6th International Forum on Engineering Education (IFEE 2012)

Contribution to the Quality Assessment in Higher Education: The Case Study of the Faculty of Technology, Tlemcen, Algeria

Abdellatif Megnounif*, Asmae Kherbouche , Nadia Chermitti

Faculty of Technology, University of Tlemcen,BP 230, Tlemcen, Algeria

Abstract

This work is a contribution to the continuous improvement of quality in higher education. After giving an overview of the evaluation system, it was considered appropriate to define the concept of quality and explain its principles in the management and administration of total quality. The paper deals also about the pedagogical quality in general and specifically in higher education, and some methods are presented, to be used in education to have a good quality. Based on the survey, and results from questionnaires distributed to some teachers and students of the Faculty of Technology, University of Tlemcen, we have proposed some recommendations in order to help improve the service provided.

1. Introduction

The quality management enables any organization that adopts it for its operation to satisfy its customers, to have a competitive advantage, and to preserve its continuity [1]. In the production sector or the service, TQM is installed by force of economic competition to meet the demands of a growing changing.

At a time when most colleges and universities around the world rely on specialization, learning, development of internationalization and strengthening ties with the company, opting for excellence and helping students to materialize their project are also a great challenge to these facilities [2]. Permanent and rapid evolution of techniques and technologies, tools, regulations, etc. impose to meet the challenge of quality in higher education.

The business world is changing; the programs offered in universities should also evolve. We must anticipate the needs of business, be innovative, and better target gaps in skills to fill to ensure a carrier future. Algerian universities must raise the question of quality as a key issue and start thinking about changing the traditional methods, "in many of our universities, we, unfortunately, still practice today an education as it was

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* Corresponding author, Tel.: +213 43 28 56 87
   E-mail address: abdellatif_megnounif@yahoo.fr

conceived last century: the student memorizes what the professor said, while his criticism and his own intelligence are as dormant" [1].

With this in mind, some questions are worth asking and require reflection, some of them are as follow:

Do the trainings offered at universities meet our needs? The methods applied in higher education to learn new skills are they feasible? Is there an actual thinking to implement a project to improve the quality of higher education? Do the course objectives meet perfectly the expectations of businesses? [3]

To try to answer these questions and to many others, we chose to focus our study on the faculty of Technology of the University of Tlemcen, Algeria.

The aim of this work is to make an attempt to assess the mode of quality management at the Faculty of Technology using a simple method which is that of the survey. Two types of questionnaires were developed, one for students and the other for teachers. The type of evaluation focuses primarily on the pedagogical side in the aim of showing the link between the new LMD system and the quality process [4]. Analysis of the obtained results, after processing of the questionnaires, enables us to make recommendations as to improve pedagogical quality in our faculty and outline an approach of implementation of TQM to improve the functioning and address deficiencies in management in higher education.

2. Quality and higher education

Logic competence today is designed as an essential lever for institutions to economical, technological and social changing. Therefore, competitiveness cannot be sustained only if the institution requires a commitment to the development of "intellectual capital" to maintain a competitive advantage.
It is in the convergence of mutual interests of the institution (the university is a special institution) and employees (teachers, administrators, employees...) that the concept of professionalization programs becomes important [5].

It is precisely through the establishment of a staff evaluation system that we can successfully integrate two categories of needs which, though different, are not radically opposed: those of the individual and those of the university. [6]

The evaluation system is still a largely unfinished project [7]. Nevertheless, the reflections on the performance and its measurement are important in improving quality.

The quality concept has evolved from a simple measure of the intrinsic conformity of products to measure variations in the whole quality system with continuous process improvement [2]. Therefore, the standards that characterize the quality systems have become independent of the types of activity of organizations, which made the notion of quality applicable to all areas and especially that which concerns us here: the higher education [8].

In a knowledge society, higher education is at the heart of diversified demands: research more advanced, training that meets the expectations of society and opens real perspectives for a large majority of students, the task of enhancing Research (University-Enterprises Dialogue), citizens' demands posed by socio-technical challenges (research-society dialogue).

In a systemic approach, we can say that the quality of higher education is a multidimensional concept which should embrace all its functions and activities: teaching and programs, research, staff, students, infrastructure and services to the community and university world.

The need for improving the quality of higher education does not only affect students but also teachers, managers, employers, the institution and finally all components of the system "higher education".
The study of the quality of all these parameters will lead us inevitably to much longer and complex work. We then limited our study to a single factor that we believe is the most important: the pedagogy.

Pedagogy is a multifaceted concept and has various meanings, where all pedagogical questions refer to didactical questions (communication of knowledge). It questions the nature of knowledge to be transmitted and the methods it should use.