Sharwes Scientific Journal (SSJ)
(2nd ISCEPS-2025) عدد خاص بالمؤتمر العلمي الدولي الثاني للواسات الاقتصادية والسياسية
Special Issue For 2nd ISCEPS-2025, 2026, pp 0866-0885
ISSN (Print): 3079-6040 • ISSN (Online): 3135-4343

The Impact of Total Quality Management Applications on Enhancing Administrative Governance and Supporting Economic Development: A Case Study on Al-Haytham Institute for Administrative and Financial Sciences - Misrata

Nouh Ben Shalouf [1*], Ahmed Rizk [2]

[1] Al-Haytham Institute for Administrative and Financial Sciences, Misrata, Libya.

[2] Faculty of Technical Sciences – Misrata, Misrata, Libya.

*Corresponding author: Nouh Ben Shalouf | no77uh@gmail.com

Received: 30-09-2025 | Accepted: 05-06-2026 | Available online: 17-06-2026 | DOI: 10.5281/zenodo.20737975

ABSTRACT

This paper presents an applied study that investigates the interrelationship between the applications of Total Quality Management and the pillars of administrative governance, considering them as drivers for economic development. The research aims to explore how institutions can enhance quality standards through governance practices based on the principles of justice, accountability, and transparency, thereby solidifying their contribution to sustainable development. Al-Haytham Institute for Administrative and Financial Sciences in Misurata, which recently received academic accreditation, was selected as a case study. The research employed a dual methodology, combining a theoretical framework derived from previous studies with a field questionnaire designed to measure the practical impact. The results showed a strong and statistically significant correlation between Total Quality Management applications and administrative governance mechanisms, where administrative governance clearly defines responsibilities and enhances stakeholder participation in decision-making. The findings also revealed a tangible statistical effect of governance applications on the quality of educational processes, which positively impacts the preparation of qualified graduates capable of contributing effectively to economic development. The study recommends the necessity of holding specialized workshops and training courses for staff and administrative leaders to enhance their understanding of governance's role in improving performance and facilitating review and auditing processes. This will grant institutions a sustainable competitive advantage and reinforce their role in achieving comprehensive development.

Keywords: Quality Management, Administrative Governance, Economic Development, Libya.

تطبيقات إدارة الجودة وأثرها العملي في تعزيز الحوكمة الإدارية بالمؤسسات: حالة دراسية على معهد الهيثم للعلوم الإدارية والمالية – مصراتة

نوح عبدالله بن شلوف [1*]، أحمد محمد رزق [2]

[1] معهد الهيثم للعلوم الادارية والمالية، مصراتة، ليبيا.

[2] كلية العلوم التقنية – مصراتة، مصراتة، ليبيا.

* المؤلف المراسل: نوح بن شلوف | no77uh@gmail.com

استقبلت: 30-09-2025م | قبلت: 05-06-2026م | متوفرة على الانترنت | 17-06-2026م | DOI: 10.5281/zenodo.20737975

ملخـــــــص البحــــــث

تهدف الدراسة لمعرفة دور تطبيقات إدارة الجودة وأثرها العملي في تعزيز الحوكمة الإدارية في المؤسسة، إن تطبيق معايير ومؤشرات الحصول على الاعتماد من مركز ضمان الجودة يجعل المؤسسات فعالة وشفافة للجميع، مما يعزز

ويحسن مستوى الحوكمة الإدارية فيها من خلال مبادئها العدالة والمساواة. يتكون مجتمع الدراسة من الموظفين بمعهد الهيثم للعلوم الادارية والمالية بمصراته، والذي تحصل في الفترة الاخيرة على الاعتماد المؤسسي والاعتماد البرامجي من مركز ضمان الجودة. اعتمد الباحثان في جمع المعلومات والبيانات فيما يخص الجانب النظري على عديد الدراسات السابقة التي اعتمدت كمراجع، اما الجانب العملي فقد تم تصميم استمارة استبيان مقسمة لمحور الجودة ومحور الحوكمة الادارية. تم التوصل لمجموعة من الاستنتاجات منها أظهرت النتائج انه يوجد ارتباط معنوي ذو دلالة إحصائية بين تطبيق مبادي الحوكمة وجودة العملية التعليمية. كما يؤدي تطبيق مبادئ الجودة إلى تحسين المساءلة والشفافية في المؤسسة التعليمية من خلال تحديد المسؤوليات بوضوح وتعزيز مشاركة أصحاب المصلحة في عملية صنع القرار. كما يوجد أثر معنوي ذو دلالة إحصائية على مدى تطبيق مبادي الحوكمة في جودة العملية التعليمية. وكذلك تم التوصل لمجموعة من التوصيات منها. نوصي ادارة المعهد بتنظيم دورات تدريبية للموظفين والمدراء لغرض ابراز الدور المهم لتطبيق اليات الحوكمة فيه؛ لما له من دور فعال في رفع كفاءة الأداء الوظيفي. والعمل على تطبيق نظام الحوكمة لما يقدمه من سهولة في عمليات قياس الاداء والمرجعة، وتحقيق ميزة تنافسية.

الكلمات المفتاحية: إدارة الجودة، الحوكمة الإدارية، التنمية الاقتصادية، ليبيا.

Introduction

Quality management is considered one of the essential factors that contribute to enhancing administrative governance in light of rapid changes and increasing competition in the business environment. Institutions are in urgent need of applying effective quality management strategies aimed at achieving the highest levels of efficiency and effectiveness, which positively reflects on decision-making processes and administrative practices. Quality management applications also contribute to enhancing transparency and accountability, which are two fundamental pillars of administrative governance. This study addresses the impact of quality management applications on administrative governance and seeks to explore how these applications influence the enhancement of transparency and accountability.

Al-Haytham Institute for Administrative and Financial Sciences is one of the most important educational institutions in Misrata, providing the community with distinguished graduates through its business administration and accounting programs. The efforts of the management and staff have resulted in the institute obtaining institutional and programmatic accreditation for the programs it offers. Given the management's achievement of these accreditations, the application of a quality system will contribute to achieving administrative governance in all its administrative procedures in a simple and easy manner.

Problem of the Study

Through their work in the teaching aspect at Al-Haytham Institute for Administrative and Financial Sciences in Misrata, and the administration's efforts to apply quality systems and academic accreditation in its inputs, outputs, and processes, as well as in its academic and community programs, aimed at gaining community trust in the quality of its graduates at high levels. Since governance is one of the important criteria resulting from the application of the quality system, the researchers seek to pose the following question: Is there a role for applying quality management that helps enhance administrative governance at Al-Haytham Institute for Administrative and Financial Sciences in Misrata?

Hypothesis of the Study

The application of quality management significantly contributes to enhancing administrative governance in the institution by reinforcing its core principles (transparency, accountability, justice, and responsibility). The study aims to validate this hypothesis by collecting and analyzing data from a set of questionnaires distributed to employees at Al-Haytham Institute for Administrative and Financial Sciences in Misrata.

Importance of the Study

The importance of the study includes:

1. Understanding the relationship between the application of quality management and administrative governance.
2. Providing recommendations for improving the application of quality management and enhancing administrative governance in the institution.
3. Contributing to improving administrative practices in the institution and developing a culture of administrative governance.

Objectives of the Study

The objectives of the study include:

1. Recognizing the concept of quality in educational institutions.
2. Understanding administrative governance and its relationship to the quality system in the institution.
3. Identifying the correlation between quality management and administrative governance when applied.

Methodology of the Study

The researchers adopted a descriptive analytical approach to collect, analyze, and interpret the data. The data was collected through a literature review of previous studies and analyzed using appropriate statistical methods for the questionnaires distributed to employees in the institution to measure their awareness of the role of applying quality management in enhancing administrative governance.

The study population consists of all employees at Al-Haytham Institute for Administrative and Financial Sciences, while the sample is stratified, consisting of managers, department heads, and administrative staff at the institute. The researchers used direct contact when distributing the questionnaire to avoid loss and ensure it reached the study sample individuals.

Table 1: Response Rates

Description	Number of Questionnaires
Number of Distributed Questionnaires	**33**
Number of Non-Retrieved Questionnaires	**02**
Number of Retrieved Data	**31**
Number of Questionnaires Not Valid for Analysis	**02**
Number of Questionnaires Valid for Analysis	**29**
Percentage	**94%**

Stages of the Study

1. **Literature Review:** Reviewing previous studies and research related to the concepts of administrative governance and quality management.
2. **Preparation of Study Tools:** Preparing a suitable questionnaire for data collection.
3. **Data Collection:** Collecting data through the application of the questionnaire.
4. **Data Analysis:** Analyzing data using appropriate statistical methods.
5. **Results Interpretation:** Interpreting results, conclusions, and recommendations.

Variables of the Study
Figure 1 illustrates the variables of the study.

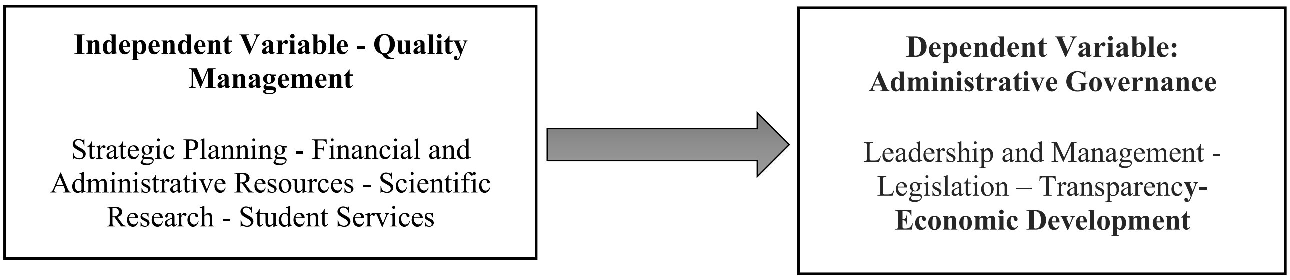

Figure 1 the variables of the study.

Previous Studies
A study by Fatima Ma'arouf in 2021 titled "The Reality of Applying Governance within the Standards of Total Quality Assurance in Sports Colleges." The study aimed to identify the reality of applying governance within the standards of total quality assurance for sports science colleges in Jordanian universities from the perspective of faculty members. It also aimed to identify the differences in faculty members' views on governance according to the university variable. The study sample consisted of 86 faculty members working in physical education and sports science departments. The researchers used a descriptive survey method suitable for the study procedures. The results showed that the reality of applying governance within the standards of total quality assurance for sports science colleges from the perspective of faculty members was high. It also revealed statistically significant differences in faculty members' views on the reality of applying governance within the standards of total quality assurance. The researchers recommended enhancing the role of governance councils due to their positive implications on improving performance levels, as their members participate in planning administrative and educational work and its development, and establishing a committee to monitor the application of governance in colleges.
In a study by Boufas Cherif in 2021 titled "The Role of Governance in Higher Education Institutions and Scientific Studies in Ensuring Educational Quality in Algeria," the study aimed to highlight the governance of higher education institutions as a modern global trend that plays a pivotal role in ensuring educational quality through setting standards and mechanisms governing the performance of all members of the university community through applying transparency, performance measurement methods, holding accountable officials, and involving stakeholders in decision-making and management processes. The study concluded that the need

to apply university governance principles has valid reasons at both local and global levels, and that success in its application depends on achieving its principles and requirements, which contributes to helping university management formulate and build a sound strategy and ensure effective decision-making leading to performance efficiency.

As for Ali Al-Shawash's study in 2021 titled "The Extent of Applying Governance Principles at Ibb University from the Perspective of Faculty Members," the researcher used a descriptive survey method and conducted the study on a sample of 84 members selected randomly. The nature of the study required reliance on a questionnaire consisting of 44 items distributed across four principles: independence, transparency, participation, and accountability. The researcher used mean averages and standard deviations to analyze the data and information. The study found that the degree of applying governance principles at Ibb University was moderate overall, while the principles of independence and transparency were applied at a weak level. There were no statistically significant differences between the responses of the study sample regarding the application of governance principles at Ibb University according to the study variables.

Samir Abdul-Jamal conducted a study in 2017 titled "The Application of Governance in the Ministry of Education in Palestine and Its Role in Reducing Job Alienation." The study aimed to identify the degree of applying governance in the Ministry of Education in Palestine and its role in reducing alienation. The study followed a descriptive analytical approach and used a questionnaire for data collection. The results indicated that the degree of applying governance in the Ministry of Education in Palestine was moderate overall, except in the area of participation, which was at a high level. The degree of reducing job alienation was also moderate. The study provided several recommendations, including enhancing governance in all its fields, activating the accountability system to strengthen governance application, active participation from all administrative levels in formulating future plans and strategies, establishing transparent, clear, and fair systems for appointing vacant positions, enacting laws and regulations characterized by justice and impartiality, and developing clear and fair standards that define the career path and professional growth for employees.

Commentary on Previous Studies

The results of the studies indicate that applying quality management plays a significant role in achieving administrative governance within the institution by enhancing accountability, transparency, operational efficiency, compliance with laws and regulations, decision-making, and fostering a culture of quality. This is achieved through:

- **Improving the efficiency and effectiveness of operations:** Quality management helps identify and improve processes within the institution, leading to increased productivity, reduced costs, and improved quality of products and services.
- **Enhancing accountability and responsibility:** Quality management helps define the responsibilities of each individual within the institution, leading to improved accountability and responsibility.
- **Making better decisions:** Quality management aids in data collection and analysis, which helps in making better decisions.
- **Fostering a culture of compliance:** Quality management promotes a culture of compliance with laws and regulations within the institution.

- **Improving the institution's reputation:** Quality management helps improve the institution's reputation among stakeholders.
- This study differs in being one of the first conducted in Misrata and in the private education sector, and it aligns with most studies regarding the importance of applying a quality system and the administration's commitment to implementing quality, community service, and administrative governance within the institution.

Terms of the Study

- Administrative Governance
- Quality Management
- Al-Haytham Institute for Administrative and Financial Sciences / Misrata

Theoretical Aspect

Quality is an important concept for ensuring the success of any organization, including educational institutions. By focusing on quality, educational institutions can improve student satisfaction, enhance their reputation, and achieve sustainable development. There are several definitions of quality, including (3) that it is a set of characteristics and traits that distinguish a product or service, making it capable of meeting the needs and expectations of customers or users effectively. Meanwhile, defined total quality as a management approach that focuses on improving all aspects of the organization, including products, services, processes, management, and employees (8). defined educational quality as the ability of the educational process to meet the needs and requirements of students, providing them with the knowledge and skills necessary for success in their lives.

Principles of Quality

Quality has several principles outlined as follows (1)**.**

Customer Focus: The needs and expectations of customers should be the central focus of all organizational activities.

1. **Error Prevention:** The organization should focus on preventing errors before they occur, rather than correcting them after they happen.
2. **Participation**: All members of the organization should participate in efforts to improve quality.
3. **Continuous Improvement:** The organization should continuously strive to improve the quality of its products and services.
4. **Data Utilization:** The organization should rely on data and information to make decisions regarding quality improvement.

Responsibility for Implementing Quality in the Institution

indicated the responsibility for implementing quality in the institution(2,3) as shown in Table (2).

Table 2: Quality Implementation Responsibility in the Institution

No	Responsible Management	Method of Implementation
1	Top Management	- Top management must be fully committed to implementing quality and supportive of efforts to improve it. - Top management must demonstrate its belief in the importance of quality by allocating necessary resources and providing required support. - Top management should participate in the quality implementation process by setting goals, policies, and evaluating results. - Top management must determine the quality strategy for the institution, including setting quality objectives and plans to achieve them. - The quality strategy must align with the overall institutional strategy. - The quality strategy should be communicated to all members of the institution. - Top management must provide the necessary financial, human, and technological resources for quality implementation. - A sufficient budget should be allocated for quality improvement activities. - Necessary training and development for all members of the institution should be provided.
2	Middle Management	- Middle management must implement the quality strategy defined by top management. - The quality strategy should be divided into actionable plans and activities. - The implementation of quality improvement plans and activities should be monitored and evaluated. - Middle management should lead quality improvement teams composed of individuals from various departments within the institution. - Necessary training and guidance for quality improvement team members should be provided. - Middle management should motivate quality improvement team members to contribute to quality improvement efforts. - Middle management should resolve emerging quality issues. - The causes of quality issues should be identified and necessary actions taken to address them. - Recurrence of quality issues should be prevented in the future.
3	Employees	- All employees should participate in efforts to improve quality in the institution. - Employees can contribute to quality improvement by (providing suggestions and ideas for quality improvement, reporting quality issues, participating in quality improvement teams, and implementing quality improvement procedures). - All employees should adhere to the quality standards set by the institution. - All tasks and processes should be executed according to quality standards. - Any deviations from quality standards should be reported. - All employees should strive for continuous improvement in performance and quality.

Stages of Implementing a Quality System in Educational Institutions

Implementing a quality system in an educational institution is a continuous process that requires careful planning, effective execution, and ongoing evaluation, as clarified by [8]. The stages of implementing a quality system are as follows:

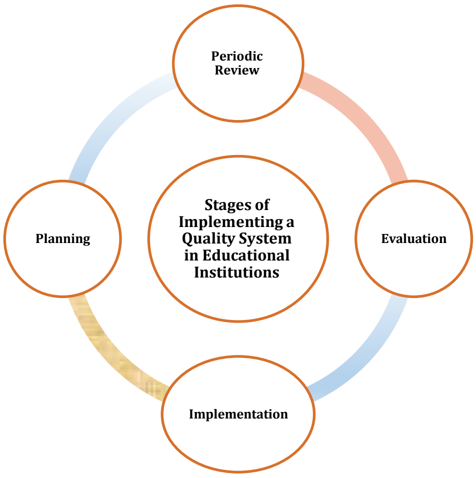

Figure (2): Stages of Implementing a Quality System

1. **Planning:**
   - **Setting Objectives:** The institution should define clear objectives for implementing the quality system, taking into account student needs and aligning with the institution's strategic development plan.
   - **Forming a Work Team:** A work team should be formed, including representatives from all parties involved in the educational process, such as teachers, students, parents, and administration.
   - **Identifying Resources:** The necessary resources for implementing the quality system should be identified, including financial, human, and technological resources.
2. **Implementation:**
   - **Raising Awareness of the Quality System:** All staff should be made aware of the principles of the quality system, its importance, and their involvement in the implementation process.
   - **Developing and Implementing Procedures:** Procedures should be developed and implemented for all aspects of the educational process, from teaching planning and assessment to facility management.
   - **Providing Necessary Support:** Necessary support should be provided to staff to assist them in effectively implementing the quality system

3. **Evaluation:**
    - **Data Collection:** Data should be collected periodically to evaluate the effectiveness of the quality system.
    - **Data Analysis:** Data should be analyzed to identify strengths and weaknesses in the system.
    - **Implementing Improvements:** Necessary improvements should be made to the system based on evaluation results.
4. **Periodic Review:**
    - **Reviewing the System Periodically:** The quality system should be reviewed periodically to ensure its relevance to the institution's needs and current developments in the field of education.
    - **Ensuring Compliance with Standards:** Compliance of the quality system with international standards should be ensured to guarantee educational quality.
    - **Engaging Stakeholders:** Communication with stakeholders, such as students, parents, and the community, should be maintained to obtain feedback and suggestions for improving the system.

Constraints of Implementing a Quality System in Educational Institutions

Implementing a quality system in educational institutions is an ongoing journey toward sustainable excellence, but this cannot be achieved without considering certain constraints that affect the effectiveness and long-term success of the implementation. These constraints are outlined by as follows(4).

1. **Administrative Support:** Commitment from top management to implement the quality system and provide the necessary support is one of the most critical factors for its success. Top management should allocate adequate financial and human resources, appoint a specialized team to manage the system, and provide necessary training for staff in the institution.
2. **Involvement of Educational Stakeholders:** Activating the role of teachers in the educational process is essential, thus they should be effectively involved in implementing the quality system. Teachers should be made aware of the system's importance and benefits, trained on its tools, and encouraged to participate in improving the educational process. Students and parents should also be involved in implementing the quality system by considering their opinions and suggestions, raising students' awareness of the system's importance, and encouraging them to adhere to its rules, while explaining its benefits to parents and enhancing their trust in the educational institution.
3. **Availability of Necessary Resources:** Implementing a quality system requires allocating sufficient financial resources to cover training costs, purchasing tools, and developing infrastructure. A sufficient number of qualified staff should be available to manage the system and monitor its implementation. A suitable infrastructure should also

be in place to support the quality system's implementation, such as computers, software, and networks.

4. **Quality Culture:** Instilling a culture of quality within the educational institution by raising awareness among all staff about its importance and benefits is crucial. All staff should be encouraged to seek ways to continuously improve the educational process, and develop problem-solving skills to address any issues that may arise during the implementation of the quality system.
5. **Evaluation and Monitoring:** The effectiveness of the quality system should be evaluated periodically to identify strengths and weaknesses. Continuous monitoring of the quality system's implementation is necessary to ensure compliance with quality standards. The results of evaluations and monitoring should be used to continuously improve the quality system.

Administrative Governance

Administrative governance contributes to ensuring quality in educational institutions. The importance of administrative governance in higher education institutions lies in its status as one of the key criteria for academic accreditation. It ensures the efficiency of the educational institution's performance by influencing its educational process, including inputs, operations, outputs, and feedback mechanisms, in order to achieve its mission, objectives, and strategic plans across all its activities (5). Additionally, the implementation of governance standards enhances the sense of trust between the educational institution and the community through scientific study and development. Furthermore, governance promotes the independence of the institution, thereby enhancing its effectiveness in achieving its primary goals (teaching, scientific research, and community service), and it strengthens the interests of stakeholders, leading to increased trust among parents and students (3).

Similarities between Administrative Governance and Quality in Institutions

pointed out the similarities between administrative governance and quality in institutions (2,7), as shown in Table (3).

Table 3 illustrates the similarities between administrative governance and quality in institutions.

Table (3). Similarities between Quality and Governance

Area of Similarity	Quality	Governance
Focus on Achieving Goals	Quality aims to achieve the institution's short-term and long-term goals by improving the quality of products or services provided.	Administrative governance seeks to achieve the institution's long-term goals through prudent and transparent resource management.
Reliance on Principles and Values	Quality is based on principles and values such as customer focus, continuous improvement, teamwork, and creativity.	Administrative governance is based on principles and values such as accountability, transparency, fairness, and integrity.
Reliance on Processes and Systems	Quality involves a set of processes and systems to ensure the continuous improvement of the quality of products or services.	Administrative governance includes a set of processes and systems to ensure sound decision-making and effective risk management.

Measurement and Monitoring	Quality relies on measurement and monitoring to evaluate the effectiveness of improvement initiatives and identify areas for enhancement.	Administrative governance depends on measurement and monitoring to assess the effectiveness of practices and identify areas for improvement.
Participation and Communication	Quality requires the participation of all employees in efforts to improve quality.	Administrative governance requires the involvement of all stakeholders in decision-making.
Transparency	Quality emphasizes the importance of transparency in all quality improvement processes.	Administrative governance underscores the importance of transparency in all institutional practices.
Accountability	Quality stresses the importance of holding all employees accountable for the quality of their work.	Administrative governance emphasizes the importance of holding all stakeholders accountable for their actions.
Continuous Improvement	Quality seeks to continuously improve the quality of products or services by applying the	

Benefits of Applying Governance and Quality

According to there are several benefits to applying governance and quality, including (1):

1. Improved quality of products and services.
2. Increased customer satisfaction.
3. Enhanced operational efficiency.
4. The implementation of governance and quality must be a continuous process.
5. All stakeholders must be involved in the application of governance and quality principles.
6. The organization must be committed to applying governance and quality principles in the long term.

According there are several key points that emphasize the continuity of governance and quality implementation (6):

A. Continuous changes: The internal and external environment of the organization is constantly changing; therefore, governance and quality principles must be adaptable to these changes.

B. Continuous improvement: The organization should always strive to enhance its performance in the areas of governance and quality.

C. Ongoing participation: All stakeholders must participate in the application of governance and quality principles.

D. Continuous evaluation: The organization must regularly assess its performance in governance and quality.

The Role of Quality Management in Enhancing Administrative Governance

Quality management plays a significant role in enhancing administrative governance, through the following (2,6):

1. **Improving Transparency**: Quality management contributes to enhancing transparency by clearly defining objectives, facilitating effective communication, and disseminating periodic reports.
2. **Enhancing Accountability**: Quality management strengthens accountability by delineating responsibilities, assessing performance, and implementing corrective actions.
3. **Improving Decision-Making**: Quality management aids in improving decision-making by gathering and analyzing data, assessing risks, and conducting regular system reviews.
4. **Effectively Managing Risks**: Quality management assists in effectively managing risks by identifying and evaluating risks and developing mitigation plans.

Economic development

Total Quality Management (TQM) and corporate governance are two foundational pillars for achieving sustainable economic development. By implementing quality standards, institutions can enhance their efficiency, elevate their performance, and strengthen their capacity for innovation. This continuous improvement leads to increased competitiveness for the organization in both local and global markets, which in turn contributes to attracting investment and opening new markets (9). Concurrently, effective administrative governance provides a transparent and accountable work environment, mitigating the risks of corruption and bolstering the confidence of investors and stakeholders (10). The synergy between quality management and governance forges a robust economic model rooted in efficiency and integrity, ensuring stable and inclusive economic growth that benefits society as a whole.

Furthermore, governance compels institutions to adopt socially and environmentally responsible practices, which enhances their reputation and contributes to the achievement of broader sustainable development goals. Adherence to these standards provides institutions with a greater capacity to withstand economic challenges and makes them more resilient in adapting to rapid changes across various sectors (11). Consequently, these institutions become an exemplary model, earning the trust of the local and international community and opening new horizons for collaborative investment. This offers a dual benefit to the institution in terms of performance and reputation and to economic development in terms of growth and stability.

Practical Side of the Study

This section of the study focuses on collecting evidence that may support or oppose the perspective formed. It aims to demonstrate the extent of quality application in enhancing governance principles in the institution.

Study Community and Sample

The study community consists of employees at Al-Haitham Institute for Administrative and Financial Sciences in Misrata, which has obtained institutional and programmatic accreditation from the Quality Assurance Center. A total of 33 questionnaires were distributed.

Table 4: Distribution and Validity of Questionnaires

Statement	Number
Distributed Questionnaires	33
Lost Questionnaires	2
Retrieved Questionnaires	31
Valid for Analysis	29
Response Rate	94%

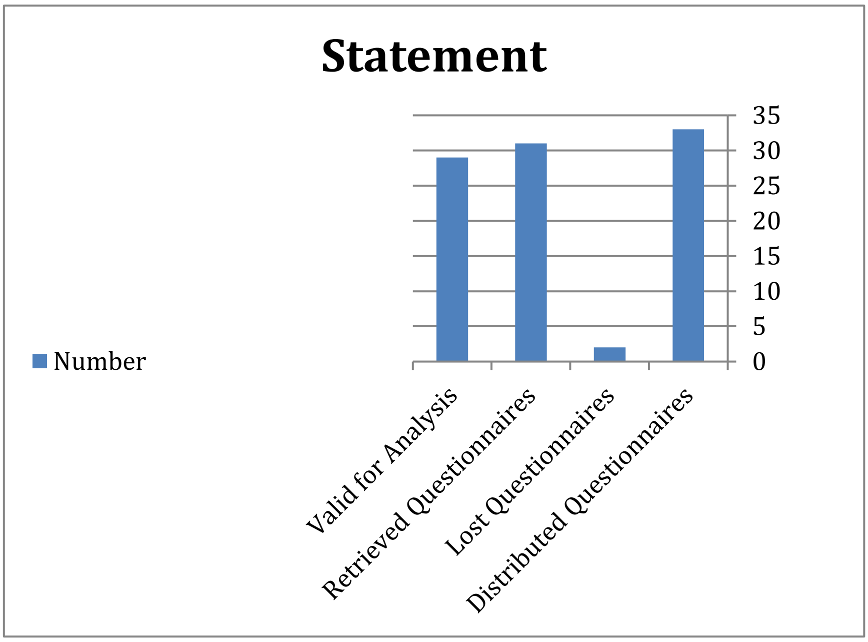

Figure 2: Distribution, retrieval, and validity of questionnaires

Study Tool (Data Collection Method)

A questionnaire was prepared to assess the application of governance principles in the quality of the educational process. It consists of two main sections: personal data and study axes.

Statistical Analysis and Data Processing

After coding the data, it was entered into a computer for statistical analysis using SPSS. A three-point Likert scale was used in the questionnaire, where the average score was 2.

Table (5): shows the degrees of the Likert scale.

Classification	No	Sometimes	Yes
Degree	1	2	3

Reliability of the Questionnaire

The reliability of the questionnaire refers to the degree of consistency of the results when used multiple times under the same conditions and circumstances. In other words, the reliability of the questionnaire means the stability of the results and the absence of significant changes when it is redistributed to the sample individuals several times over specific periods. The researchers verified the reliability of the study's questionnaire using Cronbach's alpha method, as shown in Table No. (6).

Table (6): illustrates Cronbach's alpha coefficient.

No.	Study Variables	Subfields	Number of Items	Cronbach's Alpha Coefficient
1	Governance	Leadership and Management	8	0.84
		Legislation	7	0.88
		Transparency	4	0.79
2	Quality	Strategic Planning	8	0.82
		Financial and Administrative Resources	8	0.71
		Scientific Study	9	0.78
		Student Services	7	0.70
All Questionnaire Items			51	0.79

The results presented in Table No. (6) indicate that the value of the alpha coefficient was acceptable and higher than the recommended value of 0.70 (Sekaran, 2010), which suggests the potential reliability of the results that may be obtained from the application of the questionnaire.

Statistical Description of the Responses of the Study Sample Individuals According to the Study Axes:

To determine the level of agreement on each item of the axes and on each axis of the questionnaire, the T-Test was used. If the significance value is less than (0.05) and the response value is greater than the mean measurement value (2), the level of agreement is considered high. Conversely, if the significance value is less than (0.05) and the mean response value is less than the mean measurement value (2), the level of agreement is considered low. If the significance value is greater than (0.05), the level of agreement is considered moderate.

Results of the Analysis of Axis One: Governance (Leadership and Management)

Table (7): Frequency Distributions and Descriptive Analysis Results for the Items of the Axis (Leadership and Management)

Item	Mean	Significance Value	Level	Notes
1	The institute enjoys complete independence in designing its academic plan.	2.92	0.000	High
2	The management of the institute allows freedom of expression and communication.	2.71	0.000	High
3	The duties and powers of the staff in the institute are clearly defined.	2.34	0.000	High
4	The management of the institute follows appropriate methods in decision-making.	2.42	0.000	High
5	The management of the institute conducts regular evaluation and assessment of plans and objectives.	2.11	0.000	High

6	The management of the institute facilitates work and strengthens cooperative relationships among departments and various units.	2.45	0.000	High
7	A periodic review of the organizational structure of the institute is conducted.	2.14	0.000	High
8	The management of the institute involves community representatives in the development planning process.	2.29	0.001	High
Total for the Axis		2.42	0.000	High

The results presented in Table No. (7) indicate that the level of agreement was high on (8) items of the leadership and management axis. The mean response for the total axis was found to be (2.42), which is greater than the mean measurement value (2), with a difference of (0.5). To determine the significance of these differences, the significance value of the test was found to be zero, which is less than (0.05), indicating the significance of the differences. This suggests that the level of leadership and management was high.

Results of the Analysis of Axis One: Governance (Legislation)

Table (8): Frequency Distributions and Descriptive Analysis Results for the Items of the Legislation Axis

No.	Item	Mean	Significance Value	Level
1	The institute has systems and regulations that include the academic and administrative body.	2.8	0.000	High
2	The management of the institute adheres to the applicable laws, regulations, and instructions.	2.49	0.000	High
3	A clear organizational structure is available for the institute.	2.47	0.002	High
4	The duties and powers of the management or department are clearly defined.	2.57	0.823	High
5	The organizational structure includes job descriptions.	2.40	0.017	High
6	The systems and regulations applied in the institute are characterized by clarity.	2.36	0.000	High
7	The management of the institute provides clear mechanisms for evaluating various performance and decisions.	2.10	0.000	High
Total for the Axis		2.46	0.000	High

The results in Table No. (8) indicate that the level of agreement was high on (7) items of the legislation axis. The average response for the total axis equals (2.46), which is greater than the average measurement (2), and the differences equal (0.5). To determine the significance of these differences, the significance value of the test equals zero, which is less than (0.05), indicating the significance of the differences. This indicates that the level of legislation was high.

Results of the Analysis for the First Axis: Governance (Transparency)

Table (9): Frequency Distributions and Descriptive Analysis Results for the Items of the Transparency Axis

No.	Item	Mean	Significance Value	Level
1	There are clear and specific conditions for accepting students into the institute.	2.80	0.000	High
2	Transparency and clarity are adopted in institutional work within the institute.	2.71	0.000	High
3	The management of the institute considers the principle of transparency and clarity in applying regulations and instructions to all employees.	2.75	0.000	High
4	Foundations and procedures for granting incentives and issuing disciplinary penalties for employees in the institute are clearly defined.	2.08	0.000	High
Total for the Axis		2.59	0.000	High

The results in Table No. (9) indicate that the level of agreement was high on (4) items of the transparency axis. The average response for the total axis equals (2.59), which is greater than the average measurement (2), and the differences equal (0.5). To determine the significance of these differences, the significance value of the test equals zero, which is less than (0.05), indicating the significance of the differences. This indicates that the level of transparency was high.

Results of the Analysis for the Second Axis: Quality (Strategic Planning).

Table (10): Frequency Distributions and Descriptive Analysis Results for the Items of the Strategic Planning Axis

No.	Item	Mean	Significance Value	Level
1	The institute's vision and mission are clear and aligned with its goals and values.	2.66	0.000	High
2	The institute's mission and vision align with the educational institution's goals in serving the community.	2.58	0.000	High
3	Members of the teaching and administrative staff participate in formulating and drafting the goals.	2.58	0.000	High
4	The institute's goals and mission are consistent with the available material and human resources.	2.65	0.002	High
5	Evaluation and assessment processes are conducted for various aspects of the educational process.	2.44	0.000	High
6	The strategic plan of the institute considers the internal and external factors affecting its development.	2.19	0.000	High
7	Appropriate evaluation and assessment methods are used to measure the achievement of the institute's goals.	2.42	0.160	High
8	Suitable methods and techniques are used to ensure that the implementation of the plan achieves the institute's goals.	2.26	0.000	High
Total for the Axis		2.47	0.000	High

The results in Table No. (10) indicate that the level of agreement was high on (8) items of the strategic planning axis. The average response for the total axis equals (2.47), which is greater than the average measurement (2), and the differences equal (0.5). To determine the significance of these differences, the significance value of the test equals zero, which is less than (0.05), indicating the significance of the differences. This indicates that the level of strategic planning was high.

Results of the Analysis for the Second Axis: Quality (Financial and Administrative Resources)

Table (11): Frequency Distributions and Descriptive Analysis Results for the Items of the Financial and Administrative Resources Axis.

No.	Item	Mean	Significance Value	Level
1	The institute has specific foundations for promotion and academic leave.	1.87	0.025	Low
2	The institute works to ensure that some courses are available in electronic format.	2.22	0.000	High
3	The institute provides books, journals, and encyclopedias for the offered programs.	2.25	0.000	High
4	The institute has an administrative unit for quality monitoring and management.	2.41	0.002	High
5	The institute provides facilities for sports fields.	2.41	0.000	High
6	The institute has a unit for the development of employees and teaching staff.	2.25	0.000	High
7	There are facilities that allow individuals with disabilities to access the institute's facilities.	2.35	0.003	High
8	Laboratories and classrooms are equipped with the necessary tools and devices to achieve the goals of the curricula.	2.39	0.000	High
Total for the Axis		2.27	0.000	High

The results in Table No. (11) indicated that the level of agreement was high on (7) items of the financial and administrative resources axis, while the level of agreement was low on (1) item of this axis. It was found that the average response for the total axis equals (2.27), which is greater than the average measurement (2), and the differences equal (0.5). To determine the significance of these differences, the significance value of the test equals zero, which is less than (0.05), indicating the significance of the differences. This indicates that the level of financial and administrative resources was high.

Results of the Analysis of the Second Axis: Quality (Scientific Study)

Table (12): Frequency Distributions and Descriptive Analysis Results for the Items of the First Axis (Scientific Study)

No.	Item	Mean	Significance Value	Level
1	The institute participates in local conferences.	2.15	0.000	**High**
2	A library is available at the institute.	2.90	0.000	**High**
3	Financial support is provided for scientific research to conduct studies.	2.85	0.000	**High**
4	An electronic library is available at the institute.	2.26	0.002	**High**

5	Faculty members at the institute participate in programs and courses.	2.98	0.000	**High**
6	The institute supports participation in scientific projects and research.	2.85	0.000	**High**
7	There are signed agreements with universities and educational institutions.	2.58	0.160	**High**
8	Faculty members participate in training courses.	2.60	0.000	**High**
9	Faculty members compete for local awards.	2.02	0.000	**High**
Total for the Axis		2.35	0.000	**High**

The results in Table No. (12) indicated that the level of agreement was high on (9) items of the scientific study axis, and the average response for the total axis equals (2.35), which is greater than the average measurement (2), and the differences equal (0.5). To determine the significance of these differences, the significance value of the test equals zero, which is less than (0.05), indicating the significance of the differences. This indicates that the level of the scientific study was high.

Results of the Analysis of the Second Axis: Quality (Student Services)

Table (13): Frequency Distributions and Descriptive Analysis Results for the Items of the First Axis (Student Services)

No.	Item	Mean	Significance Value	Level
1	The institute provides a paper and electronic guide for students.	2.56	0.000	**High**
2	There are contributions from students and faculty members to community service.	2.70	0.000	**High**
3	The institute offers training courses targeted at students.	2.85	0.000	**High**
4	The institute provides students with an advisory program that offers guidance and awareness for making academic decisions.	2.90	0.002	**High**
5	The institute offers various activities to occupy students' free time.	2.36	0.000	**High**
6	The institute provides databases related to graduates and works to maintain them.	2.85	0.000	**High**
7	Graduates participate in the institute's councils.	1.75	0.160	**Low**
Total for the Axis		2.57	0.000	**High**

The results in Table No. (13) indicated that the level of agreement was high on (6) items of the student services axis, while the level of agreement was low on (1) item of this axis. The average response for the total axis equals (2.57), which is greater than the average measurement (2), and the differences equal (0.5). To determine the significance of these differences, the significance value of the test equals zero, which is less than (0.05), indicating the significance of the differences. This indicates that the level of student services was high.

Hypothesis Testing

To test the validity of the study's hypotheses, Pearson correlation was used to test the significance of the relationship between governance and quality. The relationship is positive if the correlation coefficient is positive, negative if the correlation coefficient is negative, and significant (statistically significant) if the significance value is less than (0.05). It is non-significant if the significance value is greater than (0.05).

Table (14): significant relationship with statistical significance between governance and quality.

Governance	**Quality**	
	Correlation Coefficient	**P-value**
	0.41	**0.000***

The correlation is statistically significant.

The results in Table No. (14) showed a significant relationship with statistical significance between governance and quality, where the correlation coefficient was (0.41), and the significance value equals (*0.000), which is less than (0.05), indicating the significance of the relationship between the two variables.

To determine the effect of the extent of applying governance principles on the quality of the educational process, the significance value (*0.000) is less than (0.05), indicating a significant effect with statistical significance on the extent of applying governance principles on the quality of the educational process.

Therefore, the hypothesis is accepted: there is a significant correlation with statistical significance between the application of governance principles and the quality of the educational process. There is also a significant effect with statistical significance on the extent of applying governance principles on the quality of the educational process.

Conclusions

1. The application of quality principles in educational institutions plays an important role in achieving administrative governance.
2. The application of quality principles leads to improved accountability and transparency in the educational institution by clearly defining responsibilities and enhancing stakeholder participation in the decision-making process.
3. Quality systems help collect and analyze data related to the performance of the educational institution, providing valuable information for informed decision-making.
4. Quality principles aim to improve the efficiency and effectiveness of processes in the educational institution by eliminating waste, redundancy, and improving resource utilization, and streamlining procedures.
5. The application of quality can be a powerful tool for improving administrative governance in the educational institution and achieving many benefits for students and other stakeholders.
6. Achieving sustainable economic development requires a focus on implementing Total Quality Management principles, which enhances institutional performance, increases transparency, and produces a qualified workforce that meets market needs.

Recommendations

1. The top management should adopt the application of quality principles and provide the necessary support for their implementation, building a culture of quality in the institution through awareness of its importance and benefits.
2. Train staff on quality principles and tools, and allocate necessary resources to support quality initiatives.
3. Regularly review and update quality systems to ensure they keep pace with changes in the internal and external environment of the institution, and monitor and evaluate quality initiatives periodically.
4. Encourage all stakeholders to participate in the decision-making process, including students, faculty members, staff, and parents.
5. Work on applying quality principles as a continuous process.
6. Institutions should encourage innovation by adopting quality management strategies that support the improvement of products and services, thereby enhancing competitiveness.

References

[1]. Aisha Muhammad Ibrahim, Aisha Issa Ibrahim, and Najah Youssef Muhammad. The Degree of Application of Good Administrative Governance in Some Colleges of Sebha University from the Perspective of Faculty Members, Sebha University - College of Arts, Graduation Project 2023.

[2]. Boufais Sharif. The Role of Governance in Higher Education Institutions and Scientific Study in Ensuring Educational Quality in Algeria, Mohamed Sharif University, First Conference 2021.

[3]. Fatima Ma'ruf. The Reality of Applying Governance within the Standards of Total Quality Assurance for Sports Science Colleges in Jordanian Universities, Al-Balqa Journal, Jordan 2022.

[4]. Medhat Muhammad Mahmoud. Good Governance: The Art of Managing High-Quality Institutions, Arab Group for Training and Publishing 2015.

[5]. Ali Al-Shawesh. The Extent of Applying Governance Principles at Ibb University from the Perspective of Its Faculty Members, Al-Adab Journal, Issue 10, 2021.

[6]. Abdulrahman Rashwan. The Impact of Applying Governance Principles as a Tool for Achieving Sustainable Development, University Colleges, Palestine 2020.

[7]. Yaqoub Adel Nasser. A Proposed Theoretical Framework for University Governance and Indicators of Its Application in Light of Total Quality Requirements, Arab Performance Journal 2021.

[8]. Tawfiq Ata Allah. Governance of Higher Education Institutions and Its Role in Achieving Total Quality, Journal of Financial and Accounting Studies, Volume 8, Issue 3, Year 2021.

[9]. Ahmed Ali Al-Batti and others. The Impact of Total Quality on Administrative Creativity. Journal of Economic Studies, Faculty of Economics, University of Sirte, 2022.

[10]. Mabrouk Attia Mabrouk. The Impact of Applying the Principles of Good Governance on the Strategic Performance of Corporate Operations. Arab Journal of Management, 2024.

[11]. Hussein Hassan Al-Qahtani and others. The Impact of Total Quality Management on Performance Efficiency. King Abdulaziz University, Faculty of Economics and Administration, Department of Public Administration.