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Managing competencies and their impact on achieving excellence in performance at the University of Adrar Algeria

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Abstract---This study aimed to explore the impact of competency management on achieving performance excellence at Adrar University. An analytical methodology was adopted based on a questionnaire distributed to 90 faculty and administrative staff members, of which 80 questionnaires were retrieved with a response rate of 88.88%. The data was analyzed using the SPSS program, where the relationship between the dimensions of management with competencies (competency planning, talent recruitment, competency development, and competency evaluation) and the performance excellence variable was measured. The results showed a strong positive relationship between competency management and achieving outstanding performance, with a correlation coefficient value of 0.528, reflecting a significant role for competency management in raising the level of performance at the university. The study found that Adrar University's adoption of management methods with competencies contributes to improving the quality of performance and enhancing institutional excellence.

Keywords---management, competencies, performance excellence, university, planning, development, program.

1. General introduction

Higher education institutions are witnessing a remarkable development in institutional performance requirements, as universities face increasing challenges to enhance their competitiveness in national and international rankings (Smith, 2022). In this context, competency management is one of the important modern methods through which organizations aim to achieve outstanding levels of performance (Jones & Taylor, 2021). However, the problem lies in the inability of some universities, such as Adrar University, to achieve advanced rankings despite efforts (Adams & Martin, 2020). These challenges negatively affect the reputation of the university and its ability to attract competencies and resources. Therefore, solutions associated with applying competency management are vital to improving the quality of performance and ensuring excellence (Anderson, 2021).

1.1. Research Background: Higher education institutions in Algeria, including the University of Adrar, have undergone remarkable development in recent decades, but face significant challenges in achieving academic and institutional excellence at the national and international level. Competency management is one of the modern concepts that has emerged as an innovative solution to enhance the performance of institutions through the optimal use of human resources. This department aims to improve the outputs of education and scientific research, as well as the university's ability to keep pace with the requirements of the labor market. However, despite the efforts, Adrar University has not yet been able to achieve the desired rankings.

1.2. Research Problem: Adrar University has a weak national and international ranking compared to its peers. This problem may be caused by a weakness in attracting and developing the human competencies necessary to achieve outstanding performance. Hence, the need to examine the impact of competency management on performance excellence at Adrar University and identify key elements that can be improved.

1.3. Research Questions

What is the impact of competency management on outstanding performance at Adrar University?

How does planning and attracting competencies affect the achievement of outstanding performance?

Is there an impact of competency development and assessment on university performance?

1.4. Research hypotheses:

1.4.1. Main Hypothesis:

- ❖ There is no statistically significant relationship at the level of significance ($0.05 \geq \alpha$) between the use of management with competencies and excellence in performance at the University of Adrar.

1.4.2. Sub-Hypotheses:

- There is no statistically significant relationship between competency planning and outstanding performance at Adrar University.
- There is no statistically significant relationship between talent attraction and performance excellence at Adrar University.

- There is no statistically significant relationship between competency development and performance excellence at Adrar University.
- There is no statistically significant relationship between competency assessment and performance excellence at Adrar University.

1.5. Importance and objective of the research: The importance of this research stems from the urgent need to improve the performance of Algerian universities in line with the global standards followed in higher education. Focusing on competency management is an essential way to achieve excellence in university performance, as it contributes to enhancing academic and administrative quality through effective strategies. This research aims to analyze the impact of competency management on achieving performance excellence at Adrar University, focusing on key dimensions including planning, talent acquisition, competency development, and evaluation. By offering evidence-based solutions, the research seeks to improve the institutional performance of Algerian universities and make them more competitive both nationally and internationally.

1.6. Research Motivations: Contextually, the main motivation is to improve the ranking of Algerian universities such as the University of Adrar and enhance its competitiveness. Theoretically, the research seeks to fill the gap in the literature regarding the impact of competency management on the performance of universities in Algeria and the Arab world.

1.7. Literature review (what we know):

In recent years, several solutions have been proposed to address poor institutional performance in universities. The Smith (2022) study indicated that managing with competencies through effective planning contributes to significantly improving institutional performance. Jones and Taylor (2021) emphasized the importance of attracting talent as a key factor to enhance competitiveness. Adams and Martin (2020) focused on competency development through continuous training programs as a key means of raising productivity. Finally, Anderson's (2021) study showed that assessing competencies in advanced ways contributes to better alignment with organizational goals.

1.8. Research Gap (What We Don't Know):

Despite the multiplicity of studies that dealt with management with competencies, there is a lack of research that examines its direct impact on institutional performance in Algerian universities. This is what distinguishes the current study, as it offers innovative solutions by analyzing the impact of competency management in particular on Adrar University. Hence the importance of this study as it fills an important knowledge gap in this field.

From this review, it can be concluded that the present study contributes to the literature by addressing theoretical and applied gaps related to competency management in Algerian academic institutions.

1.9. Research Contributions:

- Develop theory related to competency management by broadening our understanding of its impact in Algerian academic institutions.
- Use modern statistical analytical tools to verify hypotheses.

- Provide practical recommendations to improve Adrar University's competency management, which may improve its institutional performance.

1.10. Justification of the research approach: The analytical descriptive approach was used in this study, as this approach fits the analysis of the relationship between management with competencies and outstanding performance at Adrar University. This approach relies on collecting data from the study population and analyzing it statistically to test the hypotheses put forward. The questionnaire was selected as a key data collection tool due to its ability to provide comprehensive and direct information on the study sample's perceptions towards the dimensions of management with competencies.

1.11. Organizing the paper: The paper begins with an introduction that addresses the background, importance, and objectives of the research. This is followed by a literature review section to clarify current research gaps. The methodology used to collect and analyze the data is then presented. Next, the results are presented and discussed in detail. Finally, the paper concludes with future conclusions and recommendations.

Literature Review

The literature review aims to highlight previous theoretical and empirical research related to competency management and its impact on institutional performance, while discussing the different findings and constraints faced. This section analyzes research gaps and identifies inconsistencies and differences between previous studies and the current study.

2. Previous theoretical and experimental studies:

Many studies have addressed the concept of management by competencies as a tool to enhance institutional performance in academic institutions. In the Smith (2022) study, the importance of strategic competency planning was highlighted to ensure the sustainability of outstanding performance. The study showed that universities that rely on systematic competency planning have higher levels of performance. In contrast, Jones and Taylor (2021) found that talent attraction is the greatest challenge for academic institutions, as the quality of attraction directly affects the university's ability to compete in the academic market.

The study of Adams and Martin (2020), focused on the role of competency development through continuous training and career guidance, and concluded that organizations that invest in the development of their employees are seeing noticeable improvements in organizational performance. However, the study noted that the unsustainability of these efforts can lead to a decline in performance. Another study by Anderson (2021) showed that competency assessment is a critical tool for measuring individuals' commitment to organizational goals. However, there has been criticism regarding the lack of advanced tools to effectively measure competencies.

2.1. Discussion of findings and limitations:

Although most studies agree on the importance of competency-based management in improving organizational performance, there are variations in how these strategies are applied. For example, Thomas and Johnson (2021) showed that universities that focus on attracting qualified talent have difficulties retaining them as a result of a lack of a conducive work environment. Clark's (2020) study also noted that the lack of integrated strategies for assessing competencies makes

A key limitation in most previous studies is the overemphasis on Western business environments, while ignoring different cultural and societal contexts, such as the Algerian environment. Some studies also lack rigorous analytical methodologies to measure the relationship between competencies and long-term performance, with many researches focusing only on short-term impacts.

2.3. Discrepancies, Differences and Gaps:

There is a clear difference in how the relationship between competencies and institutional performance is interpreted. Some studies, such as Williams (2022), see good competency planning as the most influential factor in achieving outstanding performance, while others, such as Davis (2019), focus on the importance of continuous competency assessment. This variation reflects the need for an integrated study that considers all aspects of management with competencies.

One research gap that has not been adequately addressed is the impact of competency management in Algerian academic contexts. Most research has focused on Western universities or industrial institutions, making it difficult to generalize the results to Algerian universities.

2.4. Differences between the current study and previous studies:

Unlike previous studies that focus on individual aspects of competency management, the current study comes to provide a comprehensive analysis that includes planning, attracting, developing, and evaluating competencies, with a special focus on Adrar University. In addition, the present study addresses a cultural gap that previous research has not addressed, presenting findings based on an Algerian academic context.

3. Methodology, Tools, and Results.

3.1. Sample Selection Criteria: The sample was selected based on a set of criteria, including the position at the university (faculty and administrators) and experience in academic and administrative work. The intended sample was used to ensure that the individuals most relevant to the subject of the study were included. 90 questionnaires were distributed to this sample, and 80 of them were retrieved, representing a response rate of 88.88%. This sample was considered sufficient to accurately represent the study population, as the respondents had the necessary experience and knowledge to express their views on competency management and its impact on performance.

3.2. Sample Period Selection: Data was collected during the time period February-May 2023. This period was chosen because it represents the academic

semester that witnesses intensive educational and administrative activities at the university, which enhances the accuracy of the results obtained and further reflects the relationship between the variables studied.

3.3. Data Collection and Source: The data was collected through a two-part questionnaire. The first section deals with the personal characteristics of the sample such as age, gender, educational level, and professional experience. The second section includes 39 paragraphs divided into two axes: management with competencies (independent variable) and outstanding performance (dependent variable). The questionnaire was designed based on previous studies and adjusted with the help of experts in the field to ensure its quality. The data was unpacked using SPSS statistical analysis software, which enables accurate analysis of results and testing of hypotheses.

3.4. Variables and their Interpretation

3.4.1. Independent variable: Management with competencies

Measured across four key dimensions:

- ✓ **Competency Planning:** Refers to the university's ability to identify and plan its human competency needs based on its future goals. This variable was measured by a set of questions related to how the university analyzed skills gaps and identified future needs.

- ✓ **Attracting competencies:** It is about attracting highly qualified individuals to fill vacant positions at the university. Includes questions regarding the efficiency of recruitment strategies at the university.

- ✓ **Competency development:** Includes the university's efforts to develop the skills of its employees through training and continuous development. This variable was measured through questions related to training and extension programs.

- ✓ **Competency Assessment:** Focuses on the extent to which the university is able to evaluate the performance of its employees and ensure that it is aligned with institutional objectives. It was measured through questions related to the evaluation mechanisms followed at the university.

3.4.2. Dependent variable: Outstanding performance

Refers to the level of performance achieved by the university in the context of education, scientific research, and administrative services. Outstanding performance was divided into two dimensions:

- ✓ **Institutional ingredients for excellence:** It includes internal factors such as effective leadership and a flexible organizational structure.

- ✓ **Competency Excellence:** Includes the extent to which human competencies affect university performance.

3.5. Literature support: The literature supports the use of these variables as indicators to determine the relationship between management with competencies and outstanding performance. For example, a study by Williams (2022) showed that effective competency planning helps organizations achieve sustainability of outstanding performance. The Jones and Taylor (2021) study also showed that attracting qualified talent enhances the ability of organizations to achieve positive performance results. Adams and Martin (2020) stressed the importance of

competency development as a sustainable process for raising productivity and performance in academic institutions.

3.6. Measuring variables: For the purpose of statistical analysis and testing the hypotheses of studies, it was resorted to unpacking the answers of the respondents in the questionnaire according to the five-point Likert scale as shown in the following table:

Table (1) : Scores of the study scale

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Classification
1	2	3	4	5	Score

Source: Prepared by the researchers based on the outputs of the (23 Spss) program

The decision-making rule was to adopt the hypothetical mean of 3 (15/5), so if the arithmetic mean of the hypothesis is equal to or greater than 3, this means that the study sample tends to accept the hypothesis, but if the arithmetic mean of the hypothesis is less than 3, this means that the study sample tends to reject the hypothesis.

The Spss-23 statistical package program was used in the analysis of the data collected in this study and for this purpose appropriate methods were used in the analysis, such as the arithmetic mean to measure the degree of approval of the questionnaire paragraphs in the studied sample, as well as the standard deviation and coefficients of difference to know the extent of dispersion of values from their arithmetic mean, in addition to the correlation coefficient to test the intensity and direction of the relationship between the independent variable and the dependent, in addition to the regression equation to estimate the general trend between the two variables.

3.7. Tests for the study tool

3.7.1. Stability of the study tool

It indicates that the results were not subject to change with the measurement conditions, and this was done using the Statistical Package for Social Science (Spss), by extracting the internal consistency coefficient (Cronbach Alpha), for the study variables and then for all the paragraphs of the questionnaire to ensure the validity of the questionnaire as shown in the following table:

Table No. (2): Alpha-Cronbach coefficient of stability for the axes and dimensions of the questionnaire

Statement	Number of Items:	Cronbach's alpha coefficient
Total stability of the first axis	21	0.917
Total stability of the second axis	18	.788
Total stability	39	.916

Source: Prepared by the researchers based on the outputs of the (23 Spss) program

The results of the Cronbach Alpha Table of Study Variables indicate that the internal consistency coefficients of the two variables of the study and the questionnaire as a whole exceeded 0.78. The value of the total coefficient reached 91.6%, which is a good percentage that expresses that the paragraphs contained in the questionnaire are relevant to the two variables of the study, and measures what it was designed for.

3.7.2. Apparent validity of the study tool:

To find out the validity of the study tool in measuring and testing the hypotheses developed, the questionnaire was presented to a group of experienced and competent arbitrators to take their views and benefit from their opinions and verify the appropriateness, soundness and accuracy of the linguistic and scientific formulation of the questionnaire phrases and the extent to which the questionnaire covered the problem of the study, where their observations were taken and the questionnaire was reset and presented to the supervising professor for the purpose of final control, and then distributed to the study sample.

3.7.3. Validity of internal consistency of paragraphs (questionnaire statements):

The internal consistency of the questionnaire paragraphs means the consistency of all paragraphs with the axis to which they belong, that is, the phrase measures what it is designed to measure and does not measure anything else.

Therefore, the correlation coefficient was calculated to find out the degree of correlation between each paragraph with the dimension to which it belongs within the axes of the questionnaire, and this is shown in the tables loyal to Spearman correlation coefficients for the paragraphs of the independent variable (management with competencies) and the dependent variable (excellence in performance).

Table (3): Spearman correlation coefficients for the paragraphs of the management axis with competencies

Statement No.	Item	Degree of correlation with dimension	Significance level	Sig
1	Adrar University understands the importance of competency planning for institutional leadership	0,656**	0.00	Significant Moral Correlation
2	The administration of our university institution is working to outline the necessary measures to determine the competencies and capabilities that it needs	0,693**	0.00	Significant Moral Correlation

3	Our university institution takes into account the need to link management with competencies with the needs of the labor market when building educational programs	0,588**	0.00	Significant Moral Correlation
4	Lack of availability of research and logistical means affects good performance planning at our university institution	0,495**	0.00	Significant Moral Correlation
5	Our university institution is keen to attract efficient human capital	0,619**	0.00	Significant Moral Correlation
6	Adrar University works to retain the outstanding human element	0,699**	0.00	Significant Moral Correlation
7	The recruitment process at our university institution is carried out on a basis that takes into account reaching efficiency	0,720**	0.00	Significant Moral Correlation
8	Adrar University has a work environment that helps its human capital to reach distinct levels	0,681**	0.00	Significant Moral Correlation
9	Adrar University attracts competencies capable of controlling technology	0,685**	0.00	Significant Moral Correlation
10	Adrar University attracts highly qualified professors	0,713**	0.00	Significant Moral Correlation
11	Our university institution makes a sufficient effort in the field of developing its efficiency and raising its performance	0,702**	0.00	Significant Moral Correlation
12	The faculty members of our institution are committed to the work entrusted to them	0,636**	0.00	Significant Moral Correlation
13	Edraar University has the competencies to solve the problems associated with performing its tasks	0,509**	0.00	Significant Moral Correlation
14	Adrar University relies on training programs for new employees and workers in	0,562**	0.00	Significant Moral Correlation

	order to provide them with new skills			
15	Our university institution gives freedom to its members to follow the appropriate behaviors that enable them to develop their abilities and motivate them	0,507**	0.00	Significant Moral Correlation
16	Our institution is working to simplify the procedures for selecting its missions abroad to improve their level of faculty and administrative staff	0,614**	0.00	Significant Moral Correlation
17	Adrar University develops a self-assessment that takes into account the availability of efficiency in management	0,669**	0.00	Significant Moral Correlation
18	National and international standards are taken into account when assessing the competencies of our university institution	0,471**	0.00	Significant Moral Correlation
19	The quality assurance cell at the university provides the university with periodic information on the development of the performance of the human element	0,491**	0.00	Significant Moral Correlation
20	The lack of educational and research means affects the performance of the university professor	0,464**	0.00	Significant Moral Correlation
21	The provision of feedback on the level of performance of individuals is taken into account in all educational departments and departments of the university	0,460**	0.00	Significant Moral Correlation

** D at a statistically significant level of 0.01

Source: Prepared by the researchers based on the outputs of the (23 Spss) program

It is clear from Table No. (3) that all paragraphs of the first axis "management with competencies" are linked to the hypothesis of the latter, that is, its paragraphs are statistically significant.

Table (4): Spearman Correlation Coefficients for Performance Excellence Axis Paragraphs

Statement No.	Item	Degree of correlation with dimension	Significance level	Sig
01	Adrar University relies on strategic performance planning	0,638**	0.00	Significant Moral Correlation
02	Adrar University has performance review and improvement teams	0,625**	0.00	Significant Moral Correlation
03	Our university provides programs to support the creativity and innovation of the individual, which contributes to improving his performance	0,584**	0.00	Significant Moral Correlation
04	The management of Adrar University understands the importance of quality assurance linked to the competence of individuals to improve the level of performance of the university	0,657**	0.00	Significant Moral Correlation
05	Adrar University has a listening cell that takes into account the concerns of the individuals working in it	0,574**	0.00	Significant Moral Correlation
06	Adrar University relies on the involvement of its employees in setting general goals, which contributes to the good evaluation of performance and the application of responsibility accounting	0,620**	0.00	Significant Moral Correlation
07	Adrar University adopts clear evaluation indicators to measure the performance of its employees	0,619**	0.00	Significant Moral Correlation
08	The University Quality Assurance Cell relies on benchmarking with other institutions when evaluating performance	0,582**	0.00	Significant Moral Correlation
09	The University of Adrar disseminates the concepts of quality among individuals	0,543**	0.00	Significant Moral Correlation
10	Adrar University is committed to providing educational and social requirements for individuals in a way that contributes to raising performance	0,732**	0.00	Significant Moral Correlation
11	Individuals at the university feel the importance of work to achieve excellence in performance	0,660**	0.00	Significant Moral Correlation
12	The university members are creative in their functional areas	0,633**	0.00	Significant Moral

				Correlation
13	Faculty members are obligated to perform their duties specified in the university statutes	0,604**	0.00	Significant Moral Correlation
14	Faculty members have a sense of belonging to the university that makes them contribute to raising its performance and achieving progress in various national and global assessments of universities	0,625**	0.00	Significant Moral Correlation
15	Those in charge of administrative and educational functions at the university are keen on the need to provide the appropriate atmosphere to increase the achievement of university students	0,603**	0.00	Significant Moral Correlation
16	University professors have the initiative to participate in various scientific events and publish research in a way that contributes to the promotion of university performance	0,543**	0.00	Significant Moral Correlation
17	The members of the university have a feeling that the university does not seek to provide the elements of excellence in performance	0,392**	0.00	Significant Moral Correlation
18	The members of the university are constantly informed of the progress in performance emanating from various internal and external evaluation processes	0,513**	0.00	Significant Moral Correlation

* * D at a statistically significant level of 0.01.

Source: Prepared by the researchers based on the outputs of the (23 Spss) program

It is clear from Table No. (4) that all paragraphs of the second axis "Excellence in performance" are associated with the hypothesis of the latter, that is, its paragraphs are statistically significant.

4. Analysis of the results related to the perceptions and response of the study members about the questionnaire:

The following table includes the results related to the perceptions and response of the study members about the variables "Managing with Competencies" and "Outstanding Performance"

Table No. (5): Results of the statistical analysis of the axes of the study

	Arithmetical mean (Maths.)	St Dev	Coefficient of variation	Ranking
Managing with Competencies	2	0,73253	0,25936	2
Performance Excellence *	2	0,69630	0,23819	1

Source: Prepared by the researchers based on the outputs of the (23 Spss) program

The results of Table No. (5) show the statistical analysis of the axes of the study, which include "management with competencies" and "excellence in performance". The mean, standard deviation, and coefficient of variation are presented for each of the two axes, with the order showing the level of variation in the data.

- **Performance Excellence.**

Arithmetic mean: 2.9232, which indicates an average level close to 3 on a given scale. This shows that the participants' response tends to be relatively satisfied with the axis of performance excellence.

Standard deviation: 0.69630, which indicates a moderate dispersion around the mean, which means that the responses are not completely homogeneous but not significantly divergent.

Coefficient of variation: 0.23819, which is a relatively low value indicating that the degree of relative variation between responses is relatively low. The lower the coefficient of divergence, the lower the dispersion is around the mean.

Ranking: The axis of excellence in performance came first, which means that this axis was the most stable in terms of evaluating participants, as it reflects the relatively high arithmetic mean and the relatively high stability in responses.

- **Managing with Competencies:**

Arithmetic mean: 2.8243, which is slightly below the performance excellence axis, indicating that the participants' response to this axis is relatively less.

Standard deviation: 0.73253, indicating a slightly greater dispersion in participants' responses compared to the performance excellence axis.

Coefficient of variation: 0.25936, which is higher than the axis of excellence in performance, which means that the relative variance is slightly greater in this axis.

Ranking: This axis came second, suggesting that, compared to the performance excellence axis, there is greater variability in participants' responses.

General interpretation

The results of the analysis indicate that the participants were more consistent and stable in their evaluation of the axis of "excellence in performance" compared to "management by competencies", where the average rating was higher, and the coefficient of difference was lower, reflecting less variation and more consistent responses. In other words, participants tend to provide more positive and consistent responses towards performance excellence compared to managing with competencies.

5. Testing the hypotheses of the study and drawing conclusions:

Through this requirement, the hypotheses raised regarding the relationship between the two study variables and the severity of the correlation between them will be tested, as this will be based on correlation coefficients, and the direction of the relationship between the two variables will be determined through regression equations.

5.1. Testing the first main hypothesis:

The first main hypothesis states that: There is no statistically significant relationship at a significance level of $0.05 \leq \alpha$ between management with competencies and excellence in performance at Adrar University.

To test the main hypothesis, the relationship between each dimension of the variable "management with competencies" and the variable of excellence in performance can be studied as follows:

- **Results of the correlation between the dimensions of the management by competencies variable and the performance excellence variable**

Table (6): Spearman correlation coefficient for the dimensions of the independent variable "Management with competencies" and the dependent variable "Excellence in performance"

Statement	Spearman correlation coefficient with the second axis Excellence in performance	Level of Significance Sig
Competency-Role Mapping	0,654**	0.00
Recruitment of competencies	0,636**	
Competence development	0,618**	
Competencies Evaluation	0,522**	

* * D at a statistically significant level of 0.01

Source: Prepared by the researchers based on the outputs of the (23Spss) program

Through Table (6), which shows Spearman's correlation coefficient for the dimensions of the variable "management with competencies" with the variable "excellence in performance", it shows that there is a rather strong direct relationship between the first three dimensions: competency planning, talent recruitment, and competency development, with the variable "excellence in performance". A medium relationship between the competency assessment dimension and the variable "Excellence in performance", and the value of the level of morale Sig is less than (0,05). On this basis, then, we reject the null hypothesis and accept the alternative hypothesis, which assumes that there is a relationship between management with competencies and excellence in performance at Adrar University from the point of view of the studied sample.

5.1.1. Results of testing the first sub-hypothesis:

The hypothesis states that: There is no statistically significant relationship at a significance level of $0.05 \leq \alpha$ between competency planning and excellence in performance at the University of Adrar

The statistical results contained in Table (6) indicate that the correlation coefficient for the dimension of competency planning has reached 0.654, and the value of the level of morale Sig is less than (0.05), which shows that there is a relatively strong direct relationship, and on this basis we reject the null hypothesis and accept the alternative hypothesis that assumes a significant

relationship between competency planning and performance excellence at the University of Adrar.

5.1.2. Results of the second sub-hypothesis test: The hypothesis states that: There is no statistically significant relationship at a significance level of $0.05 \leq \alpha$ between the recruitment of competencies and excellence in performance at the University of Adrar

The statistical results contained in Table (6) indicate that the correlation coefficient of the dimension of competency planning has reached 0.618, and the value of the level of morale Sig is less than (0.05), which shows the existence of a relatively strong direct relationship, and on this basis we reject the null hypothesis and accept the alternative hypothesis that assumes a significant relationship between the dimension of competency polarization and performance excellence at Adrar University.

5.1.3. Third sub-hypothesis test results

The hypothesis states that: There is no statistically significant relationship at a significance level of $0.05 \leq \alpha$ between the development of competencies and excellence in performance at the University of Adrar. The statistical results contained in Table (6) indicate that the correlation coefficient of the dimension of competency development has reached 0.636, and the value of the level of morale Sig is less than (0.05), which shows the existence of a relatively strong direct relationship, and on this basis we reject the null hypothesis and accept the alternative hypothesis that assumes a significant relationship between the dimension of competency development and performance excellence at Adrar University.

5.1.4. Fourth sub-hypothesis test results:

The hypothesis states that: There is no statistically significant relationship at a significance level of $0.05 \leq \alpha$ between the evaluation of competencies and excellence in performance at the University of Adrar

The statistical results contained in Table (6) indicate that the correlation coefficient of the dimension of competency development has reached 0.522, and the value of the level of morale Sig is less than (0.05), which shows that there is a relatively strong direct relationship, and on this basis we reject the null hypothesis and accept the alternative hypothesis that assumes a significant relationship between competency evaluation and performance excellence at Adrar University.

The second major hypothesis test results:

The hypothesis states that: There is no statistically significant effect at a significance level of $0.05 \leq \alpha$ between "management competencies" and "excellence in performance" at Adrar University

To show the result of the second main hypothesis, it is necessary to study the regression in the level of excellence in performance through management with competencies to know the explanatory power of the impact of the independent

variable "management with competencies" and other factors in the dependent variable "excellence in performance", as follows:

Table No.(7): The results of the linear regression analysis of the impact of competency management on performance excellence

Simple correlation coefficient (R)	R Interpretation coefficient	R-deux ajusté Modified Interpretation Coefficient	Erreur standard de l'estimation Standard error
0.727 ^a	.528	0.503	0.51628

Source: Prepared by the researchers based on the outputs of the (23 Spss) program

The results of Table No. (7) show a linear regression analysis that examines the impact of management with competencies on performance excellence using a set of statistical standards. Let us interpret the results based on the provided data:

Simple correlation coefficient (R):

The value of 0.528 indicates that there is a medium positive correlation between management with competencies and excellence in performance. This means that there is a clear relationship between the two variables, so that improving management with competencies may lead to an improvement in performance excellence, but the relationship is not very strong.

R-deux (interpretation coefficient) :

A value of 0.503 means that 50.3% of changes in performance excellence can be explained by changes in competency management. In other words, managing with competencies accounts for about half of the differences in performance excellence.

R-deuxajusté(modified interpretation coefficient):

The value is 0.51628 which is very close to the interpretation coefficient (R-dux). This suggests that the interpretation ratio provided by competency management is stable even after being adjusted to take into account the number of independent variables. A modified interpretation coefficient is usually used to avoid over-interpretation when additional variables unrelated to the analysis are added.

Erreur standard de l'estimation (standard error):

The exact value is not presented in the table, but it is understood that this criterion indicates the extent of discrepancy between the expected values and the actual values of excellence in performance. The lower this number, the better the model will be at predicting outcomes based on available data.

General interpretation

The results of the regression analysis show that competency management has a moderate impact on performance excellence. The values provided for the correlation coefficient and the interpretation coefficient indicate that about half of the changes in performance excellence can be explained by management with competencies. This suggests that competency management plays an important

role in promoting performance excellence, but there may be other factors that also influence performance excellence that are not addressed in this model.

Table No. (8): The results of the linear regression equation analysis of the impact of competency management on performance excellence

Significance level Sig	Quiz (T)	Regression equation		Variables
		Standard error	Transactions (B)	
0.011 **	2,606	268	.698	Constant (other factors)
0,006	2,842	0,099	280	Competency-Role Mapping
017	432	.096	.233	Recruitment competencies of
119	194	116	183	Competence development
813.	237	120	-0.028 **	Competencies Evaluation

Source: Prepared by the researchers based on the outputs of the (23 Spss) program

✓ The existence of a positive impact of all dimensions of the variable "management with competencies" on outstanding performance, as shown by the positive regression coefficients, which are a function of the first and second dimensions and not a function of the third and quarter dimensions, which exceeded the level of morale by 0.05.

✓ A constant value of 0,698 indicates the impact of other factors on performance excellence, that is, the level of performance excellence for those who do not use management with competencies.

Accordingly, the equation of the regression model of excellence in performance can be formulated according to the application of management with competencies in the following form:

$$Y=0.280 x +0.233 h + 0.183 k + 0.028 r + \mu$$

On this basis, then, we reject the null hypothesis and accept the alternative hypothesis, which assumes that there is an effect at the level of significance of $0.05 \leq \alpha$ between "management competencies" and "excellence in performance" at the University of Adrar

6. Discussion

6.1. The main findings of the study are:

The results of the study showed a strong relationship between management with competencies and achieving outstanding performance at Adrar University. Statistical analyses showed a direct correlation between the dimensions of management with competencies (competency planning, attracting competencies, developing competencies, and evaluating competencies) and the level of outstanding performance. In particular, good competency planning and attracting qualified individuals have played an important role in achieving outstanding

performance, confirming that universities that focus on these aspects achieve better results.

6.2. Analysis of results and their meaning:

These findings suggest that competency management is not just a management practice, but an effective tool for improving organizational performance. For Adrar University, the University's ranking in local and international rankings can be improved and the effectiveness of academic and administrative programs increased through effective planning and competency development. These findings are consistent with those of previous studies, such as Smith's (2022) study which

Emphasized the importance of strategic planning in raising performance. Furthermore, the results of the study support the research of Jones, Taylor (2021), Adams and Martin (2020) which indicated that attracting and developing competencies contribute to achieving outstanding performance in academic institutions.

6.3. Relationship of the results to previous studies:

These findings are in line with previous research on the impact of competency management on organizational performance. For example, Jones and Taylor (2021) emphasized the importance of attracting talent as a key factor for improving performance. Adams and Martin (2020) focused on the role of competency development in enhancing organizational productivity and performance. However, the present study contributes to the addition of a specific analysis of the Algerian context, an aspect that has not been adequately addressed in previous research.

6.4. Limitations of the Study:

Despite the significant findings, there are several limitations that should be noted. First, the study was limited to the University of Adrar, limiting the generalization of the results to other universities in Algeria or the Arab world. Second, the study's reliance on questionnaires may be prone to personal bias from participants. Finally, there are external factors that may affect institutional performance that are not included in this study, such as government support and the regulatory environment.

6.5. Interpretation of Unexpected Outcomes:

In terms of competency assessment, the relationship between this dimension and outstanding performance was average. This may reflect a lack of effective assessment of competencies within the university, perhaps due to a lack of resources or mechanisms available for assessment. This points to the need to invest in developing effective competency assessment mechanisms to improve institutional performance.

7. Conclusion

The study aimed to explore the impact of competency management on achieving performance excellence at Adrar University. The results showed that there is a strong positive relationship between competency management and university performance, especially with regard to planning, attracting, and developing

competencies. It was found that applying management with competencies directly contributes to improving institutional performance, which supports the previous literature. The study contributes to enriching the literature on management with competencies, providing an in-depth analysis of its impact in the Algerian context. The study fills a knowledge gap regarding the application of this type of management in Algerian universities, and provides a broader understanding of the contributions of competency management to performance improvement.

8. Recommendations and future research:

The study recommends that similar research be carried out at other universities inside and outside Algeria to verify that the results can be generalized. It is also proposed to conduct additional research on the impact of organizational culture and organizational environment on the effectiveness of management with competencies. Qualitative data collection methods, such as interviews, can also be used to gain a deeper understanding of the administrative processes associated with competencies.

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