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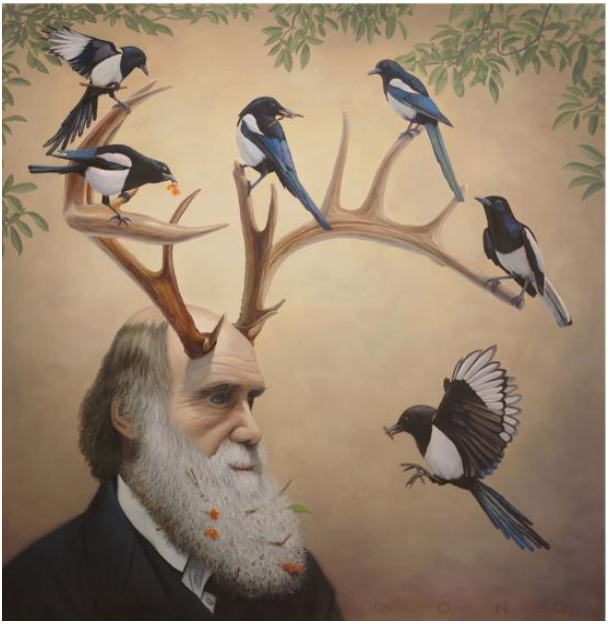

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The Level Of Total Quality Management Practice In Educational Colleges At The University Of Mosul

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Abstract

The research aimed to identify the level of total quality management practice in educational colleges at the University of Mosul from the point of view of male and female teachers and whether there were statistically significant violations in the level of total quality management practice depending on gender variations, specialization, educational qualification or duration of service. The research sample consisted of (232) teaching and teaching students, and a tool consisting of (34) items was constructed after extracting validity and consistency. By using the statistical methods represented by the Pearson correlation coefficient, the T-test, and the analysis of variance, the results showed that the level of quality management practice is above the mean, as well as the absence of statistically significant differences in the level of total quality management practice from the teaching point of view due to the gender variable, specialization, educational qualification and duration of service and a number was developed From directions and suggestions.

El nivel de práctica de gestión de calidad total en colegios educativos en la Universidad de Mosul

Resumen
El objetivo de la investigación fue identificar el nivel de práctica de gestión de calidad total en las universidades educativas de la Universidad de Mosul desde el punto de vista de los maestros y las maestras y si hubo violaciones estadísticamente significativas en el nivel de práctica de gestión de calidad total según las variaciones de género, especialización, calificación educativa o duración del servicio. La muestra de investigación consistió en (232) estudiantes de enseñanza y enseñanza, y se construyó una herramienta que constaba de (34) artículos después de extraer validez y consistencia. Al usar los métodos estadísticos representados por el coeficiente de correlación de Pearson, la prueba T y el análisis de varianza, los resultados mostraron que el nivel de práctica de gestión de calidad está por encima de la media, así como la ausencia de diferencias estadísticamente significativas en el nivel de la práctica de gestión de calidad total desde el punto de vista de la enseñanza debido a la variable de género, la especialización, la calificación educativa y la duración del servicio, y se desarrolló un número a partir de instrucciones y sugerencias.

First: the definition of research
Research problem

A comprehensive quality management is a modern management philosophy that aims to raise the levels of performance. Western countries have achieved great successes following the application of this concept, such as Japan, the United States of America, France and Britain. Management, it has been described as the third wave after the industrial revolution and the computer revolution (Ahmad, 80: 2013). One of the most important studies carried out in the field of comprehensive quality management is the study of Ahmad (2001). And which was conducted in Jordan, the study of Zamel (2005) conducted in Iraq, the study of Khudair (2006) conducted in Palestine, the study of Ali (2008) conducted in Algeria, the study of Al-Dabr and Abdullah (2012) conducted in Libya, and the study of the source (2012) That were conducted in Palestine, and other studies. Through the researchers 'review, they did not find any study at the level of Mosul University looking for total quality management from the viewpoint of the university's teaching,

Therefore, the current study came in an attempt to reveal the level of Mo-

sul University, total quality management, and the research problem was determined by the following questions:

1- What is the level of total quality management practice in colleges of education from a teaching view of a university?

2- Are there any statistically significant violations in the level of total quality management practice attributable to the variable (gender, specialization, educational qualification, period of service)

The importance of research and the need for it

Education is the main tool and an important pillar in all societies, which are relied upon in the upbringing and breeding of generations and preparing them for life. The role of education is increasing at the present time as a result of the modern and civilizational characteristics of our contemporary world (Abdel Latif, 81: 1998). Universities are among the educational and academic institutions that play an important and fundamental role in the development and development of human societies. They are the ones that create their present and plan their future milestones as they constitute the intellectual and value base of human societies (Saud and Suzanne, 2009: 2009). Universities seek to train and qualify their administrative staff and faculty to adjust And improving performance through the use of appropriate educational means in the research and teaching process to ensure quality and accreditation in accordance with internationally and locally approved quality standards, that quality of education means continuity of mastery in education outcomes, and there are those who define it as A fit for the goal, i.e. appropriate for the outputs of education, and Lakhe & Mohanty indicated that the university cannot have a system that works on its voice unless it has a comprehensive quality management where this system directs all activities to meet the requirements of the educational staff and for this it can be said that the quality management Comprehensive is a mixture of technology and social interaction, and this administration is based on the quest for progress and continuous improvement to motivate faculty members to make maximum efforts to provide positive feedback to the body and the university.

(Lakhe & Mohanty. 1994: 10)

Total quality management is a comprehensive organizational approach that aims to achieve the needs and expectations of workers, as it includes all managers and employees in the use of quantitative methods for the continuous improvement of operations and services in the organization (Harrison and Stupok, 1993; 416)

And that interest in total quality management in educational institutions means developing educational management methods to achieve product quality (Abu Musameh 3-2: 2015).

The improvement of education by adopting the approach to total quality management took its wide scope in higher education, and the United States of America has applied this approach since the year (1995) and in more than (400) colleges and universities (Zamil, 465: 2005), and conferences were held to benefit from comprehensive quality management from Where the search for quality in light of the tyranny of the quantum, because of the huge demand for institutions of higher education. (Maddoukh, 3: 2008). The National Conference on the Use and Development of Educational Quality Institutions in the United States of America was held in California in 1998 and its axes focused on setting quality standards in education, and the Eighth Conference of Ministers of Higher Education and Scientific Research was held in Cairo in (2001) under The title of Quality Quality for Higher Education and Scientific Research in the Arab World, and the fourth educational conference was held in Beirut (2004). The Libyan Society also organized a quality conference during the year (2005) and Tafila Technical University in Jordan held in 2007 a conference entitled Total Quality Management in educational institutions (Al-Sarayrah and Laila, 7: 2008) and e There are many studies that emphasized the importance of applying TQM in universities, and among these studies is the Al-Hilali study (1998) that aimed to provide an analysis of the concept of TQM, its tools and methods, and how to apply them in university higher education institutions and the Nagy study (1998) which aimed to identify Concepts of total quality management, its methods and its application in higher education institutions in Jordan, and a study by Badah (2003(The study aimed to develop a model for total quality management and to identify the degree of applicability in Jordanian universities (Al-Nasser, 47-46: 2010(

So it came to the current study as an attempt to identify the level of total quality management

Research objectives: The current research aims to identify:

1- The level of the practice of comprehensive quality management in educational colleges from the viewpoint of the university teaching staff.

2- If there are statistically significant differences in the level of total quality management practice in colleges of education from the viewpoint of the two teachers attributable to the variable (gender, specialization, educational qualification, period of service).

search limits :

The current research is limited to a sample of teachers of educational colleges at the University of Mosul for the academic year (2015-2016(

Defining terms:

Total Quality Management

It was defined by:

)Hixon 1992): It is a set of activities, methods, procedures and measures taken to control the degree of quality of the educational product in order to meet the needs of the labor market in the best way and the most appropriate cost possible, to perform a high quality service (Hixon 1992; 6 (.

)Al-Qaisi, 2010) as the interaction of the inputs, which are the individuals, methods, strategies and devices to achieve high quality of the outputs, and this means the participation and contribution of all workers in an effective manner in the production or service operations with a focus on continuous improvement of the quality of the outputs in order to achieve the satisfaction of consumers (Al-Qaisi, 2010: 239) .

)Al-Asadi, 2014) as a method and integration applied in all branches and levels of the educational region to provide workers and teams with the opportunity to satisfy the needs of students and beneficiaries of the learning process or is an activity that achieves the best educational research services and consulting methods with the most efficient and lowest costs and the highest possible quality, (Al-Asadi, 2014 : 510).

Theoretical definition of total quality management: It is an administrative process carried out by the management of educational colleges in order to perform the work correctly and the participation of teachers and other workers in it, in order to achieve the best educational and research services in the most efficient and least costly manner and the highest possible quality.

Procedural definition of total quality management: It is the degree obtained by the teaching colleges teachers through their answer to the paragraphs of the comprehensive quality management scale.

Second, theoretical framework and previous studies

The concept of total quality management

Total quality management is a modern term that emerged in the mid-1980s. (Al-Kubaisi, 2011) believes that it is an administrative system based on a number of foundations and requirements represented in awareness of the philosophy and concept of total quality, and our commitment and commitment of the leadership to implement it. (Al-Kubaisi, 13: 2011) Total quality management in the educational field indicates (a set of standards and

procedures with a view to implementing them to continuous improvement in the educational product, and indicates the specifications and expected characteristics in the educational product and in the processes and activities that verify

During these specifications, and comprehensive quality provides integrated tools and methods that help educational institutions achieve satisfactory results (Abbas 65: 2010(

Total quality management in universities means the integrated method that is applied in all branches of the university and its colleges and departments, to provide workers and teams with the opportunity to satisfy the needs of students and beneficiaries of the learning process, in other words, it is effective to achieve the best educational and research services in the most efficient methods and lowest costs and highest quality possible, for each of The University and Society in it (Abdel Halim 2011: 101(

)Al-Asadi, 2014) indicated that the comprehensive quality management within the framework of the educational institution is a group of contents, the most important of which are:

1- Adopting the method of collective and cooperative work.

2- Paying attention to the amount of capabilities, talents and experience the individual possesses in the establishment.

3- Guarding for continuous improvement and development permanently and continuously.

4- Reducing mistakes from doing the right thing from the first time, which leads

To reduce the cost at the minimum while obtaining the satisfaction of the beneficiaries

Educational process.

5- Caring for all areas of the educational system, such as goals and structure

Organizational, work methods, motivation, motivation and procedures (Al-Asadi, 2014: 510).

The goals of total quality management

There is no doubt that the main goal in applying total quality in educational institutions is to develop services and outputs with a reduction in costs, time and effort to improve the service provided to students, parents, and society and gain their satisfaction, and defines (Alwan, 2009) the goals of total quality with business or effective practices that should be Operations management to perform and seek to achieve them and can be dealt with as follows:

* Make comprehensive and interlinked improvements within the organization.
* Achieving total quality improvement processes through the participation of all departments and departments, as well as all employees of the institution. (Alwan, 2009: 99)

The principles of total quality management

The overall quality management in higher education institutions is based on a set of integrated and interrelated principles that enable the institution to reach its goals in the event of its adoption and that the most prominent of these principles are:

* - Senior management commitment to total quality management.
*- continuous improvement .
* - Control of operations
* - Responsive improvement.
* - Active optimization

In addition to the organizational culture, as it plays an important role in promoting the applications of total quality management in all units of the institution, and the role of management is to promote the appropriate culture that is consistent with the goals and directions of total quality management (Dheirig, 2012: 616-617)

Total Quality Management Standards

Total Quality Management in Education focuses primarily on the student and emphasizes the interest in participation, while emphasizing that everyone in the institution is fully responsible for the quality. Therefore, the standards of total quality management include the following:

• Quality standards related to faculty members: such as the criteria for their selection, qualifications, preparation and scientific outputs, their skills, the availability of their development requirements and methods for monitoring their performance through teaching methods, methods for providing students with feedback, methods for evaluating students, the quality of equipment and libraries, and the quality of funding for research equipment (Hariri , 81-80: 2011(

• The standards related to the student. These standards include the ratio of students to teachers, the level of services provided to them, the average cost of the student, the level of their preparations and their ability to learn.

• Criteria related to the curriculum: It contains the quality of curricula, their authenticity and content, their relevance to reality and their applicability,

• The standards related to management include the accurate selection and

training of leaders, and their interest in good human relations and effective communication,

• The standards related to the relationship between the educational institution and the external community: it relates to its services that meet the needs of the local community, the extent of its participation in solving its problems, and its ability to extend the bridge of communication between them and the community (Al-Hariri 2007-33: 34)

Obstacles to applying TQM

If applied to comprehensive quality management, institutions face obstacles, objections, and factors that do not help their success, particularly in university education. Among the most prominent obstacles are the following:

1- Lack of knowledge and insufficient familiarity with the dimensions of total quality

2- Total quality concepts and tools apply mainly to the production sector, adopting traditional centralization in making higher education policies (Al-Asadi, 521: 2014)

3- Neglecting to achieve a balance between short-term and long-term goals, as well as the lack of trained and qualified cadres in the field of total quality management in educational work, (Hariri, 26: 2007).

4- Lack of adequate funding to implement TQM,

5- The use of insufficient, inaccurate and underutilized data and information (66: 2010)

The second part

Studies on total quality management

Seymour (1991) study, which was conducted in America and aimed at identifying the positives of implementing a comprehensive quality management program and identifying obstacles to its application in American universities. This study was applied to (23) leading colleges and universities in the United States of America that implement the comprehensive quality management program.

The researcher concluded that there are some difficulties that are considered as obstacles for applying this concept, and these obstacles exist in most university institutions under study (85: seymour, 1991).

As for the Klocnski study (2000), it aimed to evaluate the factors of success and failure in implementing TQM in selected institutions of higher education in Toledo, America, and a random sample of (184) educational institutions was chosen, and through the application of the study tool represented by the questionnaire that It included several open questions relat-

ed to the objectives of the research, and the study concluded that higher education institutions suffer almost from the obstacles of the business sector when applying total quality management, and that the institutions that have succeeded in applying total quality management are institutions that have received administrative support and a strong leadership The Khudair study (2007) aimed at identifying the reality of knowledge and applying total quality management in education directorates, and the sample consisted of (451) employees in Palestinian education directorates, and a questionnaire consisting of (60) paragraphs was prepared and the results showed that: The degree of knowledge and application of comprehensive quality management was average, as it showed the presence of statistically significant differences between the degree of knowledge and the degree of application for total quality management from the viewpoint of workers in it and in favor of application. (Khudair, 2007-7: 137(

The Abbas study (2010) aimed to identify the possibility of applying total quality management in the colleges of the University of Qadisiyah from the viewpoint of faculty members, and to identify the attitudes of faculty members in those colleges towards the application of total quality management, and the study sample reached (160) faculty members, A questionnaire consisting of (30) items was prepared and the results showed the following: There are no statistically significant differences among the faculty members about the application of total quality management in the colleges of the University of Qadisiyah due to the gender variable, the educational qualification, and the college in which it is taught. (Abbas, 2010: 75-62)

As for the study of Al-Dabr and Abdullah (2012): It aimed to identify the concept of total quality management and its applicability in colleges of education at the University of Tripoli, and the research sample consisted of (64) teaching and administrative members, and a questionnaire consisting of (102) paragraphs distributed over ten axes was prepared. It reached a number of results, the most important of which was that the responses of the sample towards the areas of total quality management in the colleges of education at the University of Tripoli were weak (Al-Dabr and Abdullah 2012: 957: 979)

Extent of benefit from previous studies: We have benefited from previous studies in terms of:

1- Crystallizing the research problem.

2- See the terms and definitions contained therein.

3Choosing the current research sample as well as knowing the steps of building the research tool

Third: Research methodology
A- The two basic research samples: The basic research sample consisted of (232) teaching and teaching students who were chosen by the random class method from the research community, representing 56% of the research pool.
B- The Discrimination Sample:
A random sample of (100) teaching and teaching students was chosen as a sample to complement the psychometric properties of the tool.
3- Research tool The following steps have been adopted in building the identification tool at the level of total quality management as follows:
A- Formulation of the instrument's paragraphs: An exploratory questionnaire was applied to a sample of (23) individuals from the heads of scientific departments and teaching staff with experience and specialization, and access to literature and previous studies that reached (43) paragraphs, and their truth and reliability were extracted.vision and operate within the framework of a work team One Dr . (Klocnski, 2000;
B- Validity: The validity of the tool was extracted as follows:
1- Outward honesty: Outward honesty is one of the essential characteristics required and required in building the scale. The true scale is the one that measures the feature for which it was developed (Al-Nabhan, 275: 2004) and after presenting an instrument in its primary form to a group of experts and arbitrators and taking their opinions at an agreement rate (85). %) And more (6) items were deleted, and the tool became composed of (37) items. For the purpose of verifying the sincerity of the construction of the research tool, five alternatives have been developed for the answer, which are (always, often, sometimes, rarely, very rarely) and grades (5,4,3,2,1) are specified respectively, as well as creating an instruction page that is presented to individuals The sample to indicate the goal and how to answer it.
2- The sincerity of the construction: The paragraphs were verified by the method of the relation of the degree of the paragraph to the total degree of the tool, and the Pearson correlation coefficient was used to find the correlation between the degree of each paragraph of the tool and the overall degree of the tool we divide and the calculated T values were extracted to test the significance of the correlation coefficients, to verify the validity Building by calculating the coherence coefficient, the T-test, and the correlation coefficient for each of the paragraphs, and two paragraphs (33-34) were omitted, as they were not statistically significant.
3- Self-honesty: Self-honesty was calculated for the paragraphs of the

TQM tool through calculating the square root of the stability, and thus the self-honesty of the tool is (0.87) and (0.95) according to the two methods of stability that will be clarified later, thus returning to a self-valid scale.

4- Discrimination of ltems Discrimination:

The discrimination factor means the ability of the paragraph to distinguish between the upper and lower groups (Al-Dulaimi and Adnan, 89: 2005), and for the purpose of calculating the degree of paragraph discrimination, a comprehensive quality management tool has been applied to the discrimination sample, the researchers see correcting the tool and converting the responses to the digital formula and then calculating the total score for each A member of the sample was arranged in descending order from the highest to the lowest degree, then 27% of the higher grades for the first group and 27% of the lower grades for the second group were approved, and after applying the T-test for two independent samples to test the significance of the differences between the upper and lower groups For every poverty Paragraphs measure was deleted as the final paragraphs (35) paragraph was extracted stability,

Reliability:

Two methods were adopted to verify the stability of the research tool as follows

1 - Method of re-testing: as the tool was applied to a sample and then reapplied a second time with an interval of (15) days and using the Pearson correlation coefficient to find the relationship between the degrees of the first application and the second application, the scale got a stability coefficient of (0.773).

2- Thousand kronbach method: From the results of the first application of the tool, the stability factor was extracted by the thousand kronbach method, as it reached a value (0.91), which indicates that the tool is characterized by high stability, and thus the tool is ready to be applied to the main research sample.

Final application of the search tool:

After making sure of the sincerity and consistency, the research tools were applied to the basic research sample of (232) individuals, (200) forms were analyzed, and (32) forms were excluded because the answer to some of them was not complete and others were not retrieved by the teachers.

Statistical means:

1- Pearson correlation coefficient to detect the stability of the tool

2- The t-test to test the significance of the correlation coefficient: to reveal the validity of the building.
3- Fakronbach equation: to extract the stability of the instrument (Steer, G R & Torrie 1980: 279).
4- T-Test for one sample: To get acquainted with the level of comprehensive quality instrument practice
5- T-test for two independent samples: to verify the identification of the vertebrae and the differences. Research variables (Al-Bayati and Athnafus 260: 1977)
6- One-Way ANOVA Analysis in SPSS: To identify the presence of statistically significant differences according to the variable of service life,
Fourth, the results of the research: Results related to the question: The first goal, which provides for the identification of the level of total quality management practice in colleges of education from the viewpoint of university teachers.
To answer this goal, a one-sample t-test was applied by comparing the arithmetic mean for the sample answers with the instrument's mean mean and Table (1) illustrates this:

Table (1) results of the T-test to indicate the difference between the arithmetic mean and the hypothetical mean of the variable of the total quality tool

Significance level	T value		standard deviation	Hypothetical mean	SMA	the number
		Calculated				
0.005	1.972	9.208	22.9215	105	119.9250	200

The result shown in the above table indicates that the mean for the answers of the research sample was (119.9250) and when compared to the hypothetical average of (105) and using the T-test for one sample shows the presence of a statistically significant difference, as the calculated T value reached (9.208) which is higher than the tabular T value (1.972) at the significance level (0.05) and the degree of freedom (199).
This means that educational colleges practice total quality management with a degree that exceeds the middle, according to the viewpoint of the university's teaching. Perhaps the reason for this is that educational colleges set up development courses for workers in the field of total quality management, as well as work to provide devices and equipment that help to implement quality requirements to the fullest To keep abreast of developments and administrative changes in international universities.

Results related to the second goal: While there were statistically significant differences in the level of total quality management practice in educational colleges from the teaching point of view attributable to the variable (gender, specialization, educational qualification, duration of service)
To answer this goal, the T-test was applied to two independent samples (t-test) with respect to the variables (gender, specialization, educational qualification), and Table (2) shows that:

Table (2) Results of the T-test for the average level of total quality management practice according to variables (gender, specialization, educational qualification)

indication	T value		standard deviation	Sma	The number	variable	
	table	calculate					
Not significant	1.972	Not significant	231263	231263	115	Male	gender
			22.6225	22.6225	85	female	
Not significant		Not significant	22.2016	22.2016	78	scientific	Specialization
			23.4450	23.4450	122	Humanitarian	
Not significant		Not significant	24.7758	24.7758	76	M.A.	Qualification
			21.7769	21.7769	124	Ph.D.	

The result shown in the above table indicates that the calculated T value of the variables (gender, specialization, educational qualification) reached (0.592, 0.411, and 1.064), respectively, and it is less than the tabular T value of (1.972) at the level of significance (0.05) and degree of freedom (198)), Which indicates the absence of statistically significant differences in the level of the colleges of education practice to manage the overall quality from the viewpoint of the teachers due to the variables (gender, specialization, scientific qualification). Total quality management according to the period of service and As shown in Table (3)

Table (3)

The mean and the standard deviation of the level of total quality management according to the variable of service life

standard deviation	the number	the number	Length of service
19.8086	34	34	(3-7) years
23.7647	75	75	(8-12) years
23.1896	91	91	More than (12) years
22.9215	200	200	Total

Hence, a one-way analytical analysis (One - WAY ANOVA) was applied to TQM data, and the calculated fat value was extracted, and Table (4) shows that:

Table (4)

Results of the final test for TQM data according to the variable of service period

F value		Average square-packed	Sum of squares	Degree of freedom	Source of contrast
Tabular	Calculated				
3.06	1,351	707.116	1414.231	2	Between groups
		523.551	103139.644	197	Within groups
			104553.875	199	Kidney

The result shown in the above table indicates that the calculated value of (1.351) is less than the table value (3.06) at the level of significance (0.05) and degree of freedom (2. 197), which indicates that there are no statistically significant differences in the level of colleges of education practice To manage the overall quality from the viewpoint of the teachers attributed to the variable of the service period, and the reason for the absence of statistically significant differences in the opinions of the teachers may be due to the level of educational and scientific qualification enjoyed by the university lecturer by virtue of obtaining a higher certificate, which gives him a similar view between the two teachers towards some direction Going on in colleges of education A comprehensive quality management, and that all teachers are affiliated with the Ministry of Higher Education and are subject to the same decisions and are subject to the same condi-

tions of work.

Fifth: Conclusions, recommendations and proposals

First: The conclusions: Based on the results that have been reached the following conclusions:

1- The level of total quality management practice in educational colleges was above the middle, according to the teachers 'opinion.

2- The sex factor, specialization, educational qualification and length of service were not effective in the responses of the teachers in relation to total quality management.

Second: Recommendations: In light of the results, the following recommendations were made:

1-The university should be concerned with securing a distinguished technological environment by providing advanced study devices and equipment.

2- Providing the material and technical capabilities and infrastructure required to apply comprehensive quality on a large scale in all institutions and for all joints of work.

3- Continuing to encourage the application of total quality management at the university, and focusing on achieving quality assurance of educational and research services.

4- Providing a large amount of training for the administration and employees and ensuring that they possess the necessary skills for quality.

5- The necessity of conducting instructional courses for the teaching staff in universities to introduce them to the vision and objectives of total quality management and how to apply them.

Third: Proposals: As a complement to the current research, the following future studies have been proposed:

1- Requirements for applying total quality management in the colleges of education of Iraqi universities.

2- Factors affecting total quality management in the colleges of the University of Mosul from the viewpoint of administrators and teachers.

3- Conducting a similar study to the current study on other colleges

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