regard to reform-oriented ambition and developmental orientation, the Saudi model emerges as a more appropriate aspirational benchmark. Accordingly, the adoption of a hybrid approach combining legal discipline with a forward-looking strategic orientation represents the most suitable pathway for the Algerian context.

4.2 Lessons learned for the Algerian Context

Based on the comparative analysis of the Egyptian and Saudi experiences, Table 6 summarises key lessons for application within the Algerian context:

Table 6. Lessons Drawn from the Two Experiences in Light of the Algerian Context

Dimension	**Lessons from the Egyptian Experience (Ain Shams)**	**Lessons from the Saudi Experience (Univ. of Jeddah)**	**Application in the Algerian Context**
Transition from a Legal to a Strategic Approach	Legal compliance alone is insufficient; exclusive regulatory reliance undermines the developmental dimension.	Integrating QWL within Vision 2030 transformed it from a procedural obligation to a strategic lever for Organizational Excellence.	Transition toward a national strategic vision linking universities to economic and social development.
Linking the University to the Labour Market	Absent mechanisms connecting outputs to labour market needs, diminishing occupational purpose.	Vocational training centres and public–private partnerships enhanced the institutional value of the university.	Integrate labour market indicators into academic programmes; strengthen university enterprise partnerships.
Investment in Academic Human Capital	Regulatory focus at the expense of motivation; absent	International faculty recruitment and programme	Improve evaluation and incentive systems; activate continuing

Dimension	**Lessons from the Egyptian Experience (Ain Shams)**	**Lessons from the Saudi Experience (Univ. of Jeddah)**	**Application in the Algerian Context**
	mechanisms for attracting talent and developing competencies.	diversification aligned with future needs.	education; recruit national and international talent.
Balance between Job Security and Performance Incentivisation	High employment security guaranteed by law, but absent performance-linked incentives undermine motivation.	Incentives linked to academic competence and performance within a competitive and stimulating system.	Introduce performance-based incentives while preserving existing employment security guarantees.

Source: Prepared by the author based on (Al-Harbi, 2022; Al-Motaleb, 2016).

An analysis of Table 6 indicates that the effective utilisation of both the Egyptian and Saudi experiences within the Algerian context requires the adoption of a balanced approach. Such an approach should combine the strength of a robust regulatory framework—ensuring institutional stability—with a forward-looking strategic orientation that fosters innovation, promotes human capital development, and strengthens the integration of universities with their economic and social environments.

5. Conclusion

The examination of Quality of Work Life and Organizational Excellence, across their various dimensions and interrelationships, has yielded the following key findings and recommendations:

5.1. Theoretical Findings

-Conceptual Integration: The study demonstrates that QWL cannot be achieved through a single dimension; it emerges from the interaction of eight interrelated dimensions forming a comprehensive framework, as conceptualised in Walton's model (1973).

- Correlational Relationship: The findings confirm a positive relationship between QWL and organizational excellence. Enhancing working conditions and addressing employees' needs contribute directly to improved institutional performance and long-term sustainability.

- Strategic Significance: QWL has evolved beyond a supplementary welfare initiative to become a strategic lever for achieving sustainable organizational performance, intrinsically linked to multiple contextual variables and institutional measurement indicators.

5.2.Applied Findings

- Saudi Model of Excellence: The University of Jeddah exemplifies strategic QWL integration within Vision 2030, transforming it into a key driver of organizational excellence through high-impact programmes and vocational training centres.

- Egyptian Model of Compliance: Ain Shams University demonstrates strong adherence to legal frameworks ensuring institutional stability, but underemphasizes the developmental dimension and lacks effective mechanisms for talent attraction and retention.

-Algerian Contextual Specificity: Algeria's regulatory and legal orientation necessitates a hybrid approach combining legal discipline

with a strategic developmental perspective, bridging the Egyptian and Saudi models.

5.3. Study Recommendations

Strategic Recommendations

-Transition from a predominantly regulatory approach toward the adoption of a comprehensive national strategic vision linking higher education institutions to economic and social development;

- Integrate labour market indicators into the design of academic programmes to ensure alignment between university outputs and labour market demands;

-Strengthen partnerships between universities and economic sectors to enhance institutional relevance and societal impact.

Organizational Recommendations

-Enhance evaluation and incentive systems while maintaining existing employment security guarantees;

-Expand continuing professional development programmes and establish mechanisms for attracting national and international talent;

-Implement performance-based incentive systems grounded in objective evaluation criteria within a competitive and motivating institutional environment.

Applied Recommendations

-Develop human resource policies that promote career progression and sustained investment in human capital;

-Provide comprehensive health insurance coverage, including family benefits, to ensure safe and supportive working conditions;

-Strengthen social service programmes and develop clear procedural guidelines outlining employee rights and institutional processes.

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