

The Reality of Implementing Quality in Higher Education from the Perspective of Student sat Blida 2 University

واقع تطبيق جودة التعليم العالي من وجهة نظر طلبة جامعة البليدة

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Abstract:

المخلص:

The study aimed to examine the implementation of quality in higher education.

The research was conducted on a sample of 80 male and female students from the University of Blida 2, and the descriptive method was used.

Results showed that the level of quality implementation among students of the Faculty of Humanities and Social Sciences was average. Statistically significant differences in students' responses were found according to gender, while no significant differences were observed based on age.

هدفت الدراسة إلى التعرف على واقع تطبيق جودة التعليم العالي.

تم البحث على عينة حجمها 80 طالبا وطالبة من جامعة البليدة2، وقد تم استخدام المنهج الوصفي.

توصلت الدراسة إلى أن مستوى تطبيق جودة التعليم لدى طلبة كلية العلوم الإنسانية والاجتماعية بجامعة البليدة2 متوسط، بالإضافة إلى وجود فروق ذات دلالة إحصائية بين متوسطات استجابات أفراد عينة حول جودة التعليم تعزى لمتغير الجنس. كما أظهرت النتائج وعدم وجود فروق ذات دلالة إحصائية بين متوسطات استجابات أفراد عينة حول جودة التعليم تعزى لمتغير السن.

الكلمات المفتاحية: جودة التعليم، طالب، وجهة نظر الطلبة، تعليم عالي، جامعة البليدة2.

Keywords: Quality of education, student, student perspective, higher education, University of Blida 2.

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1. Introduction

The development of any society depends on the quality of the educational process. Perspectives on education have evolved, with growing recognition of its role as a tool for development and change. This shift has led to rapid and noticeable progress in the expansion of educational facilities and programs. University education is considered one of the most important educational stages, as it constitutes the highest stage in education and aims to prepare individuals in an organized and life-oriented manner. University educational institutions are regarded as key institutions driving growth, development and positive change, as they provide opportunities for university youth to acquire guided and formative knowledge and experiences that contribute to achieving high-quality academic performance, which is a fundamental requirement for quality assurance in universities.

In this context, evaluating the quality of higher education from the perspective of its primary beneficiaries - namely students, is a crucial step in understanding the effectiveness of educational programs and academic practices. Students' perspectives provide genuine and realistic indicators regarding the implementation of quality standards within universities, starting from program content and curricula, to the competence of professors and teaching methods, and extending to the university environment, facilities, and services that support the educational process.

This study focuses on Blida 2 University, one of Algeria's leading educational institutions, and seeks to explore the reality of implementing quality higher education as perceived by students.

This interest is sometimes linked to observing the gap between the theoretical policies of higher education institutions and their actual practices, which can directly affect students' educational experiences and their academic and personal satisfaction. By monitoring students' perceptions of the quality of education, the strengths and weaknesses of educational programs can be identified, which contributes to developing more effective strategies to improve the quality of education and enhance its outcomes.

This study is set in the context of Algerian university institutions' efforts to implement internationally recognized quality standards, and to determine the extent of the success of these efforts in meeting students'

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expectations and labor market requirements. Accordingly, understanding the reality of higher education quality from the students' perspective is not merely a formal evaluation; rather, it serves as a strategic tool for guiding continuous improvements, ensuring a balance between theory and practice, and enhancing the university's capacity to prepare qualified personnel capable of addressing future challenges.

2-Problem Statement:

The quality of education in educational institutions is considered a modern philosophy that constitutes a qualitative shift in the culture of mastery, excellence and high performance in all its forms. The quality of education is one of the most important measures for driving a revolution in the higher education system. Academic performance is also considered the basic pillar in the indicators of higher education institutions and is one of the most widely researched topics globally, , studied by researchers from diverse scientific, educational, social, economic, and psychological backgrounds. Universities focus on academic performance to achieve their intended objectives by adopting and implementing Total Quality Management (TQM) , as its importance lies in its direct contribution to raising the level of faculty performance and the quality of scientific research, and all of this is due to achieving the set goals and achieving excellence(Asali & bakay dakhoush, 2022, p. 376).

In light of the foregoing, the quality of education is no longer a gift granted by governments; but rather an opportunity created by nations, invested by peoples, and for which they sacrifice time, effort, money, and perseverance. The quality of education is achieved through the existence of a clear policy for a comprehensive quality system, the efficiency of administrative organization within academic educational institutions in universities, the activation of monitoring and evaluation mechanisms to prevent errors, and the provision of an effective training system for faculty members(Yassin taama, 2013, p.141). It can therefore be argued that the implementation of Total Quality Management in education has become an urgent necessity in order to interact effectively and efficiently with the changes of an era characterized by rapid cognitive and technological advancement as well as intensifying competition among individuals, groups, and institutions. Total Quality Management in education enables the achievement of high-quality education as a tool for development and

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progress. Rushdi Ahmed Taaima believes that quality is not an individual responsibility placed upon a single person; but rather a collective issue that imposes on each individual the responsibility of improving his performance and raising his level to the highest degree possible to reach the highest levels of quality, which in turn enables the institution to achieve its goals to the highest possible degree (Rushdi, et al., 2006). Many international studies that have adopted Total Quality Management (TQM) have emphasized the importance and effectiveness of this approach in producing industrial outputs capable of competing in global markets. Similarly, in educational institutions, TQM contributes to the production of a high-quality educational outcome—namely, graduates who are capable of contributing effectively to societal development across various fields (Zahid, 2024).

Total Quality Management in education can be described as a modern administrative philosophy that takes the form of a comprehensive management approach based on bringing about radical positive changes in everything in the organization in order to improve and develop all components to reach the highest degree in its outputs at the lowest cost with the aim of achieving the highest degree of satisfaction among its customers by satisfying their needs and desires according to what they expect (Nadia, 2015). In the same context, (Damas, 2009) confirms that comprehensive quality is the continuous development of administrative processes by reviewing and analyzing them and searching for means and methods to raise the level of performance and reduce the time to complete them by dispensing with all useless and unnecessary tasks and jobs in order to reduce costs and raise quality.

Accordingly, this study sought to reveal the reality of applying quality education at the higher education level, and from it we ask the following questions:

- What is the level of application of quality higher education from the point of view of students at the University of Blida 2?
- Are there statistically significant differences between the average responses of the study sample individuals regarding the quality of education attributed to the gender variable?
- Are there statistically significant differences between the average responses of the study sample individuals regarding the quality of education due to the age variable?

3-Research Hypotheses

- The level of implementation of higher education quality, from the perspective of students at Blida 02 University is moderate.
- There are statistically significant differences between the mean responses of the study sample regarding the quality of education attributable to the gender variable.
- There are statistically significant differences between the mean responses of the study sample regarding the quality of education attributable to the age variable.

4- Study objectives

- Learn about the concept of educational quality in higher education and academic performance;
- Identify the level of application of quality education in higher education;
- Measuring statistically significant differences between the average responses of individuals in the study sample regarding the quality of education, attributed to the variables of gender, educational level, and age;
- Measuring statistically significant differences between the average responses of individuals in the study sample regarding academic performance due to the variables of gender, educational level, and age.

5-The theoretical framework of the study:

5-1 Definition of quality of education

Mihoubi definition (2022): "They are methods of the teaching and learning process, motivating and encouraging students to learn on their own, to develop professional and working skills, as well as to evaluate students. also meaning the availability of material and pedagogical capabilities, the use of resources, and transactions with students"(Ben Issa & Obaida, 2020). Identifies it as «the positivity of the education system» means that if we look at education as a national investment, it has its inputs with the goals of the system in terms of the needs of society as a whole in its development and growth and the needs of the individual as the building block of this society. As well as the definition of Mahri, Ziani & Bourhala, "A set of characteristics and features that distinguish education and its dimensions, including inputs, outputs, and feedback, which lead to achieving various goals, including meeting student requirements and serving the community"(Mahri, Ziani , & Bourhala , 2022).

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From the previous definitions, we conclude that quality in higher education is based on directing all academic activities and financial management in universities to meet clients' desires, with continuous development and improvement of the quality of educational service provided to students to reach highly qualified students accepted by the labor market

This was confirmed by (Zaghai & Rammas, 2022) in the context of a new organizational culture that focuses on the principle of commitment in senior management through continuous improvement, commitment to participation, and collective responsibility for quality, and evaluating university performance in all its aspects.

5-2 Procedural definition:

It is the total score obtained by the responding student through his/her answers on the education quality scale.

5-3 The importance of ensuring the quality of higher education:

The purpose of ensuring the quality of higher education is as follows:

- Ensuring clarity and transparency in academic programs;
Providing correct and accurate information to students, and accurately setting goals for the study programs offered by the university;
- Ensuring that the academic activities of accredited programs meet all academic accreditation requirements and are consistent with international standards in higher education and professional requirements, as well as the needs of the university, students, and society;
- Strengthening accredited programs in the community that trusts the external evaluation and academic accreditation processes;
- Embodying an accountability mechanism for all those involved in preparing, implementing and supervising academic programs;
- Building trust between the state and society and supporting it with the programs offered by the university;
- Improving the quality of professional services provided by the university to society, as external evaluation and accreditation require adjustments in practices to meet the needs and requirements of specializations and professions.

Accordingly, ensuring the quality of higher education is the ongoing process that ensures the proper functioning of the systems and programs of

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higher education institutions through continuous follow-up, evaluation and improvement, following a set of previously agreed upon standards, in order to raise the level of performance and continuous improvement and development. To ensure the achievement of quality, higher education institutions must do the following:

- Improving the quality of staff by providing them with practical scientific skills that enable them to confront the challenges of work, scientific research, and self-development. In addition, institutions must provide a decent social and financial position for faculty members so that they can devote themselves to scientific research;
- Continuously updating curricula to make them compatible with contemporary scientific and technological developments;
- Developing and improving the level of infrastructure and the internal and external environment for higher education;
- Developing mechanisms and organizing various evaluation methods.
- Maintaining the autonomy of institutions(Sheikh, 2024, p. 54).

5-4- Total quality standards in education:

There are several reliable criteria for determining the quality of education, which are as follows:

- Faculty quality standard: The quality standard here includes the practical, behavioral, and cultural qualification of the faculty to enable it to enrich the educational process. The size of the faculty, their competence, their contribution to serving the community, and respect for learners must be taken into consideration.
- Student quality standard: qualifying students scientifically, socially and culturally so that they can absorb minutes of knowledge, taking into account the percentage of students, the average cost of the student, the services provided to him, their motivation and readiness to learn.
- Curriculum quality standards: They are based on the fact that the student is the focus of the educational process. Curriculum quality enables the student to help direct himself in his studies and research, form his personality to support or change their attitudes, and create new skills to enrich their skills and academic achievement. The quality of curricula is measured by their

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level, content, style, and the way and possibility of expressing reality and being in line with technological changes and cognitive developments.

- Quality standards for educational programs: Programs must be characterized by comprehensiveness, integration, depth, and flexibility to accommodate the rapid developments taking place today in all fields, and to eliminate traditional methods of education such as indoctrination and filling students' minds with information, and to work on making classes more exciting and enthusiastic, and to make the learner the focus of the educational process and involve him in providing lessons to motivate him to search for and provide information.
- Quality standards for teaching methods: These are necessary to achieve integration in the theoretical and applied teaching process and link it to reality so that the student can absorb, understand and apply it in his life experiences.
- Standards for the quality of student evaluation: Professors must be diverse in presenting student performance while adhering to objectivity, transparency and fairness, continuous training on evaluation, commitment to diversity, choosing methods, choosing the best method that determines the true level of students and measuring learning outcomes, such as developing an effective system for evaluating their performance.
- The standard for the quality of the relationship between the educational institution and the community:
- The educational institution must interact with society in all its productive and service sectors, meet its needs, and be able to address its problems by developing specializations that utilize the labor market.
- The standard for the quality of material capabilities: by providing buildings, halls, auditoriums, and equipment, and its ability to achieve goals, and for students to benefit from banks, offices, and the Internet, because this affects the quality of education in terms of implementing the plans that have been developed or the programs that have been prepared.
- Quality standard for evaluating performance: This is achieved by evaluating all previous standards to ensure the quality of education and achieve progress and excellence(Muhddid, 2023, pp. 741-742).

6-Field study procedures

6-1 Study methodology:

In our current study, we relied on the descriptive approach because it is considered one of the most appropriate approaches adopted to study among the variables. From this standpoint, this study seeks to reveal the reality of applying quality education at the University of Blida 02, and the descriptive approach is appropriate to describe the phenomenon as it is in reality.

6-2 Study Delimitations:

• Spatial Delimitation:

This study was conducted at the University of Lounici in Blida 02

• Temporal Delimitation:

The study tools were applied during the period from February to March 2025.

6-3 Study sample and Population:

Table N°1: Represents a description of the sample characteristics (gender)

Gender	Frequency	Percentage (%)
Male	14	17,5%
Female	66	82,5%
Total	80	100

The study population consists of students from the Faculty of Humanities and Social Sciences at Lounici Ali University of Blida 2. A purposive sample of (80) male and female students was selected, with (14) males and (66) females. This disparity is attributed to difficulties in retrieving all distributed questionnaires, resulting in a lower number of males compared to females

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Table N°2: Description of Sample Characteristics (Age)

Age	Frequency	Percentage(%)
18	5	6.3
19	8	10
20	18	22.5
21	20	25
22	10	12.5
23	12	15
24	4	5
25	2	2.5
28	1	1.3
Total	80	100

The table reveals a diversity in the age groups of the sample members, with ages ranging from 18 to approximately 28 years. The highest frequencies are concentrated around ages 20–21 (representing 22.5% and 25% respectively), indicating that the majority of sample members are young individuals in the early-to-middle stages of their university trajectory. The proportions then gradually decrease toward the older age brackets, reflecting a typical and expected distribution pattern within student samples.

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Table N°3: Represents a description of the sample characteristics (specialization)

specialization	Frequency	Percentage (%)
Educational Psychology	6	7,5
Clinical Psychology	23	28,8
Sociology of Criminology	2	2,5
Mass Communication	5	6,3
Sociology	8	10
History of Resistance and National Movements	5	6,3
Communication	2	2,5
Libraries	2	2,6
Information Engineering and Technology	2	2,5
Work and Organizational Psychology	1	1,3
Special Education	2	2,5
Humanities	3	3,8
Social Sciences	10	12,5
Media and Communication	2	2,5
Sociology of Work and Organizations	1	1,3
Psychology	3	3,8
History	3	3,9
Total	80	100

The table indicates that sample members are dispersed across a large number of academic specializations (exceeding fifteen fields), with a clear variation in their relative weights. Clinical psychology leads the list at 28.8% (23 individuals), followed by social sciences at 12.5% (10 individuals), and sociology at 10% (8 individuals), while the remaining specializations (such as history, media and communication, special education, among others) are distributed in smaller proportions, generally not exceeding 3–7%. This diversity reflects the multidisciplinary nature of the sample; however, it simultaneously highlights a relative predominance of psychology- and sociology-related specializations.

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6-4 Study tools:

6-4-1 Education Quality Scale

Prepared by (Mihoubi, 2022) which consists of (7) dimensions, which are as follows:

Table N°4: Distribution of items on the education quality scale according to its dimensions

Scale Dimensions	Item Numbers	Total
Practical Teachingng and Learning Methods	1-2-3-4-5-11-18	7
Motivation and Encouragement of Self-Learning	12-13-14-14-15-16	6
Developing professional and general skills	17-19-20-21-22-23	6
Student Assessment	6-7-8-9-10-24	5
Availability of material and pedagogical capabilities	25-26-27-28-29-30-31	7
Use of Resources	32-33-34-35-36-37	6
Transactions with students	38-39-40-41-42-43	6
Total		43

The individual's score on the education quality scale and his total score on the scale as a whole are determined according to the formulation of the items, so that he obtains points from 1-5.

6-5 Psychometric properties of study tools

6-5-1 Calculating the reliability of education quality:

To measure the stability of the study tool (Education Quality Scale), we used (Cronbach's alpha equation) to ensure the stability of the study tool that was distributed to the study sample consisting of (80) individuals which constitutes the original application of the stud, and the following table shows the stability coefficients of the study tool.

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Table N°5: Stability coefficients of the education quality scale

Dimension Name	Number of Items	Item Reliability Coefficient
Teaching and learning methods	7	0.645
Motivation and Encouragement for self-learning	5	0.729
Development of Professional and General Skill	6	0.693
Student Assessment	6	0.607
Availability of material and pedagogical capabilities	7	0.847
Use of Resources	6	0.852
Transactions with students	6	0.882
Quality of education	43	0.941

It is clear from the previous table that the overall stability coefficient of the study for the Education Quality Scale is good, reaching (0.941), for the total number of items in the scale, which is (43). This indicates that the study scale has an acceptable degree of stability that can be relied upon in applying the study, while the stability coefficients of its dimensions ranged between 0.607 and 0.882.

6-5-2 Validity of the Education Quality Scale

To measure the validity of the study tool (Education Quality Scale), we used internal consistency validity to ensure the validity of the study tool that was distributed to the study sample consisting of (80) individuals. The following table shows the validity coefficients of the study tool.

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Table N°6: Validity coefficients of the Education Quality Scale

Dimensiond Name	Correlation Coefficient	Significance Level (p)
Teaching and Learning Methods	0.714	0.00
Motivation and Encouragement for Self-Learning	0.782	0.00
Development of Professional and General Skills	0.741	0.00
Student Assessment	0.684	0.00
Availability of Material and Pedagogical capabilities	0.811	0.00
Use of Resources	0.897	0.00
Student Interactions	0.834	0.00

It is clear from the previous table that the correlation coefficients for the dimensions of the education quality scale ranged between 0.684 and 0.897, all of which were significant at the significance level of 0.00, which means that the scale is internally consistent.

6-6 Statistical Methods:

In order to verify the study hypotheses, the following specialist methods were used:

Usage of the statistical package SPSS, arithmetic mean, percentages, and T-test to indicate the differences between averages and standard deviation.

7-Presenting and discussing the results

7-1 Presentation and discussion of the first hypothesis:

The first hypothesis of this study stated: The level of implementation of higher education quality, from the perspective of students at Blida 02 University is moderate, and the results were as follows:

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Table N°7: Level of Implementation of Quality in Higher Education.

Dimension	Arithmetic mean	Standard deviation	Category
Teaching and Learning Methods	23.25	4.080	Average
Motivation and Encouragement for Self-Learning	14.48	3.888	Average
Development of Professional and General Skills	17.75	4.499	Average
Student Assessment	19.88	3.989	Average
Availability of Material capabilities	17.68	5.915	Average
Use of Resources	16.40	5.736	Average
Student Interactions	15.83	5.921	Average

Table N°7 Shows that all dimensions of education quality (education methods, motivation for self-learning, skills development, student evaluation, material capabilities, use of resources, transactions with students) are at the intermediate level.

This means that students feel that the quality of education is good but not excellent, and that there are some aspects that need improvement. For example, in some teaching and learning methods, students notice that the educational methods adopted achieve the goal, but they are somewhat traditional, and students often want more interactive methods such as discussions, projects, or digital learning. As for the dimension of motivation for self-learning, students feel that they benefit from some incentives for individual learning, but not completely. The university can increase opportunities to participate in research activities or competitions to stimulate independent learning, as well as in the dimension of developing professional and general skills. Students notice that they acquire basic skills, but not advanced enough to meet the requirements of the modern labor market, and there is a need for additional workshops or field training.

Student assessment, also in the evaluation dimension, reflects students' performance to some extent, but it may not be as diverse or comprehensive as they expect. Students prefer more diverse and fair assessment methods.

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Also in the dimension of material capabilities and resource use, students find that libraries, laboratories, and equipment exist but are limited or traditional. In addition, improving material and technical resources can raise their satisfaction and increase the effectiveness of learning. As for the last dimension, interactions with students, students feel that the relationship with professors is friendly and helpful, but it can be more supportive through individual communication or intensive academic guidance.

The results of this study are consistent with the study of (Souli & Khamis Mohammed, 2024) which found that the quality of education in secondary schools in the city of Ouargla is high, while the results of this hypothesis differ from the study of (Mihoubi, 2022) which found that the quality of education in the university is low. However, all dimensions in this study fall into the middle category, which means that the quality level of higher education is average from the students' point of view. That is, the students feel that the university provides a good and stable educational environment, but it needs to develop educational strategies, resources, and evaluation methods to reach a good or excellent level, and achieve a more integrated and motivating educational experience for students.

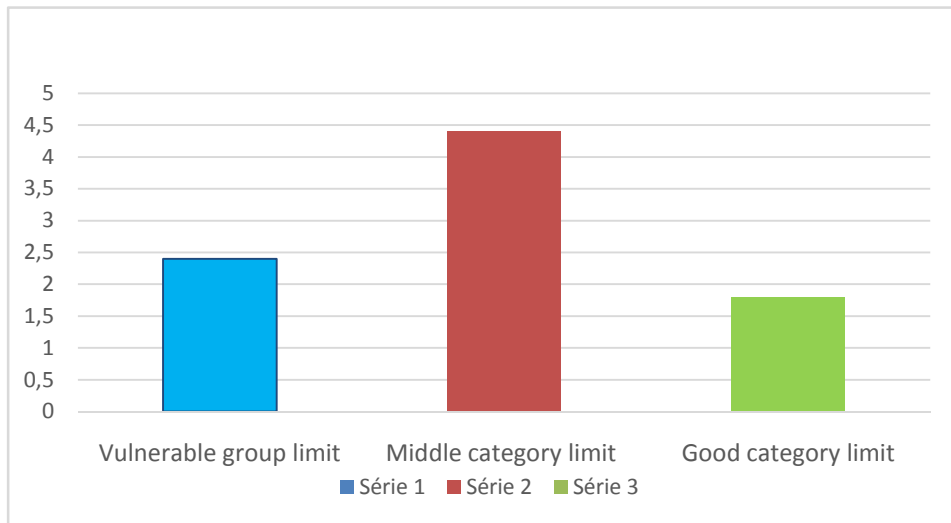
Table N°8 : Levels of Education Quality Categories

Categories	Value
Arithmetic mean	125.25
Standard Deviation	26.897
Low Level	Less than 89.35
Moderate Level	[98.35 – 152.15]
High Level	More than 152.15
Overall Level	Moderate

Table N°8 Shows that the general arithmetic mean (125.25) falls within the medium level category (98.35–152.15), with a standard deviation of 26.897. This means that the level of quality of education in general is average, which indicates that students believe that the quality of education is acceptable, but it needs further development.

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Figure N°1: Shows the level of quality of education in the form of graphic columns



7-2 Presentation and discussion of the second hypothesis:

The second hypothesis of this study stated:

There are statistically significant differences between the average responses of the study sample members regarding the quality of education due to a gender variable. To verify the validity of this hypothesis, the differences test (T) was used for the two independent samples (T). After statistical treatment, the result was reached as shown in the following table:

Table N°9 : Shows the difference between sample members in the quality of education according to the gender variable

Gender	Sample size	Arithmetic mean	Standard Deviation	Degrees of Freedom	T-value	Significance Level (p)	Decision
Male	14	116.71	22.79	78	-2.77	0.007	Significant
Female	66	133.58	25.76				

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From the table above and looking at the arithmetic averages in the degree of quality of education according to the gender variable, which for males amounted to (116.71) with a standard deviation of (22.79) and for females (133.58) with a standard deviation of (25.76), we notice that there are differences between them. The value of the statistical significance test (T-test), which amounted to (-2.77) in the education quality scale, was statistically significant at the alpha significance level ($0.05=\alpha$), and accordingly there are statistically significant differences in the degree of education quality between males and females in higher education in favor of females.

Therefore, the hypothesis is confirmed. This is because there is a difference between males and females in their perception of education. Female students are more disciplined in their studies. Perhaps this is due to the teaching method and the educational environment, as here it is more compatible with teaching methods, including cooperative learning, which makes them have a higher quality of education. This study highlights the factors that affect the quality of education between the sexes. The results of this hypothesis differ from the study of (Darghish & Larkam, 2021) which stated that there is a correlation between the quality of education and distance education, and the study of (Balqasmi & Bin Maatouq, 2021) which concluded that there are no differences according to the gender variable. The results of this hypothesis are consistent with the study of (Mihoubi, 2022) who believes that the level of quality of university education is low. There are also statistically significant differences attributed to the variables of gender, educational level, and specialization. Therefore, it can be said that there is a great deal of diversity in teaching methods because university professors use different teaching methods, such that there is a distinction in teaching methods between the genders.

7-3 Presenting and Discussing the third hypothesis

To answer this question, a comparison of means and a one-way analysis of variance (ANOVA) were conducted to determine whether there are statistically significant differences in the levels of higher education quality among the study sample according to the age variable.

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Table N°10 : Test results and statistical significance

Source of Variance	Sum of Squares	Mean Square	Degrees of Freedom	F-value	Significance(p)
Between Groups	4083.80	510.40	8	1.411	0.002 not Significant
Within Groups	25492.92	359.02	71		
Total	2959.79		79		

Table N° 10 presents the results of the mean comparison analysis in addition to the ANOVA test. The findings indicate that there are no statistically significant differences in academic performance levels among the groups, as the F-value reached 1.411 with a p-value greater than 0.05, which exceeds the threshold for statistical significance. Therefore, this result is not statistically significant, and the hypothesis is not supported. This outcome can be attributed to the fact that students gradually acquire academic skills over time regardless of age, leading to convergence in academic performance across different age groups. Moreover, seriousness and commitment to university studies are not influenced by age. The results of this study are consistent with those of (Abdel Fattah Milad Al-Doukali, 2013), whose study on knowledge management in ensuring higher education quality—a field study at the University of Benghazi—found no statistically significant relationship between the personal characteristics of faculty members and higher education quality assurance, indicating a lower level of education quality. In contrast, the results differ from (Mihoubi, 2022), who reported statistically significant differences attributed to gender, educational level, and age.

-Conclusion

This study sought to reveal the reality of applying quality education in higher education. To do so, we applied the quality of education scale to a sample of students from the University of Blida 02 across various specializations, ages and genders. The following results, were, reached:

-The quality level of higher education in general fell within the middle category, which reflects –from the point of view of the study sample members– the availability of an acceptable level of quality requirements in

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the university environment, whether at the level of teaching and learning methods, evaluation methods, skills development, or dealings with students. However, this average level also indicates shortcomings that prevent achieving a high level of quality, which calls for further development efforts to improve educational and pedagogical practices within the university.

-The study results also showed statistically significant differences in the average responses of the study sample members regarding the quality of higher education, attributed to the gender variable, which indicates the difference in the perceptions of male and female students regarding the level of quality of education provided. These differences can be explained by differences in educational experiences and academic interactions, in addition to differences in students' expectations and needs within the university environment.

The study results revealed statistically significant differences in the mean responses of the study sample regarding the quality of higher education, attributed to the gender variable, indicating differing perceptions between male and female students concerning the level of education provided. These differences can be explained by variations in educational experiences and academic interactions, as well as the diverse expectations and needs of students within the university environment.

-The results also indicated no statistically significant differences attributable to the age variable, reflecting that students' evaluation of higher education quality is not influenced by their age or the academic experience they have acquired.

Based on these findings, the study emphasizes that improving the quality of higher education requires adopting developmental approaches that consider individual differences among students, whether in terms of gender or age, while focusing on enhancing effective teaching practices, developing assessment methods, and providing a stimulating educational environment that contributes to raising the quality level from average to good.

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