

University Governance And Its Role In Ensuring The Quality Of Higher Education In Algeria (Reality And Challenges)

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Abstract:

The university is considered the engine of development and social and economic advancement. Therefore, governance in universities has become a timely topic that the majority of countries around the world, including Algeria, are focusing on. It has become an indicator of achieving quality as a strategic necessity imposed by the challenges of the information age, which require universities to enhance the efficiency and effectiveness of their administrative and pedagogical performance. The pillars of governance based on transparency, participation, responsibility, and accountability are keys to activating outstanding performance that enhances the university's outputs in the face of global competition. However, this is accompanied by many difficulties and challenges. This study aims to highlight the role of university governance as a regulatory tool and the potential for its application as an assurance of quality in higher education, aiming for the desired cultural advancement to achieve quality, excellence, and distinction in higher education institutions. Like other countries, Algeria is striving to raise the level of its university institutions to ensure the quality of their performance by adopting university governance and identifying the obstacles and challenges it faces in achieving this.

Keywords: university governance, quality, higher education institutions, Algerian experience.

Introduction:

University governance is among the modern administrative methods adopted by higher education institutions, as the higher education sector has witnessed significant and profound changes to keep pace with regional and international developments by reviewing strategies to ensure quality and excellence in performance.

Based on this foundation, Algeria has worked on adopting mechanisms and principles of governance as a system based on transparency, accountability, and independence. To achieve this, it has worked on providing the suitable and supportive environment for implementing this administrative approach to ensure quality and excellence, thus enhancing the efficiency of Algerian universities and achieving their quality. However, this is accompanied by several difficulties and obstacles.

Therefore, the following problem statement can be posed:

How does the implementation of university governance contribute to ensuring the quality of higher education in Algeria?

Study Objectives:

This study seeks to achieve several objectives, including:

- Understanding the concepts related to university governance and the quality of higher education.
- Explaining the role of university governance in ensuring the quality of higher education.

Significance of the Study:

The significance of the study lies in its aim to shed light on the concept of university governance, its application principles, and focusing on its reality in Algerian universities by clarifying its position and role in ensuring the quality of higher education, as well as the challenges it faces.

Methodology:

To address the posed problem statement and achieve the desired objectives of the research, a descriptive-analytical methodology was adopted. This involved defining the study's terminologies, analyzing the reality of university governance in Algerian universities, explaining its

role in ensuring the quality of higher education, and identifying the main difficulties and challenges it faces in achieving this goal.

1- Concept of University Governance:

University governance is considered one of the fundamental elements for reforming higher education. Therefore, some relatively recent definitions of this concept will be highlighted, along with an explanation of its importance and the components that support the implementation and establishment of its basic principles.

1.1- Definition of University Governance:

The concept of university governance has emerged recently due to the significant contributions universities make in various aspects of development in most countries worldwide, including social, economic, administrative, political, and health-related aspects, among others. It is an important and vital part of the public domain, with reciprocal relationships with society. The highest goals of the university can be summarized into two main objectives:

The first is to provide quality education, pushing cohorts of graduates qualified to fill vacancies in various state institutions in accordance with their needs. There should be alignment between societal requirements and the quality of graduates.

The second goal is to serve society by interacting between the university and the community, contributing to problem-solving in various fields through research, industrial workshops, educational, social, agricultural, and other areas.

Universities are a vital artery for building and educating society, aiming to elevate it to the highest levels of knowledge and civilization for present and future generations (Nasser, Vol. 1, No. 2, 2012).

Due to the multiple definitions of governance, some will be addressed. University governance has been defined as: "The method through which universities can direct and manage their activities to ensure quality and excellence in performance by following effective plans and methods, particularly towards achieving their goals. This includes the participation of all relevant parties, such as faculty members and staff, in the process of reforming teaching programs and decision-making, while providing

the appropriate organizational structure according to changes in the university's environment, amidst the availability of mechanisms for transparency, accountability, independence, and effectiveness" (Al-Ashhab, Vol. 4, 2020).

University governance is also defined as: "The application of quality standards in the university to achieve the integrity of its orientations, the quality of its decisions, and the integrity of the behaviors of its individuals through a set of laws and systems that ensure the application of principles such as independence, academic freedom, participation in decision-making, transparency, and administrative and academic accountability. This leads to achieving organizational and academic effectiveness and improving the quality of inputs, processes, and outputs of higher education to meet the goal of ensuring quality in higher education" (Sanaa, 2016/2017).

Furthermore, governance of higher education institutions is defined as: "The application of quality and excellence standards governing the performance of higher education institutions to ensure the integrity of their orientations, the correctness of their actions, and the integrity of their behaviors. This ensures the achievement of transparency, accountability, and participation by all parties, prioritizing the institution's interests over individual interests, leading to the development of institutional performance and the protection of the interests of all relevant parties, whether direct or indirect, in the institution" (Khadija, December 2017).

Based on the review of the previous definitions of university governance, we can draw the following conclusions:

- There is no unified definition of university governance due to differences in researchers' perspectives and democratic management styles.
- There is a positive relationship between implementing governance and achieving quality in higher education institutions through the realization of their goals and strategic plans by activating participation from university members on one hand, and from civil society, economic institutions, and others on the other hand.

Based on the above, we conclude that university governance as a mechanism or strategy enables higher education institutions to achieve quality performance and achieve their goals through mechanisms of integrity, transparency, accountability, and freedom in making necessary decisions.

2.1- Importance of University Governance:

University governance holds significant importance as higher education has undergone radical changes in recent decades. It provides the organizational structure through which the university's goals can be achieved, its means reached, and performance monitored. The importance of university governance can be identified as follows:

- Increasing pressure on higher education institutions due to the growing social demand for higher education, particularly with the inability to meet the demand for all applicants due to limited capacity.
- Emergence of new types of education provided by various educational institutions, whether governmental or private.
- Rise of new patterns of education such as open and distance learning.
- Growing internationalization of higher education.
- Research, innovation, and utilization of field knowledge production.
- University no longer being the sole producer of knowledge, leading to its detachment from the socio-economic environment - Governance helps universities achieve their goals through the best possible means, revealing performance deficiencies and output weaknesses (Fatima, December 2020).
- Creating independent institutions with governing bodies responsible for defining their strategic direction and ensuring effective management.
- Helping universities achieve their goals through the most effective means, by revealing performance deficiencies and output weaknesses.
- Ensuring a balance between long-term strategic responsibilities and short-term operational responsibilities.
- Enhancing competitiveness and avoiding administrative and financial corruption of universities, ensuring their resources and best investment.
- Ensuring the rights and interests of administrative and academic staff without discrimination.

- Governance is a system of self-regulation and supervision, which leads to the proper application of legislation, thereby improving management and ensuring the rights of employees, achieving societal satisfaction with universities and their performance.
- Assisting university management in formulating and building a sound strategy and ensuring effective decision-making for performance efficiency (Al-Ashhab, Vol. 4, 2020).
- Avoiding any risks or conflicts within the university that hinder performance quality.
- Improving pedagogical and administrative practices in the university, achieving justice, integrity, and transparency in all its dealings by separating organizational ownership, administration, and performance oversight.
- Providing guidance to universities on how to best comply with standards and standard practices (Zahra, 2019/2020).

1.3 University Governance components: Governance requires a set of components to support the application and establishment of its basic principles specified by the provisions of supervision and control over the policies, procedures, and decisions made by university leadership. The prominent components include:

1. Full conviction among university administrations to accept its rules and principles of supervision and control, which is important and fundamental.
2. Trust among relevant parties in universities from administration to staff.
3. Clarity of legislation, policies, rules, and governing principles, as clarity is crucial for facilitating the application of specified rules and principles.
4. Clarity in the possibility of implementing governance mechanisms intended to achieve accurate and clear results.
5. Advanced communication system with modern technologies to facilitate the required communication and reliance in the field of scientific research.

6. Effective policies and procedures including guidance, direction, and identification of positive and negative positions.

7. Selection of university leaders based on competence, experience, and academic qualifications.

8. Conviction in the principles of governance and the availability of components for their application in universities, making the latter keen on the proper implementation of its stages. (Al-Ashhab, Volume 4, 2020).

1.4 University Governance Principles: University governance is based on several principles to ensure the quality of higher education, including:

- Disclosure and transparency: Includes disclosure of educational policies, university executive policies, expressing opinions, ideas, collaboration, and coordination among university members.

- Maintenance of the rights of university council members: Allowing council members to express their opinions, participate, discuss, and accept their proposals, with providing financial and administrative incentives.

- Ensuring the rights of stakeholders: Refers to those benefiting from the existence of the university, whose rights can be preserved through the implementation of educational policies, providing students with knowledge and qualified graduates to efficiently promote development.

- University council responsibility: Clearly defining tasks and responsibilities for all employees, leading to management practices consistent with governance principles and mechanisms according to legislation.

- Avoiding conflicts of interest for university council members: Directly affects university management and yields adverse results.

- Authority: Referring to the authority granted to university administrators by government bodies, exercised through their delegates, deans, department heads, etc.

- Representation: Effective university governance requires professional and student representation at the college and university council levels, as well as in the university's external environment.

- Participation: Where governance stakeholders participate through their representatives in all matters.
- Evaluation: Periodic evaluation at the department, college, and university levels involving relevant stakeholders.
- Accountability: Concerns authority holders and responsibility at the university level from internal and external parties. (Al-Ashhab, Volume 4, 2020).

From the above, it is clear that university governance is a relatively new term aimed at reforming higher education. It has characteristics that distinguish it from governance in economic institutions, for example. It is based on several principles to perform its supervisory and managerial role in universities to achieve the desired goal of quality higher education, making the university a prestigious institution at both the local and international levels through its visibility and the classification of its researchers' work...

2. Concept of Quality in Higher Education:

Quality in the field of higher education is one of the means of advancing and improving education, especially in the era of globalization. It has become an urgent necessity that compels all higher education institutions to enhance their performance and improve their outcomes. Therefore, we will address its definition and outline quality standards.

2.1. Definition of Quality in Higher Education:

Researchers have differed in defining quality. Hence, we will focus on quality in the field of higher education by proposing the following definitions:

- Quality in higher education is defined as: "The ability of a set of characteristics and features of the educational product to meet the requirements of students, the labor market, and society, as well as all internal and external stakeholders. Achieving educational quality requires directing all human, political, systemic, curricular, and infrastructural resources to create favorable conditions for innovation and creativity." (Al-Tafi, 2008)
- Or it is: "The process of documenting programs and procedures, and applying systems, regulations, and guidelines aimed at achieving a

qualitative leap and elevating the level of students in all cognitive, physical, psychological, social, and cultural aspects. It can only be achieved by mastering and managing work effectively. It also translates specific student needs and expectations, through which teaching methods can be developed." (Yousef, 2009)

From the above, it can be concluded that quality in higher education consists of the total characteristics and qualities that should be present in pedagogical methods and curricula to equip students with knowledge, skills, and experiences to prepare them as distinguished university graduates capable of achieving their own goals and the goals of society.

The governance of higher education institutions involves the application of quality standards and excellence systems that govern the performance of these institutions to achieve the integrity of orientations, the correctness of actions, and the integrity of behaviors. This ensures transparency, accountability, and participation by all stakeholders, prioritizing the institution's interests over individual interests. This leads to the development of institutional performance and the protection of the interests of all relevant parties, whether direct or indirect, in the institution. (Al-Ashhab, Volume 4, 2020).

2.2. Quality Standards in Higher Education:

Quality standards in higher education are diverse, with some of the most important including:

- Faculty Quality Standards: Here, quality is manifested in the practical, behavioral, and cultural qualifications of professors to enrich the educational process. Consideration should be given to the size of the faculty, their competence, contribution to community service, and respect for learners (students).
- Student Quality Standard: Equipping students academically, socially, and culturally to absorb knowledge effectively, considering factors such as student population, average student cost, services provided to them, their motivation, and readiness to learn.
- Curriculum Quality Standards: Based on the principle that the student is the center of the educational process, curriculum quality enables students to guide their studies and research, form their personalities, reinforce or

change their attitudes, and create new skills to enrich their academic achievement. The measurement of curriculum quality lies in its level, content, method, and its ability to express reality, in line with technological changes and knowledge developments.

- **Quality Standards for Educational Programs:** Programs should be characterized by inclusiveness, integration, depth, and flexibility to accommodate the rapid developments occurring today in all fields. Traditional teaching methods such as rote learning should be abolished, and efforts should be made to make class sessions more exciting and engaging, with the learner at the center of the educational process. Learners should be involved in delivering lessons to motivate them to search for and present information.

- **Quality Standards for Teaching Methods:** It is essential to achieve integration in theoretical and applied teaching processes and link them to reality (environmental problems) so that students can comprehend and apply them in their life experiences.

- **Student Assessment Quality Standard:** Teachers should diversify their use of student performance assessment methods, with a commitment to objectivity, transparency, fairness, and continuous training on assessment. They should select the method that accurately determines the student's level and measures learning outcomes, such as establishing an effective system for evaluating their performance.

- **Quality Standard for the Relationship between the Educational Institution and the Community:** The educational institution should interact with the community in all its productive and service sectors, meet its needs, and be capable of solving its problems by offering specializations that serve the job market.

- **Quality Standard for Physical Resources:** It relies on providing buildings, halls, auditoriums, equipment, and their ability to achieve objectives, and the extent to which students benefit from information banks, offices, and internet spaces, as this affects the quality of education in terms of implementing plans or programs that have been prepared.

- Performance Evaluation Quality Standard: It is achieved through evaluating all the aforementioned standards to ensure the quality of higher education and progress. (Khadija, December 2017)

It can be concluded that all these aforementioned standards play a significant role in ensuring the quality of higher education and the advancement of higher education institutions, especially in the current technological development era we live in.

3. The Role of University Governance in Ensuring the Quality of Higher Education: Globalization and the freedom of student mobility have created significant challenges for universities worldwide. Over the past two decades, reforms targeting universities have been observed in most countries globally, aiming to bring about changes in higher education through the implementation of tools that lead to coherence between programs, thus improving quality.

3.1 Principles of University Governance as an Approach to Ensuring the Quality of Higher Education: The application of quality standards governing the performance of higher education institutions ensures transparency, accountability, and participation by all stakeholders, prioritizing the university's interests over individual interests. This leads to improved performance and protects the interests of all parties involved through:

Quality of Higher Education in the Context of University Autonomy: University autonomy lies in its independence from various state institutions and agencies. This independence includes the freedom of universities to make decisions regarding their internal affairs, whether related to academic work or various administrative aspects, as well as absolute freedom in managing their financial affairs and setting priorities, provided that it does not conflict with the principles of accountability and transparency.

Self-Governance of Universities (Administrative Independence): There has been a trend towards self-governance as a means of developing educational institutions in the 1980s and 1990s. It allows institutions to overcome challenges, improve quality, and enhance professionalism.

Self-governance is a key pillar of university autonomy, involving the freedom of the university to manage its internal affairs, establish its organizational structures, enact its laws and regulations, and select faculty and administrators, as well as formulating leadership positions democratically based on elections without any external interference. Self-governance has multiple definitions, including being described as an administrative and educational approach that enhances the self-governance of members of the institution's administration, providing them with the necessary creative climate for participation, development, updating, and sustainable professional development. Through decentralization, which relies on this approach, institutions transition from centralized control by central authorities to participating in decision-making, establishing their functions according to their needs. Thus, members of the administration become more independent and responsible in making decisions related to curriculum, development, and the distribution of human and material resources in the institution. (Sanaa, 2016/2017)

In conclusion, self-governance contributes to creating an educational climate for students, activating managerial efficiency, increasing the accountability of faculty members, and consequently, improving management to better meet the needs of students and the local community. Moreover, it aims to achieve the necessary and high flexibility to involve various stakeholders, to identify the different needs of students from one environment to another, and to work towards achieving them. University self-governance is a fundamental requirement for the progress and operation of the university, and without it, the university would not be able to enjoy the academic independence that reflects on its educational, research, and community service functions.

- Academic Freedom (Academic Independence): Academic freedom is an essential requirement for those engaged in scientific research and university teaching to continue their activities without fear or concern of authorities, colleagues, institutions, or society as a whole. The availability of academic freedom for these individuals is crucial in an era where democracy has become an important criterion for the development

and progress of societies. It enables them to better search for truth, express opinions, and defend viewpoints within the framework of university regulations, public norms, and societal customs, allowing them to dynamically engage with various social systems and institutions.

Thus, academic freedom is considered a fundamental pillar upon which the university relies and a basic condition for its continuity and growth to fulfill its mission. Academic freedom assists university members in optimally investing their abilities, independence of thought, and objectivity in their judgments, protecting them from interference in their practices, thereby enhancing the efficiency of academic work, achieving the university's functions effectively, and ensuring the quality of its outcomes.

For higher education to fulfill its tasks and serve the community, it must distance itself from pressures that may divert it from its path and enjoy independence. Responsible independence and accountability are two sides that do not separate from the concept of academic freedom correctly understood. (Al-Ashhab, Volume 4, 2020)

4. The Reality of University Governance in Ensuring the Quality of Higher Education in Algeria:

Algeria has made considerable efforts to restore the reputation of the university, fulfill its assigned role, and enhance the quality of its graduates. The Algerian university attempted to create a model that responds to the requirements of the global environment while also meeting the demands of the local environment by adopting the LMD system, an international experience applied in most advanced countries worldwide, and abandoning the classical system. This system was needed not only to align with requirements beyond national and non-pedagogical needs but also because the traditional system no longer meets the new societal requirements that integrate individual development, society, and the environment in which it is used.

Efforts have been made by the Algerian government to improve the situation of Algerian universities and ensure their continuous development through seminars and conferences, emphasizing the necessity of adopting a comprehensive quality management approach in the higher education sector.

The Algerian experience in ensuring quality in higher education is relatively recent, emerging from the recommendations of the National Conference on Higher Education and Scientific Research held on May 19-20, 2008, the International Conference on Quality Assurance in Higher Education held on June 1-2, 2008 in Algeria, and the issuance of Ministerial Decree No. 2010 establishing a National Committee for the implementation of the quality system in higher education. This led to the appointment of responsible individuals...(ElHiyoul, 2020).

Moreover, during recent years, the oversight authority has formed the National Quality Assurance Committee and quality cells at the level of all university institutions, working diligently to develop a roadmap for achieving quality assurance in higher education. This is in addition to the financial allocations approved for national research programs "PNR" and efforts to link national universities and national frameworks abroad with research centers in Algeria to transfer technology and benefit from international expertise for these projects.

Quality assurance cells contribute to the implementation of quality system procedures through evaluation, monitoring, and control, information dissemination, and report dissemination. The functions of these cells include:

- Internal evaluation of governance, training, research, and university life areas.
- Information dissemination about their tasks and the objectives of the quality system and the dissemination of their work reports.

Continuous training for its members in the field of quality assurance (El Hiyoul, 2020). In addition, encouraging the Algerian university to open up to the world of economic and social development by updating programs and improving scientific and professional performance, and granting higher education a kind of necessary flexibility and greater adaptability. Providing a bridge for students through diversification of educational paths, allowing students at all levels of study to integrate into the job market.

The National Committee has made significant efforts to enhance the practice of quality in higher education institutions. Despite the efforts

made, no strong policies have been put in place to ensure quality. The task is indeed challenging and requires human involvement.

Quality has become a priority issue to ensure fair and secure work that promotes communication, cooperation, exchange, publication, innovation, and transparent management. In summary, the goal is to create a quality body responsible for developing, assessing, monitoring, improving, and enhancing quality mechanisms (Baddari, 2023).

On Thursday, October 26, 2023, Mr. Kamal Baddari, Minister of Higher Education and Scientific Research, presented an overview of the sector's efforts in achieving educational quality to the members of the Committee on Education, Higher Education, Scientific Research, and Religious Affairs of the National People's Assembly. During this presentation, Mr. Baddariaffirmed that "the President of the Republic, Mr. AbdelmadjidTebboune," places the sector of higher education and scientific research at the heart of Algeria's new concerns, as reflected in his commitments, and emphasized the government's program's focus on mechanisms to achieve this. He also confirmed that the sector has implemented all aspects of the program through collaboration between its various stakeholders.

Moreover, he addressed the tasks of higher education, which are aimed at achieving a balance between education, scientific research, and innovation, as the latter are essential for development. This aligns with the commitment to making the university a driver of local and national development by aligning with the aspirations of society at various levels. In the same context, the Minister emphasized that "everything provided for in the sector's digital plan" has been achieved before the program's deadline, enabling the sector to combine pedagogical, scientific, and administrative digitization.

Furthermore, he discussed the new mechanisms introduced at the university level to contribute to wealth creation by enabling graduates to establish their startups or small businesses. He considered this transition from job seeker to entrepreneur to be an investment of the graduate's time, as it creates job opportunities for various segments of society

(Baddari, Presentation on the sector's efforts to achieve educational quality, 2023).

5. Challenges of implementing governance to ensure quality in Algerian higher education: Institutional governance faces numerous challenges that make success difficult to achieve. Among the most prominent challenges are:

- **Necessity for Youth to Acquire Skills Required in the Job Market:** Higher education now requires keeping pace with the demands of the job market to ensure effective employment of skills produced by various university institutions. This requirement aligns with global trends, where universities and institutions form an open system that matches their outputs with the conditions and requirements of their inputs.

- **Improving Access to High-Quality Services in Institutions:** With globalization and technological advancement worldwide, students in university institutions now base their decision-making process for education and institution selection on well-defined and studied criteria. This includes a comparative analysis of service delivery levels among different universities, ultimately making the effectiveness and quality of education or performance in various concepts within the university institution the decisive criterion in student selection. This represents the main role of the university from the perspective of the new concept of public service.

- **Seeking New Funding Sources to Meet Growing Student Demand:** Financing poses problems in terms of volume, source, and mechanism for some of the challenges facing academic activities. The government's spending on higher education has faced significant pressures, affecting funding allocations. Given the increasing number of students at various levels, university institutions must seek new sources of funding to efficiently and effectively meet growing demands. This is a practice followed in advanced countries, where funding no longer relies solely on state dependence and its financial allocations to meet the financial needs of the university. Instead, university management is responsible for diversifying and developing its funding sources, while universities try to carry out their various activities at the lowest possible cost through the

effective utilization and employment of resources, according to the requirements of the knowledge economy, which cannot be ignored when analyzing and determining the management and framework system in university institutions. (Araba, June 2017).

- General Political and Legal Climate: The political climate affects the orientations and capabilities of university family members, sowing frustration and doubt about the ability to effect change. In addition, the absence of laws specific to higher education means that the general state system does not align with the current developments of universities worldwide due to their particular circumstances. The absence of flexible laws that align with the data of wise governance contributes to the challenge.

- Dominance of Political and Ideological Aspects over Scientific and Objective Aspects in Higher Education Reforms: This is evident in the absence of the principle of participation in management for various members of the university family, as well as the lack of involvement in decision-making, proposing ideas, and expressing opinions freely. This affects the ability to manage the university according to the principles of governance.

- Lack of a Culture of Creativity and Embracing Change Among Members of the Community System: Various opinion polls in this context indicate the absence of governance principles, especially those related to transparency, accountability, and participation of stakeholders in decision-making. This is due to the influence and spread of the negative culture acquired from the sociological structure of the community, represented in the culture of refraining from change and innovation and the lack of confidence in the possibility of change and its various forms, as those lower in the administrative hierarchy are not entitled to discuss decisions made by higher levels.

- Weakness in Performance Oversight in both Administrative and Pedagogical Aspects: Higher education institutions lack effective performance oversight in its various aspects. This explains the absence of objective and studied standards for measuring the pedagogical performance of professors or the administrative performance of staff.

-Imbalance in the General Composition of Faculty Specializations: Various specializations within university institutions witness disparities in the numbers of faculty members, with some having surplus while others face shortages.

- Emphasis on Quantity at the Expense of Quality: A large number of certificates are awarded to university graduates compared to a decline in the academic level of this category. (Araba, June 2017)

Based on the foregoing elucidation, we conclude that governance, as a new approach in management, supervision, and monitoring, has been attempted in Algerian higher education institutions to enhance administrative and academic performance, aiming to ensure the quality of higher education by committing to delineated objectives for development across all fields.

Conclusion:

Through this research paper, a set of results has been reached, including:

- University governance is considered an executive tool and a regulatory and supervisory system that ensures the rights of all parties related to the university without discrimination.

- University governance is based on the principles of transparency, accountability, and participation, which will reflect on achieving and ensuring quality and improving the performance of universities and their capabilities.

- To implement university governance, the appropriate groundwork must be prepared as it serves as the legal and fair framework for higher education institutions.

- Algeria has made tremendous efforts in the field of governance to ensure the quality of higher education. However, it faces many obstacles and challenges, which is natural for any qualitative transformation, especially in the field of higher education reform.

In light of these results, the most important recommendations are as follows:

- Establish periodic evaluations of university performance, allowing for the correction of imbalances and addressing situations in a timely manner.

- Work on implementing systems to combat corruption in higher education institutions to ensure transparency and integrity in scientific, pedagogical, and administrative activities.
- Engage all stakeholders in the decision-making process, thereby fostering participatory democracy in higher education institutions.
- Seek new funding sources and diversify and develop funding sources specific to university management, and work on implementing various activities at the lowest costs possible through efficient utilization of resources according to the requirements of the knowledge economy.

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