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The Impact Of Total Quality Management Critical Success Factors In Higher Education Institutions Performance In Iraq

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Abstract:

In today's modern era, technology is changing rapidly and there is a great demand of creative ability in the management of higher education institutions. However, the higher education over recent decades has indicate a significant expansion accompanied by an increase in the number of students and academic affiliates, but it is noted that this expansion has not been matched with an improvement in the quality of education, even though the education was still the main progress of any nation. However, Iraqi higher education institutions had not started adopting the TQM philosophy it is yet to be seen whether Iraqi, with their less aggressive and more complacent attitude, have gained more or less from TQM, compared with other organizations in other countries, which need quick results .However , Iraqi have adopted the TQM philosophy in the recommended copybook style. Until recently, a few studies had examined the TQM philosophy in the Iraqi context. The gap in the literature is hardly surprising given that research and theory in TQM implementation are still at an infant stage. Nevertheless, it is obvious from previous studies that majority of the higher education organizations in developing countries that implement TQM have viewed the benefits of TQM in various ways. To cope with this situation, there is an urgent need for Iraqi higher institutions to change the way they operate. The ultimate aim of this research is to study the total quality management (TQM) concept and argues that its application is the critical need of the Iraqi higher

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education institutions and to examine the impact of application of (TQM) and its core elements, represented by Management commitment and leadership, Employee involvement, Continuous improvement, quality assurance and management, Customer Focus and Communications, Education and training on performance , in higher education institute in Iraq.

Keywords: Quality management, organizational performance, higher education, satisfaction, work environment

1. Introduction

Institutions of higher education in the world are considered to be those institutions that provide important services that meet all the needs and requirements of learners. All this is done by introducing the appropriate influences that are effectively used for creativity in the higher education process. Many studies have focused on the fact that the process of supporting and enhancing education will ultimately lead to gaining students 'satisfaction and their acceptance of the reality of education in order to achieve many job opportunities and improve the standard of living (Hussain & Birol, 2017; Policy & Education, 2018). Identifying the Critical Success Factors (Antony, Leung, Knowles, & Gosh, 2018; Chan, Lau, Ip, Chan, & Kong, 2005), as it is evident that we must make a lot of effort to develop a model of excellence that public and private universities must adopt. The CSFs model is considered the ideal model for developing a work plan and a successful academic system that universities adopt in their work (Yeoh & Koronios, 2016). Accordingly, the work developed by the Iraqi Ministry of Higher Education (MOHER) has built an expansion system for quality among Iraqi universities, and the entities aim to a continuous process of , A review of the plans put in place for excellence and progress (UNESCO, 2016), Therefore, it was necessary for the real benefit to spread through a review by CSFs to achieve excellence in Iraqi educational institutions.

2 . literature review TQM in Higher Education

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Many researchers in the field of TQM in universities agree, as concluded Aspinwall (2017) that the process of imposing TQM in the educational sectors as a general imperative philosophy must be applied in administrative and educational processes in order to achieve the best results and reap their fruits. He noted Motwani and Kumar (2017) when conducting a study on Total Quality Management in an American educational institution , The process of adaptation to TQM as a fixed pattern in management, this type of adaptation made that institution achieve the best results of success in communication processes, raise the morale of employees, improve production and its quality, obtain high quality in the educational process, as well as few costs and defects . In a study similar to this one conducted in Pakistan on how to distinguish between the best business schools (government and private) Ahmed and Ali (2012) By analyzing some of the factors affecting the selection process that this emerging concept is still new in business administration colleges there and other areas that require such modern technology, including the sectors of human development and employee development, keeping up with modernity with academic requirements and educational processes and establishing a real link between. The curriculum making process. In addition, in another context where Asif et.al (2016) In a separate research, the factors determining the influences that affect the success factors of the comprehensive cycle management in Pakistani higher education institutions indicate that "effective leadership, correct measurement methods, insightful vision, accurate analysis, smooth monitoring of successive processes, design of correct programs and appropriate infrastructure allocation" are of the decisive factors and The influencing factor for the success of total quality management in education.

TQM is a new philosophy of management that was established in United Arab Emirates and Gulf region in general not a long time ago. Total Quality Management in Iraq however, received little attention and researches from academics and practitioners regarding the critical success factors and continuous improvement (Iman, 2015). For this reason, this study will introduce the concept of TQM and examine the application of

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ISO TQM principles in University of Thi-Qar in Iraq.

2.1 Critical Success Factors of TQM Elements of TQM used in this Study

Figure 1 Research Conceptual Model

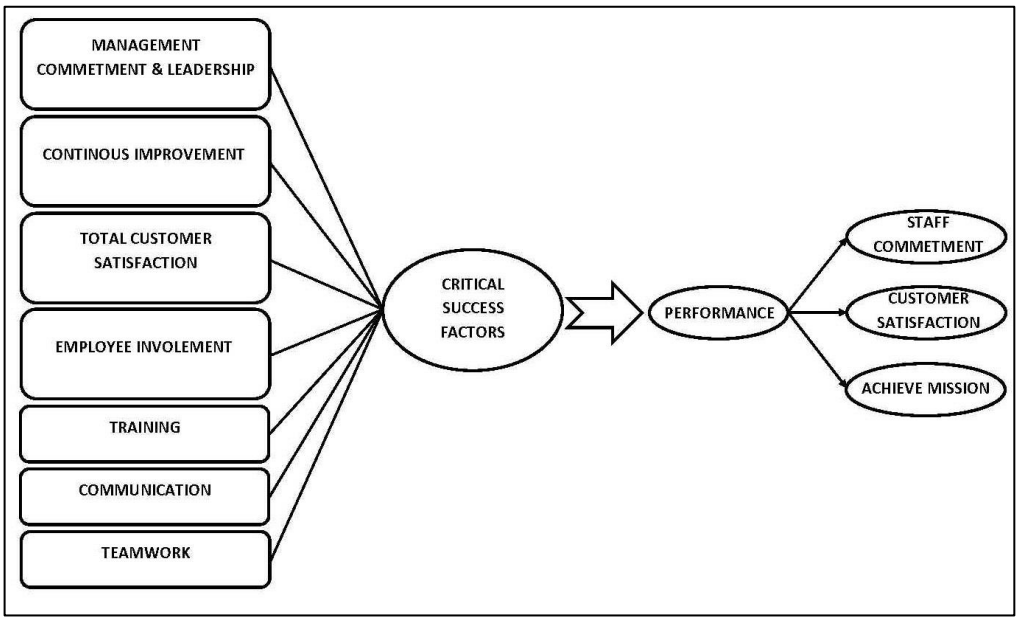

Table 1 shows a summary of the group of elements used to measure any structure in total quality management in educational institutions within a specific eye, as the symbols for the elements that were used in this study are attached in the appendix of this research.

3. METHODOLOGY

3.1 The study uses quantitative approach, where the survey is employed to collect the primary data from respondents in Baghdad University. The main reason for using quantitative approach is that hypotheses can be tested accurately. The study sample consists of staff, students, and teachers as in Baghdad University. The total number of collected questionnaire equal to (85).The analysis of primary data which are collected through the

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questionnaire will be conducted by using Statistical Package for the Social Sciences (SPSS) version 20.0 to make the statistical analysis from the collected data. SPSS is a program for managing data for statistical analysis. The program is modular with a comprehensive basic module in addition to the most common calculations in statistics, including data management and tools for graphical representation of the result

No. of Items Under Each Construct

Constructs	No. of Items
Leadership (L)	9
Vision(V)	6
Measurements and evaluation (M)	7
Process control and Improvement	6
(PI)	5
Program design (PD)	3
Quality System Improvement (QI)	6
Employee Involvement (E)	4
Recognition and Reward (R)	5
Education and Training (ET)	4
Student Focus (S)	6
Other Stakeholders Focus (OS)	

Table No. 1

3.1 Sample

This study was carried out in the study of a specific sample consisting of five universities with the same commonalities, as all of them were from the public sector and are among the institutions approved by the local government, the Ministry of Higher Education, the state, the environment and the location (that is, each of them is distinguished by a different educational system from the other. This is another reason for choosing this sample. More than 60 questionnaires were designed and distributed in groups. Each group consisted of 20 questionnaires distributed

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over the five universities 1.2, using a search tool for their attempt to collect specific data. The researchers discovered a tool previously designed before Mohammed Ahmed (2018) when a group of Iraqi researchers conducted a similar study where the researchers adopted the same questionnaire with some slight modifications to it in terms of terminology and some personal information. The table shows the complementary elements of Total Quality Management that were used in this study. A summary of the total components for measuring each component of TQM in all universities in which this study was conducted appears clearly in Table No. 3.

4. Data Analysis & Results

The next section of the research deals with the data obtained through the current study. First, the general characteristics of the sample taken were studied using the accurate descriptive method of statistics, secondly, the internationally recognized Tool Cronbach's alpha for such studies was adopted and finally after it was confirmed that all statistical requirements were collected. A comprehensive analysis of the entire sample was performed to identify and explore the necessary treatment for which this study was conducted, out of 60 questionnaires that were conducted and sent via Google Forms, Only 50 questionnaires were answered by users, and out of this sample only 38 were answered incorrectly by 8 respondents, or they were not completely complete. Therefore, the actual size of the sample was 131, meaning that the response rate was at a rate of 55% and it was valuable. Reliability 5.1 before performing data analysis and then calculating the true value of instrument reliability. Although this tool has proven its effectiveness in a previous study conducted in Turkey and the reliability value was 80% for all components, it is important to conduct a reliability test in the context of our study on Iraqi universities to ensure accurate and reliable analysis. Table 4 shows the results of the examination conducted on the reliability of the data using Cronbach's alpha.

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No. of Items Under Each Construct

Constructs	No. of Items	Cronbach's alpha
Leadership (L)	9	0.883
Vision(V)	6	0.855
Measurements and evaluation (M)	7	0.885
Process control and Improvement (PI)	6	0.810
Program design (PD)	5	0.846
Quality System Improvement (QI)	3	0.811
Employee Involvement (E)	6	0.855
Recognition and Reward (R)	4	0.834
Education and Training (ET)	5	0.853
Student Focus (S)	4	0.804
Other Stakeholders Focus (OS)	6	0.649

Table No. 2

According to the results obtained from the above table, we can conclude that the tool used in the study is of good statistically reliable reliability in the context of our universities and also according to Cronbach's alpha regarding all the elements used. Where the reliability score was 0.8 with the exception of the eleventh result, which concerns the stakeholders, since one of the elements was dropped from the overall structure used compared to the Cronbach's alpha tool, the value would become 0.86, but we cannot completely neglect this element due to its theoretical importance in a way that aims one way or another To reform the higher education process at the global level, As it was decided to bridge the gap between higher education institutions and industrial institutions through the cycle of the local economy and then obtain knowledge from that, so this element cannot be neglected in any way because of its importance in defining the infrastructure and its impact on the rest of the elements, the goal The main part of this research is to reach the extent to which TQM is practically

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practiced in Iraqi higher education institutions and to uncover the obstacles that prevent this, which led to non-convergence, and how to improve this and achieve harmony and convergence, so the overall exploratory factors were analyzed using the SPSS program

4.1 Measures of Sample Adequacy

In order to complete the correct requirements for the statistical calculations related to the operation of the factor analysis, two tests have been relied on to know the extent of the sample's efficacy and adequacy, and these tests are known internationally in this level, the first is KMO, and the other is Bartlett, as the amount of the KMO value which reached its value in the test that we conducted in the study Current 0.832 is very appropriate (ie it is appreciated) and is subject to factor analysis according to the web page.

Measures of Appropriateness of Factor Analysis" of University of Texas-At Austin following table suggests the appropriateness of KMO:

KMO Sample Adequacy Values for Reference

KMO Values (in)	Comment
0.90's	Marvelous
0.80's	Meritorious
0.70's	Middling
0.60's	Mediocre
0.50's	Miserable
<0.50's	Unacceptable

Source: web page "Measures of Appropriateness of Factor Analysis of Univ. of Texas-At Austin"

Table No. 3

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5. Conclusion

The researcher reached the following conclusions:

1- Deficiency of the standards approved and issued by the Quality and Accreditation Center in the following aspects

A- The possibility of a clear comparison between universities and scientific institutions

B- The absence of regulations and instructions stipulating what standards are used for each component of the inputs, processes and outputs and how to deal with them

C -lm is determined by the mechanism of the distribution of points on the indicators of each element and simply put the weight of all indicators within a single element and the target for 25%, 25% and 50% for each of the inputs, processes and outputs respectively

D- The system's elements were evaluated according to major axes and weights were set for them ranging between 3% for university ethics and 16% for programs, curricula and scientific research in the same ratio.

2) The failure of the scientific institutions to publish their mission, vision and goals that they seek to achieve on the website or specialized periodicals.

3) The lack of equal opportunities in all scientific institutions in terms of financial allocations, infrastructure and moral privileges.

4) The input of scientific institutions that are graduates of the preparatory school lacks scientific and objective standards.

5) Activities carried out by the ministry must have a re - evaluation and application of quality system it as the Waller conscious and supervisor of the program in all scientific institutions.

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6) The lack of criteria for selecting members of the Quality Center in universities and scientific institutions through which members of this center can be selected and selected exclusively.

7) Lack of true faith on the part of decision-makers in the importance of implementing the quality system and the extent of the benefits expected from its implementation.

8) The loss of the main criterion for measuring the university service provided by universities to the community and explaining its impact on it.

9) Incomplete testing of the elements of the system developed by the Quality Center in the Ministry to examine all aspects of the system.

10) The certificate issued by the Accreditation Center of the Ministry of Higher Education may adopt a flexible policy in granting these certificates.

6 .Recommendations:

To address the conclusions, the researchers made the following recommendations:

1) The necessity of having clear scientific standards announced to all by which universities' performance can be compared.

2) The need to publish the vision, mission, and goals of universities and scientific institutions in all advertising media so that everyone can see them.

3) The necessity of equal opportunities for all scientific institutions in terms of financial allocations, infrastructure and moral privileges, so that everyone stands in a single starting line.

4) For the success of the program, it is initially applied in the Ministry of Education as it represents the inputs of universities and scientific institutions.

5) A societal culture should be spread that the implementation of the quality program does not mean toppling the reputation of the university that has not

achieved the required level, but on the contrary completely, it means raising the level of those universities to better levels because identifying defects and weaknesses and pointing to them makes decision-makers seek to address them And surpass it in the future. "

6) All scientific institutions must be in one line of initiation in all aspects, including financial allocations, infrastructure, and other moral privileges, such as the availability of fellowship opportunities abroad and participation in scientific conferences .

7) This system must be based on the activities in the Ministry of Higher Education as it is the sponsor and supervisor of the implementation of this program.

8) Focusing on developing scientific criteria when selecting members of the Quality Center according to special criteria and not resorting to jurisprudence in the selection process.

9) Educate the relevant authorities on the role of this program in raising the efficiency of the performance of Iraqi universities and scientific institutions.

10) The need for clear and written scientific standards to measure the amount and importance of university services provided.

11) Strengthening the elements of the quality system examination approved by the Quality Center in the Ministry with other new elements in order for the evaluation to be comprehensive for all activities . The members of the Quality Center in scientific institutions must be selected accurately and objectively .

A certificate of conformity must be issued from a side that enjoys high independence, impartiality and professionalism.

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