



Methods of Measuring and Evaluating the Quality of High Education

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Abstract:

In the light of the current rapid changes and developments nowadays, especially the explosion of knowledge and the technological transformation as a result of globalization, the quality of education has become a must, especially with the emergence and spread of accreditation units and ensure the quality in the educational system at various stages. So that, the process of “measuring and evaluating the quality” is an important process not only for the educational institution itself, but also equally for those whom make educational politics and all parties interested in the educational process. Thus, in a response to the total quality standards, it is necessary for the Algerian university to review and reform its educational system, in order to increase the efficiency of the performance and the quality of the university training. Therefore, it will be able to compete with international universities. Quality requires improving the performance of all components of the university system, and to measure this we need methods and tools to evaluate all its components.

Keywords: The quality, Total Quality, High Education, Quality Measuring.

INTRODUCTION

In recent years, higher education has witnessed a radical transformation in teaching methods, education patterns, and fields, in response to a number of challenges represented by the scientific and cognitive explosion and the amazing development in information and communications technology, which led to the emergence of the phenomenon of globalization, and the growth of new industries that led to directing investment in the fields of knowledge. And scientific research. Hence, higher education has become more required than ever to work on human investment with the maximum possible energy, and to strive to achieve quality in higher education in all of its inputs, processes, and outputs (Badrakhan, 2013:61).

University education has an important and effective role in developing society, in addition to creating thought in society, and it (the university) has the responsibility of stimulating the intellectual and cultural movement, increasing scientific research in various scientific, literary and technical fields, encouraging modern scientific discoveries, preparing human frameworks to achieve development, and working to Implementing field studies directly related to community issues and aspirations.

Since the outputs of higher education institutions are the human frameworks that have an important role in developing the various areas of life, political, social, economic, and cultural, and bringing society to the best level, this has led to interest in higher education, and with the increase in the number of students in universities and the increase in the number of educational institutions. Higher education has led to lower levels of academic achievement, especially with the lack of financial resources granted to higher education institutions, in addition to the weak efficiency of university faculty members, low internal efficiency, and its outputs suffer from unemployment, especially in the humanities and social sciences disciplines.

He adds (Battah, 2006) that higher education - also - in the Arab countries is not better off in terms of the progress it has achieved on the quantitative level, and the study conducted by Shanghai University on



distinguished universities in the world indicates that it concluded at the end that out of five hundred (500) A distinguished university in the world. There is not a single Arab university among the 200 universities currently existing in the Arab world. All of this led to the need to pay attention to the concept of quality in higher education (Battah, 2006:115).

Therefore, the concept of quality emerged as a result of the mounting criticism of the low quality of higher education, the high cost and spread of private education, the push for higher education institutions towards autonomy, as well as the intense competition in the labor market between higher education institutions. That is what a study of Lazhar, B.M., et al. (2022) mentioned, where it called on Education institutions to reconsider the education policy system, with the need to adapt academic subject programs to the requirements of the new reality.

Interest in quality is increasing day after day, and the quality of higher education is seen as a priority and necessary for the Arab advancement in times of revolutions and change movements. This is particularly confirmed with the emergence and spread of accreditation and quality assurance bodies for education systems at various levels, so that the process of measuring quality has become an important process not only for the educational institution itself. But also, to the same extent those who make educational policy and all parties interested in the educational process such as students, parents, graduates, businessmen and other stakeholders. This importance is also confirmed in light of the current trends towards establishing “quality measurement units” in universities and schools, to include among their competencies the evaluation of all aspects of the educational system within the institution in accordance with the standards specified by the Quality Assurance and Accreditation Authority (Youssef Djamal El-Din, 2012:264).

Anyone who follows the academic arena notices the extent of progress that many Arab universities have achieved through their advancement on the ladder of international university classifications, and some of them achieving good positions in these classifications compared to before. This is due to the increasing interest in the process of interpolating and measuring performance in higher education institutions and universities through a group of Indicators used to evaluate the quality of educational institutions (Madani, 2021:984).

In addition to the above, interest in quality has transcended the local scope to reach the global level, as today the classification of universities at the global level has become a common process in most countries in a way that has made classifying universities and comparing them on a global basis an inevitable issue, and universities have set among their goals to become international universities, and then there was increased talk about the quality of global higher education.

The concept of quality refers to the ideas, concepts, goals and procedures that lead to the academic advancement of the educational institution to the level of internationally recognized academic standards, and reaching highly qualified graduates who have the same specifications set by the academic standards, making them able to compete strongly with their counterparts in the local, regional and international labor markets as One of the most important means and methods for improving the quality of education and raising its level of performance in the modern era (Abd El-Qader Solaiman, 2012:294).

Hence, learning about methods for measuring and evaluating quality becomes an essential and indispensable part of achieving the culture of quality that all societies today seek to spread and strengthen. Recently, interest in the process of measuring and evaluating performance in higher education institutions has begun to receive great attention because this represents the institution’s ability to evaluate current practices and the extent of their connection to achieving the set goals (Madani, 2021:986).

Through this article, the researcher seeks to answer the following question: How is the quality of higher education measured and evaluated?

In order to answer this question, it is necessary to know the approaches and methods of measuring quality in higher education institutions, and the researcher in this article will focus on the classification presented by Douglas C. Bennett in this regard, where he classifies the approaches to measuring quality into six



approaches, which are summarized in the value-added approach, the value-added approach, and the value-added approach. Which focuses on measuring outputs, results, inputs, reputation, expert evaluation, self-reports, process input and participation rate (Youssef Djamel El-Din, 2012:263).

The importance of the study is evident in shedding light on the methods and tools for measuring and evaluating the quality of higher education, and the impact that the quality of higher education has on other sectors, whether social, economic, or cultural, since the university's outputs are inputs to other institutions, and the interest in quality in higher education is due to the increasing numbers of Students at the university.

The objectives of the study are summarized in the following points:

- Defining the concept of quality in higher education.
- Defining the concept of higher education at the Algerian university.
- Discovering the relationship between quality, evaluation and measurement.
- Identify the methods of measuring quality in higher education institutions according to the classification of Douglas C. Bennett.

Quality Concept:

There have been many definitions for the concept of quality and defining its meaning. Points of view have differed about defining this concept, that is, there is no comprehensive and specific definition for it. Ford in the Middle Dictionary states that quality is derived from the triple verb "serious" and quality means everything well. As for Webster's, he pointed out to the point that quality is a characteristic or degree that something possesses, as it may mean the degree of excellence of a certain quality of the product (Al-Far, 2012:279). In the language, I knew someone who was good, that is, he did good in saying or doing something, and he was good at something and made it good (Ibn Mandhur, 1992:411). Good is the opposite of bad, and something is good in the sense that it has become good. Some of them have referred to the concept of quality as: "excellence and sometimes it means some signs or indicators through which a thing can be identified or its intention understood" (Abd El-Qader Solaiman, 2012:305).

As for the term, there are very many definitions of quality. The International Organization for Standardization (ISO) and the American Society for Quality have defined it as: "The degree to which the apparent and implicit needs and expectations of the consumer are satisfied through a set of pre-determined main characteristics." It is also defined as: "the integration of the features and characteristics of a product or service in a way that enables it to meet specific or implicitly known needs and requirements, or it is a set of characteristics and features of an entity that expresses its ability to achieve the requirements specified or expected by the beneficiary" (Al-Obaidi, 2009:342). From the perspective of the educational process, quality means: "reaching the level of good performance, and it represents behavioral expressions that describe the learner's performance after passing through the experiences of a specific curriculum, and he is expected to meet a pre-determined level of educational mastery (Hamadna, 2014:221).

The British Standards Institute has defined it as: "the integrated characteristics and features of a specific product or service that have the ability to satisfy apparent and implicit desires and needs" (Agadir, 2012:342).

Quality means that it is a system consisting of (inputs, processes, and outputs) and also includes a set of intellectual philosophies and administrative processes used to achieve goals and achieve targeted competencies by raising the level of quality of performance of professors and students alike and continuous improvement of the institution.

It is defined as follows: (Abdine, 2004:306-19).

- Quality is conformity with specifications.
- Quality is freedom from defects (conformity with purpose).
- Quality is achieving customer satisfaction.
- Total Quality Management is a philosophy of continuous improvement.



We can distinguish between three aspects of the meaning of quality, which were referred to by (Babiker, 2006:26), which are:

- Design quality, meaning determining the specifications and characteristics that should be taken into account in planning the work.
- Quality of performance, meaning doing work according to specified standards.
- Output quality, meaning obtaining a product and services according to the expected characteristics and specifications.

RHODES defines comprehensive quality in education as: “An administrative process based on a set of values and deriving its energy from information that employs the talents of employees and invests their intellectual abilities at various levels of organization in a creative manner to ensure continuous improvement of the institution” (Al-Sayed, 1997:367).

Ahmed Derbas Said (1994:22) defines it as: “a comprehensive and continuous development method in performance that includes all areas of educational work. It is an administrative process that achieves the goals of both the labor market and students, that is, it includes all the functions and activities of the educational institution, not only in service production.” “But in delivering it, which inevitably involves achieving student satisfaction, increasing their confidence, improving the position of the educational institution locally and globally, and increasing its share in the labor market.”

Fathi Darwish Oshiba (1999) defined quality in higher education as: “the set of standards and characteristics that should be present in all elements of the educational process, whether related to inputs, processes or outputs, which meet the needs and requirements of society and the desires and needs of learners. These standards are achieved through... Effective use of all material and human elements.” (Lamissi, 2018:26).

W. Davis and Ellison described total quality as: “striving to achieve maximum performance and striving to influence elements that are difficult to control directly through a set of standards and procedures” (Al-Fatlawi, 2008:20).

Total quality management in university education is defined as: “An integrated method applied in all branches and levels of the university to provide individuals and work teams with the opportunity to satisfy students and beneficiaries of education and scientific research and effectively achieve the best educational and research services with the most efficient methods, lowest cost and highest possible quality.” (Al-Nadjar, 2000:73).

As for Taylor & Bogdan, they define total quality management in the education sector as: “a set of standards and standards whose implementation aims to continuously improve educational production and which indicate the specifications and characteristics expected in the educational product and in the processes and activities through which those specifications are achieved to achieve results.” Satisfactory” (Tabet & Sinane, 2015:1081).

The following are some concepts related to quality, which include: (Al-Sarayrah, & Al-Afas, 2006:08)

Institution: means every governmental or private educational institution that offers regular study programs after obtaining a baccalaureate degree and aims to grant an academic degree.

Quality Control: It means a system that achieves desired levels in the product by examining samples of the product. Other dictionaries define it as supervising production processes to achieve the production of a commodity at the lowest cost, with the required quality in accordance with objective standards for the quality of production.

Standard Criteria: These are comparison standards used to set goals and evaluate achievement. These standards may be the current levels of achievement in the institution (for example, the percentage of students who have completed their studies in psychology). These standards may also be levels set by an external body or levels of achievement. In another institution selected for comparison (for example, the number of publications made by each full-time faculty member at a university).



Performance Evaluation: It means arriving at specific value judgments for university activities and programs through the use of some reference standards that help understand and realize the relationship between the various elements of the evaluation. The evaluation is based on specific standards to which all components of university work are subject, which can be measured so that they can Through these criteria, the university's performance and its ability to advance its mission specified in its basic stated goals are judged.

Accreditation: means the total procedures and operations carried out by the accreditation body in order to ensure that the institution has met the quality conditions and specifications approved by the assessment institutions.

From the above it is clear that quality is not a goal, but rather a path through which educational institutions can lead students to excellence, creativity and innovation, and the possibility of subjecting the things to be judged to the international standards and specifications used to judge the outcomes of education using methods of measuring and evaluating its quality.

Higher Education:

Over the past years, higher education in Algeria has witnessed important developments in terms of human and material capabilities, as the number of institutions in the sector increased to more than ninety-three (93) institutions, and the number of supervisors and the number of students also increased. In light of these developments and the current trends of higher education in Algeria, similar to what is happening internationally, and in the face of the urgent need to accommodate the increasing demand for university institutions, the economic transformations and the requirements of the labor market regarding qualifications and competencies capable of responding to these challenges, the challenge of ensuring the quality and type of university training is one of The most prominent thing facing this field at the present time (Ben Om Al-Saad, 2020:8).

These motives led to the reform of the higher education and scientific research sector, according to a strategy aimed at developing the higher education system and enabling it to move to a new phase in which relevance, quality, and governance are consolidated, in addition to establishing a culture of evaluation, activating its mechanisms, and establishing a quality management system in higher education.

Based on the previous presentation, higher education is defined as: “a stage of education that follows the secondary stage and is considered the pinnacle of the pyramid of educational stages, and begins after the completion of the secondary education stage. Many countries, including the countries of the Arab world, require successfully passing the general secondary examination in order to enroll in higher education.” While other countries do not require this, these conditions come from instructions and not from the concept of higher education. Universities, community colleges, and higher institutes are included within institutions of higher education, and their students are granted recognized scientific degrees in various specializations” (Yakoub & Hussein, 2006:21).

It is every type of training or training for research offered at the post-secondary level by higher education institutions. Technical training at a high level can also be provided by institutions accredited by the state. Higher education institutions consist of universities, university centers, schools and institutes external to the university. Institutes and schools may also be established in other ministerial departments (Ghantioui & Kabouia, 2020:64).

It is also defined as: “that education that is based on guidance, counseling, refining students' talents and cognitive abilities, building their personality, developing their abilities, and helping them to highlight and use all their potential in rationalization, development, and innovation” (Al-Tarturi & Agadir, 2009, p. 135).

She defines it (Dridi Noura, 1999:77) and says: “Higher education is not just an extension of the higher education in the sense of completing the post-secondary education stage. Rather, it is a continuation of human efforts for the purpose of advancing the human being and achieving his cognitive ambitions, in



addition to the fact that higher education satisfies the needs of society in terms of experiences.” “Specific skills for the purpose of development.”

We also find those who define higher education as the top of the educational pyramid through which the necessary human capital is prepared to serve society and achieve its progress (Ghantioui & Kabouia, 2020:64).

As for Algerian higher education, **Mourad Ben Achenhou** says: “...it is gradual formation and includes a volume of information included in various scientific lessons that the student absorbs. The sum of this information aims to give him the ability to partially control a specific scientific or technical sector. It is divided into This training is based on educational programs and methods when necessary. This means that higher training is gradual, that is, it takes place through specific stages and periods of time, in accordance with quantitative and cognitive standards and materials, to emphasize specialization in a specific field to form the university graduate” (Dridi, 1999:77).

From what was mentioned above, it can be said that higher education is considered a stage of advanced education that grants the student an academic degree in accordance with the regulations in force in a higher education institution, a bachelor’s degree, a master’s degree, or a doctorate according to the type of specialization, and the value of higher education varies from one society to another. From one specialty to another, the teaching system also varies at this stage depending on the specialty or educational level, whether it is university, institutes, or higher schools.

Quality in Higher Education:

The concept of quality in higher (university) education emerged as a result of mounting criticism of the low quality of education towards autonomy, as well as serious competition in the labor market and global competition between higher education institutions as a result of globalization. This phenomenon prompted many Arab countries to focus on applying the concepts of quality and excellence in Its educational institutions were dominated by traditional education features. Therefore, the International Commission for Quality Assurance in Higher Education spread, which worked to define policies and standards to ensure the quality of programs in this education, and it became obligatory for its institutions to adopt and achieve them in their programs as a basic requirement for recognition and accreditation.

Many Arab countries, including the Algerian state, sought to reform higher education institutions and improve their outputs by establishing and forming specialized bodies and councils for academic accreditation and quality assurance to ensure, by consolidating confidence in their educational programs, that their outputs be aligned with the requirements of society and the labor market (Al-Obaidi, 2009:2).

Quality in education means: “the totality of efforts made by those working in the field of education to raise and improve the educational product unit in a way that is commensurate with the desires of the beneficiary and with the capabilities, characteristics and characteristics of the educational product unit.”

It is also viewed as being error-free or fit for purpose, meaning that the quality of the product depends primarily on the suitability of the goals that have been set” (Abd El-Qader, 2012:308).

The concept of quality in education also relates to all the features and characteristics related to the educational field that show the extent of excellence and achievement of the results to be achieved, which is the translation of the needs and expectations of students into specific characteristics that serve as a basis for generalizing the educational service and providing it to students in accordance with their aspirations (Belkhiri and Shenaf, 2017:243).

The study of **Fatiha Habashi (2007)** confirms that quality in university education is an organizational philosophy and a good culture that the university must adopt to achieve continuous development, and it is based on the following elements:

- Focus on students and beneficiaries.
- Considering it a major part of the university’s strategy.
- Focus on everyone's participation.



- Everyone at the university is responsible for quality.
- It includes all processes and activities that develop and change the university's culture.

Khaled El-Harbi's study (2009) concluded that quality is an administrative approach that can be used in multiple fields, including those related to the educational field. Quality focuses on a set of principles and foundations, including: (the commitment of senior management to apply comprehensive quality, work on customer satisfaction, continuous improvement of the services provided, and employee participation and motivation).

The study of **El-Sherbiny LaHlali (1998:145)** also shows that the application of comprehensive quality management leads to consistent educational performance, taking into account students' needs, ease and effectiveness of communication or joint teamwork, and providing an integrated database about the educational institution.

On this basis, and in the midst of the rapid changes and developments that the world is experiencing at the present time, quality has become an inevitable necessity that must be achieved, and quality in higher education is based on two pillars:(Bouزيد, 2003:145)

- **International or global quality**, means the extent of response or conformity to international quality standards.
- **Pertinence**: It means the extent of responsiveness to the local, regional and national demands of society. Thus, the trend emerged that demands that the university achieve quality (specific goals) in exchange for funding, that is, to direct its training programs and objectives towards meeting the needs of the labor market. Employability has become an indicator of quality. Genesis. Here the extreme and increasing importance of the evaluation process became apparent, such that this quality cannot be proven except through measurement and evaluation.

The Relationship of Quality to Evaluation and Measurement:

Measurement and evaluation represent an important element in the Baldrige model of educational quality. In the Baldrige Criteria for Performance Excellence in Education, which is used by many educational institutions to improve their educational performance through self-evaluation from the institution itself, and external evaluation must rely on measurement and evaluation as a framework for achieving excellence. The purposes of learning were also accompanied by a shift in the philosophy and methods of assessment practices. The focus has emerged on linking assessment to life through adopting Authentic Assessment, which is the process through which evidence is collected about student learning and growth in a real context and documenting that evidence. This type of assessment is called in some literature performance assessment (Hamadna, 2014:224).

Evaluation is a diagnostic and therapeutic process to identify the strengths and weaknesses in the institution's performance in order to enhance the strengths and treat the weaknesses, and take the necessary measures for correction and development. It includes all the activities of the institution (institutional evaluation), and it can also be limited to training or research programs (program evaluation). It can be carried out by the institution, which is called self-evaluation, or by an independent body, which is called external evaluation. Evaluating the performance of the institution (university) and various educational institutions is considered a real gateway to achieving their quality, as quality requires improving the performance of all components of the university system, and to measure this we need standards and methods to evaluate all its elements. (Lamissi, 2018:31)

To make the assessment real, various methods have emerged called Alternative Assessment, which include the use of various strategies, such as evaluating performance, using items in tests that require constructing responses, and evaluating the student's portfolio, instead of being limited to multiple-choice tests.

Evaluation that contributes to ensuring the quality of education must address the two main purposes of evaluation: evaluation to improve learning, and evaluation of learning to identify the quality of its outcomes and its achievement of standards (Hamadna, 2014:224).



Methods of Measuring and Evaluating the Quality of Higher Education:

In this element, the researcher focuses on the classification presented by **Douglas C. Bennett** in this regard. He classifies the approaches to quality measurement into six approaches, which are summarized in: the value-added approach, the approach that focuses on measuring outputs and results, inputs and reputation, expert evaluation, and reports. Subjectivity, process input and participation rate, as will be explained in detail in this article.

Value Added Measure:

This approach is also called the Transformation approach, where Value Added means the improvement that occurs to students in their “abilities, knowledge, and skills” as a result of the education they obtained at a particular university or college. Harvey (1995) describes the process of transformation in higher education metaphorically as how water turns into ice, because it seeks to identify the changes that occur in the overall abilities of students as a result of their studies in a higher education institution (Al-hassnawi & Al-fatlawi, 2013, p: 53).

Measuring the added value here requires evaluating the students’ performance and achievement at the beginning of their entry into college (or before), and evaluating the same students after they have received the full benefit of their education in college (after), and the added value is the difference between their achievement when they completed their education and what they actually had at the beginning. That is, the added value is the difference (or addition) that the university made in their education, and despite the clarity of the logic on which this method is based, we find that evaluating the added value is difficult to implement in practical reality for many reasons, perhaps including: (Youssef Djamal Al-Din, 2012:267)

- **Multiple dimensions of value:** There are many dimensions of value. No university or college develops just one competency among its students. Rather, it tries to develop a large number of competencies. Therefore, value-added measures must aim to measure the different dimensions of value. Hence, it is necessary to develop different measures of added value to choose from. Institutions include metrics that reflect their goals.
- **Difference in institutions:** Not all universities and colleges seek to add the same type of values to the development of their students. Even similar colleges do not have the same goals, and hence we need to measure the added value against the goals that the institution has chosen for itself, and hence any classification of universities in relation to one dimension is a misleading process.
- **Multiple effects:** Effects mean results. The results of university education may take years to express themselves, and they may also appear in the form of improved quality of life in general. We need to evaluate some aspects of the added value of graduates, which may be difficult to evaluate and measure.
- **Complexity and cost:** Measuring value added is a complex and expensive process, especially now that there are no serious metrics by which we know whether students have actually learned or not.

Therefore, student learning must be an essential component of any attempt to measure the quality of an institution or program, which means that we need something that measures the knowledge, skills, and abilities that students have developed in a particular college or university. This assessment is missing, but it is needed to improve our understanding of options. Politics between acceptance, productivity and quality in higher education.

Measuring Results:

The second strategy for measuring and evaluating quality lies in measuring the outcome of university education, meaning evaluating students upon their graduation (or shortly thereafter) in the knowledge, skills, and abilities they have acquired. It is easy, for example, to measure the percentage of students who continue and enroll in graduate studies, and in the best cases, these measures seek to evaluate the quality of the institution with regard to the percentage of graduates, not the achievement of graduates, and the most widely used indicator at present is measuring retention rates. That is, what percentage of those who enroll at a



particular institution continue in the program and eventually earn a degree? This rate tells us the percentage of the institution's students who continued on to college, and the percentage who benefited from the full program offered by the institution, but it does not tell us anything about what the students actually learned on their path to obtaining the degree.

Retention rates are one useful measure of outcomes, but we need other measures of outcomes that can evaluate student achievement across various dimensions (writing, quantitative abilities, problem-solving abilities, ability to understand their own cultures and the cultures of others, developing a sense and sense of responsibility...), If we have such metrics, we can use them to measure value added (Youssef Djamal El-Din, 2012:268) Thus, knowing the extent of students' ability to solve problems in creative ways and the ability to make decisions in situations that require speed of implementation (Matoug, S. B., et al, 2024).

Input and Reputation: It is linked to the evaluation of quality in higher education as an annual classification carried out by the U.S. news and world report journal. Its legitimacy as a measure of quality in higher education in general? But how do we measure?

The **USNWR** approach is concerned with classifying the changes that occur annually, but it collects several different types and mixes them together into one group to classify different types of institutions. It mainly uses data about inputs, reputation, and outputs (Youssef Djamal El-Din, 2012:268). We discuss them as follows:

Input:

This approach is based on the idea that the quality of inputs in the educational institution leads to the quality of education. If the university has good human resources (faculty members, administrators, students...) and good material resources (buildings, equipment, libraries, laboratories...), strict laws and regulations, and adequate auxiliary services were a good and fruitful education (Bashiwa, 2017:62)

Input measures are at best an overview of what a quality indicator might look like, as the focus is on program inputs and not the characteristics of the program itself. We do not know much about what goes on within the content of programs that contribute to student learning. Are more resources being translated into better education? For students. So far, there is no research linking these resources as inputs to added value (Youssef Djamal El-Din, 2012:269).

Outputs and Results:

This approach focuses on the outcomes and outcomes of education and considers them a good measure of quality, as it emphasizes the importance of what the student actually learns, including the percentage of graduates from a college and enrolled in postgraduate programs, or the ratio of PhD holders to graduates, and also scientific production, especially articles or studies published in Reputable journals (Bashiwa, 2017:62).

Reputation Metrics:

The journal surveys the opinions of presidents and deans of institutions of the same type, and asks them to rank 12 universities according to a five-point scale (from distinguished to marginal). It is considered a superficial introduction, especially since it asks experts, but how can an expert working in a particular university know the quality of education in other universities, and to what extent? He can evaluate two or three universities at most, not 12 universities, and so we find that in Some experts often refuse to participate in it, seeing it as a mere exercise based not so much on expert judgment as on reputation.

Some of the selection measures for this entry rely on reputation measures. It collects statistics that measure the number of students who want to attend a particular college, how many strongly desire to do so, and the greater the number of students who want to attend a particular college, the higher its position in the rankings, but in the end, it does not tell us whether the students have learned or not (Youssef Djamal El-Din, 2012:269).

Expert Evaluation: Templeton Guide:



It is an alternative to the input and reputation approach that USNWR relies on. It relies on evaluation by experts. In seeking to identify and focus attention on colleges that encourage characteristics of development, the Templeton Foundation invites colleges and universities to identify their programs in categories such as: academic integrity programs, civic education programs, spiritual growth programs, and a group of experts evaluate the description of these programs using specific selected criteria, and therefore it is more than an entrance to reputation as the experts evaluate the description of the program (Youssef Djamal El-Din, 2012:270).

Since this approach relies on the opinions of experts (deans, professors, researchers...) in issuing judgments on the quality of educational and training programs, which tends to be biased in decision-making.

Self-reports: The College Result Instrument:

It is another approach to evaluating quality that includes asking students to judge for themselves the extent to which they have benefited from the college or university. In such an approach, a questionnaire or survey can be used that is conducted on students or recent graduates, as it measures whether the students or recent graduates believe that their university education has helped develop their skills in relation to specific abilities such as the ability to think critically. This entry was developed by the Higher Education Research Institute and includes multiple types of questions. It is considered a one-dimensional classification. The classification combines the graduate's profile, values, abilities, and acquired skills, in many dimensions, and the tool's design method helps new students make choices from among a group. Colleges or universities they may be able to attend (Youssef Djamal El-Din, 2012:270).

Operations and Participation Rate:

Another approach to assessing quality in higher education is asking students whether they did well when they were in college, and what they signed up for. It asks students in a particular college how many papers they have completed each semester, providing evidence that the processes or activities in question are relevant to student learning, whether they can speak regularly with a faculty member outside the classroom, and whether they participate in Musical or other extracurricular activities. The best model for this approach is the National Student Engagement Survey prepared by the Carnegie Foundation for the Advancement of Teaching, where students were asked about how opportunities for participation were provided to them while studying at their colleges, and also questions about the extent of their learning. Each of these items in the survey was based on research evidence linking it to learning. Students, it collects a large collection of data about what is happening within the college, and also accesses a profile of the college and the university (Youssef Djamal El-Din, 2012:270-71).

Measuring Quality from a Comprehensive Perspective:

This approach takes into account most of the elements of the educational process, in addition to the relationships between the components of education, including inputs, processes, and outputs, and the relationships between education and society, and therefore the interests and goals of students and business owners must be taken into account (Bashiwa, 2017:62).

Hence, the comprehensive approach attempts to overcome the partial nature and limited outlook that characterize other approaches, such as (the approach to measuring quality in terms of inputs, outputs, processes, according to expert opinions, etc.), which are the approaches that led to highlighting the necessity of a comprehensive treatment. Examples of measuring quality from a holistic perspective include using indicators of the quality of educational systems, and having students evaluate the quality of teaching.

In recent years, classifications that rely on cost measures, especially cost per student measures, have become widespread. Input and reputation measures have also spread as measures that use survival rates as the only output and do not put more effort into evaluating the added value.

At the same time, efforts must be made to develop value-added measures that focus on the basic competencies that must be acquired during university education. We cannot evaluate the different competencies using multiple-choice tests, but this needs to include problem-solving skills and performing



the tasks they face regularly. After graduating from university, this is undoubtedly a process that requires great experience and mobilization of resources (Youssef Djamal El-Din, 2012:271-72).

From the above, we conclude that the comprehensive perspective requires the cooperation of researchers from all disciplines in measuring the quality of higher education, and this process is not limited to one researcher in a specific specialty or a group of researchers in the same specialty.

Standards and Indicators:

This measurement and evaluation rely heavily on quantitative indicators to judge the quality of the institution, such as the number of academic activities, the size of the library, the number of enrolled students, and the results of course tests, in addition to looking at the awards the institution has received. Or by looking at the characteristics of the students, such as the quality of the programs offered to them, the number of those holding a doctorate degree, or by looking at the research publishers belonging to this institution. Some scholars believe that the quality of the student is related to the quality of the department, so they look at the results achieved by the students, and some of them look at the quality. In terms of the colleges' content of faculty members, students, programs, facilities, etc. (Bashiwa, 2017:62).

Standards are the level of conditions and requirements that an institution or program must meet to obtain accreditation or certification from a quality assurance or accreditation body. These conditions include expectations about quality and include a group of elements such as: human resource development, material resources and capabilities, information and decision-making, teaching and learning, graduate studies and scientific research, international relations, community service and environmental development, student participation in university activities, student support, intellectual property protection, competitiveness and excellence (Youssef Djamal El-Din, 2012:272).

It should also be noted that some quality assurance bodies set standards for quality by specifying the processes and practices required in quality systems. Hence, they use them as benchmarks for relative judgments (Al-hassnawi & Al-fatlawi, 2013, p: 53). Other bodies determine indicators by which system performance is measured. In these entries, we find that terms such as “performance indicators” and “quality indicators” such as (standards and benchmarks) are used in the same sense (UNESCO, 2011).

Plermo & Carroll (2006) consider that key performance indicators inform higher education institutions about their success in the direction of their mission, and also represent a tool for tracking progress towards their strategic goals, and directing and prioritizing behavior towards achieving these goals (Al-hassnawi & Al-fatlawi, 2013, p: 53).

Measuring And Evaluating Quality and The Necessity of Achieving a Balance Between Quantity and Quality:

There is a lot of controversy surrounding the comparison between both quantitative and qualitative methods and the validity of each to ensure reaching the greatest degree of accuracy and objectivity. It has become common to favor quantity over quality in many social and educational research and studies on the basis that quantization in its various forms is more concise and accurate in Expression: This debate has moved from the fields of economics, media, and other fields to the field of education, especially when talking about quality, which has come to be seen as falling on the side of quantitative measurement. However, it can be said that the development processes in measuring quality have begun to move towards achieving a balance between quantity and quality and combining them in more than one way. Also, quantitative analysis may not be appropriate for some topics that subjecting them to quantitative analysis could falsify their understanding, measurement, and prediction of their future path. There are topics whose study requires a focus on quantitative analysis, and hence the two methods must be taken into account when studying the educational and societal reality so that any separation between them does not lead us to distort the educational reality.

Quality measurement processes and accreditation requirements currently depend on sources of ready-made data in records and documents, as well as on field data collected using interviews and other methods that



combine quantity and quality, although the process of combining quantity and quality still requires more studies in the field. Quality of higher education.

Thus, with the increasing interest in the quality of education and the urgent need to achieve excellence in higher education, there is an increasing need for standards to measure quality to serve as clear, tangible evidence that shows quality and the extent of its development. In this context, when searching for better measures of the quality of higher education, student learning or value-added measures of student learning come to the fore. It is the gold standard and most appropriate for educational policy that helps achieve continuous improvement in student learning at all levels and from the perspective of students, the institution, and society. Any deficiency in this systemic approach will leave educational leaders without foundations and evidence to help them determine the costs, benefits, and effectiveness of their policies.

This also confirms that the importance and necessity of paying attention to student learning in higher education requires faculty members to employ formative evaluation strategies for the learning process and its results, and the importance of channels of communication and feedback for improvement and institutional development (Youssef Djamal El-Din, 2012:273-74).

From the above, we can conclude that quality in higher education includes a wide range of topics, and therefore a comprehensive evaluation cannot be conducted by relying on a single method and approach and from a single perspective, and quality in higher education is affected by factors that are closely related to each other and for To give the most appropriate evaluation of quality, the person conducting the evaluation and measurement process must look into the largest possible number of necessary and interrelated factors.

CONCLUSION:

The progress of nations depends on the developed and advanced knowledge they possess, and the educated human capital capable of production, creativity, competition, and achieving the best rates of high-end human development and positive investment of their natural resources. Knowledgeable nations are strong nations that consider that the educational, pedagogical, and research system constitutes the foundations for the development of society.

Therefore, the need to apply comprehensive quality standards in our educational institutions appears to be more than a necessity, and a system for. M. We can apply to it the foundations and concepts adopted in comprehensive quality management, provided that the conditions required by such a system are provided, and we strive diligently to eliminate the difficulties facing the application of comprehensive quality in higher education institutions, the reasons for which are due to the following: (Al-Bakri, 2002:10)

- The prevailing organizational culture in educational institutions is not compatible with the culture that is consistent with the requirements of applying the total quality management approach, at the level of organizational cultural dimensions (leadership, structures and systems, continuous improvement and innovation).
- The academic, administrative and financial conditions prevailing in universities are not compatible with the requirements of applying comprehensive quality management, at the level of the current education philosophy and objectives, the structures and patterns of university education, the performance of faculty members, the tools of the educational process, the system of graduate studies and scientific research, the financial capabilities and financing of university education that is based solely on funding. Government.
- Centralization in educational decision-making and quality management requires a flexible and decentralized system that allows freedom and creativity in work away from administrative complexities.
- Weak efficiency of some administrators and some qualified academic leaders in the field of total quality management.
- The quality of service provided to students is not consistent with what the quality system requires.
- The noticeable disconnect between the education sector, the economic sector and the labor market.



- The mentality that is resistant to change prevails among those affiliated with the university (faculty, students, administrators) in the absence of conscious awareness-raising and recruitment policies that rely on persuasion, dialogue and consultation as an approach and method.

Finally, what we would like to emphasize is to raise the Algerian university to the ranks of international universities, through:

- Emphasizing the necessity and importance of following up on the results reached by the newly established quality assurance and accreditation bodies in the Arab countries, because this will help support and improve the idea of the framework and the comprehensive approach to measuring and evaluating quality.
- The necessity of developing and initiating a national program and paying attention to the issue of quality and its management at the cultural level.
- Benefiting from the experiences of developed countries in this field, which began paying attention to quality, its applications and management more than half a century ago.
- Forming quality councils at the level of university institutions and higher schools, to follow up and apply the concepts of total quality management, and develop mechanisms for implementing them in those institutions.
- Changing the culture and administrative structures is a prerequisite for the success of this method, and the goals will not be achieved except by bringing about fundamental changes in the structures of universities and their relationship with society.
- Paying attention to administrative education and education in order to achieve quality for students and workers in the stages of pre-university education and university education and spreading the culture of quality in society as a whole and not only among specialists.

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