

The problematic of the application of Total Quality
in the Algerian University

إشكالية تطبيق الجودة الشاملة بالجامعة الجزائرية

FIDMA Abdelhak

University of continuing formation, Algiers (Algeria), fidmaab@gmail.com

Received: 30/07/2021

Accepted: 23/12/2021

Published: 30/12/2021

Abstract:

This research paper presents an attempt to understand the reality of the Algerian university and higher education in general and the possibility of applying Total Quality Management, which has become one of the strategic approaches to reforming higher education and achieving quality. However, the status of the Algerian university raises many problems, especially with regard to the extent of its readiness to apply these modern methods and the extent of its success, knowing that The Algerian University is greatly affected by what is happening in its socio-economic environment, and being negatively affected makes it subject to criticism from the authority and society. Therefore, this paper aims to address the concepts of Total Quality, the status of higher education and the possibility of applying the principles of Total Quality at the level of higher education matter.

Keywords: Total Quality, Total Quality Management, higher education, Empowering workers, Continuous Improvement.

ملخص:

تقدم هذه الورقة البحثية محاولة لفهم واقع الجامعة الجزائرية والتعليم العالي بشكل عام وإمكانية تطبيق إدارة الجودة الشاملة، والتي أصبحت إحدى المقاربات الإستراتيجية لإصلاح التعليم العالي وتحقيق الجودة. غير أن مكانة الجامعة الجزائرية تثير العديد من الإشكالات، خاصة فيما يتعلق بمدى استعدادها لتطبيق هذه الأساليب الحديثة ومدى نجاحها، علما أن الجامعة الجزائرية تتأثر بشكل كبير بما يحدث في حياتها الاجتماعية والاقتصادية، والتأثر بالسلبي جعلها عرضة لانتقاد السلطة والمجتمع. لذلك فإننا نهدف إلى تناول مفاهيم الجودة الشاملة وحالة التعليم العالي وإمكانية تطبيق مبادئ الجودة الشاملة على مستوى التعليم العالي.

كلمات مفتاحية: الجودة الشاملة، إدارة الجودة الشاملة، التعليم العالي، تمكين العمال، التحسن المستمر.

Introduction:

Among the modern concepts that invaded the administrative arena, there is the concept of Total Quality, which focuses on quality and creativity to achieve the efficiency and effectiveness of the organization, which has recently kept the attention of many thinkers in the field of management, as most studies confirm the role of the application of Total Quality Management in achieving the competitive advantage of the institution, by improving its performance, raising its level and increasing the effectiveness of its members in order to meet the challenges of the internal and external environment of the institution, Moreover it insure the continuity of the institution in light of the continuous change that societies are witnessing and has become its hallmark.

Total Quality Management focuses on the culture of perfection and excellence and achieving goals at the near and long terms with high efficiency and with minimal waste. Therefore, total quality management in various institutions is no longer a mere choice, rather it has become a necessity for the advancement of these institutions, and to implement it, these institutions had to face the difficulties and challenges that hinder the development and improvement, and that is by applying the concept of Quality Management, and distinguishing this institution from other similar institutions, through achieving increased production, reducing cost in performance and improving the quality level of the service provided, in light of that, this have a significant impact in higher education institutions because of the linkage and the quality of these institutions with society and its economic, social and cultural educational growth.

Because of the increase in the number of students enrolled in higher education institutions and the global demands of international organizations and bodies to improve services provided to citizens in general and to learners in particular, adding to it the competition between universities in attracting students and the countries having international agreements and associations with international organizations in higher education matter, furthermore the tremendous knowledge revolution that contributes mainly in making a rapid development in changing the perception of the university's outputs in the world because of its importance in the social, economic, scientific and cultural activities of any society, so the graduate or affiliated with the university is no longer seen as a statistical number, but rather as a social actor with a role in bringing about the desired change.

The university as a scientific institution that frames and trains individuals and facilitates their integration into society through their competencies, which the university's overall quality system in developed countries has contributed to creating and keenness to refine it to serve the community, Total Quality Management in higher education sector is one of the main criteria and strategic inputs by which the evaluation and reform of higher education institutions is achieved, knowing that The technological and knowledge change taking place is one of the main reasons that made universities concerned with Quality and its Management and for what is related to the evaluation of the service to its beneficiaries, the well-being of its employees and the improvement of its raising outputs and so leading these institutions towards excellence. However, the position of the Algerian university poses many problems, with regard to its willingness to apply these modern methods and the extent of their success, especially that the Algerian University is greatly affected by what is happening in its social and economic environment, which prompted its officials in charge to carry out many reforms to get out of its crisis and raise the reputation of its outputs. But the reality of the Algerian University today still raises many questions, which prompted us to question through this research paper on the possibility of applying the principles of Total Quality in the higher education sector in Algeria.

1. Total Quality Management:

1.1. The concept of Total Quality Management:

The definitions of Total Quality vary from the diversity of researchers' backgrounds, so that Dudoiskother defines it: "as efforts undertaken by the organization for the continuous improvement of products, services and procedures". And Crosroy believes: "It represents the organized methodology to ensure the progress of the activities that were planned in advance, as it is the ideal method that helps prevent and avoid problems by working to stimulate and encourage optimal organizational managerial behavior in performance using human resources with high efficiency". And as Riley defines it: "As a shift in the way the organization is managed, which includes focusing its energies on continuous improvements for all operations and functions and above all the different stages of work, as quality is nothing more than achieving the needs of the customer (Al-Azzawi, 2005, p. 55). As for Benhard, he defined Quality Management as: "Creating a distinct performance culture in which the efforts of managers and employees are uniquely combined to achieve customer

expectations by focusing on the quality of performance in its early stages up to the required quality at the lowest cost and in the shortest time" (Al-Mahyawi, 2005, p. 150).

1.2. The importance of Total Quality Management

Total Quality Management produces a distinct organizational culture based on the efforts of the employees in order to satisfy customers' desires at the lowest cost, effort and time, as it stimulates capabilities, makes the organization adaptable, continuously improves the quality of outputs, increases the efficiency and effectiveness of the organization, and creates a competitive advantage and high return, in addition to have a sense of group unity, team work and mutual trust between Individuals in the work environment and giving the organization a good reputation in the eyes of customers (Al-Mahyawi, 2005, p. 156).

1.3. Elements of Total Quality Management :

Total quality management is based on a set of elements and is achieved through coordination and integration between these components, the most important of which are:

1.3.1. Quality planning:

The Quality planning is the high vision of the organization's situation in the field of quality and planning, the process of making ongoing decisions based on all possible information and its future implications, organizing the needed efforts to implement these decisions, and measuring results in light of expectations through the availability of a feedback information, Strategic planning is a system for developing strategies, objectives and policies taking into account relevant external and internal environment opportunities" (Dobbins et al., 1997, p.118).

As for strategic planning for quality, it is a clearly defined strategy through which it determines the means of behavior, the goal to be reached, and the way to maneuver in achieving this goal. The dimensions of strategic planning include continuous improvement, competition, prices, needs, following up on changes in the needs and desires of customers, following up on developments, specifications and standards for quality division, developing long-term plans to ensure the quality of service delivery, and following up and examining the effects of applying these plans during and after the implementation of the process.

1.3.2. Commitment to High Management Quality:

The approach to total quality management stems entirely from the interest and commitment of leaders in any organization, Diman used to say a lot that quality is established in the boardroom, and the administrative leader is responsible for quality and not anyone else, it is not possible to delegate another person to bear this responsibility, so the commitment of the high managerial board and its support for implementing quality management leads to engaging in work, boosting the morale of the workers, and encourage them to present all their suggestions and ideas, and reducing the behavior of resistance to change (Al-Tarawneh and Al-Bilisi, 2002, Issue 1, p. 21).

1.3.3. Administrative leadership styles:

Administrative leadership is the essence of the administrative process and its beating heart. Without it, the organizational structure becomes disjointed and unable to achieve the goals for which the organization was set. Leadership is a process of social influence on the individual to urge him to provide support to others in order to achieve the general goal, it is also the role that the person assigned to manage the organization assumes when he influences subordinates (individuals and groups) and pushes them to achieve the goals of the organization by jointing efforts (Tarawneh and Al-Blissi, 2002, Issue 1, p. 25). It is also considered as a system of social influence through which the leader seeks the voluntary participation of his subordinates to reach the goals of the institution.

1.3.4. Focus on the customer:

Focusing on the customer means that the organization designs its services in light of defining the target customer and defining his needs and desires accurately, and not designing the service based on expectations that it will be admired by the customer, this contradicts the philosophy of Total Quality Management because identifying the customer achieves a number of benefits for the organization, the most important of which is improving the organization's returns through gaining customers with a high level of satisfaction, meeting the needs of employees by identifying the level of customer satisfaction with the services provided to him and achieving continuous improvement in an integrated manner (Al-Qahtani, 2001, p. 8). The focus on the customer leads to achieving the competitive advantage, and also the need to focus on the internal and external customer is emphasized, every worker in the organization is an

internal customer and it is difficult to achieve the external customer without achieving internal satisfaction.

1.3.5. Empowering workers:

Empowerment improves the relationship between the manager and employees, as this relationship forms the basis for the success of the methods of development in the field of manpower and its adoption within organizations, empowering workers is to give someone more authority when taking on responsibilities through training, trust and emotional support, and it is also strengthening the capabilities of workers so that they have the faculty of diligence (Al-Barai and Al-Tawijri, 1993, p.202). Issuing judgments, appreciation, and freedom of action in the issues they face during the exercise of their tasks, as well as their full contributions to decisions related to their work, as it is defined as the method that would increase the actual and intrinsic motivation of the workers, it is clear through these definitions that there is a common denominator between them, all of which emphasize the importance of granting power to individuals, the importance of workers' participation in decision-making and the need to provide them with information through training and development.

1. 3.6. Continuous Improvement:

Quality is of great importance in the strategy of competition, whether at the level of local companies or at the level of international trade competition. Today, free trade across the world has created a greater competitive environment, which made quality an essential element in business strategy and quality improvement as a strategic variable in an internationally highly competitive business world, Quality is an important competitive advantage that leads to improving performance, and continuous quality improvement is an essential element of the Total Quality Management philosophy. Improved quality leads to low cost, as fewer errors and repeated actions, less delay, and better use of time and resources.

Although continuous improvement includes incremental changes whose effects can be seen in the short term, but leads to important contributions in the long term, and to reach continuous improvement, the support of the high managerial board is needed and the long-term view is provided, this also requires the participation of all workers in the organization (Al-Shamaa and Mahmoud, 2000, p.p. 225, 227), and the organization must adopt the necessary supportive structures related to training, management and distribution of resources, measures and a reward and incentive system, as well as motivating workers to

accept continuous improvement in performance as a means through which the organization can achieve competitive advantages in the market. Continuous improvement in performance requires motivating employees to be always better than they were, i.e. setting goals to be achieved that require thinking and renewal of these goals for the better in order to achieve complete customer satisfaction.

1.4. Quality Management in Higher Education:

The concept of Total Quality Management and its applications in educational schools began to emerge after the success achieved by Japanese production by invading the American markets and its emergence as a new competitive economic power in global markets and the attempt of American institutions to implement and apply quality management in their factories, which failed due to the characteristics of the existing American society based on the values of competition, individuality, and the incentives that exist between the workers and the leadership and management of the factory, that contradict the values of quality based on cooperation, tolerance, team spirit and cohesion of workers with their leaders, which forced them to try to change the values of the workers in the factory to what is appropriate for the application of quality and to change these values, the American institutions resorted to implementing quality management in the school and implanting new values that are compatible with it (total quality), experimental processes began to take place in the different academic stages from elementary to university education (Al-Shamaa and Mahmoud, 2000, p. 230).

Since that period, several opinions and positions have emerged about the concept of quality management in education, Glasser mentioned an educational statement on the quality of work in education in which he says: "Whenever a difference arises between teacher and student evaluation of the quality of work or the outcome of the test, the teacher must discuss that difference with the concerned student or students as it is from these discussions that students learn ways that enable them to know the assessments and components of quality in work with the necessity to give them renewed opportunity to improve what they do, As the purpose of this evaluation is the process of refinement in order to achieve the desired quality (Kolter and Dubois, 2010, p. 18).

As for Bonstingl, "The teacher and the school, by providing effective teaching tools and an appropriate organizational environment, represent the service provider and the student represents the least beneficiary, therefore, the school's responsibility is to provide education that makes students useful in the

long run by teaching them how to communicate with their surroundings and how to evaluate the quality in their work and the work of others, and how to invest in lifelong continuing education opportunities to enhance their progress, and that the secondary beneficiaries of school services are the parents, guardians and the community who have the right to expect the growth of perceptions, abilities and skills of their children students and the development of their personalities to be useful to their families and society (Stevenson, 1999, p. 52)

We also find that Jomtien and Dakar focused on the role of professors in this process in their definition of the quality of education, as they indicated that it represents: "The introduction of desired learning characteristics through a treatment process based on competent teachers who are familiar with pedagogies, and integrated and appropriate educational methodologies under a fair and equitable system of governance. " (EFA, 2005, p. 29)

The interest in quality management in educational institutions does not mean making educational institutions, especially universities, industrial commercial establishments that seek to multiply their profits by improving their products, but what should be benefited from its applications in education is the development of educational management methods to achieve product quality and in an effort to double the benefit of the first beneficiary of all Educational efforts, which is the society with all its institutions, groups and individuals in the field of education.

The quality of higher education (QAA) is a method of describing all systems, materials and standards used by universities and higher education institutes to maintain and improve standards and quality, including teaching, how to teach students, scholarships and research (Thunks, 1995, p. 32).

It is also a comprehensive and continuous development method of opinions that includes all areas of educational work. It is an administrative process that achieves the goals of both the labor market and students and includes all functions and activities of the educational institution, not only the production of the service but in its delivery, which even involves achieving student satisfaction, increasing their confidence and improving the educational institution's position. locally and practically.

2. The crisis of higher education in Algeria and the problem of quality?

The overall development of any country falls on education in general and mainly on the university as the most important and most effective tool in the development process, It bears the burden of developing of developing the state

organs and institutions and guiding their activities is the right direction that serves the goals of global national development, and the university as the qualified institution to provide various sectors with the leading staffs, the latest developments in the fields of knowledge and training on the latest techniques, on favor to the availability of an academic body that is constantly connected to global sources of knowledge, and to its scientific research that returns to benefit all national institutions by their results and applications.

And the Algerian University, like other Arab and foreign universities, realized the necessity and inevitability of implementing the quality system in higher education despite the delay in the implementation of the political administration in carrying out a reform aimed at promoting higher education to better levels. In 2008, through the issuance of the Education Directive Law which did not directly address and detailed the implementation of the quality system in higher education, but it devoted for the first time the possibility of opening private institutions of higher education and the necessity of monitoring and evaluating them by establishing the National Council for Education (Teaching) CNE. In June 2008, the Ministry of Higher Education, organized an international conference on assuring Algerian university institutions, and a task force tasked by the ministry emerged to think about the project, initially supported by some international experts, and in 2010 the work of the group was demarcated by the decision to establish the National Committee for the Implementation of Quality Assurance in Higher Education CIAQES, and thereafter, tools and means are adopted at the level of institutions called "Quality Assurance Cells" tasked to contribute to the construction and development of this system at the level of each institution.

It ensured the organization of the role of the Quality Assurance Cell; which is a body affiliated to the president of the university, consisting of members representing the various university and administrative components and bodies of the institution. An official for this cell is appointed by the president of the university. The cell prepares an internal law therein, and an annual program that organizes its work. The primary role of quality cells is to contribute to the implementation of the procedures of the assurance system. Quality, and within this task ranges a set of roles (implementation, follow-up, evaluation, formation, information, and communication related to the procedures, operations and objectives of this system at the enterprise level).

The following are the most important roles of quality assurance in higher education institutions in Algeria:

- The cell serves as the interface between the university institution and the national assessment bodies.
- Ensuring the follow-up of the national action program in light of continuous improvement in the quality of training programs, research, and institutional work.
- It organizes notifications about its tasks and improvement about the expected results from the implementation of the quality assurance system.
- Leads the internal division procedures for the areas of governance, training, research and university life, and supports the development of best practices in these areas. In this regard, it prepares procedures and prepares the necessary documents and files.
- Ensures the preparation, implementation and follow-up of internal teaching operations at each level of each institution.
- Coordinates the task of editing internal teaching reports.
- Leading the continuous training of its members in the field of quality assurance.
- Ensures internal and external communication and works to participate in various events in the field of quality assurance.
- Publishes its annual work reports on the university's website.
- The roles of quality assurance cells in higher education institutions in Algeria can be summarized in:
 - The function of internal evaluation of the areas of governance, training, research and university life in light of the quality assurance reference prepared by the CIAQES
 - The function of informing about its tasks and objectives of the quality assurance system and publishing various reports, especially the internal evaluation report.
 - The function of continuous training of its members in the field of quality assurance.
 - Communication functions at the internal and external levels.

But despite these attempts to create quality cells at the university, and the multiple attempts to renew and reform higher education curricula by adopting modern programs and methods that keep pace with changes and challenges and are more adaptable to the current economic and social realities, many researchers and experts unanimously agree that higher education institutions in Algeria

suffer from many problems that impede its development and limit its efficiency, effectiveness and quality, including its inability to absorb new entrants from secondary education at the university, and the stereotypical plans, curricula and educational policies that find resistance on the part of students or professors themselves because of their incompatibility with the reality of education in the Algerian university, because of the adoption of imported models of higher education, the lack of balance between the outputs of higher education and the labor market, the imbalance between quantitative growth and qualitative preparation for university students, the weakness of internal competencies and external efficiency, and the ineffectiveness of guidance devices.

These problems that impede the quality process at the Algerian University, which we have referred to, can be translated and framed in the following elements:

- **Decreased quality of university training:**

University training in Algeria focuses on old and traditional data due to the lack of modern references, this method would support a culture of compliance and fusion, fight innovation and creativity, glorify the idea of obtaining a degree, and do not encourage real, purposeful education and self-reliance.

- **Lack of focus on performance and application aspects:**

As the absolute majority of university training programs are based on the wrong principle that the student who knows and holds a body of theoretical knowledge and a huge amount of knowledge can employ his knowledge in the practical field, and therefore those programs focus on the theoretical knowledge aspects and neglect the applied aspects.

- **Absence of a clear strategy for training and supervision at the university:**

Training programs lack clear and specific goals and lack an evolutionary framework for training that frames their practices and activities.

- **Lack of quality evaluation criteria:**

The Algerian university lacks scientific oversight, as the process of evaluating students is often based on the achievement evaluation and overuse of it without resorting to other types of evaluation, which generated the spread of the phenomenon of cheating and wasting time during exams at the expense of formative programs, which contributed to the low quality of education and its outputs.

- **Weak and outdated education curricula:**

The curricula and instructional methods of the Algerian University suffer from ambiguity and the absence of clear and detailed programs for the academic axes, as they are usually unable to cover all the basic skills for learning because they do not match the developmental needs of society, in addition to the lack of proper organization and planning for the programs used in higher education and reliance only on direct import of courses and programs of subjects for developed countries that do not correspond to the level of the Algerian student and his educational environment, and this is what the university has adopted in recent years through the LMD system, within the framework of reforms that affected all educational phases, this system, is still opposed by the university group (regarding training courses, assessment and evaluation methods).

- **Weak framing process:**

Perhaps one of the reasons for the low quality of education in our country is the lack of qualification of most professors in teaching methods and modern technologies, the ability to research does not mean the ability to teach, assigning some standards to professors who are not in the specialization is due to the inability to apply the curricula and courses, therefore, most Algerian universities depend on a significant number of temporary professors who lack sufficient experience, in addition to the weakness of this last selection and recruitment process, which has become open as positions for pre-specified employment and is not subject to the needs of the department or college at the university, in addition to the quality of the teaching methods used, which is a phrase Students dictate the lectures and memorize them and rewrite them on the exam paper.

- **The authoritarian culture of education:**

The qualitative link of higher education in Algeria with the other stages of education (primary, intermediate, secondary) in its culture, structures, curricula and methods made the culture of education at the university based on the authoritarianism of the professor who delivers and teaches, and the passivity of the student who receives, along with the accumulation of students within the departments, led to a divergence the distance between students and professors and the lack of academic care between the professor and the student. The student is not allocated hours for discussion and advice on certain topics. These inquiries are usually in one direction inside or outside the classroom.

- **Incompatibility of higher education outputs with the labor market:**

The Algerian university suffers from the incompatibility of the contents of higher education with the requirements of the labor market, the skills and abilities needed by the labor market, especially those related to technological and information technologies, are not provided by the university, and if they exist, they are not the required efficiency, in addition, the orientation towards these disciplines is weak because most of the students' attitudes are directed towards the disciplines of social, human, natural or medical sciences, compared to a weak percentage Orientation towards technical disciplines.

3. The elements of total quality at the university:

Deducing from the problems and obstacles that prevent the application of the Total Quality system in universities as a whole and the Algerian university in particular, we see that the components of Total Quality in the university and its pillars that can only be achieved through what follows:

3.1. The quality of the professor:

The professor occupies the first place in terms of importance in the success of the educational process, no matter how good the programs are, they do not achieve the desired benefit if they are not implemented by formed and qualified professors, to achieve this, a number of features must be available to the professor, including personal characteristics, professional competencies, situational experiences, scientific competencies, educational competency, communicative competency, desire to teach, as well as an indicator of the amount of scientific production of a professor that requires criteria to measure his productivity, some of which were suggested: scientific publications, assessments and scientific recognition such as membership in laboratories and scientific bodies (Ciampa,1992,p.43).

3.2. The quality of the student:

The student is the cornerstone of the educational process for which it was established, and it means the extent of his qualification in the pre-educational stages of the educational institution scientifically, healthily, culturally and psychologically so that he can absorb all matters of knowledge, and complete his qualification requirements, thus ensuring that these students are among the graduates who are able to innovate, create, and understand the means and tools of science, hence Total Quality Management TQM sees students as customers and as employees in the educational system (Oakland,1993,p.36,38), and managers must include students in their own learning process, by training them

to question about the learning process, and when students do so, the principals should pay attention to the students' suggestions (participate in decision-making as an effective partner in the educational process).

3.3. Quality of programs and teaching methods:

Educational programs must be comprehensive, deep and flexible, accommodating to various global challenges and the knowledge revolution, in addition to the need to adapt them to global changes, which would make their teaching methods far from indoctrination and exciting the ideas and minds of students through the applied practices of those programs and their teaching methods (Drucker, 1974, p.74).

3.4. Quality of Funding and Expenditure on Research:

Funding for scientific research represents a very important point for any educational system, and without the necessary funding, the education system is unable to perform its basic tasks, but it had sufficient financial resources, its problems became less and easy to solve, and there is no doubt that the quality of education in general represents a variable dependent on how the amount of educational financing is in every field of activity, and arranging the necessary funds to meet education financing is a matter that has a significant impact on the implementation of the planned educational programs (Chemer, 1997, p.79).

3.5. The quality of university administration, legislation and regulations:

There is no doubt that the quality of management in the university institution depends to a large extent on the leader, if he fails to realize the structural approach towards Total Quality Management, and it is unlikely that any success will be achieved, and within the framework of the quality of the university organization, the quality of strategic planning and follow-up activities that lead to creating the culture of Total Quality Management. (Murrel and Merdith, 2000, p.8), as for the existence of educational legislation and regulations, it must be flexible, clear and specific in order to be of assistance to the university administration, it must also keep pace with all changes and transformations around it, and then it must be taken into account because the university institution is existing in a changing world that influences it and is affected by it.

Conclusion:

Traditional patterns of management and education adopted in Algerian universities have contributed significantly to the weakness of the educational and teaching process due to the lack of contribution of education outputs to the development of society and the lack of connection between education specializations and actual community requirements, the strategic choice in light of the contemporary challenges faced by higher education in Algeria is to change the traditional pattern in its management, and to adopt the method of Total Quality Management in its institutions and faculties according to the requirements and characteristics of this method, by adopting a number of foundations through which the principles of total quality can be adapted to suit the reality of university education in Algeria, which is awareness of the concept of Total Quality in university education at all administrative and scientific levels at the university, and the identification of clear and specific goals for the university in which all employees participate, each according to how much can be his contribution, so that these goals have a future orientation in the short and long term, and the use of the problem approach in implementing quality and overcoming the obstacles data it faces and designing educational programs and curricula, choosing appropriate educational methods depending on the needs and requirements of the labor market, achieving integration between the educational programs of the different academic levels over the years of study in the secondary and higher education stages, achieving the rational use of information technology and its activation in various educational activities, openness of the university to the environment surrounding its various institutions, the application of the principles of continuing education, and the continuous training of workers in the processes of Total Quality, and the reliance on self-monitoring and scientific evaluation, all these processes will contribute to improving the productivity of the educational process and achieving an educational product that meets the requirements of local and international development, all of these processes would contribute to improving the efficiency of the educational process and achieve an educational product that complies with the requirements of local and international development.

Bibliography List:

In Arabic:

1. Khalil Al-Shammaa and DhairKazem Mahmoud (2000), The Theory of Organization, Dar Al-Masira, Amman, Jordan.
2. Dobbins Lloyd and Mason Crawford (1997), Quality Management: Progress, Wisdom and Deming's Philosophy, translated by: Hussein Abdel Wahed, Egyptian Association for the Dissemination of Knowledge, Cairo, Egypt.
3. Salem bin Saeed Al-Qahtani (2001), Administrative Leadership: Shifting Towards the Global Leadership Model, Al-Obaikan Library, Riyadh, Saudi Arabia.

4. QasimNayefAlwan Al-Mahawi (2005), Quality Management in Services, Dar Al-Shorouk, Amman, Jordan.
5. Muhammad Al-Borai and Muhammad Al-Tuwaijri (1993), A Dictionary of Administrative Terms, Obeikan Library, Riyadh, Saudi Arabia.
6. Muhammad Al-Tarawneh and Badriya Al-Balisi (2002), Total Quality and Institutional Performance, An Applied Study on Commercial Banks in Jordan, Mutah Journal for Research and Studies, Volume Seventeen, No. 1, Jordan.
7. Muhammad Abdul-Wahhab Al-Azzawi (2005), Total Quality Management, Dar Al-Yazuri, Amman, Jordan.

In Foreign languages:

8. Chemer, M. M (1997): An integrative theory of leadership, Mahwah, Lawrence Erlbaum Associates, N.J. USA.
9. Ciampa, D (1992), total quality: a users guide for implementation, Reading, MA Addison-wesley, USA.
10. EFA, (2005) "Understanding education quality", Global Monitoring Report, USA.
11. J.S. Oakland (1993), total quality management, 2nd, edition, Butterworth Heinemann, Oxford.
12. Kotler and Dubois (2000), Marketing Management, 10th edition, public union, Paris, France.
13. Murrel K. L and Merdith (2000), Empowering Employee, McGraw-Hill, New York, USA.
14. Peter Drucker (1974), Management: tasks, responsibilities, and practice, Heinmann, London.
15. Stevenson W. J (1999), Production operation Management, Mc, Graw-Hill, New York, USA.
16. Thunks, R(1995), Fast Track To quality, McGraw-Hill, Inc, New Yorkus, USA.

كيفية الاستشهاد بهذا المقال وفق نظام توثيق الجمعية الأمريكية لعلم النفس APA الإصدار السابع (7):
FIDMA, A. (2021). The problematic of the application of Total Quality in the Algerian University. *Afaq fikriy*, Sidi Bel Abbès (Algérie), 9 (3), 925-940, lien de la revue <https://www.asjp.cerist.dz/en/PresentationRevue/396>