



Impediments to the application of comprehensive quality in higher education institutions

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Abstract ;

The aim of this paper is to identify the obstacles to the application of comprehensive quality in higher education institutions in Algeria's environment by addressing the variables of research, as well as all related historical background, and the objectives of total quality. We have concluded that there are several obstacles to the operationalization of total quality, the most important of which are: The poor composition of masters in universities, especially on the technical side, is difficult to teach in modern ways, the lack of work done and the university benefits as a physical entry or classification in the first grades internationally, and as a summary we should think carefully about new ways to keep pace and develop from the level of higher education

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1. *Introduction*

As a result of technological scientific development, production in its various forms is proceeding faster than in the past (that is, before modern technologies exist), this requires strict product control, because in a time of fierce competition among enterprise owners, there is always an alternative to the customer, through which he can choose the best product at the lowest price, and with the superior speed of production it is necessary to follow the machines when working, this so-called quality control, and it has become an existing specialty of its own and many young people choose. This is because it is necessary in all institutions of a productive nature, and among the production institutions is the higher education sector, which represents universities, institutes, research centres and higher schools in the country and the nature of the production is intellectual because the composition to which the students were subjected is a course, Standards and curricula for educational attainment and, in view of the ranks of Algerian universities among developed countries, We are not considered among the best universities globally, not even Arabic, but only the world ranking of universities by academic research performance. (URAP) For the 2020-2021 season, the best Algerian university, Hawary Boumeddin University of Science and Technology ranked the Visitors Door 1309 globally (b, 2020) As a result of

technological scientific development, production in its various forms is proceeding faster than in the past (that is, before the existence of modern technologies), this necessitates the control of the product and this indicates that the quality of education in Algeria falls short of the required level, This research was designed to review the obstacles to the application of universal quality in Algeria's higher education institutions. by first addressing the definition of quality and its importance in the higher education sector, Then we observe the principles, objectives and role of both the overall quality and list some previous studies in this section, as well as areas and methods of quality assessment in higher education institutions s comprehensive quality management in the Arab countries in general and in Algeria in particular.

2. *Definition of search variables:*

2.1 Quality definition: The Latin word *qualitas*, which denotes the character of an object or person and the degree of hardness, is the source of the word *qualité*. And it used to indicate mastery and accuracy, but more recently, following the industrial revolution, it has become more competitive, and management science has advanced. Given this diversity, David Garvin's 1988 book *Managing Quality* condensed the various definitions of quality into five entrances:

1. Ideal entrance: Quality is defined as: the degree and level of superiority in quality, the quality is also intended to graduate in the levels of commodity or service, and may express the product's homogeneity with service.

2. Product entrance: Quality, according to the World Standards Organization (ISO 9000-2000), is the fulfillment of a number of fundamental characteristics.

3. User entrance: the quality is defined as: the ability to satisfy the customer.

4. Manufacturing Entrance: Britain's National Economic Development Office defines quality as: meeting market requirements in terms of good design and after-sales services.

5. Value entrance: Quality is defined as: continuous loss reduction with continuous quality improvement in all activities. (asmaa, 2013)

2.2 Definition of Higher Education Service:

The essence of higher education is based on the contrary of instruction-based education. It is based on a mechanism based on the art of selection, analysis and installation. It means not only gathering information but focusing on creating tools to deal with such information. This is what Mohammed Najib bin Hamza Abu Ahmad referred to in his definition to clarify the concept of higher education as: "This polarized

education for the distinctive outcomes of general education after general secondary school, carries out his responsibilities to train employees on the job and endures the provision of appropriate human cadres for the labour market in the fields of specialization. (rakad, 2014)

3. Historical background of quality:

When its principles were implemented in Japanese industrial firms at the start of the second half of the 20th century, quality emerged as a management system in that country. Following this concept's remarkable success, other Western nations attempted to implement it in their institutions. A pioneer was the United States. However, a cursory examination ores. But if we look at the past a little, we will see that the problem of quality has been addressed for a very long time. Ancient Greek, Roman, Chinese, and Arabic-Islamic civilizations all had excellent laws and regulations governing the conduct of specific professions like building, farming, medicine, etc.

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observe that there are numerous meanings conveyed through respectable poems and noble discussions that have taken quality into consideration. The concept of consultation, which refers to deciding on issues after consulting with society members, is one of these meanings.

Islamic education also instills self-censorship in the same believer through his sincerity and honesty, as this principle is one of the fundamental pillars of comprehensive quality management. Islam also emphasizes the importance of cooperation for the good and the soul of the group in all its directions and teachings tolerant. Additionally, Islam urges the Muslim worker to master his work and to be responsible for his quality and safety of flaws. (aishaoui, 2008)

4. Principles of comprehensive quality management:

Ranbird and Maguire, 1993, specifies that during the process of developing CQM, this is based on, inter alia, customer focus, cultural change as well as continuous learning and training. Terziovski and Others, 1996 demonstrates the key elements needed for the successful application of CQM: Effective leadership, vision-based quality, staff participation in shaping the organization's quality vision, defining customer expectations and application strategy, task forces across functional departments, formal quality assurance system, strategic alliance with suppliers,

the reduction of the organization's size from the organization's cultural change process.

Jibril, 2000, elaborated on some of these principles, which are needed to manage overall quality: Long-term commitment to create continuous improvement, oriented to satisfy the internal and external customer, Adopt the concept of no fault and achieve proper performance from the first time and that quality and continuous improvement are everyone's responsibility. and achieve coherence, complementarity and engagement between the various departments and tools of the organization, and empower workers and decisions based on integrated facts and information, rewarding the creative team of workers, and the belief of leadership patterns in instilling positive values in the individual and the organization. Finally (Salam, 2001) explains that the basic principles and requirements for the application of CQM are: Customer orientation, continuous improvement in all activities and operations, employee participation (Quality is the responsibility of everyone in the organization), and adopts the concept of preventing mistakes (First-time correct work) and reliance on task forces to deliver improvement work, focus on both results and processes, effective management leadership to support and endorse the comprehensive quality management programme, effective human resources management, continuous education and training, create a work climate and

organizational culture, establish an effective information system, and finally measure performance, productivity and quality (Rifai, 2003)

5. What is the quality of scientific research:

When its principles were implemented in Japanese industrial firms at the start of the second half of the 20th century, quality emerged as a management system in that country. Following this concept's remarkable success, other Western nations attempted to implement it in their institutions. A pioneer was the United States. However, a cursory examination

The Webster Dictionary defines it as "the degree of excellence or superiority that an object or product possesses, and may also mean the degree of conformity with established standards".

Quality in its general sense is "to produce a commodity or to provide a service of high quality, so that it is able to meet the needs and desires of its customers in a manner consistent with their expectations, satisfaction and happiness, and this is done through pre-established measures of the production of the commodity or the provision of the service and the creation of excellence in them."

At the level of education, Middlehurst identifies four different ways in which the concept of quality is used in educational

institutions. Quality is seen as a specific feature, a specific orientation, quality as a degree of achievement, and quality as a high level of performance and productivity, which is seen as a criterion by which performance is judged (Kamaluddin, 2009)

6. What is research quality assessment:

The evaluation is defined in general terms as "a systematic determination of the merit, entitlement and significance of a person or person. The evaluation is often used to describe and value things that are of great importance to human investment, encompassing various fields of science, education, non-profit organizations and other human services."

So the assessment of research is meant by the peer process and the global periodicals of the level of scientific research. research ", a process that extends from individual research projects, and even comparisons of research performance between States research projects ", a process that not only evaluates research projects, but extends to researchers research centres, different patterns of research outputs and everything related to research Research evaluation addresses all stages of the research process, from prioritization and research schemes through oversight of developing projects and programmes to the use of research results.

It is also noted from the previous description of the research assessment that the evaluation process is not limited to

research practices undertaken by researchers only - although most important - but also to the assessment of research holders, whether individuals, research groups, governmental or private organizations. research ", which is logically justified in that the level of research is a natural reflection of who is based on its achievement (Kamaluddin, 2009).

7. Research quality assessment objectives:

Research quality assessment is one of the evaluations conducted at the university and research institution levels in order to determine the level of research quality carried out by their researchers and research centres and to ensure that its material and financing potential for scientific research is invested in such a way as to benefit it; One study indicates that the majority of internal and external evaluations carried out by university institutions are for one or more of the following purposes or objectives:

- Accreditation of the educational institution or granting it a work permit.
- To assess institutional procedures regarding their various practices.
- Determine the institution's academic level or level of competitiveness.
- Examine the institution's academic levels or levels of professional competition.
- Ensure that the institution follows the stipulated rules and laws.

- To assess the satisfaction of the beneficiaries of the services provided by the organization and its programmes.

- Assess the quality of teaching.

- Benchmarking the efficiency of the institution's quality, management, education and teaching systems.

- Evaluation of research projects and plans.

- Evaluation of research outputs.

- Emphasize the value of funds paid for research and teaching (Kamaluddin, 2009)

8. Quality Management Role:

Quality management plays several roles, including:

Develop a quality policy, which is intended to clarify the institution's intentions, directions and beliefs on this vital and dangerous subject.

This idea depends on the need to prepare for a climate conducive to transformation and so that employees have that fundamental value on which this transformation depends, which reflects the institution's intentions and commitment to overall quality and compatibility with the requirements of customers and teamwork towards its objectives.

The second thing to do is to organize, because the organization must have a clear organizational structure that sets out the terms of reference of organizational

divisions, functions and different relationships. defines the authorities' responsibilities in the application of quality policy and objectives and requires clarification of the authority by which the occupants of the various posts act to fulfil their responsibilities; Regulation must reflect the provision of human resources and the organizational potential required by the quality system to operate efficiently (taouse, 2009)

9. Previous studies:

Study entitled "**Managing total quality and its applicability in higher education, applied to Farhat Abbas University (Setif)**"

This study was conducted with the aim of:

- Recognize the degree of application of comprehensive quality management from the point of view of faculty and administrative academics at Farhat Abbas University (Setif) and know are there statistically significant differences at the indicative level of 0.05, to the degree of application of total quality management attributable to gender variables, functional level, academic rank, scientific experience in teaching, the college in which he works?
- Provide a mental perception of the application of the total quality management at Farhat Abbas University (Setif) that can be adopted as a theoretical base of the total quality management system at Farhat Abbas University (Setif). A specially

designed identification for the purposes of this study consists of ten axes: Philosophy, Strategic Policies and Objectives, Organizational Structure, Systems and Operations, Human and Material Resources Management, Organizational Culture and Climate, Information Management System, Management Leadership, Oversight and Management, Feedback, University Vision, Mission and Strategies, Customer Satisfaction and Value, Sample study consisted of:

- Members of the academic governing body: consisting of all 77 members of the school community, chosen in the intentional manner.

- Faculty at Farhat Abbas University: A random caste sample was selected according to the variables of the job title, academic grade and scientific experience in teaching and the faculty in which he works. The estimated number (651) is a faculty member, with a total percentage (35%) of the total study community, and the researcher using the SPSS program to process data and conduct appropriate statistical processes. The study's findings were as follows:

The application of total quality management at Farhat Abbas University in the Setif of the academic year (2011/2012) was found to be very little, with the ratio (35.88%) estimated at all fields of study, followed by moderate (29.21%) and slightly (22%), followed by substantially

(10.90%), and substantially serious (1.93%) (houcine, 2016)

Study entitled "Overall quality management in higher education institutions - Case study of jijel University -"

This research aims to identify the awareness and application of the overall quality management of the University of Jijel from the faculty's point of view through:

- Trying to review the most important theoretical and applied foundations that underpin the concept of total quality management as an integrated model, urging the accurate completion of the work, and seeking to continuously improve quality.
- To try to highlight the distinctive nature of the activity of institutions of higher education and to clarify the strategic role of the comprehensive quality management input and its ability to gain these institutions the necessary competitive advantage to cope with these growing competitive forces in the global environment.
- Finding some results and suggestions that could contribute to improving the quality of service of institutions of higher education.

The analytical descriptive curriculum was adopted in the theoretical part, because it allows data and facts to be provided on the problem studied, and for field study it was done by distributing a questionnaire to the

faculty, in addition to the interview, to analyze and interpret the results and then using statistical methods of analysis.

The study meeting consists of all the university professors appointed as finalists with different degrees, who reached 775 during the academic year 2011-2012 after distributing 168 forms dealt with only 112.

The field study at the University of Jijel demonstrated that, while faculty members are aware of the role played by the adoption of a comprehensive quality management system by higher education institutions as an important curriculum for achieving their objective, Maintaining the success and advancement of the University's scientific level, although there are many reasons to insist on the need to strive to enhance performance and to find appropriate qualifications for the jobs offered by the sectors of society and to provide modern education open to scientific and technical progress and taking into account Algerian social realities, However, the Algerian University is still far from keeping pace with the Cares march. and provide the labour market with a dependable labour force, which calls for thinking by focusing on type aside from quantity (asmaa, 2013)

Study entitled "The reality of the supervisory practices of the educational supervisors of the Gaza Relief Agency in the light of the principles of overall quality and ways of developing it"

This study aimed at answering the following Chairperson's question:

What is the reality of the supervisory practices of the Agency's educational supervisors in the light of the principles of overall quality, and how to develop it?

To achieve the study's objectives, the researcher followed the analytical descriptive curriculum, designing a questionnaire consisting of 60 paragraphs spread over five areas:

Focus on beneficiaries - focus on the quality of teachers' performance - interest in teamwork - effective educational leadership - continuous improvement and excellence. The questionnaire was distributed to all educational supervisors and school administrators of the Gaza Relief Agency (245) and they responded (50.6%). For statistical data processing, SPSS and EXCEL were used.

The study's findings were as follows:

- The level of supervisory practices of educational supervisors was high.
- The principle of continuous improvement and excellence ranked first, while the principle of focusing on the quality of teachers' performance ranked fifth in the estimates of sample personnel.

Based on the above findings in this study, the researcher recommends that:

- The need to adopt quality systems in educational supervision.
- Conducting training courses for educational supervisors to familiarize them with the overall quality and principles and its role in the development of the educational process.
- The need to increase the interest of educational supervisors in using supportive supervisory methods according to teachers' professional needs.
- Increase the number of educational supervisors and reduce their administrative and technical burden (almougid, 2006)

10. Pillars of comprehensive quality management in university education:

The main areas of comprehensive quality in university education include the following:

10.1 Quality of university management: the standard of the administrative procedures carried out by each university system director or leader. Planning, organization, leadership, supervision, and performance evaluation are the main components of this process. Even modest human and material resources like buildings, libraries, labs, equipment, money, and informatics can be used more effectively if the administrative process is of higher quality.

10.2 Quality of University Student:

This means the quality of the student's mental, pedagogical and health qualifications to become in line with the educational programmes that he or she receives to complement those received at the secondary level.

10.3 Quality of university legislation and regulations:

Since legislation is one way to achieve overall quality, it is essential for regulating the educational process at university institutions. Therefore, such law needs to be clear, explicit, and adaptable in order to keep up with developments in the political, social, technological, economic, and cultural spheres.

10.4 Quality of University Finance:

Undoubtedly, university funding needs a significant expenditure cost. ", taking into account the fact that quality universities require the introduction of everything new in education technology and the continuous expansion and formulation of buildings and installations, Modernizing university libraries to fit the requirements of our age of knowledge explosion and the quality of education is undoubtedly a variable of university funding capacity, The extent to which the expenditure sections are balanced with the amount of costs in each area of activity (al-Attar, 2006)

11. Areas and methods of quality assessment at Higher Education Institution:

11.1. Areas of quality assessment:

First: Institutional evaluation: It is intended to evaluate all elements of the educational process system from inputs, processes, outputs and feedback, often affecting the following areas:

Mission, goals and objectives: the clarity of the educational objectives of the higher education institution in accordance with the need of the society in which it operates.

Governance and management: independence, organizational structure, delegation of authority, documentation, strategic planning and management modernization.

Faculty members: the adequacy of the number of faculty members for actual needs to ensure the stability and continuity of the educational process, the availability of scientific and professional qualifications and experience to all members according to the specialization, the extent to which the teaching burden of the faculty member is appropriate to the requirements of effective performance.

Study programmes: the suitability of study programmes to society's needs and the labour market and knowledge development requirements, the extent to which curricula, curricula and curricula are linked to the University's mission and

objectives and the availability of a clear system of continuous measurement of this link the extent to which a specific and evolving curriculum exists for each course to ensure that the day is pursued in all fields, The appropriateness of the decisions and the number of units per course for the requirements for awarding a degree according to global standards and patterns, The suitability of study programs and courses to the requirements of professional licensing, the suitability of study programs to the requirements of preparation has the ability to analyze and think logically and creatively and take responsibility and work in a team and deal with modern technological means and understand the reality of global variables.

Libraries and information centres: availability of a library with the necessary sources of information to increase the efficiency and effectiveness of college and university-level academic achievement, availability of digital libraries in each college.

The availability of audiovisual and other modern means of communication, the availability of library and audiovisual services to applicants at the college level, the duration of the availability of qualified persons to conduct such services at the college level.

Financial aspects: the availability of financial resources for the performance of all work and various sources of funding, the

availability of proper organization and the ease of its procedures, the ability to develop self-resources and the ability to use available resources.

Buildings, Facilities and Consumption Related to Educational Process - Student and Employee Services - Student Affairs and Results - Research Activity - Media - Institutional Relationships with Society - Quality Assurance (rakad, 2014)

Second: Programme evaluation: it is intended to evaluate and assure the quality of the institution's specialized academic programmes, and programme evaluation is usually linked to the evaluation of both adaptation and teaching processes.

Evaluation of the composition process: It relates to the various aspects of training programmes, including: composition content, material and human resources, pedagogical methods and outcomes in terms of graduates and skills acquired..., the aim of which is to know better the need for teaching and the product (student).

Evaluation of the teaching process: It relates to pedagogical activities of teaching staff or students' learning activities, the aim of which is to improve pedagogical quality.

11.2 Quality assessment methods: Quality assurance bodies rely on two basic methods: quantitative assessment and peer evaluation (peer).

- Quantitative Assessment: Quality assurance bodies that aim to test the extent of educational institutions' adherence to both minimum standards and standards of excellence usually rely on quantitative assessment due to their many advantages. Ensuring transparency, placing the substantive aspect of the assessment process and reducing the subjectivity that usually appears in peer evaluation, especially in States where identifying qualified peer residents is difficult. The quantitative assessment process goes through the following steps:

- a. " Request higher education institutions to show how far they apply quantitative standards.
- b. Request oven residents to examine the extent of higher education institutions' commitment to the application of standards.
- c. ' And show the results in quantitative form.

Performance indicators, the primary tool for quantitative evaluation, contribute to:

Enabling accountability - assisting in performance comparison between similar institutions - providing performance information that is used to guide the process of improving the performance of the higher education institution and effectively implementing the strategy - providing information to the public on the degree of achievement of the stated

objective and optimal utilization of the higher education institution's resources - and policy formulation.

However, there are some parties opposed to the use of performance indicators in quality assurance procedures, based on the fact that the performance of institutions of higher education or the quality of programmes is linked to many factors, not all of which are easily taken into account in evaluation. Each quantitative assessment must therefore be followed by a peer assessment (a qualitative assessment).

-Appraisal by peers or peers: Some quality assurance bodies that do not wish to take a very restrictive approach prefer not to require higher education institutions to meet quantitative targets such as not requiring them to respect the proportion of one body member to 10 students or to study doctoral programmes of faculty members with a doctoral degree, It is enough to have a sufficient and appropriate level of qualifications to ensure a good composition. However, peer evaluation is often criticized in terms of self-visibility during the implementation of quality assurance procedures, and to reduce this, residents should draw on the evaluation manual so that their judgements are reliable and reach agreed results (rakad, 2014)

12. Rationale for managing overall quality in education:

Researchers have taken great interest in quality education and learning to improve

and develop educational work in general. Therefore, the quality curriculum has become a prerequisite in the light of the information revolution and the development of the educational and educational process in schools for several answers, the most important of which are:

-In order to perform pedagogical and educational work properly in less effort and less cost.

- Satisfy the needs of learners and increase the sense of satisfaction of all employees of the educational institution.

- Improving the reputation of the educational institution in the eyes of teachers, students and members of the community.

- Achieving learner quality in terms of both cognitive, skill and ethical aspects.

Rashid, 1995, considers that there are some justifications for introducing quality into the education sector, as follows:

-Connect quality to production efficiency.

- The success of the quality system in many educational institutions in both the government and private sectors in most countries of the world.

- Quality is associated with the comprehensive evaluation of education in the educational institution.

- It is the comprehensive technological revolution based on scientific and knowledge flow that has made societies compete in the refinement of their systems.

- Quality is based on responding to students' needs and thus satisfying them and obtaining highly efficient outputs.

- Most societies have been expanding education since the early 1970s, sacrificing quality in education, which has helped increase unemployment rates (Hamuda, 2012)

13. Accreditation standards for universities and higher education institutions in the United States and the United Kingdom:

High standards for students, professors, research, studies, and scientific publications are frequently taken into consideration by the precise criteria used to accredit universities in industrialized nations and designate them as centers of excellence. Along with its focus on contemporary technologies in instructional science and ongoing engagement with the outside world, its educational programs are smart and varied.

In the United States, for example, there is no Federal Department of Education or any central authority exercising powers over the higher education sector, which includes 6,500 higher education institutions. Universities and higher education institutions in various states have

autonomy, creating a significant difference between the various universities' organization and the quality of programmes. In order to ensure a limitation on basic quality standards, accreditation practice is a non-governmental means of evaluating university performance. There are six institutions accredited by the Higher Education Accreditation Board, which is a special board at the level of all states but not governmental. Nevertheless, there are many higher educational institutions that do not have accreditation but operate under the permit of the state concerned. and the goals of accreditation of higher education in the United States are centred around quality assurance, Accreditation is the only way to demonstrate to students and society that the institution offers the required quality of higher education education ", which is a compulsory requirement to obtain higher education funding for another institution, In addition, it is important for employers who deploy and support their employees to dedicate their higher education.

The British Quality Agency develops quality assurance standards in higher education and monitors the continued implementation and development of these standards. The British accreditation system for universities and academic institutions adopts criteria that include ensuring an appropriate learning environment the University's independence from the owner, securing financial liquidity, securing a coherent organizational structure, A quality

assurance system, curriculum development and evaluation methods with the participation of the educational body; Presence of external examiners and the contribution of consultants from ACADEMA bodies and references in the areas of surveillance and development in addition to certification requirements, achievement of educational objectives, quality and methods of education, ongoing evaluation of programmes, student admission requirements and evaluation methods (Sabri, 2009)

14. Obstacles to the implementation of comprehensive quality management in university education within the Arab world:

- Scientific dependence of foreign universities. Arab universities are an extension of European and American university traditions. They are severed from Arab societies, traditions and culture, interacting with foreign universities more culturally and scientifically than interacting with each other.
- The inability of Arab universities to accommodate increasing numbers of students.
- The imbalance between the quantitative growth of students' enrolment in universities and the quality and quality of university education.

-Some university employees have unfavorable opinions about applying the admission to overall quality management.

-Scholars believe that their autonomy will be taken away by the implementation of rigorous quality management.

-Uncertainty surrounds the quality measurement criteria, which are updated to gauge success and advancement.

-Inconsistency or incoherence between governmental and private entities' employment and university education practices.

- Training effectiveness is limited (Madukh, 2008)

15. Obstacles to the application of comprehensive quality in Algerian universities:

Algeria is not very different from the rest of the Arab States, with regard to the quality of education in higher education institutions. Perhaps the most significant obstacles to the application of universal quality in Algerian universities are:

- There is a wide gap between the requirements of the labour market and the number of graduates in each university year.

- The laws in force now are not often considered to keep pace with technological development, and this impedes the process of automation and digitization properly.

- The technology is not used in teaching, and this is for many professors who know how to use it.

- The weakness in the composition of some professors is a good academic composition, which results in a deterioration in students' level of science.

- Lack of work and studies in Algerian universities compared to countries that top the world's best universities.

Many other points impede the application of comprehensive quality in Algerian universities, and we should overcome weaknesses and try to improve the positive points on the ground.

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