



Obstacles to the application of the concept of quality management in higher institutes Field Study

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Abstract

This research aims to identify the most important obstacles to the application of the concept of quality management in higher institutes, from the point of view of employees, and to identify the most important principles and components that must be adopted by technical education institutions in order to apply the concept of quality management efficiently and effectively, and to clarify the effective and positive role of the concept of quality management in improving the level of higher institutes, and the importance of its application. The analysis was processed using the statistical program (SPSS), and the researcher reached a number of results, the most important of which are the following:

- 1) **The** most prominent obstacles facing the application of the concept of quality management in higher institutes is the lack of attention to modern educational aspects, which is one of the most important obstacles to the application of the concept of quality management in higher institutes.
- 2) The lack of interest of higher institutes in scientific research, which represents the basis for improving the level and degree of ranking of higher education institutions in the global assessment, which can only be improved through the application of the philosophy of the concept of quality management and the achievement of its goals and advantages.
- 3) The weak conviction of the administrative and academic leaders in the higher institutes in the concept of quality management, due to their lack of awareness of the concept and its importance in improving the level of services provided and its impact on the country.
- 4) **The** most important obstacles in the application of the concept of quality management in higher institutes are in the educational aspects, scientific research aspects, social responsibility, leadership aspects, and organizational aspects are arranged respectively and with high negative percentages, and do not support the application of the concept in a positive way.
- 5) The existence of many obstacles faced by higher institutes in the application of the concept of quality management and the inability to address and exceed them does not enable them to achieve the benefits and objectives of total quality management, and thus the inability to improve and develop the level of quality of educational services provided.

Keywords: Obstacles – Quality – Higher Institutes – Management – Employees.

Introduction:

Quality management has become the focus of attention of most countries of the world as a key pillar of the new management model, which allows it to keep pace with global developments by keeping pace with international and local changes in order to adapt to them.

Quality management relies on the application of modern methods in quality management that aim at continuous improvement and development and achieve the highest possible degrees of excellence in practices, processes and results.

Major academic institutions, represented by higher institutes, have launched to adopt the concept of quality management and apply it with the aim of achieving continuous improvement in scientific production and the outputs of the educational process, as

well as raising the efficiency of employees to ensure obtaining the best outputs qualified to compete in all fields with high efficiency at the local and international levels.

Higher institutes are considered educational facilities that contain the elite of workers, employees and students, and many higher institutes have sought to pay attention to quality and obtain institutional accreditation. A number of countries have established organizations that would supervise higher institutes to help them and force them to apply the concepts of quality management.

In order to apply the concept of quality management, it is necessary to identify the obstacles that prevent its application. Therefore, this study focused on the knowledge and classification of the obstacles facing higher institutes in the application of the concept of quality management, and the higher institutes were selected for the field study to measure the availability of the basic requirements for the application of this concept and the obstacles to its application, and in the light of these results, recommendations can be prepared that help administrative and academic leaders overcome the obstacles of the concept of quality management.

The scientific and technical development that the world is witnessing in all fields has imposed many and varied challenges on the higher education sector in Libya that impose on it the need to keep pace with these developments, and to use all modern administrative means and methods and contemporary technology, especially in light of the openness, development and development that the country is witnessing during this period in all fields, and therefore the application of modern concepts in quality represents the only way to develop this sector, and it is also considered a real revolution at the level of the sector, as quality is what it carries Among the strategic implications that can contribute to the development and solution of the problems of university education in Libya, which are represented in the lack of connection between the content of university education and the actual needs of society and the labor market, the unemployment rate among graduates of higher institutes, the inability of higher institutes to achieve efficiency and effectiveness in outputs, as well as their inability to fully and convincingly assume their responsibilities towards society, and the dominance of the traditional style over teaching methods.

Consequently, the low level of quality of educational services provided by higher institutes has been the motivation for many interested and specialized researchers to strive to search for tools, ways and means that would achieve quality in education in general and university in particular. Providing distinguished university services when applied correctly.

First: The Research Problem

Higher education plays a prominent role in providing society with all its needs of competencies and scientific capabilities necessary to achieve development in all fields, and due to the increasing interest in the contents and applications of the concept of quality management in university education globally, this research seeks to identify the most important obstacles to the application of the concept of quality management in higher institutes, especially after the modest international evaluation to all higher institutes that work away from international quality systems by trying to identify the most important obstacles to the application of the concept of quality management.

Through the researcher's work at the Higher Institute and the higher institutes and the exploratory study conducted by the researcher, many obstacles that prevent the application of the concept of quality management were identified, the most important of which were:

- Weak moral incentives.
- Weakness of libraries.
- Ambiguous performance measurement standards
- Slow cognitive shift from indoctrination to guidance and guidance.
- Increasing the teaching burden at the expense of research and scientific product.
- Weak financial support for scientific research.
- Lack of education programs and continuous improvement.
- The ambiguity of the criteria for selecting academic leaders.
- Lack of awareness of leaders about the need to apply the concept of Total Quality Management.

Thus, the research problem can be formulated in the following question:

(What are the obstacles to the application of the concept of quality management in higher institutes)

Second: The Importance of Research

There are many points that highlight the importance of the research, the most important of which are the following:

- 1) The importance of the research emerges from the role played by the higher education sector in any country, as it represents the most important and influential sector on all other sectors that make up the country, because of its impact on its development and the advancement of development, due to the competencies, abilities and human skills it provides in various fields, as well as in the importance of the topic addressed in the research, as the concept of quality management is considered one of the newly applied topics in the field of higher institutes, where it is still Most higher institutes are not sufficiently aware of the importance of applying this concept, and the positive advantages and results it achieves on all the activities and outputs of higher institutes.
- 2)) the competition that higher institutes will face as a result of several variables, including the private sector's tendency to invest in the field of higher education
- 3) Due to the scarcity of researches and studies that dealt with the subject of the concept of quality management in higher institutes, this research is considered one of the researches that dealt with the subject of the obstacles to the application of the concept of quality management in higher institutes, and it seeks to identify its most important obstacles in higher institutes.
- 4) This research is considered an extension of the continuous scientific efforts exerted in the field of quality management in higher institutes, which should seek to develop the services provided in the higher education sector in Libya in particular, so that it can keep pace with global developments in this field, and in a way that leads to increasing its ability to support national development programs and in various fields.

Third: Research Objectives

The research seeks to achieve the following goals:

- 1) Identifying the most important obstacles and problems facing higher institutes in applying the basic principles and components of the concept of quality management in higher institutes.
- 1) Providing the most important recommendations that would help the higher institutes in adopting the concept of quality management and applying it scientifically that leads to achieving its desired benefits.

3) Classifying these obstacles into five groups, namely: leadership aspects, organizational aspects, educational aspects, scientific research aspects, and social responsibility aspects.

Fourth: Research Hypothesis

The research hypothesis is summarized in the following hypothesis:

There are a number of obstacles to the application of the concept of quality management in higher institutes, which are represented in the following aspects (leadership aspects, organizational aspects, educational aspects, scientific research aspects, and social responsibility aspects).

Fifth: Research Methodology

The research relies on the descriptive method because it is the method that is consistent with the nature and objectives of the research, which includes the use of the field survey method in collecting data through the questionnaire prepared for this purpose, and analyzing it statistically to test the validity of the research hypothesis, in addition to the researcher's reliance on secondary sources represented in scientific references and previous studies to cover the theoretical framework of the research.

Sixth: Research Population and Sample

The research population consists of all faculty members in higher institutes, provided that they have at least five years of teaching experience at the institute, which number (945) faculty members, according to the statistics of employees in higher institutes in the Western Region for the year (2025-2026).

In order to test the research hypothesis and achieve its objectives, a random sample of employees in higher institutes was selected consisting of (142) faculty members and (15%) of the study population, **and** (142) questionnaires prepared for this purpose were distributed, of which (135) questionnaires were retrieved, and (3) questionnaires that were not valid for analysis were excluded from them, so that (132) questionnaires remained valid for statistical analysis, and when selecting the inspection unit, it was taken into account that he should have at least five years of experience in university teaching.

Seventh: Research Tool

Although there are a number of objective and quantitative methods that could have been used to collect data such as personal observation, case study, and interviews, the researcher preferred to use the questionnaire method for several reasons, including: the sensitivity of the topic as it relates to quality management, and the questionnaire is one of the most common methods in data collection and the most credible and consistent, and accordingly a questionnaire was prepared consisting of two parts.

The second section consists of 83 phrases representing the obstacles to the implementation of Total Quality Management in higher institutes divided into five groups (obstacles of leadership aspects, obstacles of organizational aspects, obstacles of educational aspects, obstacles of scientific research aspects, and obstacles of social responsibility), while the second section is concerned with the primary information about the respondents, which are (gender, educational qualification, years of experience). The elements of each section were measured using the five-point Likert scale.

Eighth: The Validity and Consistency of the Questionnaire

In order to ensure the validity of the questionnaire, it was presented to three academic referees specialized in the field of business administration and quality, and a test study was conducted on a sample of (12) faculty members at Sabratha and Zawiya universities, and based on the information received from the referees and the test

sample, the researcher made the necessary modifications to the questionnaire to be more accurate and clear.

As for the stability of the resolution, the internal consistency of the questionnaire as a whole was calculated, using Cronbach's alpha equation, where Cronbach's alpha value was (0.83), which is considered a high stability ratio in statistical analysis.

Previous Studies

First: Arabic Studies

1) A study (Meera, Abu Ajila Ali, 2013) entitled: "**Organizational Barriers to the Application of Total Quality Management**", the study aimed to identify the organizational obstacles to the application of Total Quality Management and the extent of readiness of Zawiya University to apply Total Quality Management, by determining the appropriateness of both the organizational culture and the organizational climate for the acceptance of development programs and the application of Total Quality Management.

The study concluded with a number of results, the most important of which is that there is a willingness and desire among the study sample to accept change and shift to apply the concept of total quality, despite the existence of several obstacles that prevent this, the most important of which is the policies followed by the management of the institute under study about the incentive and training system.

2) A study (Ala Dawood, 2007) entitled: "**General Obstacles to the Application of Total Quality Management in Higher Education Institutions**", the study sought to identify the most important problems that hinder the application of this concept in higher education, and the study reached several points that hinder it, the most important of which are the following:

- Lack of commitment from senior management.
- Focus on specific methods in the treachery of total quality and not on the system as a whole.
- Not all employees participate in the implementation of the concept.
- The training did not move to the implementation stage.
- Resistance to change from some managers and some employees
- Expect immediate results.

3) A study (Qadada, Issa Youssef, 2007) entitled: "**A Proposed Model for Using Total Quality Management to Achieve High Value for the Works of Jordanian Private Higher Institutes**" The study aimed to develop a model for the application of Total Quality Management that helps achieve high value for the work of Jordanian private higher institutes, represented in reducing costs, increasing profits, continuous improvement, increasing customer satisfaction, raising the level of expertise for employees, academics and administrators, raising the level of community quality, as well as raising the level of quality of scientific research services.

The study concluded a number of results, the most important of which are: there is a significant relationship between the high value of the work of Jordanian private higher institutes and the application of the total quality management approach, where the results indicated that there is a strong and direct correlation between them, and the

study also showed that the high value of the work of Jordanian higher institutes is affected by the changes that occur as a result of the application of total quality management, as it indicated that the increase of one unit in total quality management affects the increase in the high value of the work of Jordanian private higher institutes by (1.04), as well as the existence of significant differences between the high value of the work of the Jordanian private higher institutes and the total quality management.

4) A study (Al-Masri, Marwan Walid, 2007) entitled: "Developing the Administrative Performance of the Heads of Academic Departments in the Palestinian Higher Institutes in the Light of the Principles of Total Quality Management"

This study aimed to identify the level of administrative performance of the heads of scientific departments in the higher institutes under study in the light of the principles of Total Quality Management from the perspective of the lecturers, and to identify the obstacles to the application of the principles of Total Quality Management by the heads of academic departments during the performance of their administrative work from their point of view.

The study reached a set of results, the most important of which are: that the administrative performance of the heads of academic departments in the Palestinian higher institutes in the light of the principles of total quality management was high, and it starts with participation and teamwork, then decision-making based on facts, then effective leadership, followed by continuous improvement, then focusing on customer satisfaction, then strategic planning, and the results also resulted in the existence of some obstacles that the heads of academic departments face when applying the principles of total quality management during the performance of their administrative work in a moderate percentage.

5) A study (Al-Otaibi, Nawaf Mohammed, 2006) entitled: "A Proposed Model for Total Quality Management at Kuwait University in the Light of the Perceptions of Leaders and Employees for its Applicability"

This study sought to identify the perceptions of the administrative leaders and employees of the institute under study in the possibility of applying total quality management and developing a model for total quality management in the institute under study.

The study reached several conclusions, the most important of which was: that there is a conviction among the senior leaders of the institute and its employees of the possibility of applying total quality management and its importance in developing the level of educational services provided by the institute.

6) A study (Al-Quraan, Ahmed Mohammed, 2004) entitled: "Developing a Model to Measure the Degree of Implementation of Total Quality Management in the Administrative Units in Jordanian Higher Institutes"

The study aimed to find out the extent of the application of the elements of Total Quality

Management in the administrative units under study from the point of view of managers, assistants and heads of departments in them, in addition to identifying the most important obstacles that limit the application of Total Quality Management in the units under study, and to reach a proposed model for Total Quality Management in those administrative units.

The study concluded that there is a general application of the elements of total quality management in the units under study, but the degree of its application varies from one element to another, and that one of the most important obstacles that limit the application of total quality management is the lack of qualified competencies and cadres in the quality improvement areas, and the absence of a clear approach in the strategy of adopting total quality management, in addition to the nature of the organizational structure and the inadequacies of the institute's management.

7) A study (Abu Saada, Safaa Abdel Aziz, 2004) entitled: "Using the Total Quality Management Approach in Maximizing the Effectiveness of the Performance of Educational Services in Egyptian Higher Institutes" The study aimed to identify students' expectations about the quality of educational service and measure the actual performance of educational services in the colleges under study.

The study reached several results, the most important of which were:

- There is a negative gap between students' expectations of the quality of educational service and their perception of this quality
- There is a negative gap between students' perception of the quality of the educational service and the perception of those in charge of providing this service.
- There is a negative gap between educational service providers' perception of service quality and students' expectations of the quality of this service.

8) A study (Al-Othman, Shihab Ahmed, 2004) entitled: "A Proposed Model for the Application of Total Quality Management in the Public Education System: An Applied Study on the Secondary Education System in the State of Kuwait" aimed to identify the elements of Total Quality Management in the schools of the government public system under study, and to describe the prevailing organizational culture in the schools under study and the extent to which it is compatible with the requirements of Total Quality Management, and then to reach a proposed general framework that explains how to apply the approach of Total Quality Management in the schools under study. to improve the quality of educational services in these schools.

- The study concluded that there are fundamental differences between the organizational culture prevailing in the public education system in the schools under study and the culture of total quality management, especially with regard to the conviction and support of senior management, teamwork, continuous

improvement, teacher quality, and customer orientation, and thus developing a proposed model to address the shortcomings and imbalances in the application of the requirements of total quality management, to complete the application of the approach of total quality management in a scientific and correct manner.

Second: Foreign Studies

1) A study (Sureshchandar and Others, 2003) entitled: "The Relationship between the Dimensions of Total Quality of Service and the Customer's Perception of the Quality of That Service" This study aimed to clarify the extent of the impact of the dimensions of the total quality of the service on the level of the customer's perception of the quality of the service provided by the organization, and these dimensions include (the vision of the senior management and the extent of its interest in Total Quality Management, Human Resources Management, Technical Systems, Information Systems, Continuous Improvement, Employee Satisfaction, Social Responsibility of the Organization, Where to Present service, customer orientation).

The study concluded that continuous quality improvement efforts should focus on customers, and this transforms the organization's work style from producing quality services to producing and providing services that customers need and are satisfied with.

2) A study (Gunasekaran, 2000) entitled: "Total Quality Management and Development in the Field of Manufacturing" , the study aimed to identify the results of the study of the application of the concept of Total Quality Management in a gas turbine manufacturing company .

This study concluded that there are factors that help to apply the concept of total quality management in organizations, such as changing the organization's culture, focusing on employee engagement and customer orientation, in addition to other factors such as paying attention to employee training, and the participation of all employees in the organization in continuous performance improvement activities .

3) A study (Clinton and Joseph, 1996) entitled: "The Continuous Challenges of Total Quality Management" The study aimed to test the extent to which managers perceive and practice the TQM approach, and identify the problems and obstacles facing the application of this approach from their point of view.

The study reached a number of results, the most important of which are: that there is strong agreement among managers that total quality management leads to continuous improvement in the quality of both products and services, and that one of the most prominent problems hindering the implementation of this approach are administrative and human problems, such as ineffective supervision, lack of adequate support by senior management, lack of training, and ineffectiveness of corrective measures.

Theoretical Framework

This section is concerned with reviewing what has already been written in studies on this topic by researchers in the field

The Concept of Quality Management in University Education

The quality of the educational service expresses excellence in the provision of this service, and this excellence requires adherence to specific standards, as well as the audit of procedures and systems, and the implementation of comprehensive evaluations in the educational institution, whether it is an institute or a university, and the quality of the service is achieved by applying the standards and influences that achieve the satisfaction of all parties benefiting from these services, and by achieving the goals of the educational institution in the fields of education, scientific research,

community service, and others, and the quality of the educational service expresses the ability of the educational institution's management and workers in various fields. The levels should perform their various activities in a way that enables them to prepare and qualify graduates with the required specifications that enable them to meet the needs and requirements of development in the society or the state and the labor market (Abu Saada, 2004: 65).

The application of TQM at present is one of the most important factors for success in achieving goals in all organizations, whether public or private, whether productive or service-oriented, and the reason for this is that the adoption of TQM principles and tools will lead to continuous improvement in the performance of organizations and the quality of their outputs (Bin Abboud, 2003: 49).

This concept has developed nowadays and has become an important management style in the field of modern management, due to the success it has achieved and the positive effects generated by its application in all fields (Mia, 2000: 53).

In the field of university education, the concept of quality management is a philosophy and a set of foundations and guiding principles that aim at continuous improvement in the inputs of the educational process in higher institutes (students, faculty members, administrators, study plans, buildings, libraries, laboratories, etc.). etc.), and improve its various processes such as (teaching, learning, interaction, communication, etc.). etc.) in order to provide the best high-quality outputs, which meet the needs of the beneficiaries in the present and future (Irani, Beskese & Love, 2004: 643).

The concept of quality management in the institute is a multi-process or activity through which the institute aims to achieve fundamental changes in the performance style of all administrators and academics at the university, and it focuses on creating a new culture that aims to follow new methods and approaches in addressing and presenting university issues of all kinds (Abu Fara, 2006: 246).

Some believe that the concept of quality management in the field of university education is a key way that enables the university education sector to manage all aspects of educational quality in its institutions, which are subject to a careful system of increasing follow-up and examination (Sibai, 2005: 65).

The Total Quality Management (TQM) at the Institute is also considered as a modern administrative approach that aims to continuously improve the quality of various university outputs (academic, educational, and educational services, administrative services, technical services..... Seeks to achieve the best results by focusing on the best use of those inputs and processes, and focuses on the use of analytical methods that lead to ensuring the achievement of the best desired university goals (Bonesronning, 2004: 237).

Therefore, the implementation of TQM in any higher education institution requires significant organizational changes in a set of elements, and the seven elements of the McKinsey 7S Model are the most important of these elements, which are (strategy, structure, systems, management style, employees, skills, and prevailing values) (Sebai, 2005: 67).

Benefits of applying the concept of quality management in higher institutes

The most important of these benefits and advantages is the involvement of the academic staff (faculty members) in addition to the administrative staff in continuous development and improvement, making decisions based on facts, providing the appropriate environment for continuous development and improvement in all aspects of the institution, creating a culture of quality among all employees of the institution, and educating employees. The institution believes in the importance of total quality

management in solving the problems faced by the institution, in addition to the benefits of applying this modern administrative approach, preventing academic and administrative errors before they occur, increasing the competitiveness of the institution in all its academic programs and research achievements, developing and improving the quality level of the outputs of these institutions from human resources, and increasing the ability to benefit from all technological capabilities in the processes of continuous improvement and development of curricula, programs, libraries, and educational and research laboratories, as well as leading to increasing support National development projects through the provision of qualified and distinguished human cadres capable of meeting the needs of national development in all fields (Al-Salem and Alawneh, 2006: 8).

Principles of the Quality Management Concept in University Education Institutions

Both Mia and Kabih believe that when a university institution wants to apply the concept of quality management, it must adhere to the following principles (Mia and Kabih, 2003: 188):

The need for each individual in the Institute to define his mission so that he can develop the continuity of the goal.

1. Define the goals, benefits, and customers to be served and try to understand their needs.
2. Focusing on the needs and desires of the Institute's customers and the capabilities of the suppliers.
3. Treat suppliers as partners and not just as sources of supply.
4. Commitment to the concept of quality, in the sense that higher institutes adopt all these principles, while commitment to them means quality in everything (curricula and programs, libraries, research laboratories) as well as the quality of each individual in the institute.

As for Jens and Kai, they say that the principles of the concept of quality in university education are based on the commitment of the senior management of the institute to achieve the other principles on which this concept is based, namely continuous improvement, focus on customers, organizational culture, attention to employees, societal dimension, and culture of quality (1996, 105). There are those who believe that the concept of quality management in higher institutes is based on a set of components, and is achieved through coordination and integration between these different components, the most important of which are the following (Abu Fara, 2006 : 254 256 -) : -

- 1) Focus on the customer. 2) Organizational Culture. 3) Paying attention to the internal processes of the institute
- 4) Commitment of senior management to total quality management. 5) Continuous improvement. 6) Focus on workers
- 7) Quality assurance in the institute. 8) The societal dimension of the Institute.

Obstacles to the implementation of Total Quality Management

Studies conducted in higher institutes in general confirm that there are some obstacles related to the application of the concept of total quality management in higher institutes, the most important of which are: (Qaddada, 2008, 8)

- 1) The negative attitudes of some employees in higher institutes to apply the total quality management in them.
- 2) Academics feel that the application of TQM will rob them of their independence, and the difficulty of reconciling their delegation of authority

with the control required by TQM to achieve the objectives of the institute in the form of TQM contents.

- 3) The prevailing organizational culture at the Institute nurtures, encourages and rewards individual achievements more than nurturing, encouraging and rewarding collective and organizational achievements.
- 4) The resistance of some employees of higher institutes to academic accreditation activities on the grounds that it contradicts academic freedom because this obliges them to have certain learning outcomes and to specify a specific content and vocabulary for each subject.

Data analysis and research hypothesis testing

First: Characteristics of the study sample

The research form included (3) questions about the characteristics or general data of the research sample, namely gender, educational qualification, years of experience, and Table (1) shows the results of the analysis of the general characteristics of the research sample members, which are as follows:

Gender: It is clear from Table (1) that the percentage of males reached (77%) of the total research sample, while the percentage of females reached only (23%) of the total research sample, which means that the largest percentage of the employees in higher institutes are males, due to their high percentage among holders of high scientific qualifications at the national level.

Academic Qualification: The percentage of master's degree holders among the faculty members in higher institutes reached (60%) of the total research sample, and this high percentage is due to the decisions to appoint employees in higher institutes from master's holders to increase their numbers and to compensate for the vacancies left by those delegated to study abroad that were issued in recent years, while the percentage of Ph.D. holders was (40%) of the research sample.

Teaching Period at the Institute: It is clear from Table (1) that the largest percentage, which amounted to (56%) of the research sample, had teaching experience in the institute under study, ranging from five to less than seven years, while the percentage of those whose tenure of work at the institute ranged from seven years to less than ten years (23%) of the total research sample, while the lowest percentage of the research sample had more than 10 years of experience in the institute, where it reached (21%) of the total research sample.

Table No. (1)

Distribution of research sample members according to general information

Percentage	Duplicates	Statement	Variable	Number
77 %	102	Male	Gender	1 .
23 %	30	Female		
100 %	132	Total		
60%	79	Master	Educational Qualification	2 .
40%	53	PhD		
100 %	132	Total		
56 %	74	From five to less than seven years	Teaching Duration at the Institute	3 .
23%	30	From 7 years to less than 10 years		
21 %	28	More than 10 years		
100 %	132	Total		

Second: The results of the descriptive statistical analysis and the testing of the research hypotheses

Descriptive statistics were used to extract the arithmetic mean and standard deviation on the five-rank Likert scale of (1 5) for the responses of the sample members to the questionnaire paragraphs related to the obstacles of the concept of quality management in higher institutes.

The researcher determined the levels of the arithmetic averages of the research* .

Table (2)

Mathematical Averages and Standard Deviations of the Researchers' Answers to the Items of the Scale and the Obstacles to the Concept of Quality Management at the Institute on which the Research Hypothesis is Based

Approved Significance Level	Calculated significance level	Degree of Freedom	Application level according to search metric	Standard deviation	Arithmetic mean	Variable	Number
0.050	0.000	132				Leadership Aspects	
			High	1.02	3.93	Some academic leaders are not convinced of the implementation of TQM	1
			High	1.02	3.80	Ambiguity of the criteria for selecting academic leaders	2
			High	1.20	3.80	Ambiguity of TQM Implementation Strategies and Policies	3
			High	0.96	3.96	Ambiguity among some leaders about the implementation of TQM	4
			High	9.06	3.86	Overall average of leadership barriers	
0.050	0.000	132				Organizational Aspects	
			High	0.89	4.00	Weak moral incentives	1
			High	1.12	3.89	Weak financial incentives	2
			High	1.04	3.81	Lack of Suitable Working Conditions	3
			High	0.98	3.99	Lack of participation of employees in administrative aspects	3
			High	1.11	3.64	Weak communication channels between the university's departments and	5

* 1- The arithmetic mean is less than (2.5) which represents a low level of application .

2- The mean of (2.6 to less than 3.4) represents an average level of application

3- The arithmetic mean from (3.4 to 5) represents a high level of application .

Since all the statements of the scale are positive, the weights of the questionnaire paragraphs were determined as follows:

One point for an answer (not completely agree), two points for an answer (disagree), three points for an answer (neutral), four points for an answer (OK), and five points for an answer (strongly agree).

						departments	
			High	1.03	4.00	Less reliance on teamwork	6
			High	1.18	3.81	Lack of equal opportunities among workers	7
			High	1.13	3.84	Obsolescence of Personnel Selection and Recruitment Methods	8
			High	1.05	3.79	Lack of modern educational means suitable for academic work	9
			High	1.36	3.52	Poor trust in employees	10
			High	0.90	4.14	Weak Library Capabilities	11
			High	1.16	3.82	Lack of social services provided to the faculty member	12
			High	1.21	3.81	Faculty Promotion Procedures Period	13
			High	1.00	3.95	Limited faculty development programs	14
			High	1.07	3.88	Centralization of administrative services provided to employees	15
			High	0.98	3.77	Lack of objective benchmarks for measuring performance	16
			High	0.144	3.85	Overall average of regulatory barriers	
0.050	0.000	132	Educational and Cognitive Aspects				
			High	0.92	4.07	Reliance on traditional methods of knowledge and indoctrination	1
			High	5.14	4.44	Poor Perception of the Concept of Continuing Education	2
			High	1.15	3.92	Restriction of Students' Freedom of Expression and Critical Thinking	3
			High	0.98	3.85	Failure to develop knowledge behaviors in students	4
			High	0.85	4.08	Students are not encouraged to develop their cognitive abilities on their own	5
			High	0.228	4.07	Overall average of	

						educational and cognitive barriers	
0.050	0.000	132	Aspects of Scientific Research				
			High	0.90	4.12	Increasing the teaching burden at the expense of scientific research	1
			High	0.91	4.00	Limited research tools available to the faculty member	2
			High	0.92	4.16	Weak financial support provided to encourage scientific research.	3
			High	0.88	3.99	Difficulty in identifying research needs that ensure excellence priorities	4
			High	0.94	4.10	Lack of participation of employees in local and international scientific conferences and seminars.	5
						High	0.154
0.050	0.000	132	Aspects of Social Responsibility				
			High	.920	3.75	Lack of standards to measure internal and external customer satisfaction	1
			High	1.03	3.87	Lack of communication channels between the institute and the labor market	2
			High	.900	3.95	Poor communication with recruitment institutions (manpower) to know their needs	3
			High	.990	4.00	Lack of mechanisms to identify the community's educational problems	4
			High	1.08	3.80	Lack of continuing education programs	5
						High	0.103

Leadership Aspects

Through Table (2), we note that the obstacles of the leadership aspects in the institute under study were to a high degree, as the arithmetic average of the answers to this variable reached (3.86), which means that the institute's lack of interest in the leadership aspects is considered high according to the research scale, which we observe from the answers of the research sample, where the arithmetic averages of their answers to the paragraphs of this variable ranged between (3.78 to 3.96) and its standard deviations between (0.960, 1.130), and we conclude from this that there is no great interest by the institute in the academic leadership. Some academic leaders are not convinced of the application of total quality management, the ambiguity of their selection criteria, and the lack of knowledge of some leaders of the concept of quality management.

Organizational Aspects

It is clear from Table (2) that the obstacles of the organizational aspects at Al-Zawiya University were high, as the arithmetic average of this aspect reached (3.85) with a standard deviation of (0.144), which indicates that the institute does not pay attention to the organizational aspects of the employees, and this is confirmed by the responses of the sample members to the paragraphs of this variable, where the arithmetic averages ranged between (3.52 to 4.44) with standard deviations ranging from (0.890 to 1.420), and we conclude from this that the institute faces major obstacles in the organizational aspects represented by the weakness of incentives Lack of appropriate working conditions, lack of participation of employees in administrative aspects, lack of reliance on teamwork, weak communication channels between the Institute's departments, departments and colleges, weak trust in employees, weak capabilities of the Institute's libraries and affiliated colleges, and lack of programs to develop the capabilities and skills of its employees.

Educational aspects It is clear from Table (2) that the obstacles of the educational aspects came in the first place in terms of the institute's lack of modern aspects of education required by the total quality management from the point of view of the employees, where the arithmetic average of this variable reached (4.07) with a standard deviation of (0.228), and through the scale adopted in this research, it is found that the level of obstacles to this aspect is high, that is, the interest and focus of Zawiya University on the aspects of modern education is considered weak, and this is what the researcher found regarding this aspect Through the answers of the research sample members to the paragraphs of this aspect, where the arithmetic averages of its paragraphs ranged between (3.85 and 4.44) with standard deviations ranging from (0.920 to 5.140) due to the lack of reliance on modern methods in the delivery of science and knowledge, the lack of work on the concept of continuous education, and the discouragement of students to think self-consciously and inferentially, which reduces their opportunity and hinders their ability to apply the concepts of quality management.

Aspects of Scientific Research

From Table (2), it is clear that the obstacles to the scientific research aspect in the institute under research came in the second place in terms of obstacles that prevent the application of the concept of quality management from the point of view of the employees and with a high percentage, where the arithmetic average of the responses of the sample members to this principle reached (3.99) with a standard deviation of (0.154). Local and foreign scientific that would support the scientific rank of the

university and other factors supporting and encouraging scientific research within the Institute.

This was confirmed by the responses of the sample members to the paragraphs of this aspect, where their arithmetic averages ranged between (3.71 to 4.16) and standard deviations ranged between (0.850 to 0.960).

Aspects of the University's Social Responsibility

It is also clear from Table (2) that the obstacles to the social responsibility aspects of the university came at a high level and with a high percentage in terms of availability at the university, through the answers of the employees of the institute under study, where the arithmetic average of the answers to this handicap reached (3.87) with a standard deviation of (0.103), so the institute under study does not pay much attention to the need to assume its social responsibilities, and this is confirmed by the responses of the sample members to the paragraphs of this aspect, whose arithmetic averages ranged between (3.75) 4.00) with standard deviations ranging from (0.920 to 1.08) as it does not support the state by providing qualified and specialized scientific competencies in the form required of it, and it does not actively encourage the conduct of field and applied research that would contribute to solving the problems that may be faced by the state sectors or contribute to the development processes, and that its role in educating and developing the community has not reached the level hoped for by social responsibility, and that it does not communicate with the state employers to provide and determine their needs of competencies The lack of development and continuing education programs for state institutions.

Accordingly, it can be said based on the responses of the sample members that there are most of the obstacles facing higher education institutions in Libya, which are represented by higher institutes in applying the concept of quality management.

In the light of the previous analysis of the results of the research hypothesis, it is possible to accept the validity of the research hypothesis, which states that there are a number of obstacles that prevent the application of the concept of quality management by higher institutes.

Research Findings and Recommendations

First, the results of the research: The researcher reached a set of results, the most important of which were the following:

- 1) The most prominent obstacles facing the application of the concept of quality management in higher institutes is the lack of attention to modern educational aspects, which is one of the most important obstacles to the application of the concept of quality management in higher institutes from the point of view of the employees of higher institutes, where the percentages of its negative averages ranged between (3.78 to 3.96), which is high percentages from the researcher's point of view.
- 2) The most important obstacles to the application of the concept of quality management in higher institutes are the educational aspects, scientific research aspects, social responsibility, leadership aspects, and organizational aspects respectively and with high negative percentages, and do not support the application of the concept in a positive way.
- 3) The lack of interest of higher institutes in scientific research, which represents the basis for improving the level and degree of higher institutes' ranking in the global evaluation, which can only be improved through the application of the philosophy of the concept of quality management and the achievement of its goals and advantages.
- 4) Higher institutes are not interested in focusing on the need to communicate with employment institutions and the labor market in the required way, which should lead

to the provision of the best competencies and qualifications at the highest levels of quality, which enable them to contribute to social responsibility towards the country.

5) The weak conviction of the administrative and academic leaders in the higher institutes in the concept of quality management, due to their lack of awareness of the concept and its importance in improving the level of services provided and its impact on the country.

6) Higher Institutes are not interested in continuous improvement and development programs in their educational programs in a way that is consistent with the concept of quality management and leads to the achievement of its goals and benefits.

7) Higher Institutes do not pay much attention to motivating employees and encouraging them to participate in the administrative processes and provide the necessary advice to solve all the problems of the higher institutes.

8) The existence of many obstacles facing higher institutes in the application of the concept of quality management and the inability to address and overcome them do not enable them to achieve the benefits and goals of total quality management.

Second, recommendations

The results of the research have shown that higher institutes are in dire need of reviewing their administrative, educational and academic systems, and building a modern administrative system that depends on the application of the concept of quality management in all its aspects, to improve performance and develop their university outputs, and therefore the need has become urgent for the officials of the Ministry of Higher Education and Scientific Research and our universities to address and overcome the obstacles to the application of the concept of quality management so that they can excel, progress and improve the level of their services and improve their global positions among other higher institutes, and accordingly we offer the following recommendations:

1) The need for higher institutes and quality offices to pay attention to spreading the culture of quality and focusing on it, by paying attention to academic and administrative workers and convincing them of its importance, and raising the level of their performance to reach the level of distinguished performance and achieve total quality.

2) The necessity of higher institutes to pay attention to quality management programs and support them and fully commit to their principles in order to achieve success and excellence from the application of the concept of quality management and reap its fruits, by using specialists and those interested in the field of quality and making the slogan of quality and excellence a main goal that must be achieved.

2) The necessity of paying attention to libraries of both paper and electronic types and providing all the necessary capabilities for the workers to provide the appropriate environment for academic work in the higher institutes to encourage them to research and scientific achievement, because the results of the research showed that the biggest organizational obstacles are the weakness of the capabilities of libraries and the lack of suitable working conditions.

3) The institute must pay attention to the positive incentives (moral and material) of the employees and take into account justice and equal opportunities to make them aware of their belonging and loyalty because the faculty member is a very important party in the success of the quality management concept program and the institute alike.

4) Paying attention to motivating employees and their participation in decision-making and solving important problems through committees, seminars and conferences, and working to create administrative stability in the Institute.

- 5) The Ministry of Education and Scientific Research and the higher institutes should pay great attention to supporting scientific research by encouraging scientific research financially and morally, issuing regulations encouraging this, reducing the teaching hours of employees and directing them to scientific research.
- 6) Higher institutes should establish permanent and continuous communication channels with employment institutions and the labor market to identify their needs of graduates in terms of quantity and quality.
- 7) The need to pay attention to improving the quality of courses, educational aids, specializations and academic programs in terms of numbers and output to suit the requirements of the labor market and the permanent and continuous development in them.

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