
THE IMPACT OF HUMAN CAPABILITIES DEVELOPMENT ON QUALITY OF THE EMPLOYEE'S LIFE STYLE: A QUALITATIVE STUDY ON A GROUP OF THE ACADEMIC STAFF IN THE COLLEGE OF ADMINISTRATION AND ECONOMICS - UNIVERSITY OF MOSUL

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Abstract

Purpose: The aim of this research to find the cluster of Human Capabilities Development depend on Quality of the Employee's Life Style Structure and methods: The research relied on the inductive approach, Hence, it is a transition from particulars to a general rule. The research relied on the College of Administration and Economics, University of Mosul, in testing the variables of the research's title and its sub-dimensions by distributing 100 questionnaire forms, twenty sex valid questionnaires were received for analysis that was distributed via the Google Forms link.

The results: we were used program SPSS Specifically cluster analysis that provides indicators that help test the hypotheses of the current research. practically contribute to determining the priorities of the most influential factors in building the quality of the career of the academic staff, which is built upon to provide the best educational services.

Practical implications: The current research uses cluster analysis in the formation of the relationship between the detailed dimensions of human resources capabilities and the quality of career, the formation of the cluster of this relationship and the diagnosis of its conclusions.

Originality / Value: This research is considered as one of the research applications related to the quality of lifestyle that meets great interest in current studies in Business Administration and addresses one of its dimensions, which is the quality of career of teaching staff in universities.

Keywords: human capabilities development, Quality lifestyle empowerment, work teams, mental openness, satisfaction with, tangible requirements, and promotion.

Introduction

Many studies have clarified the role of the organization and the programs that offer to develop the capabilities of employees. Therefore, these programs influence on building the lifestyle that the employee lives within the organization. It also had an impact on building his personality by which he deals with the functional and organizational variables in the organization. This happens in a way that affects in a significant way the final performance of the individual. However, it prompted by (Sumarsi & Rizal: 2022) to address the issue of training and its relationship to the quality of life. Whereas, (Ko: 2021) dealt with empowerment and its relationship to the quality of workers' performance. From another perspective, the current research aims to provide another relational perspective, which is to develop the individual's abilities in a way that achieves the quality of the individual's career and general life and in a way that enhances his organizational performance. It was confirmed by (Buselli,et. al.: 2020) considering that the individual depends on his capabilities, abilities, talents and administrative position in building the quality of the career style that he lives within the organization in which he works, as that organization is the main source of all the variables of the quality of his career. The research raises a question which is: Is there a role to the development of human capabilities in its dimensions that focus on increasing the capabilities of workers in the quality of their functional lifestyle?. This impact can achieved in proficiency on everything that surrounds those workers in terms of the public and private dimensions of the life they live and spend the most time dealing with it. The research will be dealt with in three main sections:

1. Review of studies related to the subject of study

The factors which contribute to build a quality of life style for academic staffs in public universities are the availability of satisfaction with the job style, job security, material requirements, and the promotion that the academic staff gets through the variables which should be provided by the develop of their professional capabilities. The study of human capabilities development began since Maslow developed the theory of sequential motivation to push the employee towards better performance and identified the five levels in which the employee progresses to reach self-realization, (Alananzeh, et al : 2023) which represents the method assumed by Maslow (Vithayaporn, et al:2022). While (Fallon, et all: 2022) explained the basis on which the capabilities building process is based, which is the use of the appropriate training program that will lead to achieve the quality in the lifestyle on the

assumption that training on the optimal method of appropriate performance and skill development will lead to achieve the quality in personal life.

Many studies dealt with entering into more details in determining the form of capabilities development in order to reach a quality of life style. (Mokarami, et al: 2022) indicated the identification of the basic dimensions of human capabilities development.

- **Empowerment Employee:** Clarify(Toyibah: 2023) the definition of empowering employees by focusing on granting them privileges that are commensurate with their work-related cognitive abilities It is the provision of material and moral support, improvement of the work environment, and Added (Sequeira, et al:2023) extra variables like maintenance of the human resource, which will be reflected positively and directly in improving the way of life.

- **Work Group and the Relationship with Coworkers:** (Nolan, et al: 2022) dealt with the issue of teamwork and work teams as a basis for developing human capabilities. It has proven that teamwork and positive relationships with co-workers by providing support from the work team to the employee. Such support is an important factor in making the employee's life better in terms of the psychological aspect and by preventing of reflecting the work's negatives in his personal life. These negatives are due to anxiety and frustration from the lack of assistance and inequality.

- **Developing open-mindedness:** The employee can have this development as a result of what he believes in. (Zardini, 2022) confirms that the employee does not resist the change resulting from the development of his capabilities whenever he is characterized by openness and acceptance of reality. Likewise, this occurs when the employee is characterized by global flexibility and high knowledge of changes and developments at work. Mental openness is the basic characteristic or the first step to achieving quality in the way of life. (Balg, 2022, 117-124). In addition, the mental openness of the employee depends on acceptance of responsibility and tolerance, observance of work norms, sustainability and constancy in the performance of work, and condoning the mistakes of colleagues. All these are worked to support mental openness that works to develop human capabilities.

On the other hand, the quality of life style as a respondent variable consists of the mentioned dimensions: (Asgari, et al: 2023) & (Simbolon, et al: 2023) & (Othman& Elwazer: 2023).

- **Life Style Satisfaction:** (Gupta & Rawat, 2020) stated that inner peace is the basis of satisfaction that an employee can experience inside or outside the job. Inner peace is achieved through the zone of safety or the zone of trust that the employee builds for himself and the extent of safety and security he feels regarding the variables he introduced into the zone of trust which form the basis of inner peace. It also forms the basis of satisfaction with the way of life. For example, the employee may get used to a group of his employees to feel safe, or to a group of material requirements to achieve that confidence in the safety zone. While (Stefana, et al: 2021) emphasized that inner peace is a relative issue that varies according to the employee and the nature of his personality. However, inner peace, which is the basis of

satisfaction, is achieved by the extent to which the employee accepts his performance, personality, and achievement in work or personal life itself.

- **Material necessities (Tangibility):** It is stated in a book (Buchanan & Huczynski: 2019). It is also called material facilities or tangible elements in life. Among these necessities are: the devices and equipment, the form of the building or the place in which the employee lives and works, and the technology used to reduce the time, effort and costs incurred by the employee during his work or practicing his lifestyle.

- **Promotion:** (Dousin, et al., 2021, 1478- 1489) dealt with the issue of promotion and its role in the employee's tolerance of a certain way of life in order to advance him to a higher job position or even to the position he aims for. Dimensions of promotion represent: access to the position or the highest material return, in addition to the career path that the employee plans for and which imposes on him a certain lifestyle that makes him work even at home and influences his personal life to reach the promotion he aspire to.

2. **Research's methodology:** The research uses the qualitative research method, which relies on the questionnaire form for this type of studies. The most important features of these studies are the large number of questions, their diversity and comprehensiveness in the smallest details in order to reflect the variables and dimensions included in the current research. Especially, it deals with the dimensions that develop human capabilities on the one hand and the smallest details the life style of the academic staff in order to diagnose it according to the qualitative approach of the study.

Method: The current research uses cluster analysis, which provides many indicators. Therefore, the ratio of similarity, consistency and integration between variables or qualitative texts in the questionnaire are formed in order to analyze the teachers ' similar answers and answers consistent with the objectives of the current research. According to Cluster Analysis cluster analysis method and within the (Minitabv14 program) provides the most important indicator, the level of similarity, optimality, preference and compatibility between the phrases included in the questionnaire form.

Applied data collection means: The questions within the electronic questionnaire were designed in proportion to the personal research variables related

Research's problem

Many studies, the most important of which is the study (Yumashev, et al: 2020) and (Mogea : 2023) tackled the issue of human development and its relationship to quality of life from several attitudes, including the financial perspective, such as the study of (Atmaja, et al: 2023) and the behavioral perspective such as the study of (Coghlan, & Holian: 2023) and the physiological perspective as the study of (Sichinsambwe, et al: 2021) and others. Thus, this led many researchers in both fields of human development and capacity development to

consider that human capability development in organizations can be the decisive factor in the succeeded quality of the individual's life or its failure it, This is what a study found (Savić, et al: 2022). This research agrees with the study of (De Matos Pedro & Leitão: 2022), which emphasized The academic staff, who deals with higher education programs and relies on successive empowerment at work, work teams and mental openness, and the development of the technological capabilities that he acquired during the practice of the teaching profession, will use and invest in them in order to live a quality lifestyle that is characterized by life satisfaction, self-advancement, and high tangibility. As a result of these variables, the research raises the following questions:

- Is the development of an individual's functional abilities a valid and reliable factor in achieving quality in functional life?
- Why is the academic staff looking for a good lifestyle?
- How can the development of the human capacities of the academic staff achieve a quality of life style?
- Does the development of human capabilities affect in a significant way in the formation of a good lifestyle among academic staffs in public universities?.

Significance of research

The study attempts to enter into the details of the human capabilities that achieve the successful living of a faculty member to increase his productivity in the bitter work, which is reflected in the quality of the educational services that he provides, given that the educational services obscure the academic staff, and despite the existence of many similar studies, the focus is on achieving Interdependence, integration and prioritization in the relationship between ways of developing human capabilities in education and the quality of functional life in the university is characterized by scarcity in dealing with such topics, and the current research tries to provide consultations and recommendations through important proposals that will be reached in order to better serve the university in question.

Objective of research

The main objective of the current research is to clarify the extent of security, safety and confidence that the employee enjoys as the basic capabilities in achieving quality in the career in which he works in the organization, as the success of the employee in reaching quality in the execution of the job is itself an end that he seeks to reach in his daily and future work, and another of the goals is to analyze the answers of an important segment of society towards the quality of their careers and determine ways to reach it, we will discover multiple points of view towards the capabilities of university teachers on how to achieve quality of life, and the current research also seeks to provide a cluster analysis that illustrates a model of the cluster of university teachers ' abilities with quality of life Functional and convergence ratios between them to reach conclusions from those relationships and develop appropriate proposals for them.

Study additions

The current study attempts to strengthen the role of the University professor and prove that he has the main role in the quality of career, which leads to the quality of educational service through the job he performs. The research also provides a form or a combination of developing abilities that lead to the quality of the career of the University professor. The study presents distinctively the interrelation between the capabilities of the human resource and the quality of the career style at once, not separately from theoretical and scientific aspects and presented in an analytical and scientific manner. The research provides the appropriate configuration for this relationship and the closest variables that are integrated, similar and interrelated in terms of the development of human abilities and their interconnection integration with slub quality of the career for a university professor in a new and worthy addition.

Profile of respondents (secondary section)

The research included 26 academics who are working at the University of Mosul, Faculty of Administration and Economics, most of them are married, with a rate of 84%, indicating that they enjoy a stable personal life. Likewise, 73% of them are over 40 years old, indicating maturity in making decisions in their professional life. While the years of experience were 65% of them, as they possess between 11-20 years, an indication of knowledge of university life and experience in teaching. It is noted that the survey of the opinions of the academic staffs was balanced between the scientific departments. However, the Department of Business Administration had more than half, with a rate of 57%, and both the Marketing and Industrial Management departments did not participate in the survey, in addition to the publication of the questionnaire on the official website of the college. This indicates the great interaction of the Department of Business Administration in answering the questionnaires that qualitatively evaluate the college.

3. Testing the basic research hypotheses using cluster analysis:

The use of cluster analysis led to the formation of five clusters that accounted for 91.967% of the studied phenomenon (quality of career lifestyle). Thus, the first cluster (the formation of work teams with the development of mental openness) formed the first cluster on which the rest of the other clusters were formed in the tree form Figure (1). Table (1) shows the formation of the first cluster, on which the rest of the other five clusters are formed, which consists of the integration of two variables (work teams and the development of mental openness) in one cluster at the similarity level of 91.9671% and with the lowest level of divergence of 0.161. Therefore, it indicates a strong integration between the two variables, which is the meaning of the more work teams, the more mental openness of the teacher. This is a logical result as a result of the accumulation of knowledge through joint learning within the same team, and this is supported by the study (Cox & Beale, 1997, 465) and (Mitchell: 2012). The cluster analysis enables us to call this cluster (work teams), which corresponds to the study (Nadi, et al: 2023), as it emphasized that achieving a significant improvement in working life depends on the individual's relationships with the work team, by combining new ideas designed to encourage experimentation and using new approaches to the design of the work environment. This enables us to reject the first nihilistic hypothesis, which states that

"there is no statistically significant similarity between the two variables of the work teams and the development of mental openness at the level of significance $\alpha \leq 0.05$ "

In the field of testing the second hypothesis, the second cluster on which four other clusters were formed illustrates the accumulation of the third variable (satisfaction with the lifestyle). In other word, the formation of the first cluster of work teams and open-mindedness will later lead to the academic staff's satisfaction with his career because of the safety provided by teamwork through work teams. Hence, it is supported by the similarity index, which reached more than 86%, with a divergence level of 0.266. However, it is very low as an indication of the sequential formation of job life satisfaction, starting with work teams, mental openness, and then job satisfaction. Based on the cluster analysis, we can call this cluster the development of mental openness. (Yadav,et al: 2022) added to this variable the manager's perceptive openness in the realization of employee satisfaction as a basis for the quality of work life. As a result, it enables us to reject the second null hypothesis, which states that **"there is no statistically significant similarity between work teams and job satisfaction among academic staffs at the level of significance $\leq 0.05\alpha$ ".**

From the formation of the third cluster between (material requirements and promotion), we note the independent formation of this cluster in isolation from the sequence of other clusters that formed later. This indicates the urgent need for physical evaluation in the workplace for the employee, in addition to replacing or promoting the appropriate employee in the appropriate place in order to use the development of human capabilities in achieving the quality of work life. The material requirements cluster accounted for 84.393%, with a spacing rate between them (promotion and material requirements) of 0.312. This indicates the closeness between them. This cluster formed independently, despite the high rate of interpretation. This indicates that there is a complementary relationship (similarity level 84.9%) between promotion and material requirements. However, the college prepares the material requirements according to the administrative position to which the academic staff is promoted, and not on the basis of the scientific title.

On the other hand, this result provides another indication of its importance and a reason for to be available in the formation of the rest of the other four clusters. Therefore, it is another indication of the importance of material requirements and promotion for those who deserve it in the development of human capabilities in order to reach the quality of functional life. As this basis, the cluster analysis enables us to call this cluster the work teams, as it is linked from the top with the first cluster, which is called the work teams' cluster. The main cluster, according to Figure (2), is the one on which the upgrade variables and material requirements gather. It is also noted that the clustering of this cluster came in isolation from the clustering sequence of the rest of the variables. This indicates that the promotion to the administrative position needs (special specifications) that follow the administrative thought of the senior manager of the researched organization. Also, the provision of material requirements for the person who has been promoted must be according to his own specifications. This should be done in isolation from the rest of the other variables presented by the current research. This is supported by (Irfan, et al: 2023) in his discussion of the basic components of the quality of work life. Therefore, we can reject the third null hypothesis, which states, **"There is no**

statistically significant similarity for material requirements and promotion among academic staffs at the level of significance $\alpha \leq 0.05$."

As a complement to hypothesis testing, Table (1) shows the fifth cluster, which was formed from the gathering of (work teams and employee empowerment) in one cluster, with a similarity level of 83.3%. This indicates the high integration and consistency between them. This result was logical, as the work teams work to empower the academic staff and help him to assume responsibility and provide him with freedom to ask and act within the work teams, and the result of this integration between the empowerment of workers and work teams. This occurs in one cluster with a similarity level of 83%. It is the new cluster empowering workers with a significantly low divergence level of 0.312. This indicates the convergence, consistency, similarity and complementarity between its elements. These behavioral elements came in a study (Simbolon, et al: 2023), which described their importance as an essential step in the quality of working life. As a result of this relationship, we can reject the fourth hypothesis, which states that **"there is no statistically significant similarity between the work teams and the empowerment of the teaching staff at the level of significance $\alpha \leq 0.05$ ".** Therefore, we can accept its alternative, which states that there is similarity between the main variables of the search.

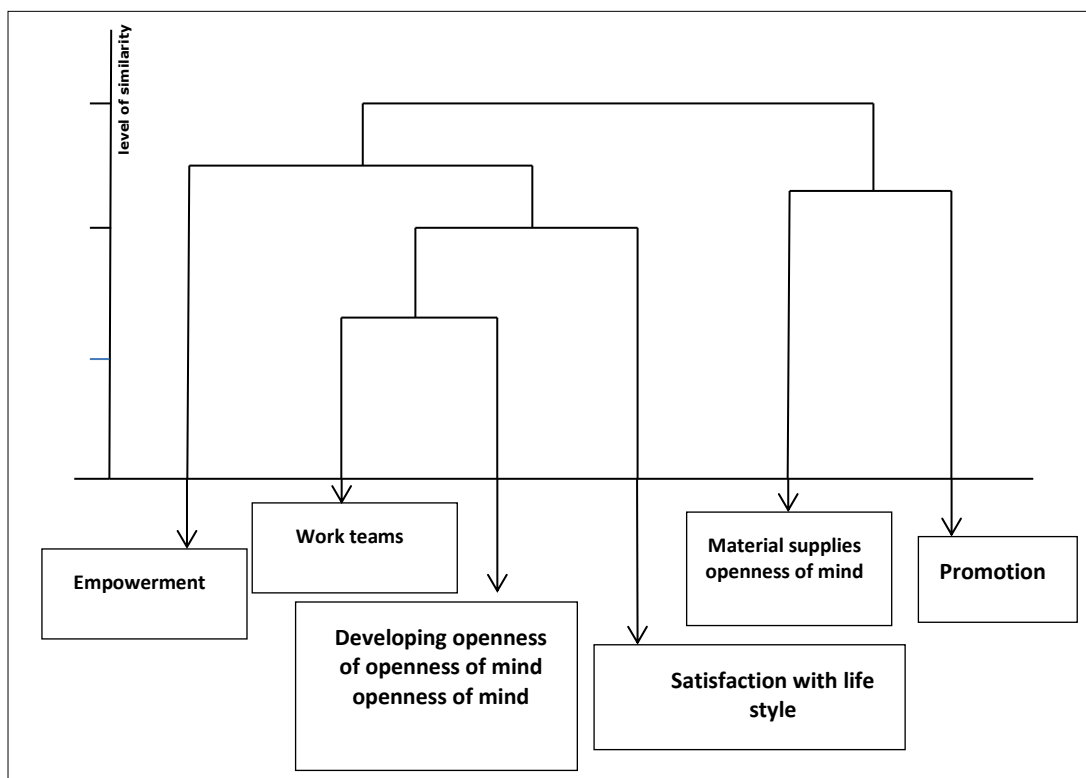
Finally, the material requirements cluster was formed, with the empowerment of workers, with a similarity rate of 82.06%, to give a comprehensive view of the clusters' interdependence sequence, and then the total cluster is formed. As this cluster includes two variables, the first is behavioral (empowerment of workers) and the second is physical (material requirements), (Li & Zhou: 2023) & (Siyal: 2023). This gives an indication that improving the quality of work life in the college is based on a group of behavioral factors, which are based on the work teams and the empowerment of workers. Also, at the same time, it is based on tangible material elements that are based on promotion and material requirements. Therefore, if the academic staff wants to improve the quality of life at work, he must rely on the behavioral and material elements alike, without giving priority to one of the variables over the other. Thus, it enables us to reject the fifth null hypothesis, which states that **"there is no statistically significant similarity for the behavioral components across (work teams and employee empowerment) and between material requirements through (promotion and material requirements for the work environment) among academic staffs at the level of morale $\alpha \leq 0.05$ ".** As a result, we can accept its alternative, which states that there is similarity between the main variables of the research.

Table 1: Steps for Merging Research Variables

Steps	number of clusters	level of similarity	divergence level	conglomerate clusters		new clusters	sequence of new clusters
1	5	91.9671	0.161	Team work	Develop mental openness	Team work	Team work
2	4	86.6827	0.266	Team work	Satisfaction with work's life	Team work	Develop mental openness
3	3	84.9095	0.302	material supplies	Promotion	material supplies	Team work
4	2	84.3932	0.312	Empowering employees	Team work	Empowering employees	Satisfaction with life
5	1	82.0681	0.359	Empowering employees	material supplies	Empowering employees	Promotion

Source: Prepared by the researcher based on the Minitab.vr.18

Figure (1) shows the total and comprehensive cluster of the current research topic. It also explains the sequence and priorities of the formation of clusters. In addition to the above, it shows the identification of the cluster that was formed in isolation from the sequential clusters. This cluster is called the cluster of promotion and material requirements that enhance the quality of work life. It gives an indication of the need to pay attention to the physical and behavioral elements in building the quality of work life.



Source: Prepared by the researcher based on the Minitab.vr.18 program

Figure (1) the priorities of the clusters for the development of human capabilities to achieve a quality of work life

Conclusions

1. The current research shows that the greater the need for work teams, the greater the academic staff's mental openness. This is a logical result as a result of the accumulation of knowledge through joint learning within the same team.
2. This research emphasizes the importance of work teams in developing shared work and the academic staff's mental and emotional openness to his colleagues at work.
3. The research shows that the comprehensive and total cluster of the quality of work life phenomenon depends on the work team, which was in the first place, on which the rest of the other clusters gathered in a sequential manner, and based on the cluster analysis, we can name this cluster (the work team).

4. The sequential formation of satisfaction with the quality of work life begins with the mental openness of the employee, then satisfaction with work life. Based on the cluster analysis, we can call this cluster as the development of mental openness.

5. The research reached to another conclusion indicating the importance of material requirements and promotion for those who deserve it in the development of human capabilities in order to reach the quality of work life. This is because it is linked from the top with the first cluster, which is called the cluster of work teams, since the main cluster, according to Figure (2), is the one on which the promotion variables and material requirements gather.

6. It is noted that the grouping of the cluster of variables (promotion and material requirements) came in isolation from the sequence of the clustering of the rest of the variables. This is an indication that the promotion to the administrative position needs (special specifications) that follow the administrative thought of the senior manager of the researched organization. The provision of material requirements for the person who has been promoted is according to his own specifications, in isolation from the rest of the other variables presented by the current research. Therefore, it is an indication that you have a position that requires the material requirements that match the mental specifications of the incumbent.

7. The research confirms that the team work method works to empower the academic staff and help him take responsibility and provide him with freedom in questioning and acting within the work team. The result of this integration between the empowerment of workers and work teams is in one cluster with a similarity level of 83%. Thus, it forms the new cluster, empowering workers, is an indication of the closeness, consistency, similarity and integration between its elements.

8. The research concluded that improving the quality of work life in the college is based on a group of behavioral factors. These factors are based on work teams and the empowerment of workers. Also, at the same time they are based on tangible material elements that are based on promotion and material requirements. If the academic staff wants to improve the quality of life at work, he must rely on the behavioral and material elements alike without giving preference to one variable over the other.

Suggestions

1. The necessity to achieve mental openness in the higher management of the educational organization. So that they can rely deeply and truly on the work teams because of the empowerment they achieve for workers in the field of education and promotion and improvement of material requirements. Thus the improving of the quality of work life can be done.
2. Establishing and documenting clear and specific procedures for promotion and granting the material requirements which are necessary to achieve the satisfaction of academic staffs in the field of carrying out their tasks. This is because of its great importance in developing their human capabilities.
3. The need to achieve compatibility and integration between the administrative position and the tangible (furniture and tangible infrastructure of the job) to achieve the quality of work life.

4. It is supposed to develop the mental openness of senior management through training, dialogue, discussion, scientific activities, and access to pioneering experiences in improving the quality of work life in advanced educational organizations.
5. The necessity to find a system or criteria linking promotion and the material requirements granted to the administrative position to its occupant of the workers. Thus, each one of them has the personality and taste that reflects the quality of work life that he deems appropriate for him at work.
6. Encouraging teamwork and work teams because of their positive impact on empowering workers and providing freedom to distribute responsibility to a number of workers. This gives security and stability to workers in the educational field; therefore it achieves a quality of work life.
7. The need to achieve a balance between the physical and behavioral aspects that achieve the quality of work life without focusing on one at the expense of the other. Thus, the employee needs the material elements to achieve the quality of work's life; also he needs the same amount of empowerment, good relations, open-mindedness and teamwork in order to achieve the quality of work life in an integrated and clear way to improve towards the best.

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