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Dhib Mohammed	Doctor Department of Sociology, Faculty: Social and Human Sciences, Mohamed Chérif Messaadia University – Souk Ahras Algeria E-mail: m.dhib@univ-soukahras.dz, ORCID : 0009-0009-2274-1217
Mehenna Nassira	Doctor Department of Sociology, Faculty of Social and Human Sciences, University of Souk Ahras Algeria Email: n.mehenna@univ-soukahras.dz, ORCID: 0009-0008-2386-3315
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Abstract This paper aims to highlight the mechanisms for implementing Total Quality Management (TQM) in higher education institutions and examine its role in supporting local community development. The study addresses these issues within the context of global transformations increasingly driven by science and technological advancement. TQM is seen as a modern approach to organizational thinking, guiding how institutions operate internally to achieve better quality outcomes. Higher education has become a growing concern for many countries across all levels. Reforms in this sector receive special attention due to the key role it plays in societal progress. Universities help societies move forward by meeting their evolving needs. They do this by training skilled professionals and preparing future leaders in various fields. However, higher education institutions in the Arab world now face serious challenges. These arise from global changes that have reshaped the world and brought about a new global system centered on science and rapid technological development. This shift relies on advanced and highly competitive technologies. As a result, there is no room for hesitation in launching comprehensive reform programs. Such efforts are essential if institutions are to overcome internal weaknesses and improve performance. Total Quality Management is one of the most prominent trends that have captured the interest of leaders, administrators, and academic researchers alike. It is now widely recognized as a desirable and relevant management concept. When applied in higher education, TQM is expected to bring significant improvements in institutional performance and, consequently, in outcomes. Many global studies that have adopted TQM emphasize the value of this approach. It has proven effective in producing competitive industrial products and, in the educational field, in shaping well-qualified graduates. These graduates are expected to actively contribute to community development in various domains. Based on this, the current study investigates how TQM mechanisms are implemented in higher education institutions and how they contribute to local community development. The main research questions are: Wyat are the mechanisms for implementing TQM in higher education institutions?	

And how do these mechanisms support local community development?

First: Theoretical Framework – The Concept of University Education

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Introduction

1. The Concept of the University

A university is a space where knowledge is creatively acquired, both theoretically and practically. It provides the objective conditions necessary for real development in various fields.

Riyadh Qassem describes the university as a sanctuary of reason and conscience. It is a sanctuary of reason because it believes in it and in the truth it builds. It does not stop striving to refine, develop, and awaken its productive and creative capacities. It is also a sanctuary of conscience because it holds that positive knowledge, no matter how advanced, remains incomplete—if not morally guided, it can become corrupt.

Karl Wilk defined the university as a source of knowledge. Its identity and legitimacy are drawn from this intellectual role that it plays in the life of society (Bawab, 2015, p. 73).

Operationally, a university is the institutional space that brings together various academic disciplines and grants formal qualifications. It fulfills functions such as teaching, conducting research, disseminating knowledge and culture, and preparing human capital for development and community service.

2. The Concept of University Education

Education is a fundamental pillar of society. Its importance in any nation lies in its role as a key means to join the path of human advancement and to take an honorable place among nations. This kind of education must be flexible and responsive to the challenges societies face (Al-Abadi & Hajim Al-Taie, 2014, p. 4).

Modern university education seeks to extract meaningful and impactful knowledge from a vast sea of information. Hence, the focus is no longer on what we learn, but on how we learn.

At its core, university education contrasts with rote learning. It is built on creativity in managing the academic process. It relies on skills such as selection, analysis, and synthesis. It involves discovering connections between seemingly unrelated phenomena. This discovery process leads to new understandings and fresh perspectives (Al-Abadi & Hajim Al-Taie, 2014, p. 5).

3. Principles of Higher Education in Algeria

The policy of higher education in Algeria is built on four core principles:

- **Democratization of Higher Education:** The state aimed to provide equal access to university for all students who completed secondary education, based on intellectual ability and regardless of social status.
- **Algerianization of the Education System:** One of the top priorities following independence was to Algerianize the educational system, especially higher education. This process involved:
 - Developing a uniquely Algerian model for higher education, including curricula and teaching methods.
 - Ensuring that leadership and administrative roles were filled by Algerian nationals.
 - Aligning the goals of higher education with national development objectives.

- **Arabization:** Arabic, being a central component of Algerian cultural identity, was prioritized after independence. Through educational reforms, the government sought to replace foreign languages with Arabic. To support this, a large number of lecturers from Arab countries were recruited to train those lacking proficiency in Arabic (Raqad, 2013–2014, p. 183).

- **Scientific and Technical Orientation:** Economic and social development were major goals after independence. The state adopted a planned economy and introduced national development plans such as the 1967–1969 three-year plan, and the four-year and five-year plans that followed. These reforms led to a focus on scientific and technical education and the need to train qualified technical professionals. This required:

- Expanding technical education and encouraging students to enroll in science and engineering institutes.
- Integrating theoretical and practical learning, so that students could apply scientific theories in fields like industry, agriculture, and medicine (Raqad, 2013–2014, p. 184).

4. Objectives of Higher Education

The goals of higher education include:

- Helping students develop a forward-looking vision. While we cannot slow technological progress, we can prepare individuals to anticipate the future.
- Equipping students with skills to use and apply new technologies, while also nurturing a global technological awareness that supports solving complex problems.
- Fostering creativity. Scientific and technological advancement depends on human intellect. Therefore, higher education must cultivate individuals who can innovate, conduct research, and approach problems creatively.
- Maximizing intellectual potential, especially among those with high cognitive abilities, to prepare individuals to engage with ongoing scientific and technological revolutions. This includes teaching the scientific method, understanding research findings, and using advanced tools and technologies.
- Training graduates who are aligned with the needs of the labor market. They must be capable of adapting to scientific and technological changes with objectivity, realism, and flexibility—not merely passive recipients of knowledge.
- Preparing graduates to participate in a global society that has overcome time and space boundaries, now connected through information networks and international trade.
- Developing a new kind of specialist with broad interdisciplinary knowledge, to address the increasing integration and rapid transformation of scientific fields.
- Emphasizing scientific training, especially in core sciences, as a foundation for societal advancement. Graduates should be capable of applying mathematics, using computers, navigating the internet, solving problems, making decisions, and evaluating production quality independently.
- Shifting the mission of higher education from producing bureaucrats and factory workers to preparing critical thinkers and pioneers who look to the future with independent minds.

Finally, the aim is to instill in individuals a desire to excel. One factor that contributed to Japan's scientific and technological success is the strong moral drive among its people to achieve excellence in their work (Azab, 2011, pp. 98–99).

Second: Theoretical Framework – Total Quality Management in Higher Education Institutions

1. The Nature of Total Quality Management

• The Concept of Quality

In Arabic, the term “quality” originates from the root word jawd (جود), which refers to excellence or the opposite of deficiency. According to Ibn Manzur (1994), when something is described as jayyid (good), it means it

has attained a high standard. The verb *ajāda* means “to do well” or “to perform excellently” in both speech and action (Abdullah Hassan, 2015, p. 21). For example, when one says “he spoke well” or “he performed well,” it implies that the task was done with excellence.

In Latin, the word quality is derived from *qualitas*, referring to the nature or character of something or someone. It does not necessarily imply superiority or perfection but rather a relative concept that varies depending on the perspective of the stakeholder—be it the customer, the designer, the institution, or society.

In English, the term “quality” encompasses multiple meanings. It can refer to a level of excellence or an inherent feature. According to Webster’s Dictionary, quality is defined as a feature of superiority or a degree of excellence. The Oxford Dictionary defines it as a high level of value or standard (Abdullah Hassan, 2015, p. 21).

Conceptually, quality is not limited to products or services. It also relates to processes, individuals, and environments. In this sense, quality represents a distinctive attribute that can enhance value in many dimensions (Iyad Abdullah, 2009, p. 24).

• The Concept of Total Quality Management

Total Quality Management (TQM) is a scientific approach aimed at improving the performance of institutions and their staff. The goal is to provide goods or services that meet customer needs, expectations, and satisfaction. This is achieved through continuous improvement, staff training, teamwork, and involving customers throughout all stages of the process.

Rowell Mille describes TQM as a method that encourages employees to work collectively in a team, ultimately benefiting the customer or end user. According to the British Knowledge Management Association, TQM is defined as a management philosophy that enables an organization to meet customer expectations while achieving its internal objectives (Al-Zabon & Bani Hamdan, 2017, pp. 10–15).

Diane Boone and Rick defined TQM as a set of measurable standards or objectives. It is not an abstract feeling but a concrete goal focused on development and progress, rather than a fixed degree of excellence (Atiya, 2017, p. 20).

• Objectives of Total Quality Management

Richard Furman outlines the main objectives of TQM as follows:

- Focusing on market needs and translating them into applicable design specifications.
- Achieving optimal performance in all areas of operation.
- Establishing simplified procedures for quality implementation.
- Conducting continuous reviews of processes to eliminate waste.
- Developing new performance indicators.
- Understanding competition and shaping effective competitive strategies.
- Establishing an ongoing, never-ending improvement process.

In general, TQM aims to ensure quality across four key areas within any organization:

- The quality of human resources (staff).
- The quality of technology in use.
- The quality of the internal environment.
- The quality of the external environment. (Abo Al-Nasr, 2008, pp. 30–31)

2. Definition of Total Quality Management in Higher Education

Total Quality Management in education refers to a global set of standards for assessment and accreditation. It emphasizes the shift from a culture of minimum requirements to one of excellence and mastery. It positions the future as a target to strive toward, moving away from a backward-looking approach and preparing students for the world they are entering—not the world that once was (Al-Zawawi, 2008).

TQM in higher education is also viewed as a strategic investment. A university's effort to meet the needs and expectations of its clients—students and partner institutions—drives it to adapt continuously. These shifts help align its services with the evolving demands of its stakeholders, thus enhancing the reliability and consistency of its outputs (Ben Araba, 2003, pp. 44–49).

3. The Importance of Total Quality Management in Higher Education

Total Quality Management (TQM) in higher education institutions carries significant importance. Its key benefits can be summarized as follows:

- Identifying and fulfilling the needs and expectations of society and its members.
- Executing tasks efficiently, with minimal effort and cost.
- Promoting core values related to teamwork and collective responsibility.
- Meeting the needs of learners and increasing overall satisfaction among staff members.
- Enhancing the institution's reputation among teachers, students, and the local community.
- Fostering a competitive spirit among educational institutions.
- Ensuring the development of learners in knowledge, skills, and ethics.
- Strengthening trust among institutional staff and deepening their sense of belonging.
- Improving access to clear and accurate information for all personnel.
- Contributing to solving key challenges that impact institutional performance.
- Developing essential skills such as problem-solving, delegation, and initiative activation.
- Ensuring effective and continuous oversight of the teaching and learning processes.
- Achieving financial and qualitative benefits for both staff and community members, while directing these gains toward sustainable community development. (Yusuf Hajim Al-Tai et al., 2009, p. 185)

4. Characteristics of Total Quality Management in Higher Education Institutions

The application of TQM in higher education is associated with several key characteristics, including:

- Organizing and improving the administrative system, with clear definitions of roles and responsibilities.
- Raising the academic level of students.
- Enhancing the competencies of teaching and administrative staff and improving their performance.
- Creating a positive climate supported by a culture of mutual understanding and human relations.
- Encouraging teamwork to strengthen unity and cooperation among all members.
- Increasing awareness and loyalty toward the institution among its stakeholders.
- Enhancing the respect and recognition of the institution at the local, regional, and global levels.
- Continuously improving the educational process and its outcomes.
- Establishing an environment that supports and maintains continuous development.

- Ensuring accuracy in performance from the first attempt, minimizing errors.
- Expanding the knowledge and skills of academic and administrative staff.
- Achieving satisfaction among beneficiaries—students, parents, employees, and the wider community.
- Providing high-quality educational, research, and consultancy services (Sarayrah & Al-Assaf, 2008, p. 16)

5. Principles of Total Quality Management in Higher Education

Higher education institutions must restructure their internal systems promptly to adapt to the evolving social, economic, and technological landscape. Traditional administrative models are no longer adequate. There is a growing need for new administrative approaches that are more flexible, responsive, and capable of leveraging modern technologies (Jaafar Abdullah Mousa Idris et al., 2012, p. 46)

The Concept of Educational Quality in Higher Education Institutions

The educational process, or quality in higher education, is defined as a comprehensive strategy for continuous development. It is the responsibility of the entire university system. This includes textbooks, libraries, students, faculty members, buildings, laboratories, and electronic devices. The aim is to achieve the goals of the university.

The principles of Total Quality Management (TQM) in higher education are not significantly different from the core principles of quality management in the industrial sector. However, the focus here is on human resources, including inputs, processes, and outputs in the educational system.

A. Inputs in the Higher Education Process

Inputs are the foundation for improving the quality of education. Qualified professors, well-equipped classrooms with modern teaching technologies, and motivated students who are financially able to pursue their studies all contribute to achieving high quality in higher education institutions. Often, quality in higher education is perceived as being directly linked to the quality of inputs.

B. The Educational Process

Improving the quality of inputs also means improving the quality of the educational process. This process involves teaching and training, which are inherently complex. These activities are often intangible and difficult to measure in concrete terms.

C. Outputs

The quality of educational outputs refers to widely accepted concepts such as learning standards, acquired skills, and cognitive development. Educational outcomes can be measured. They reflect the relationship between the student's initial state—what they know when they enter the program—and their final state upon graduation.

The quality of the graduate can be defined as the base of knowledge they possess and their ability to apply that knowledge to solve real-world problems. This is particularly evident in the administrative functions of planning, organizing, monitoring, and decision-making (Jaafar Abdullah Mousa Idris et al., 2012, p. 46).

Key Interrelated Elements for Achieving Quality in Higher Education

The main interrelated elements that form the structure of higher education and contribute to achieving quality include the following:

1. Academic Staff

The quality and level of education at a university are more influenced by the quality of its faculty than by any other factor. Academic staff are responsible for designing curricula, determining course content, delivering instruction, and instilling scientific values and ethics in students. The term "academic staff" includes faculty members and their assistants. Their qualifications, achievements, publications, inventions, and awards are key indicators of institutional quality.

What sets world-class universities apart from regular or unknown institutions is the quality of their faculty and the volume of research grants obtained from academic and civic organizations beyond the university.

2. Student Admission Standards

Admission requirements define the type of students that a university aims to attract. In an environment with many universities, attracting high-achieving students enhances academic quality. The difference between entry and graduation levels is often determined by students' competencies at the time of admission.

3. Academic and Professional Programs

Quality in this area involves offering a variety of major and minor fields, ensuring programs are comprehensive and in-depth, maintaining up-to-date content, organizing curricula effectively, and aligning program diversity and objectives with the broader mission of the university.

4. University Administration

This refers to the human element, the organizational environment, the systems, and the capabilities that govern administrative operations at all levels.

5. Infrastructure and Facilities

This includes classrooms, laboratories, libraries, service facilities, and all other resources provided by the university. (Sabri, 2009, pp. 154–155)

. Third: Total Quality Management in Higher Education Institutions and Its Role in Local Community Development

1. Mechanisms for Applying Total Quality Management in Higher Education Institutions

Discussing performance development in higher education institutions stems from a desire to establish a foundation for progress and modernization. It also reflects a need to foster creativity and innovation in a world shaped by the fast pace of human knowledge. This requires reconsidering the role of universities and how they can produce outcomes that align with labor market demands. There must also be a renewed focus on improving institutional performance.

Recent assessments of higher education institutions reveal a steady decline in the quality of services offered. This is most evident in graduates' lack of basic skills and the growing gap between market needs and graduate capabilities. These trends stress the urgent need to find effective solutions. To overcome these challenges, several key factors must be addressed. These include:

- Reshaping the institutional culture. A quality-focused culture differs from traditional administrative culture, which means universities must foster an environment suitable for the application of Total Quality Management (TQM).
- Updating academic systems and teaching methods. Information technology has had a significant impact on university education. Institutions must help students acquire learning skills, especially self-directed learning, and prioritize faculty development.
- Training all university staff on TQM principles and tools. Training should target every level within the institution.
- Offering positive incentives—both financial and moral—to encourage and improve staff performance, boost motivation, and increase job satisfaction.
- Engaging external consultants to support institutional expertise and provide solutions, especially during early stages of TQM implementation.
- Supervising and monitoring work teams. This is essential to ensure tasks are completed accurately and efficiently.

- Aligning university research with community needs. Universities must actively link research with real-world challenges. They are expected to contribute to decision-making, policy analysis, and guide students and researchers to use available knowledge to solve societal problems through self-learning (Sfayeh & Qaroumi, 2017, pp. 212-213)

2. University Education and Its Role in Local Community Development

Universities are responsible for academic education and research. These tasks are carried out by their faculties and research centers with the aim of serving and advancing society. They contribute to intellectual growth, scientific progress, and the promotion of human values. Universities prepare professionals and experts in various fields and equip individuals with foundational knowledge, advanced research skills, and ethical values to help build and strengthen their communities.

Serving society through ongoing interaction with the surrounding environment is a core goal of the university. This involves transferring knowledge and participating in local development programs. Identifying community challenges and allocating institutional resources to solve them helps position universities as cultural and intellectual leaders in their societies.

Today more than ever, universities are expected to serve their local communities and play a direct role in social and economic development. Factors influencing this role include:

- Establishing strong, open communication channels between the university and workplaces, especially production centers, to support mutual goals.
- Involving professionals and technicians from various industries in giving applied lectures and participating in academic boards to share their expertise.
- Encouraging faculty members and researchers to engage with industry and production sites. This helps them understand practical challenges and share their academic insights.
- Designing research plans that focus on solving local community problems.
- Providing university students with field training opportunities at different workplaces, especially production centers, as part of their academic programs (Gharbi, 2013-2014, pp. 151-152)

The most effective organizational structure for linking the university with society depends on each institution's circumstances and the social, economic, and political context of its surrounding environment. Suggested strategies include:

- Assigning each university, faculty, or research center a specific area of concern where it can study problems and offer practical solutions in collaboration with relevant stakeholders.
- Collecting and organizing data on local issues within the university's region, and presenting them to joint committees made up of university members and representatives from production or service sectors. These committees can develop plans and define the university's role.
- Establishing future collaboration between universities and different development sectors through short, medium, and long-term plans. Universities can then align their outputs and programs with national development priorities. (Gharbi, 2013-2014, p. 152)

To achieve development effectively, it is necessary to create a strong link between development plans and higher education institutions. This can be done by aligning higher education strategies with national economic and social development goals. Key objectives should include:

- Expanding educational opportunities to meet workforce needs and development goals.
- Promoting social equity and equal opportunity in admissions across all regions, social classes, and between males and females.
- Improving internal efficiency by reducing waste and loss in the educational process.

- Enhancing external efficiency by updating curricula to align with development needs.
- Providing society with skilled professionals to drive progress.
- Conducting research that offers solutions to real-world challenges.
- Reinforcing values, standards, and policies that support social advancement (Omeyrah, 2012-2013, p. 53)

Conclusion and Recommendations

The advancement of comprehensive development in any country is not solely dependent on the availability of material resources. Rather, the human element is the main driver of progress. Higher education plays a pivotal role in shaping and refining talent, forming the most advanced forms of human capital. To achieve this, universities must adopt modern administrative methods that empower individuals and communities to contribute to development and confront growing challenges.

One of the most effective approaches in this context is the application of **Total Quality Management (TQM)** in higher education institutions. Universities must therefore work to establish a **culture of quality** among their members. Shifting prevailing values, beliefs, and practices toward a new organizational culture is essential to support institutional transformation.

University leadership must also clearly define the **organizational structure**, with special attention to quality-related processes, to ensure continuity and efficiency in outcomes that align with the needs of local communities.

To apply TQM effectively and achieve educational outcomes that contribute to community development, the following measures are recommended:

- Coordinate efforts between higher education leadership—at the level of ministries and universities—to ensure continuous improvement in teaching and learning, keeping pace with modern changes.
- Focus on enhancing the performance of academic supervisors in applying TQM principles and monitor their progress regularly.
- Create a supportive environment—both inside and outside educational institutions—that encourages the spread of a quality-focused culture.
- Anticipate future factors that may influence education to adapt quickly and maintain the required standards without disrupting educational quality or societal values.
- Ensure that educational institutions remain flexible and capable of renewal, whether in programs, goals, structures, or administrative processes, to accommodate new challenges and support societal growth.
- Adjust the university's organizational structure to clearly define the roles and responsibilities of the TQM unit, including the type and method of training required for its team—training that prioritizes innovation and renewal.
- Encourage greater democratic participation in university work and reduce excessive centralization and bureaucracy, which can weaken performance.
- Increase public awareness—inside and outside educational institutions—of the role TQM plays in improving education and in gaining societal acceptance for these reforms.
- Focus more on the **quality** of students than their number. Competition between institutions should prioritize student excellence and potential for social contribution, rather than enrollment figures.
- Expand participation in defining the quality of education—engaging both institutions and the wider community—in a way that directly supports educational improvement.
- Rely on effective leadership in administration, using modern methods of communication and interpersonal relations to foster collaboration and drive motivation toward community development.

- Gain the satisfaction of the local community by meeting its fundamental needs in an efficient and responsive manner.
- Increase funding for institutions and academic programs that are based on TQM and offer direct, tangible benefits to society.
- Establish a **National Center for Total Quality Management** under the Ministry of Higher Education. This center should be responsible for development, implementation, evaluation, and providing the necessary expertise to support educational institutions and their role in society.
- Provide **incentives**—both material and symbolic—to institutions that implement TQM according to agreed-upon standards.
- Organize **conferences and workshops** on quality culture and its role in community development, whether through media, religious centers, or other public institutions.
- Increase **resources**—financial, human, and organizational—and improve administrative processes across the educational system, particularly long-term planning, as TQM implementation requires extended timelines due to training demands, complex variables, and broad societal connections.
- Carry out **continuous assessment and correction** of TQM processes while monitoring educational output to achieve higher quality outcomes.
- Apply TQM to areas such as: curriculum improvement, leadership development, academic supervision, administrative processes, learning resources, student development, evaluation tools, institutional structures, and local community engagement.
- Learn from **international best practices** in countries that have successfully implemented TQM and witnessed positive impacts on their educational, economic, and social systems.

Ethical Considerations

All sources utilized are publicly available historical documents and published scholarly works. The study maintains academic neutrality and respects cultural sensitivity in interpreting both Western and Algerian perspectives. No human or animal subjects were involved in this research.

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Conflict of Interest

The author declares no conflict of interest related to the publication of this article.

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