

# How Should Higher Education Institutions Enhance their Environmental Relationship Through a Quality Assurance System? - The Case of the Algerian Sector-

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**Abstract**— This paper aims to clarify a key concept that has been widely discussed in the field of higher education. In contrast, it will present the case of this sector by examining the socio-economic relationship between the university and the surrounding community. The goal of the study was to determine whether Algerian higher education institutions have implemented a comprehensive quality assurance and management system, with a focus on environmental horizons.

Thus, to reach the study's principal objectives, a descriptive approach will be adopted, focusing on a deep description of the concepts of quality assurance dimensions in higher education institutions to investigate its significant impact on the environmental context. Otherwise, in the practical part, an analytic approach will be used to analyze data gathered using a questionnaire which was created and delivered to a sizable random sample chosen from the national campus, and this primary data used for the goals of this research issue.

In summary, the Algerian university makes a moderate contribution to the enhancement of its socio-economic function, and the national campus is still in the process of implementing several reforms to achieve more profound objectives.

The researcher will go into further empirical detail on this topic in this paper.

**Keywords**— Higher Education Institutions (Heis), Quality Assurance System, Environmental Dimension.

## I. INTRODUCTION

The concept of quality may differ from a sector to another, and its definition in the higher education sector varies across countries, as well as between private and public educational institutions. Thus, the quality in higher education refers to the adoption of quality concepts and principles in this sector; it is also a multidimensional and complex task because it can encompass many different aspects from different perspectives; such as inputs, outputs, processes, objectives, products, and stakeholders...

Through a quality assurance system, Higher education institutions constitute fundamental pillars of socio-economic

development through their roles in knowledge creation, human capital formation, and innovation. The extent of their contribution is closely linked to the effectiveness of internal and external quality assurance systems, which ensure academic excellence, institutional accountability, and the alignment of educational outcomes with national socio-economic priorities in order to enhance sustainability. In this context, examining the Algerian higher education system offers valuable insights into how quality assurance system can boost its role in socio-economic objectives.

## II. PROBLEM STATEMENT AND RESEARCH QUESTIONS

The quality of higher education plays a central role in enhancing socio-economic development through the creation of knowledge, innovation, and skilled human resources. However, many higher education systems still struggle to align educational outcomes with labor market and societal needs. In Algeria, despite ongoing reforms and the implementation of quality assurance mechanisms, questions arise regarding the extent to which the quality of higher education supports the socio-economic objectives, and how can this system be enhanced to strengthen and ensure a more effective contribution to socio-economic development.

## III. LITERATURE REVIEW

*A. The quality of HE:* The quality of higher education in a given institution is demonstrated by the achievement of the objectives originally set by this institution [1]. In the case of higher education, those objectives are established by the responsible ministry, so, the quality here is defined from the perspective of the fitness of purposes.

Thus, in the Algerian campus, the quality concept contains a sum of defined sub-variables in the national referential which are developed by the ministry [2], and are as follow:

From this source [2], it seems that each of the determinants is defined in a sum of particular fields.

**Training:** The definition of the training offers and its management

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**Scientific Research:** focuses on The organization, structuring, development of scientific research , and relationships and scientific partnerships

**Governance:** is defined in the development of a reliable and effective information system, in addition to the management of the support functions and the management of material and human resources with the missions and values of universities

**Life at the university:** It is about the care of students and staff, cultural and sporting activities, living, working and studying conditions of all stakeholders (health, hygiene, security, ...), social responsibility (ethics, citizenship, equality of chances and opportunities, sustainable development, ...)

**Infrastructures:** it is about administrative, pedagogical, scientific and research, hosting, sports and cultural infrastructure.

**Socio-economic environment Relationship:** in this context, universities emphasis on the:

- Participation in the development of local communities
- Relationship with companies
- Research and development
- training and follow-up

**Inter-university Cooperation:** to support international opening policy, partnership and mobility, knowledge Exchange and Resource Sharing.

The domain "Relations with the Socio-Economic Environment" in the RNAQES (Référentiel National d'Assurance Qualité de l'Enseignement Supérieur) focuses on the principal role of institutions in engaging with their surrounding social and economic contexts [3]. This relationship highlights the significant contribution of higher education institutions to societal development through partnerships, applied research, and enhanced graduate employability.

According to the (CIAQES, 2011) (Commission d'Implémentation de l'Assurance Qualité dans l'Enseignement Supérieur), this vital domain assesses the ability of universities in establishing sustainable collaborations with socio-economic members such as public institutions, enterprises, and civil organizations...by matching academic activities and outputs with national development priorities [4]. The quality efficiency of these relationships is considered as an indicator of how well the institutions respond to the perspectives of the labor market and contribute to innovation and regional development.

In practice, this involves [5]:

- Executing **partnership agreements** with industries and enterprises;
- Developing **applied and collaborative research projects** that address real socio-economic problems;
- Establishing **professional training** programs to enhance graduates' employability;
- Participating in **local and regional development initiatives**;

- Promoting **technology transfer and entrepreneurship** within the university environment.

As noted in [6], this domain aims to transform the university from only an isolated academic structure into an active agent of socio-economic integration,

Moreover, the National Evaluation Council (CNE, 2018) highlights that an effective engagement in the socio-economic environment relationships enhances institutional visibility, improves research relevance, and contributes to the sustainability of the higher education system [7].

Thus, the Relations with the Socio-Economic Environment domain within the RNAQES is not only an indicator of institutional performance but also a strategic component of national development policy [8], ensuring that the higher education sector serves as a catalyst for socio-economic development and sustainability in Algeria.

#### IV. METHODOLOGY

*A. RESEARCH DESIGN:* To answer the research questions, a descriptive approach was used to describe the study variables, and the analytical method was applied in the field study based on a questionnaire. The analysis was done using descriptive statistics to interpret the quality dimensions, and data was gathered using a questionnaire that is formulated based on a five-likert scale

*B. POPULATION AND SAMPLING:* The quality of higher education is a concept that is represented by the students, professors, and academic staff. Nevertheless, these categories may be replaced by quality assurance responsible especially that they have general ideas based on a many national studies conducted by them. Therefore, a population is made up of about 700, and a sample is randomly chosen based on a referential table [3]. A final real sample is about of 155 respondents answered the survey.

*C. RELIABILITY TEST:* In the reliability testing, the researcher use Cronbach's Alpha that proves to be the most accurate method and results are illustrated in the table.

TABLE I  
VARIABLES4 RELIABILITY

Dimensions	N° of cases	Cronbach's Alpha
Training	155	.903
Scientific Research	155	.843
Governance	155	.799
Life at the university	155	.690
Infrastructures	155	.857
Socio-economic environment Relationship	155	.879
Inter-university Cooperation	155	.793
	155	.853

As it appears, values of the overall research variables exceed the known reliability value of .60. So, this result to a high inter-item consistency value which makes the research's instrument reliable.

## V. FINDINGS AND DISCUSSIONS

To demonstrate to what level Algerian higher education institutions are adopting the quality dimensions, descriptive statistics measures are used, and results about means and standards deviations are illustrated in the following table:

TABLE II:  
STATISTICS OF THE QUALITY OF ALGERIAN HIGHER  
EDUCATION

Variables	Mean	Std. D	Degree of Agreement
Training	3.73	.61	High
Scientific Research	3.21	.71	Medium
Governance	3.06	.60	Medium
Life at the university	3.15	.67	Medium
infrastructures	3.58	.77	Medium
socio-economic environment Relationship	3.16	.68	Medium
Inter-university Cooperation	3.11	.85	Medium
<b>The quality of higher education</b>	<b>3.34</b>	<b>.46</b>	<b>Medium</b>

The mean of the quality of HE as a whole is equal to 3.34 with a standard deviation of .46, these values result in a medium agreement to the adoption of a quality assurance system in Algerian higher education, and it seems that the ministry tends to enhance this meaningful initiative

Whereas, the table shows that socio-economic environment relationship is agreed as medium supported by Algerian higher education sector

According to the result, it is highlighted that Algerian higher education institutions often implement a multidimensional quality assurance system that emphasizes on the training, scientific research, governance, the life at the university, infrastructures, the relationship with the socio-economic environment and the inter-university cooperation. Nonetheless, there are still several challenges that Algerian HEIs must overcome in order to fully develop and establish a QA system. As was previously indicated, these obstacles could be administrative in origin, or they could occasionally have to the human natures of personal resistance of evaluation and anxiety of evaluation results.

Finally, some perspectives on the success factors for the implementation of a quality assurance system in Algerian higher education institutions are presented in the following table.

TABLE III  
PERSPECTIVE ON QAS SUCCESS IN ALGERIAN HEIs

Construct	Mean	Std. D
Sensitize all stakeholders (students, professors and staff) with a culture of quality.	4.27	.86
Senior management's support, starting with the ministry, to implement the quality assurance system.	4.63	.64
Change in the organizational culture	4.09	.51
Knowing and studying obstacles to the application of quality assurance system	4.18	1.03
Participation of all internal and external parties in the application of quality assurance system	4.18	1.03

Developing effective databases to support scientific research	4.45	.65
Adopting effective incentive systems	4.09	.79
Supporting competition between institutions of higher education	4.18	1.03
Supporting the field of communication between institutions of higher education at the national level	4.09	.79
learning students from the beginning about their course and their relation to the field of work after graduation	4.27	.61

## V.CONCLUSION

An effective quality assurance system is crucial to enhancing the socio-economic role of universities. By fostering relevance, accountability, and continuous improvement, it guarantee that higher education institutions integrate their educational and research activities with national development priorities. In the Algerian context, the application of the RNAQES framework constitutes a pivotal mechanism and tool for improving institutional performance, promoting innovation and employability, and reaffirming the strategic role of universities in socio-economic development.

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