

Comprehensive Quality Assurance in Higher Education Institutions in The Light of the Requirements of the Labor Market - An analytical study of the labor market of SAIDA town in ALGERIA-

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This research aims to evaluate the institutions of higher education based on comprehensive quality standards that have been developed for each member of teaching in higher education institutions. Adopted this research on elements for the evaluation of the labor market in of SAIDA town in ALGERIA, The importance of this study through the reality of the quality of the outputs of the Algerian academic institutions and highlight their importance in achieving employment opportunities for beneficiaries.

Introduction

The concept of the total quality of the latest concepts of modern management , which helped lift the spirit of competition between companies and factories and services , to the awareness of consumers to choose the product or service of high quality and at the right price , and led to the administration's attempt in various institutions to adopt these concepts of ideas and principles that aim to improve and develop the performance on an ongoing basis to achieve the best possible performance and to meet the customer's requirements . The overall quality of strategic input to produce the best product or service possible through constant innovation, they recognize that the focus is not only on the production side but also on the side of services, and that this is equal to success . Of course, this perception arises because of the improvements in quality that can be seen, but other aspects of the organization have at least an important role to play.

As is total quality management in education from recent trends that are in great demand and years to develop management institutions by building a culture deeply about quality comprehensive sense and create a base of values and principles that make everyone in the organization knows that the quality of his responsibility has taken the developed countries to apply these concepts in Education at the beginning of the nineties of the last century. could be argued that the overall quality focus that will satisfy the expectations of the beneficiaries , professors , administrators , students, parents , and others , can also be accomplished TQM cost , the above it is clear that the concept of total quality management concepts of modern management to improve the efficiency and effectiveness of the organization, by building a culture for quality deep sense of mass and create a base of values and principles that make everyone in the organization knows that the quality of his responsibility , and that's what pays to put your problem to this intervention , and the format is as follows :

“What is the contribution of academic institutions in providing the labor market requirements in light of their application to the concepts of TQM? »

And so that we can analyze this problem, we find ourselves in front of a series of sub-questions such as:

- * What do we mean in the overall quality of education?
- * As The importance of total quality management in educational institutions?
- * How is the measurement of the output quality of higher education?

2-Entrance to the quality and the overall quality of education

Concepts about Total Quality Management:

He knew Standards Institute British TQM as a management philosophy includes all activities of the organization by which they are to achieve the needs and expectations of the client and the community [Garvin, David A, 1988], and to achieve the goals of the organization as well as the most efficient and least costly way through the optimal use of the potential of all employees are motivated by continuous development. As defined N.Chorn[Garvin, David A,1987] as a new way of thinking regarding the management of organizations that TQM is a culture promotes the concept of full commitment towards customer satisfaction through continuous improvement and innovation in all aspects of the work. [Kitazawa, S., and Sarkis, J., 2000]

And thus can be considered to total quality management as a cultural revolution , and because of the way you think and operate administration with regard to work constantly to improve the quality and focus on the work of the team , and encourage the participation of an individual to establish objectives and make decisions . [Goetsch, David L., and Stanley Davis, 1995]

the concept and principles of quality in education :

The concept of quality in education: I have numerous definitions given to the concept of quality in education, including:

"Are among the efforts made by workers in the field of education to raise and improve the educational product unit and in line with the wishes of the beneficiary and with the abilities and attributes of the product and the educational unit [Juran, Joseph M., 1986]."

And Donald Crump believes that quality can not always be said , but what we are doing and that the key element in the definition can be in the service of customers (students) , quality is not derived from the size of the grants and privileges , and rates of faculty members , and the number of folders in the libraries. But attention to customer service, whether they are inside or outside of the members of the surrounding community. Unit [Evans, James R., and William M. Lindsay, 1999]

And therefore the concept of quality in education comes with all features and characteristics that are related to the domain of education and that shows the quality of the results to be achieved, and is a translation of the needs of the students' expectations to specific properties are mainly in education and training for the dissemination of educational service Lima agreed with the aspirations of the students [Evans, James R., and William M. Lindsay, 1999].

And know the educational quality as " improving the quality of education and make it more suitable for the needs of the individual and the collective and ignorance more effectively to achieve its objectives with its limited resources as intended also the quality of service

performance instruction at a cost certain to achieve the goal line with the nature and function of the educational process " [Evans, James R., and William M. Lindsay, 1999].

As you know, educational quality as well as "inter indicators and quantitative measures and how they determine the level of diversity and differentiation within the education system which achieves modernization and development of the community." [Juran, Joseph M.,1986]

And is characterized by the quality of education they care about the goals and resources together , and intervene to improve and develop the goals and inputs and the mechanisms and processes and methods and techniques and methods used in the educational process , and this is reflected positively on the final product (the student) and raise the quality of . So should those in charge of education and private universities study the market to know the needs of various disciplines and planned in the long term and to predict the needs of the local market?

Principles of Quality in Education: A set of principles of quality in education can be summarized as follows: [Juran, Joseph M., 1986]

- Focus on customer satisfaction and happiness by meeting the expectations of current and future as they are, and as he likes to be from a procedural standpoint .
 - The full support of the leaders of educational institutions and mechanisms for the overall quality
 - Encourage and embrace creative ideas and creators.
 - Change in the management style of intimidation and bullying style to style mandate
 - Holistic quality as it includes all service areas
 - Integration policies to achieve quality and excellence in a series of quality.
 - The development of an organizational unit called " total quality " caused the Office of Educational Leadership First
 - Focus on team spirit through the use of organizational structures flatfish
 - Rational use of effective mechanisms of the circuit of the time and deal positively with conflict
 - Provide the culture and skills of employees " behavior Alto KDE " in the sense Win and helped others to gain .
 - Develop and activate a system of incentives into account to achieve the regulatory requirements of justice .
- The concept of Total Quality in Education :There are several definitions mention some of them:

"The process of applying a set of standards and specifications for educational and raise the level of educational quality and educational product unit by every member of the staff and the institution in all educational work and educational institution " [Kitazawa, S., and Sarkis, J., 2000]

" The process of documenting programs , procedures and application of systems and regulations aimed at achieving a quantum leap in the process of Education and raise the level of the students in all aspects of mental , psychological, and physical and spiritual and social " [Kitazawa, S., and Sarkis, J.,2000].

And the concept of TQM in education has two meanings are interrelated : one real and the other sensory , quality and realistic sense of the word means the educational institution 's commitment to the completion of indicators and criteria for real recognizable , such as: promotion rates and rates of internal efficiency quantity, rates the cost of education . The meaning of the sensory quality is concentrated at the feelings and the feelings of the recipients of educational services such as the students and their parents , and expresses the degree of satisfaction of the beneficiary of the education level of efficiency and effectiveness of service learning [Kitazawa, S., and Sarkis, J.,2000] .

When the beneficiary feels that what is offered to him from the services of fits and meets the expectations of self needs, it can be said that the institution has been successful in providing educational level of service quality fits expectations and sensory feelings so the beneficiary and that the quality of their services have risen to the level of expectations. This requires managers of education to ensure the compatibility specifications educational services with the expectations of the beneficiary receiving them. And in case there is a gap between the expectations and specifications must specify the dimensions of this gap and its causes and work to take all overtaken by the appropriate corrective action.

3. The evolution of the concept of quality and its relationship to institutions of higher education:

The concept has evolved TQM in four generations , were as follows : [Kitazawa, S., and Sarkis, J.,2000]

- The first generation : matching the output of production to customer requirements 1920 - 1940 , the focus was on checking the quality of the output after completion without regard to the parts of the system other [Crosby, Philip,1984], they are outside the screening process , and the process is designed to detect defects and not prevent their occurrence , and engineers and specialists required specifications believe it meets the needs of the beneficiary and not on the basis of actual need for the beneficiary , and is the screening process for products using the equipment inspection and testing process for the entire product .

- The second generation : work is done right the first time from 1940 - 1960 , has focused on this stage, reducing the proportion of defects in products by applying statistical methods for quality control . Perhaps the most important of these methods: statistical sampling , acceptance sampling , process control , and analysis of variance .

- The third generation : doing business the right correctly 1960 - 1980 , as the start of quality control of the product design process to reach the beneficiaries , supported in this study the cost of quality , macro-control , measure the degree of reliability of the parts of the product , and the defects of zero for the product , which is the reinforcement of known quality.

- The fourth generation : improving competitiveness in 1980 - to the point now , since it is no longer just provide a product or service , but also extended to the quality that meets the user's desire distinction operations carried out by the institution, and payment efforts working towards the wishes of the beneficiaries , and continuous improvement in performance. Hence the concept of a new management principles to achieve this so-called total quality management

[Crosby, Philip, 1984], has led to a radical change in the quality concepts become a tool for change, rather than a tool to be controlled.

The Importance of Quality Management in Higher Education:

Higher education is the most important features of development and progress with any society, it is the most influential in the structure of society, and has become higher education in various grades and functions decisive factor and the most important in the development process, and is his preparation of cadres capable of entering into different areas of work, especially With the development of modern technologies and technological advances that are seeing is new every day, and this imposes on higher education to be able to produce outputs appropriate to keep pace with scientific developments and modern technology, so it was necessary to emphasize the quality of educational services and not only increase students' understanding at the expense of the quality of process outputs whether teaching in the higher education sector or the public and evidenced by : [Marginson, 2004]

- A global quality system characteristic of the modern time.
- A link to productivity and improve quality of production.
- Quality system is unrivaled in all areas.
- The futility of some of the systems and management techniques prevailing in the achievement of the required quality.
- Strengthen the process of improving the quality of education.
- Develop leadership and management skills for tomorrow's leaders.
- Increase employment and reduce wastage or loss.
- Optimize the use of material and human resources.

4. Total quality standards in education: working the educational system, like any system produce another according to a certain strategy take into account the economic and social conditions surrounding the system, and the cultural construction prevailing within the system, and the regulatory climate and technical progress and the sources of human and material provided by the system, and the needs and desires of the financiers of the system. So it cares to be consistent outputs and international standards for quality control of production through the constant quest to use the standards to measure the quality and tuned.

- Standards Crosby : Select Flip Crosby one adviser quality on global level four standards to ensure the overall quality of education was established according to the principles of total quality management, namely, [Crosby, Philip, 1984]:

1 - To adapt to the requirements of quality through the development of a specific definition, clear and coordinated quality.

2 - Description of the system to achieve quality as the prevention of errors preventing their occurrence through the development of criteria for good performance. 3 - to prevent errors by ensuring the proper functioning of the first time.

4 - Evaluating quality through accurate measurement on the basis of objective criteria and qualitative and quantitative.

Standards Baldrige: Upgrade Malcolm Baldrige system for quality control in education, has been approved as a standard strong recognized to adjust the quality and excellence in the performance of educational institutions in general education, [Malcolm Baldrige, 1997] so that you can schools face competition in the harsh light of the limited resources of the educational system and the demands of beneficiaries. Depends system Baldrige to adjust the quality of education (11) core value provides a framework for the development of integrated educational and include (28) standard for the quality of secondary education and integrated into the (7) groups are: [James R. Evans et William M. Lindsay, 2007].

1 - Leadership (90 points): The senior management and system leadership, organization, and community responsibility and citizenship.

2 - Information and Analysis (75 points) and include: information management, data and comparison of information, analysis and use of school achievement levels.

3 - Procedural planning and strategic planning (75 points) and include: strategic development, and implementation strategies.

4 - Management and development of manpower (510 points) and include: calendar and manpower planning, and operating system faculty, and faculty development system, and satisfaction with the professional faculty.

5 - Educational Management (50 points) and include : the design of the educational system , and educational services , and support , and delivery, and the design of educational research , development and management of registration and enrollment of students , and to look at educational administration as an act of economic .

6 - the results of the performance of schools and students (230 points) and include : the results of the students , and school climate and improving school climate and the results, and research in the field of school performance , and look at the schools as an act of economic performance .

7 - Satisfaction of students and the financiers of the educational system (230 points) and include: the needs of students, current and future, and the relationship between the financiers of the educational system and educational administration, and the satisfaction of students and the financiers of the current educational system and expected, and compared with other schools or educational systems other.

Requirements to ensure the overall quality in academic institutions:

- Institutional capacity [Crosby, Philip, 1984]:

Focus on the general specifications of the institution that reflects its ability to perform its functions. And describe - in specific terms - how to infer the ability of the educational institution (university) through an adequate number of items include strategic planning , organizational structure , leadership and governance , credibility and ethics , and the administrative system , and financial and material resources , and community participation and development environment , and institutional evaluation .

The ability of the educational institution (university) means the possession of the Foundation for the elements of human, material and financial resources allow it to perform its functions of current and future efficiently and effectively. And educational institution capable of education, scientific research and community service should adopt a well structured holds high teamwork

systemic through the leadership of conscious and workers are competent. As require strategic planning well , and an organizational structure defined roles and competencies , and leadership and conscious of the requirements of the development , and administrative apparatus organized , and financial and material resources , and a system of evaluation based on an understanding of the requirements , and knowledge sources , and community partnership sustainable , nor completed educational institution its desired without having them climate encourages its employees to adhere to the values and public morality , and their respective profession or position . Ability institutional key requirement to achieve the overall quality of the educational institution, and enable the institution to fulfill its mission and achieve its vision.

A - Strategic Planning : Strategic Planning is an activity carried out by the organization in order to reach a long- term (at least five years) , and the so-called enterprise strategy or strategic plan , which includes the organization's vision , mission and purpose of the final , and strategic objectives during this period .

B - Structure: The organizational structure of the institution includes components administrative institution and their relationship to each other, and determined the dependence of each component (section or department or unit or office), including previous and since followed. Helps the organizational structure of the institution in determining the roles and responsibilities of each component administrative clearly, preferably reflect the organizational structure of the institution shows a detailed scheme to start a gradient administrative office of the administrative leader of the institution to the end of the scheme.

C - Leadership and Governance: Leadership is the ability to motivate staff to cope with the difficulties and solve problems to achieve the goals and access to a shared vision.

And the success of the leadership and management requires routing optimized for each available resource institutions: human, financial and material resources to achieve its mission and service goals. Effective leadership and management is dependent collective basis for its work so that all employees of the institution engage in work groups and committees provide an opportunity to launch the creative energies of individuals and motivate them to innovate through collective action.

D - Credibility and Ethics: The Ethics and credible commitment to a key requirement must be available in all the elements and work procedures within the institutions of higher education, in its relations with other individuals and other institutions, as the most influential institutions in all classes of society

The institutions of higher education is one of the forces acting on the economy and social life in the world , putting them moral responsibilities and requires the commitment to social values and orthodoxy requires credibility in decision-making and strive towards Goals.

E - The administrative system represents the administrative body of the institution to do the bond principal roles, and achieve goals, good administrators do their roles contribute to the achievement of certain quality standards organization.

F - Financial and material resources: financial and material resources are the main supporter of the institution in achieving its activities, and to support their efforts to develop and functions. Intended financial resources annual budget planned for institution by the State as well as what

your organization can get it from other resources, self and community. Which is available to the institution of the buildings and equipment and facilities and places of education, scientific research and the practice of academic activities and community and means of communication necessary?

G - Community participation and development environment represents active participation in the community development function of the head of the third to higher education institutions next to education and scientific research. Should be community participation of the institution within the framework of a plan based on a balance between the possibilities of the institution and the needs of the community so as to ensure optimal utilization of available resources to achieve the highest possible return.

H - Continuous assessment and Total Quality Management: The Calendar effective institution ensures her to function in education, scientific research and community service efficiency and quality of each of its elements of human and material.

The existence of a system of continuous evaluation key demand of the requirements of the overall quality of any educational institution helps manage the development of its members and their roles.

Efficacy Education [Crosby, Philip, 1984]:

A - Students: Students axis represents the educational process and is the basis for the concerns of educational institutions. As the professional performance after graduation is not associated with only the level of academic achievement , but depends on many factors such as the construction of psychological , social and cultural character ; therefore should not be limited to the role of the institution on education and facilitate learning , but also to the concept of integrated construction of the student's personality and help them overcome any obstacles facing ; because it will reflect on the learning process and progress of the father of a racy one hand, and on the performance of future career on the other hand .

B - Academic standards : reflect academic standards standard competencies that must be acquired by the students for educational qualifications different awarded by educational institutions , and is determined by these standards by committees specialized academic - domestic or international - follow professional councils or educational sectors , and adopted by the National Authority for Quality Assurance and accreditation, and academic standards represent the minimum standard of competencies that must be acquired by the students through the national educational programs offered by the institution.

C - Educational programs: represents educational programs and the content of the courses main focus of any educational institution where the main function of the institution is to prepare professionals, nor is the setting without the presence of programs and decisions. , And is careful to develop educational programs and upgrading to courses a key goal for any organization seeking to provide the elements of the overall quality of their roles.

D - Teaching, learning and physical facilities for learning and Library : This is a field cornerstone in improving the quality of educational institutions , and covers everything related to teaching and learning processes , and stimulating environment for them , with a focus on methods of interactive learning that motivate students to develop thinking skills in general , and mental

skills Supreme especially ones . Cares about this area and the transition from the education process, which relies mainly on the teacher to the learning process in which the strength of the student, and focuses on the process of self-learning, and this area also includes instructions for the process of evaluating students in all its aspects.

E - Faculty: a faculty a major thrust in the educational process; therefore must have every member of the faculty all the information and concepts textured specialization in addition to possessing the capabilities and basic skills and competencies necessary to facilitate the acquisition of students' knowledge and skills the behaviors of the study programs, using a variety of educational and media strategies commensurate with the institution of learning. institution must be sure that the procedures for the appointment of faculty members to ensure the availability of minimum required efficiency .It also must be based organization providing opportunities and Multimedia and sufficient for faculty employees have to develop their educational and professional skills .

F- Scientific research and scientific activities: scientific research is research activity inherent being for the purpose of adding knowledge and / or development or innovation technologies of benefit to society in the form of job creation, or solving the problems of health or environmental social or economic or raise the level indicators of living, or increase the national income, or pay development in various fields. [Evans, James R., and William M. Lindsay, 1999]

G - Graduate Studies : The evolution of the enterprise database of degrees granted annually , the Foundation also maintains data by the granting of certificates in the last five years for the faculty members and registered abroad and put the institution regulations for postgraduate studies are derived from the university regulations .

H - Continuous evaluation of the effectiveness of education: Requires ensure the efficiency of the educational process of the institution and effectiveness of the existence of an integrated system of continuous assessment of the components of this process. Evaluation means to assess the achievement of the educational process for their goals and identify strengths and weaknesses in it. Depends not evaluate the educational process on what is going on inside the classroom or educational institution , but bettered to monitor their impact in the community and extended in the future of vocational graduates[Evans, James R., and William M. Lindsay ,1999] .

5. The methodology of the study: we find within the methodology of the study the following elements:

Problem of the study: Reflect the output of higher education over the durability of the educational system and the evolution of society or delayed in light of the application of criteria and indicators of educational quality, and in this research is to focus on a set of the most important outputs of the University d. Moulay Taher happy state as an example of Algerian universities, folded under the following question: is it a prominent status in the labor market institutions Algerian? It can search more evident problem through the following questions:

1. Did you fit the outputs of academic institutions with the need and requirements of the labor market institutions?
2. Did you have the output of tertiary institutions overall quality of the ingredients, which qualifies them to satisfy the needs and requirements of the labor market?

Objectives of the study: In this study, we seek to achieve the following objectives:

- 1 - Measure the quality of the outputs of academic institutions and identify strengths and weaknesses.
- 2 - To identify the point of view of the beneficiary and the outer and the extent of satisfaction with the quality of the outputs of academic institutions.
- 3 - To identify the means by which that will contribute to improving the quality of the output of academic institutions and upgrade them to the best in the light of global developments in this area.

Importance of the study: The importance of this study through the following:

- 1 - Reality of the quality of the outputs of the Algerian academic institutions and highlight their importance in achieving employment opportunities for beneficiaries.
- 2 - The appropriateness of the quality of the output to the needs and requirements of the labor market.

The hypothesis of the study relied on the following hypothesis:

- ✚ Do not enjoy the university under study outcomes acceptable quality

6. Way and procedures of the study methodology:

Society and the study sample: he study aimed at managers and officials of departments of labor market institutions and some of the important sectors in the state of a sample of SAIDA town outside "labor market institutions", which was distributed to all districts present state - the institutions of various SONATRACH and SONELGAZ their units - Foundation of milk and its derivatives.

In terms of the types of outputs that quality was measured in this study are: the qualitative level of graduates, training programs for community institutions, scientific projects, scientific research, and the reputation of the university and beneficiary satisfaction.

Tool model study: Were distributed (120) questionnaire to managers and officials sections of labor market institutions and some of the important sectors in SAIDA Town while doing the study, it has been retrieved (100) questionnaires, and after seeing them and scrutiny, show that there are (10) questionnaires are not valid for the purposes of statistical analysis, and thus the number of questionnaires that have been adopted up to statistical analysis (100) to identify any accounting (83%), as summarized in the following table:

Questionnaires distributed and received	Questionnaires distributed and received from managers and staff
questionnaires distributed	120
questionnaires received	110
questionnaires excluded	10
Questionnaires approved for statistical analysis	100

Table 1: questionnaires distributed and received

Cronbach's alpha test:

After using the test (Cronbach's alpha) to measure the internal consistency, the value of alpha for all paragraphs of Spanish managers and officials (75.45), and notes that all the paragraphs of alpha values greater than the acceptable, reflecting the stability of the measurement tool, and this represents a ratio acceptable for the purposes of stability of internal consistency. As shown in the following table:

Variables	Cronbach alpha value
Qualitative level of quality graduates	73,45
Training programs for labor market institutions	76,34
Research	79,04

Table2: Cronbach's alpha test results

I have been using the test (Cronbach's alpha) to measure the stability of the measurement tool where we note from the above table that the value of alpha is higher than the acceptable (60%) for the identification of the study and the dimensions of the study variables.

7. Analysis of the results of the study:

Qualitative level of quality graduates: First we start coding, where:

X1: University graduates enjoy high efficiency qualifies them to master their work at the beginning of the appointment.

X2: The University has an extensive knowledge of the need for institutions of society in terms of the quality and efficiency of the graduates.

X3: follow the performance level of the university graduates in the institutions in which they work to identify weaknesses in their skills and work on them.

X4: the policy of the university in the development of scientific disciplines fit the needs of the community.

And the following table illustrates this:

	I completely agree	Agree	Neutral	Ido not agree	Ido not agree completely	Average Arithmetic	Standard deviation	Coefficient of variation
X1	05	15	10	20	50	2,05	0,123	6,00
X2	10	20	15	20	35	2,25	0,135	6,03
X3	00	00	15	25	60	1,55	0,093	6,004
X4	15	10	15	40	20	2,60	0,149	5,73

Table 3: model lickert result

Consequently:

	Average Arithmetic	Standard deviation	The degré of approval
Quality qualitative level for graduates	2,1125	0,125	medium

Table4: average arithmetic and standard deviation

We note that the variables of the axis of the quality of the qualitative level of graduates, on average, acceptable somewhat, Average arithmetic less-than-average hypothesis in all variables except variable x2, with the presence of heterogeneity significantly in the rate of answers which mark it standard deviation and coefficient of variation biggest loser, but that did not improve the level of weighted average, which remained below average premise with a relative homogeneity in the standard deviation and coefficient of variation. The Consensus sample on dissatisfaction with the quality of graduates has negative connotations and clear , which is due to their ambition great to get graduates with high quality as a desire natural habit , researchers believe that this may be due to factors influencing foreign interference in the most important components of the educational system pressure on scientific Departments to grant degrees of additional materials vulnerable to degree students completers and repeaters and considered successful , and exams role remedial , as well as a means of pressuring the multiple sources that drive faculty towards assessing their students' assessments are very simple and give them (aid) above the annual average and others, all of that is reflected in the quality of graduates .

On the other hand, the beneficiary external (labor market institutions) rely on heavily on the quality of the graduate derived from grade first place, and the fact that the graduates will not be able to differentiate what did not guarantee him knowledge networking such as participation in training courses and create sources of self-learning and stimulated toward earn experience and other things that should be borne by the beneficiary institutions and the educational institution is not alone.

Training programs for labor market institutions:

: First, we start coding, where

X5: The University has a scientific and efficient unit involved in community service and work is well known to all of its institutions.

X6: University always meet the needs and desires of the labor market institutions in the training of cadres both by specialization.

X7: the university is keen to establish training workshops in conjunction with the labor market institutions related.

X8: University designed and implemented training programs on an ongoing basis, according to the latest developments in cognitive development

X9: University identifies the training needs of workers in the labor market institutions on the basis of rigorous studies and based on actual need

And the following table illustrates this:

	I completely agree	Agree	Neutral	I do not agree	I do not agree completely	Average Arithmetic	Standard deviation	Coefficient of variation
X5	10	30	10	30	20	2,80	0,16	5,71
X6	15	30	15	25	15	3,05	0,17	5,57
X7	10	15	05	25	45	2,20	0,12	5,45
X8	15	10	15	45	15	2,65	0,15	5,66
X9	17	13	20	25	25	2,62	0,15	5,72

Table 5: model likert result

Consequently:

	Average Arithmetic	Standard deviation	The degré of approval
Training programs for labor market institutions	0,15	2,664	Medium

Table 6: average arithmetic and standard deviation

Consistent answers sample that training programs for labor market institutions is the level of average quality, and this is evident from the results of all the variables of the five (x6, x7, x8, x9, x10), which refers to a lack of conviction labor market institutions, the quality of the university in the training of cadres of those institutions. The reasons can be attributed to lack of conviction variables other training programs to several reasons, the most important include:

1-The weakness of the relationship and interaction between the university and the community and who bore him a large part of the University for being the main exporters of science and knowledge, which is imperative to pursue the needs of the labor market.

2-Deficiencies in information and promotional devices at universities leading to a lack of knowledge of the parties to the labor market training programs and the efforts of universities in this area

3-Control routine work in labor market institutions and the lack of communication with scientific developments.

Research:

First, we start coding, where:

X10: University research plan aligned with the needs and problems of society

X11: the university is keen on issuing research and scientific publications concerned with the university needs both with those that meet the needs of the institutions of society

X12: University encourages its researchers to involve stakeholders from different labor market institutions in the completion of applied research with common goals

X13: the university is working to provide scientific research to all beneficiaries from both inside and outside the university

X14: university research contracts concluded with market institutions of society to achieve the objectives of general interest

And the following table illustrates this:

	I completely agree	Agree	Neutral	I do not agree	I do not agree completely	Average Arithmetic	Standard deviation	Coefficient of variation
X10	15	10	15	40	20	2,60	0,14	5,73
X11	15	10	15	45	15	2,65	0,15	5,66
X12	10	15	05	25	45	2,20	0,12	5,45
X13	05	15	10	20	50	2,05	0,12	6,00
X14	10	30	10	30	20	2,80	0,16	5,71

Table 7: model likert result

Consequently:

	Average Arithmetic	Standard déviation	The degré of approval
Training programs for labor market institutions	2.46	0.138	medium

Table 8: average arithmetic and standard deviation

Found through statistical analysis of the sample answers that the quality of scientific research is at an acceptable level at the sample , and it seems that variable (x13) has received a SMA least in this axis (2.05) and also less than the weighted average (2.46) , which means lack encourage university researchers to engage stakeholders of labor market institutions in completing research with common goals , and indicates weak mechanisms for the university in this area , and also note the results of the sample surveyed said her opinion is very different in the two variables (x10 and x11) , where he was the arithmetic mean (2.60 and 2.65) , respectively , reflecting the lack of conviction of labor market institutions plan university research and the extent of her twins with the needs and problems of society as well as the availability of scientific research to beneficiaries from outside the university .

8. Results of the study: to remind them of the following points:

1- Was found through statistical analysis of varying perspectives of the research sample , has had a negative perception of the quality of several types of outputs of the university , due to various reasons, some of which falls within the responsibility of the universities and others falls on labor market institutions.

2- Confirmed the research sample , the quality of the qualitative level of the graduates - which is the most important outputs of higher education institutions - is a low level , and although the responsibility for that rests with the universities , but it is not the defaulting always , as The reasons that some of the factors affecting the decisions of teachers in universities and others are due to factors affecting the universities themselves.

3-Was found through analysis of the results that universities surveyed did not adopt the process of measuring and evaluating the satisfaction of community institutions for their

performance on a regular basis , and this is a negative indicator to the quality of their output , because it is contrary to the principle of " continuous monitoring of customer satisfaction".

4- Consistent views of managers and officials of the labor market institutions that there is a clear decline in the quality of some of the outputs of the other universities , there are also low in quality training programs for community service as well as scientific advice.

5- Became clear through research that the labor market institutions did not invest the outputs of university investment in full , despite that these outputs were characterized by inclusiveness which can cover most of the needs of the business segments in the labor market.

9. The recommendations: Remind them of the following elements:

1- educational institutions need to focus on the harmonization of outputs with the needs and requirements of the labor market institutions to fill those needs on the one hand , and to ensure that graduates get jobs appropriate to their specialties .

2-The need to give universities a great deal of independence and non-interference in scientific decisions in order to achieve quality in all its outputs , especially the qualitative level of the quality of graduates as of the most important outcomes of higher education.

3- focus on the operations and programs of learning and make it synonymous with being a regular teaching programs enhance the efficiency of learning outcomes and contribute substantially to ensure the quality of the graduates.

4- attention to the principle of continuous improvement in all areas related to the quality of education so as to ensure that the weaknesses are discovered , and upgrading strengths achieved to keep up with scientific advances.

5- Work on the use of universities for marketing and promotional strategies to encourage appropriate labor market institutions to benefit from the outputs of a broad framework and actor.

6- periodic review and ongoing needs of the labor market institutions , study and work to achieve.

7- Develop programs to using the output target and made it one of the most important inputs to the educational process early as the setting for the output planned for the future.

10. Conclusion

It can be said that the quality system of comprehensive global system can be applied in all academic institutions , but it needs to be precise in execution , and to create the right climate for its activation not to mention the large expenses needed by the institution during the application process , especially in terms of providing school environment distinct from buildings , facilities and training of cadres , equipment and laboratories and language labs , computer and everything related to the educational process , all of which should be provided so you get the enterprise on the specifications of total quality , does not mean to abandon altogether the search for other sources could be reached to achieve some aspects of the overall quality , and these sources training for all employees in the organization , and create an atmosphere of work and the participation of everyone in activating the role of the institution and elevate it . It is worth mentioning some education experts that the owners of TQM themselves have abandoned them ,

after that they became convinced that they more than make up the perfect system active can be applied , and achieves the desired objectives , especially in academic institutions.

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