

Evaluation of the High human quality innovative potential in the framework of the establishment project of the Constantine 3 University

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Abstract

Purpose of the study: The quality of work-life focuses on everyone's attention. This innovative concept led us to look for appropriate ways to put it into practice in academic environments, particularly within the University of Constantine 3 in Algeria's teaching community and to which we are affiliated.

Methodology: An online survey has been conducted for the attainment of the purpose. It has collected the lecturer's satisfaction levels with their framework and working conditions. The researcher, therefore, targeted two groups of respondents to obtain the most varied possible feedbacks. The first group came from a social branch and the second from a technical one. A questionnaire was sent to both groups

Main Findings: Results were cross-referenced with the objectives of the 2020-2024 establishment project initiated by the same University. The latter wants to prioritize wellbeing, improve the framework and means available to teachers. These cross-referenced elements have revealed a great concordance between the teachers' expectations and the University's undertaken project. This shows promising prospects for the realization of high human quality.

Applications of the study: The study is a perfect recommendation to emphasize the pre-eminence of High Human Quality HHQ in universities and make its economic, social, and environmental interest prevail for more sustainable, more competitive, and more attractive university spaces...

Novelty/Originality of the study: Participating in these ongoing reflections allows us to make our reflections even more engaging. The human capital becomes then the essential element on which this research focuses: It is a question of searching for the probable reasons for its unproductivity and working to make it the instigator of the HHQ Label within the University.

INTRODUCTION

'Life quality, wellbeing'..., these denominations refer to happiness and represent the generating levers of performance (Fishern, 2010), productivity and, subsequently, competitiveness (Sender et al., 2021), even attractiveness. Explicitly applied in the workplace, these concepts are known as high human quality (HHQ), a unifying concept that is currently being discussed internationally, both in universities and in public and private companies. In its most operative sense, a matter of placing people at the heart of concerns, of improving their working environment (Ashraf, 2019), and above all, of considering them as the most valuable resource (Barsky et al., 2000), the true driver of performance and innovation.

The HHQ is an approach, a philosophy, a frame of reference, a notion at the confluence of several disciplines: sociology, economics, philosophy, psychology are all share, in turn, this notion. And in knowledge-producing academic institutions, the HHQ would be the most vital link for more scientific productivity (Bragard et al., 2015) and more scientific output from research teachers. From a scientific and economic point of view, it has practical implications.

In this article, the researcher discussed the life quality at work in the university environment of officials, particularly research teachers, and its declination in high human quality HHQ. The aim is to evaluate the adaptability of teachers to the environment and the workspace dedicated to them, its qualities, its dysfunctions, its comfort elements. Are they adapted to their expectations? Do they feel happy and safe there? The establishment of the HHQ in Algerian universities would be able to boost performance, innovation, and visibility (Boukhedenna, 2019). The final objective is to make our case study establishment, namely UC3, a demonstrator, by putting forward the HHQ and seeking elements likely to devote this label.

The human capital becomes then the essential element on which this research focuses: It is a question of searching for the probable reasons for its unproductivity and working to make it the instigator of the HHQ Label within the University.

- How satisfied is the University of Constantine 3 (UC 3)
- Community with work-life quality (WLQ)?
- Would the UC 3's 2020-2024 establishment project, through its content, action plan, and perspectives, allow the effective implementation of an HHQ for a sustainable life quality at UC3?
- What elements of the project impact progression toward HHQ in UC3?

- What sustainable solutions for sustainable life quality in UC3?

LITERATURE REVIEW

The High Human Quality

Work-life quality (WLQ) has become the most common term used in companies to address the issue of working conditions (FarajAllah, 2018) and employees' wellbeing.

2013 was, for French companies, especially universities, a date that marked the start of a genuine interest in the living environment and wellbeing of employees (Censier et al., 2018); The French Ministry of Labor, Employment and Training proposed a national interprofessional agreement whose purpose is to increase awareness and understanding of work-life quality issues in terms of improving the employment quality, wellbeing at work and competitiveness of the company by employers, workers and their representatives.

The most used definition of WLQ comes from this agreement: work-life quality can be conceived as a feeling of wellbeing at work perceived collectively and individually (Benichoux, 2014), which encompasses the atmosphere, the company's culture, the interest of the work, the working conditions, the feeling of involvement, the degree of autonomy and accountability, equality, a right to make mistakes granted to each person, recognition, and appreciation of the developed work.

This definition refers to self-confidence induced by the confidence of others. This can be a source of unlimited investment in work. WLQ aims first of all at the 'work,' the working conditions, and the possibility that they promote or not to "do a good job" (Subbayaralou et al., 2019; Al-Otaibi, 2020) in a good atmosphere, within the framework of its organization.

The work-life quality designates and groups under a single are heading the actions that ensure to reconcile both the improvement of working conditions for employees and the overall performance of companies (Mohammadi & Karupiah, 2020; Fakhri et al., 2020). The conditions in which employees perform their work and their ability to express themselves and act on its content determine the resulting perception of work-life quality.

These definitions clearly show the pre-eminence of human capital in its relationship with the environment and the work environment.

In addition to these definitions, and according to a study and survey conducted in France in January 2016 by the National School of Education, Higher Education, and Research, some factors strongly affect the health and performance of officials and teachers: these include globalization, the speed of change related to; digital technology, the rise of individualism and, above all, the fear of losing their jobs. The figure below clearly illustrates the quality of life at work described by this study.

Being well at work

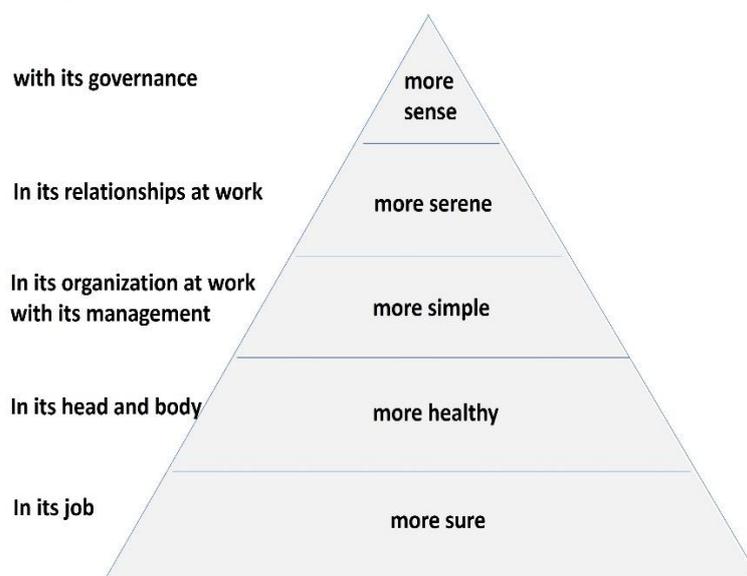


Figure 1: The pyramid of the high quality of life at work WLQ (Esenesr, 2016)

The table below highlights the strong and key elements on which high human quality is based. The human capital in its relationship with the work environment is preminent (Hasstrup et al., 2018). The environmental factor, the relational aspect, the material means, and the security are the sub-base of this much-advocated quality.

Table 1: The high human quality HHQ foundations

Principles	Pillars
Man/woman equals Resource	Material living environment/wellbeing
High and well being	Material and digital resources, comfort elements, and working space layout
Promoting innovation	Equity, safety

Source: Author

Innovation would finally, in our opinion, be the added value that would allow the University to stand out and have the opportunity to compete for the podium of competitiveness (Uslu, 2018, Bhende, 2020), ranking, and scientific recognition.

Human quality, knowledge quality, some instructive examples

for development, great ideas must go beyond the University's framework; the primary Resource is human capital, the teacher, the trainer. Scientific capacity and performance are intrinsically linked to work-life quality (Abramo et al., 2014). These factors directly impact the University; it becomes more competitive, more attractive, and more visible on the international scene.

Knowledge and technologies generated in these areas, particularly by research laboratories, can considerably benefit the economy and society (Musselin, 2019). This is the case of the prestigious Harvard University, presented as most edifying feedback...

▪ Harvard University, a great return of experience to be transposed to Algerian universities

The example of Harvard University is very edifying to illustrate the high human quality. The success of this internationally recognized institution is because its leaders have been able to value human resources and capital (Blaug et al., 2004). The return on this investment has been the immeasurable loyalty, performance, and dedication of the teaching community to their institution.

Harvard is, in our view, the best example representing the HHQ. The lessons to be learned, used wisely, could enrich the action plans of other universities, eager to provide everything at once: sustainable wellbeing and an optimal work environment.

To find the secret of 'happiness'; inducer of performance and prestige: this was the ambition of a group of researchers from Harvard University. This scientific investment, initiated in 1939, lasted 75 years, and the outcome of this very long study, carried out on 724 individuals, was published in 2015.

The result of this study, carried out by four successive directors of studies over a quarter-century, is that the quality of human relationships is the main ingredient in the recipe for happiness (Choi, 2016).

Their verdict came down at the end of 2015: neither wealth nor fame would be enough to make someone happy. On the other hand, the quality of relationships guarantees happiness, health, and memory.

At Harvard, scientific performance and achievement are evaluated on the side of the professors (Servant-Miklos, 2019), but also by the students who evaluate teachers' pedagogical potential and their ability to transmit their knowledge to the learners.

Finally, this method encourages all of them to be ever more efficient pedagogically, scientifically and deserves to be taken up in other universities, notably at the University of Constantine 3.

▪ Wellbeing and life quality in French universities, a guarantee of productivity...

'Les ateliers durables' or « sustainable workshops », a French network of activators of wellbeing at work are, in our opinion, the example to follow to promote life quality in Algerian universities, in particular UC3, which we have chosen as a corollary in this study.

These workshops bring together specialists in the fields of health, wellbeing at work, and sustainable development in companies.

Through an interactive tool called WELLO, they offer training, advice, and animation on work-life quality. This tool is very interesting to replicate in the university environment, which would allow teachers to express themselves freely and confidently on dissatisfaction and tension subjects with their work-life quality.

WELLO is a real WLQ barometer because it allows having quick feedbacks that could trigger quick and real-time reactions from human resources managers and engage corrective actions accordingly.

These lessons allow us to draw and import these good experiences to establish a high human quality in Algerian universities since our central hypothesis is that the environment and work-life quality (WLQ) have a strong impact on performance and productivity in a university setting.

METHODOLOGY

Perceptions From the University Community / Diagnosis of UC3

The University of Constantine 3 is a university establishment that brings together a teaching staff from a wide variety of fields and specialties: institute of management and urban techniques, faculty of architecture and urban planning, department of pharmacy, medicine, process engineering, political science, polytechnics, etc.

To collect the perceptions of teachers at the University of Constantine 3 regarding their work-life quality, an online survey was launched for this purpose.

We, therefore, targeted two groups of respondents to obtain the most varied possible feedbacks. The first group came from a social branch and the second from a technical one. A questionnaire was sent to both groups.

The teachers had to answer main questions related to social relations and work, work content quality, physical work environment quality, work organization quality, the possibility of professional achievement and development (training) (see table 2).

Online questionnaires were sent to a representative sample of twenty people, ten from the social sciences and the other ten from the humanities. In the end, we collected thirteen responses.

Table 2: Content of the e-questionnaire

Question number	The statement of the question	Multiple choices for the answer	Result's Corresponding figure
1st question: Lecturer's gender	What is your gender?	<ul style="list-style-type: none"> • Man • women 	Figure 2
2 nd question: age range	please specify your age range?	<ul style="list-style-type: none"> • 25 to 35 • 36 to 46 • 47 and over 	Figure 3
3rd question: Lecturer's scientific-grade	Please specify your scientific grade?	Senior lecturer B/ senior lecturer A /Lecturer B/ lecturer A/ Professor	Figure 4
Question 4: seniority in teaching	How long have you been working in your current position?	<ul style="list-style-type: none"> • Less than 3 years • 3 to 10 years • 11 and above 	Figure 5
Question 5: WLQ evaluation	On a scale of 1 to 10, how would you rate your WLQ in the UC3?	<ul style="list-style-type: none"> • Scale from 1 to 10 	Figure 6
Question 6: wellbeing evaluation	Do you feel good or bad at your work?	<ul style="list-style-type: none"> • Wellness • Unhappiness 	Figure 7
Question 7: responsible reasons for unhappiness	If you feel unhappy, check the possible reasons?	<ul style="list-style-type: none"> • Unsatisfactory work-life quality • Relationship with others • Devaluation by your superiors • Financial discomfort • Workspace is not adapted to your needs 	Figure 8
Question 8: elements impacting WLQ	What are the elements likely to improve or regress your WLQ?	<ul style="list-style-type: none"> • The layout of your workspace • Lighting and climatic conditions • The means at your disposal (equipment, computers) • Internet availability • Other: precise 	Figure 9
Question 9: Resources in research laboratories	Do you feel you have enough resources to perform optimally in your research laboratory?	<ul style="list-style-type: none"> • Yes • No • Other 	Figure 10
Questions 10: UC3 establishment project	Are you familiar with the UC3 establishment project?	<ul style="list-style-type: none"> • Yes • No 	Figure 11
Question 11: UC3	If so, were you involved	<ul style="list-style-type: none"> • Yes 	Figure 12

establishment project	in the development of this project?	<ul style="list-style-type: none"> • No 	
Question 12: work environment	Is the work atmosphere within the team good?	<ul style="list-style-type: none"> • Yes, absolutely • Yes, pretty much • No, rather not • No, not at all 	Figure 13
Question 13: work quality and actions	In general, how do you evaluate the actions put in place by UC3 for your wellbeing at work and the means to achieve work quality?	<ul style="list-style-type: none"> • Flexible working hours • Security in your workplace • Your salary • Tasks and missions assigned to you • Other 	Figure 14
Question 14: wellbeing at work	How do you evaluate, in a synthetic way, your wellbeing at work?	<ul style="list-style-type: none"> • Satisfactory • Unsatisfactory • Other: 	Figure 15

Source: Author

FINDINGS / RESULTS

The results related to the first question (the gender of the responding teachers) are represented in Figure 2.

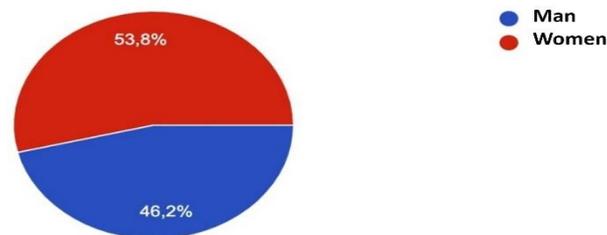


Figure 2: Respondent's Gender

The results related to the second question (the age range of the responding teachers) are represented in Figure 3.

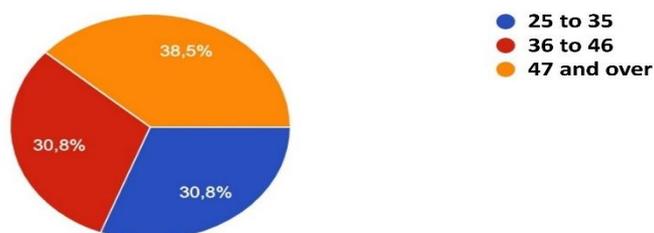


Figure 3: Surveyed teacher's age range

The results related to the third question (the grades of the responding teachers) are represented in Figure 4.

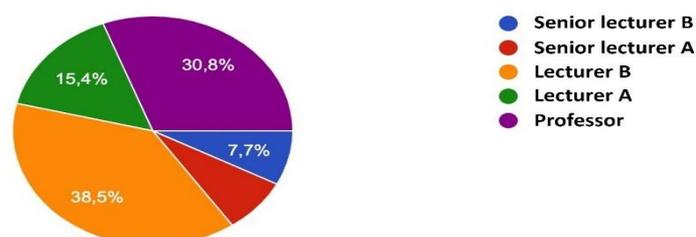


Figure 4: Surveyed teacher's grades

The results related to question n°4 (seniority in the teaching position) are represented in Figure 5.

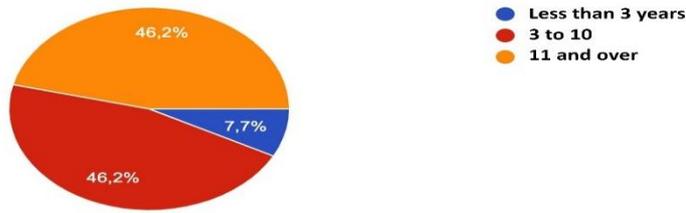


Figure 5: Seniority in the teaching position

Results related to question n°6 (wellbeing evaluation) are represented in Figure 6.

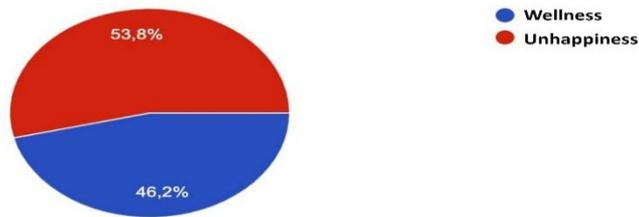


Figure 6: Wellness at the UC3

Results related to question n°7 (satisfaction degree of WLQ) are represented in Figure 7.

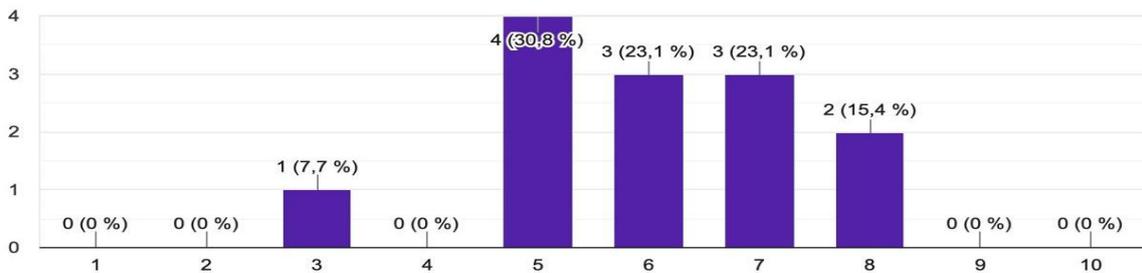


Figure 7: Satisfaction degree of work-life quality at UC3 (scoring from 1 to 10)

Results related to question n°8 (elements impacting WLQ) are represented in Figure 8.

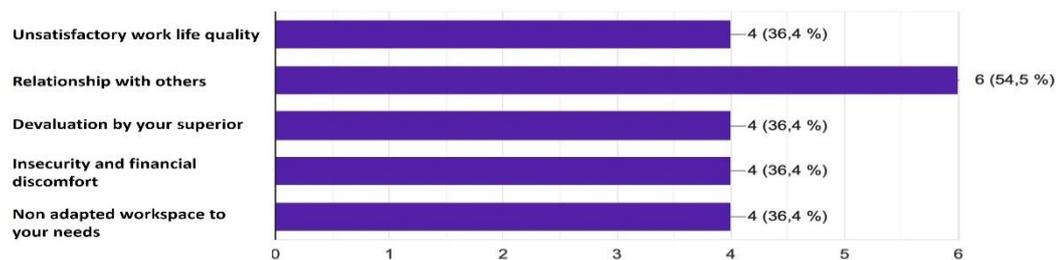


Figure 8: The main reasons for unhappiness

Results related to question n°9 (elements impacting WLQ) are represented in Figure 9.

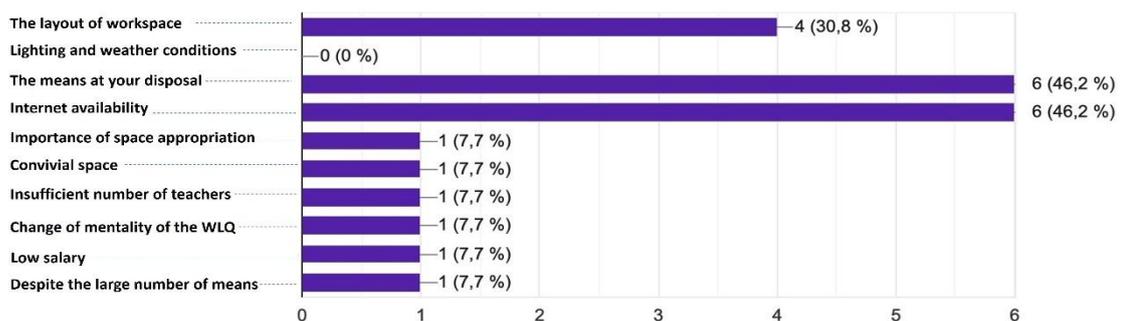


Figure 9: Elements of work-life quality

Results related to question n°10 (Resources in research laboratories) are represented in Figure 10.



Figure 10: Needed resources in research laboratories

Results related to question n°11 (UC3 establishment project) are represented in Figure 11.

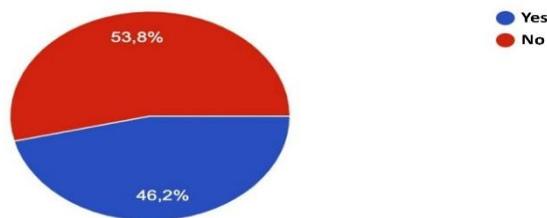


Figure 11: The general level of appreciation of the work-life quality

Results related to question n°12 (UC3 establishment project) are represented in Figure 12.

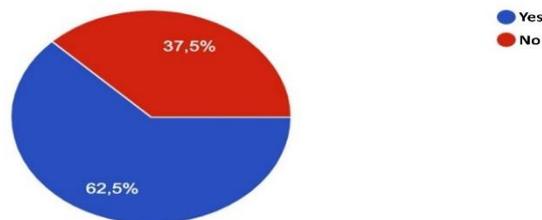


Figure 12: Work environment quality within the team

Results related to question n°13 (work environment) are represented in Figure 13.

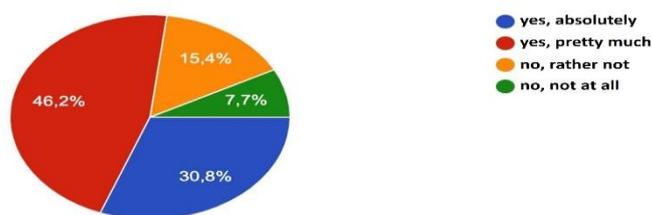


Figure 13. Effectiveness of actions for wellbeing at work and the means to achieve work quality

Results related to question n°14 (work quality and actions) are represented in Figure 14.

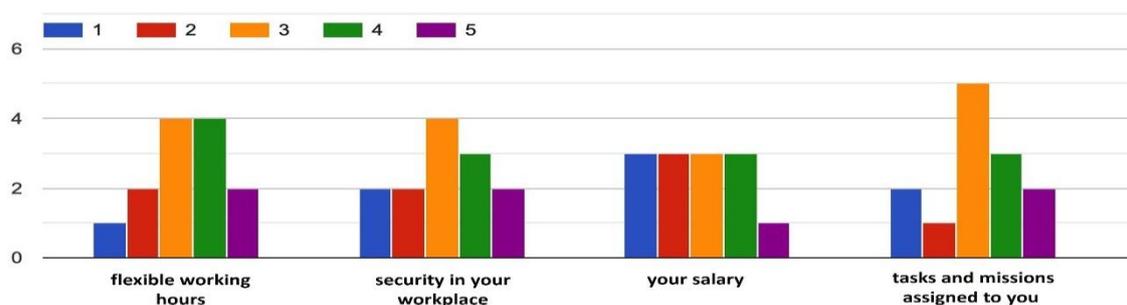


Figure 14: The pyramid of life quality at work

Results related to question no15 (wellbeing at work) are represented in Figure 15.

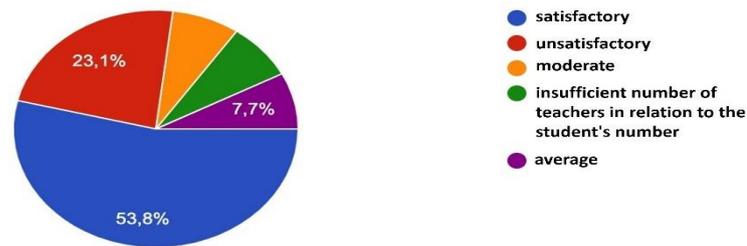


Figure 15: Degree of satisfaction with teamwork

The online survey of the teaching community at the University of Constantine 3 revealed the following:

- Teachers who participated in the online survey are predominantly represented by women.
- Most of the interviewees have more than ten years of experience and have the B lecturer rank, which should guarantee a consistent pedagogical and scientific performance.
- The responding teachers declared to be moderately satisfied with their work-life quality.
- The main reasons mentioned are the relational aspect which refers to Human Capital.
- They also state that they lack the means for optimal performance.
- The problems linked to digital technology and the instability of the Internet connection are strongly deplored.

The survey is an opportunity to compare ideas and points of view, to fuel reflections, and to gather feelings about work-life quality. It helped us to collect the satisfaction levels of teachers about their place, framework, and working conditions.

These results will be cross-referenced with the objectives of the 2020-2024 establishment project of the University of Constantine 3, to retain the elements of concordance and discordance. In the end, they could be used as reference elements to outline proposals and recommendations. This would improve both the working conditions and environment and consequently the output, production, and scientific performance of the teaching community.

The ultimate ambition is to make the university institution an HHQ organization, guaranteeing its sustainability and the sustainable wellbeing of its teachers.

DISCUSSION / ANALYSIS

Actions and strategies already initiated at UC3 in favor of HHQ, the 2020-2024 establishment project

In an increasingly complex economic environment, good university governance is now necessary to build more sustainable (Benjelloun, 2020), scientifically productive, and competitive academic institutions.

This good governance constitutes the qualitative objective proposed by the University of Constantine 3. It is the basis for the development of its teaching community. In this regard, actions suggested for the consecration of this governance through its establishment project 2020-2024 are based on five main axes:

- The effectiveness of human resource management.
- Optimization of financial resources and means.
- Improving internal and external communication.
- Promotion of the prevention and security policy on campus
- The generalization of e-governance

The elaboration of UC3's establishment project, focusing on the elements presented above, is, for the University of Constantine 3, an opportunity for innovation, strategic reflection to create value and suggest corrective actions.

Objectives have been reflected and drawn in this project, on the one hand, to raise the University and make it more visible and sustainable, and on the other hand, to invest in the human capital, which is in fact, the engine likely to lead it towards more visibility and viability. The priorities of the establishment project presented below allow us to appreciate the scope of its ambitions for improvement:

- Scientific research and management of the University's laboratories
- Good governance, framework, and resource management
- Relations with the socio-economic and international environment

- Student and Campus life
- The development and generalization of digital technology in all activities of the University
- Eco campus (energy efficiency, waste treatment, recycling of rainwater and wastewater)
- The search for niches to exploit the University's assets to diversify funding.
- Quality training (launch of international Masters. . .)
- Innovation and technological development.

This last point relating to innovation is the real lever that allows the University to simultaneously boost its scientific performance and economic development.

We have retained, from the content of this project, elements that strongly meet the expectations of the teaching community: we have noted a great similarity between the teaching expectations noted during the survey and the objectives described in the establishment project of the University of Constantine 3 (see table 3). The following table clearly illustrates the concordance elements between these two entities.

Table 3: Elements of concordance between the two entities, survey/establishment project

Results from the online survey sent to Lecturer's community	Planned Actions by the University of Constantine 3
Lecturers declare that they feel unhappy with a rate of 53.8% related to relationships with others	Boost wellbeing structures and collective belonging (cultural and sports activities),
The lack of available resources and the digital environment were the most strongly complained about problems in the online survey.	Develop and generalize digital in all activities of the University.
53.8% of lecturers have no knowledge of the project and the content of the University's establishment project	optimize and involve human and material potential in the service of the university project strategy.
questioned lecturers seem to be moderately satisfied with the schedules, the missions assigned to them, and their remuneration	These points were not explicitly detailed in the establishment project

Source: Author

It would seem, as illustrated by the table above, that the establishment project already meets the expectations of the questioned teachers, which augurs promising prospects for improving work-life quality within the University of Constantine 3. We have underlined the elements of concordance between the two entities, survey / UC3 establishment project, to suggest, in the recommendations section, corrective and missing actions.

We have finally seen the emphasis on human capital in the 2020-2024 institutional project. All the ingredients for high human quality are already there.

Recommendations for an HHQ within universities, towards the label high human quality, HHQ?

In the manner of a clinician, we have tried to take the pulse of the university enterprise through the online survey addressed to teachers: to understand the reasons for their possible malaise and recommend the consequent therapeutic strategies. The latter is essentially based on a trilogy: human, economic, and environmental, illustrated in the figure below:

- Human: relating to teacher's wellbeing. This positive feeling will generate more performance and involvement in the work.
- Economic: The good psychological and social dispositions of the teaching community lead to more scientific productivity, better research results (in the laboratory, production of books, patents, software, etc.), and subsequently more economic implications. The investment in the resources available to teachers is proportional to their performance, wellbeing, and scientific innovation.
- Environmental: it is meant to relate to the environment and the work setting.

This trilogy opens the way to the HHQ label.

Finally, to better illustrate the recommendations, we propose actions to be taken to put the HHQ method into practice. These can be summarized as follows:

- To be well in one's job: it is essential that each employee feels good in his or her job. This wellbeing generates recognition, motivation, and commitment for each employee (Baik et al, 2019; brewster et al, 2021).
- Be well in working relationships: at the team level, interpersonal relationships must be friendly and professional (Adams, 2019; Kiltz et al, 2020).

- Being well organized: in terms of work organization, it is necessary to ensure the effectiveness and efficiency of the processes, work methods, and tools made available (Van Niekerk & Ven Gent, 2021; Hascher et al, 2021).
- Be well with governance: at the level of corporate governance, this is where the company's strategy is worked out to propose a vision that makes sense for everyone (Kidger et al, 2021). It is important to show the cohesion and team spirit of the management as well as exemplarity.

The exemplary nature of these actions in favor of employees, particularly university teachers, could pave the way for innovative methods that generate wellbeing for teachers (Samad, 2015) and performance for the University.

CONCLUSION

Work-life Quality (WLQ) has become the most debated topic in companies and academic institutions. This notion underlies wellbeing, scientific performance, and economic development. Its ultimate consecration sets it up as high human quality HHQ. This innovative concept, which ensures the alliance between human capital (wellbeing) and working conditions, represents the profound ambition of all institutions.

And to illustrate the latter, the University of Constantine 3 has been chosen as a place of experimentation and as a point of impact. According to the existing potential, the interest is to predict the possibilities of achieving the HHQ label. An online survey was conducted, and its results were cross-referenced with the objectives of the 2020-2024 establishment project initiated by the same University. The latter wants to prioritize wellbeing, improve the framework and means available to teachers.

These cross-referenced elements have revealed a great concordance between the teachers' expectations and the University's undertaken project. This shows promising prospects for the realization of high human quality.

A review of the literature and experiences relating to work-life quality helped us understand that teachers' efforts are intrinsically linked to the wellbeing they feel in their workplace and environment. Given international experiences, the latter is a major performance issue, which supports our initial hypothesis. The feedback from the prestigious Harvard University is very edifying in this sense. The interactive well tool suggested by the French sustainable workshops is equally so.

It has enlightened us on why some universities are more successful than others, those that manage to stand out and innovate. And to return to the conclusion of the study conducted at Harvard over half a century: The quality of human relations is the main ingredient in the recipe for happiness.

It is well known that economic success is the main objective of all companies, whether public or private. But as Henry Ford already predicted. In 1920: "The company must make a profit or it will die, but if we try to run the company on profit alone, then it will also die because it will no longer have a reason to exist." ...

And to continue Henry Ford's thought, we must emphasize the pre-eminence of HHQ in universities and make its economic, social, and environmental interest prevail for more sustainable, more competitive, and more attractive university spaces...

CONFLICT OF INTEREST AND ETHICAL STANDARDS

The author confirms that there exists no conflict of interest with the current organization and no unethical practices followed during the study.

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