



Implementation of Total Quality Management Standards in Colleges of Basic Education

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Colleges of Basic Education at the Universities of Maysan and Kufa during the academic year 2023–2024, using the HED-PERF model as a benchmark for quality assessment in higher education. The descriptive approach was adopted, and the research population consisted of 13 department heads and a randomly selected sample of 214 fourth-stage students. A questionnaire comprising 64 items across six HED-PERF domains was utilized, and the data were analyzed using SPSS and Excel through statistical methods such as Cronbach's alpha, weighted means, percentages, and t-tests. Findings revealed variation in the level of TQM implementation among the six domains. "Reputation and image" achieved the highest score (weighted mean = 4.7; 81.4%), followed by "access facilities" (4.1; 80.2%). Academic aspects, program issues, and non-academic aspects also showed good levels of implementation. The lowest score was recorded for "understanding students' needs" (3.42; 69.6%), indicating a need for greater responsiveness to students' expectations and academic requirements.

Keywords: Quality Management Standards

تطبيق معايير إدارة الجودة الشاملة في كليات التربية الأساسية

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كليات التربية الأساسية في جامعتي ميسان والكوفة خلال العام الدراسي 2023-2024، باستخدام نموذج HED-PERF كمعيار لتقييم الجودة في التعليم العالي. تم اعتماد المنهج الوصفي، وشملت عينة البحث 13 رئيس قسم وعينة عشوائية من 214 طالباً في المرحلة الرابعة. استخدم استبيان مكون من 64 بنداً موزعة على ستة مجالات من معايير HED-PERF، وحُللت البيانات باستخدام برنامجي SPSS



و Excel من خلال أساليب إحصائية مثل معامل ألفا لكرونباخ، والمتوسطات المرجحة، والنسب المئوية، واختبارات t. كشفت النتائج عن تباين في مستوى تطبيق إدارة الجودة الشاملة بين المجالات الستة. حقق مجال "السمعة والصورة" أعلى درجة (المتوسط المرجح = 4.7؛ 81.4%)، يليه مجال "تسهيلات الوصول" (4.1؛ 80.2%). كما أظهرت الجوانب الأكاديمية، وقضايا البرنامج، والجوانب غير الأكاديمية مستويات جيدة من التطبيق. سُجّلت أدنى درجة في مجال "فهم احتياجات الطلاب" (3.42؛ 69.6%)، مما يشير إلى الحاجة إلى استجابة أكبر لتوقعات الطلاب ومتطلباتهم الأكاديمية.

الكلمات المفتاحية: معايير إدارة الجودة

Research Problem

University education has witnessed significant growth, marked by an increase in the number of students in higher education. The colleges of basic education in Iraqi universities now host thousands of students, representing a large proportion of those enrolled in university studies. In terms of quantity, this is noteworthy; however, regarding quality, it can be said that colleges of basic education today receive considerable attention compared to other educational and supporting colleges. Their curricula are the foundations upon which they rely and from which they launch, as it has become essential for these plans to comply with quality and accreditation standards, whether they are international, regional, or global standards. This is aimed at achieving the objective of qualifying these students as teachers capable of practicing the profession with high efficiency by equipping them with the skills that enable them to keep pace with the changes occurring in teaching methods, curricula, and other essentials of the profession. Despite attempts to reform educational institutions, the performance of these institutions remains below the level of ambition, and the outputs are still far below the minimum requirements needed to qualify graduates to take on educational and pedagogical responsibilities with competence.

Research Importance

The teaching profession, like medicine, engineering, and law, can only be practiced by those specially prepared through the acquisition of necessary skills and knowledge, especially in an era defined by continuous change (Sabri and Abu Daqah, 2006: 13). Education is the primary means for the prosperity of communities, equipping individuals to be active elements capable of interacting with various social situations. Consequently, education is now viewed as a "productive industry" rather than merely a service sector, requiring deep understanding and comprehensive development across all dimensions of the system (Ibrahim, 2002: 7).

International educational systems have sought to develop their inputs and processes to obtain optimal outputs efficiently. Many countries have achieved tangible success by applying the concept of Total Quality Management (TQM) in their educational administrations (Al-Saud, 2002: 58). Therefore, adopting quality standards is a definitive demonstration of an institution's success in



fulfilling its mission and ensuring the alignment of outcomes with established objectives (Al-Hasi, 2012: 3).

Research Aim

The primary objective of the current research is to determine the degree of application of Total Quality Management (TQM) standards in the Colleges of Basic Education at the Universities of Maysan and Kufa. This assessment is conducted according to the **HED-PERF** scale, aiming to establish a comprehensive understanding of how quality determinants are integrated into the foundational structures of these educational institutions.

Theoretical aspects:

The emergence of standards and their evaluation has become a fundamental component in improving the educational process and ensuring high-quality teaching and learning. Achieving quality assurance requires directing educational processes toward clear and essential goals. Focusing on intended objectives, content, and instructional methods within teacher preparation programs is considered a key factor in determining the effectiveness and efficiency of such programs. This standards-based approach provides a structured framework for enhancing teacher preparation and for introducing continuous improvements aligned with the evolving demands of the teaching profession.

Standard

The challenges facing contemporary societies have increased significantly, along with the growing need for individuals to possess the skills and knowledge necessary for personal development and effective participation in their communities. Consequently, societies have become more dependent on educational institutions to produce well-prepared individuals capable of meeting these demands. One of the most important steps toward achieving this goal is the establishment of clear educational standards that define what learners should know, be able to do, and ultimately become. Such standards provide high expectations for all learners and serve as a foundation for improving educational quality (Al-Ithamnah, 2008). Standards represent a set of objective conditions and levels that determine the desired outputs of teaching and learning processes in educational institutions in general, and in colleges of education in particular. Through these standards, it becomes possible to evaluate the quality of the current educational reality by identifying strengths and weaknesses and then working to reinforce strengths and address deficiencies (Al-Hisi, 2012). From this perspective, standards function as essential indicators of Total Quality Management, as they reflect the goals and aspirations that educational



institutions seek to achieve. The concept of standards also encompasses a set of measures and principles that regulate the execution of tasks and guide decision-makers and practitioners within institutions, regardless of their field of work. In education, adherence to standards ensures that institutional processes are aligned with quality requirements and contributes to the systematic improvement of performance in accordance with Total Quality Management principles (Mujahid, 2008).

Standards, quality, and academic accreditation:

Standards represent a set of conditions and objective levels that define what the outputs of teaching and learning processes should be in educational institutions in general and in Colleges of Education in particular. They are used to assess the quality of the current educational situation by identifying strengths and weaknesses and then working to enhance strengths and address weaknesses. Standards also serve as indicators of total quality, reflecting the goals and aspirations educational institutions seek to achieve, and providing a reference framework for evaluating current outcomes and guiding future development processes. Quality standards in education are considered necessary specifications for producing an acceptable educational product that ensures high quality, effectiveness, and competitiveness. They describe what learners should achieve in terms of knowledge, skills, and values as a result of studying a specific educational content. The adoption of quality standards enables educational institutions to reconsider the quality of the educational services they provide, which directly impacts educational outcomes and contributes to their continuous development. The importance of quality standards lies in their role in ensuring the proper performance of educational roles, enhancing the efficiency and competitiveness of educational institutions, organizing training programs, and adapting to rapid technological, economic, and social changes. Educational systems worldwide have focused on improving their inputs and processes to achieve better outputs at lower cost and in shorter timeframes, and many countries have achieved notable success by applying Total Quality Management (TQM) concepts within educational administration.

First: Local Studies:

N.	researcher's name And	Objective of the study	Study Method	Population and sample size of the study	Study tools	Statistical method	Key findings study
1	-Attawi,) (2011)	To examine the quality of educational services for the	qualitative approach	Population: 398 fourth-	questionnaire	Cronbach's alpha,	The HED- PERF scale is



Iraq	perspective of fourth-stage students at the College of Administration and Economics, Al-Qadisiyah University, using the HED-PERF scale.	stage students: Sample: representative of the population	Exploratory Factor Analysis, Sample Adequacy Test, Principal Component Analysis, Confirmatory Factor Analysis	suitable for measuring educational service quality in the Iraqi context. Academic and non-academic aspects play a significant role in enhancing perceived quality among students.
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Secondly: Arab Studies

N.	Researcher's name and number of countries of the study	Objective of the study	Approach to the study	Study tools	Statistical methods
2	4 Abdullah (2006, Malaysia)	Education Institution Comparing the effectiveness of using the HEDPERF scale after modifying it to suit students' cultural level and HEDPERF scales in measuring the quality of educational institutions.	Descriptive	Questionnaire	Cronbach's Alpha Split-Half Method Pearson's Correlation Coefficient t-test
3		Establishing a theoretical framework for higher educational service quality institutions, identifying its measurement	Descriptive	Questionnaire	Correlation Coefficient Cronbach's Alpha
	5 (Naser, 2018) Pakistan	Measuring the impact of service quality on customer satisfaction, and identifying influencing factors in postgraduate studies.	Descriptive 473	Questionnaire	T-test ANOVA Regression Coefficient Mean Squares.



Thirdly, foreign studies:

Research methodology and procedures

1- Research procedures (Approach and measures to search)

In this chapter, the researcher discusses the methodology followed to achieve the research objectives. This includes identifying the general research approach adopted in the study and clarifying its suitability for addressing the research problem.

First: Research Methodology:

The researcher followed the descriptive survey method (survey studies) in order to achieve the research objectives. This method was adopted because it enables the researcher to reach the research goals with greater accuracy. It is considered one of the most widely used methodologies, particularly in academic and educational research (Al-Ghanam & Al-Zubaidi, 1981, p. 51).

Research Community

The current research community consists of:

First: Community of Department Heads

The current research community is made up of the heads of departments at the Universities of Maysan and Kufa for the academic year (2023–2024), totaling thirteen (13) heads of scientific departments in the two colleges.

1- Community of Department Heads at the University of Maysan:

The community consists solely of the heads of scientific departments at the University of Maysan / College of Basic Education. The research community was taken at a rate of 100% for the purpose of applying the research tool to it due to the small size of the research community represented by the heads of departments at the University of Maysan / College of Basic Education, as shown in Table (1).

Secondly – Student Community:

1- The community of fourth-year students at the College of Basic Education - University of Maysan:

The research community consists of fourth-year students in the College of Basic Education at the University of Maysan, comprising students from nine scientific departments:

- Students from the Department of Primary School Teaching.
- Students from the Department of English Language.
- Students from the Department of Arabic Language.
- Students from the Department of Geography.
- Students of the Mathematics Department.
- Students of the Art Education Department.



- Students of the History Department.
- Students of the Islamic Education Department.
- Students of the Science Department.

The researcher relied on a sample percentage of 10% of the total number of students in the fourth stage at the College of Basic Education / University of Maysan, which amounts to (1684) male and female students. The researcher arranged the students' departments according to numerical density as shown in Table No. (4).

Table (4): Distribution of Fourth-Year Students participating in the TQM Standards Implementation Study / University of Maysan

N.	Department	Total number of students	Number Of participating students only	Percentage achieved
1	English Language	270	16	%11.43
2	Mathematics	229	16	%11.32
3	Art Education	225	16	%11.32
4	Science (Biology, Physics, Chemistry)	221	16	%11.32
5	Arabic Language	184	16	%11.32
6	Geography	153	16	%11.42
7	Islamic Education	148	15	%10.63
8	Primary Grades Teacher	144	15	%10.63
9	History	110	15	%10.63
10	Total	1684	141	%100

2 - Community of Students of the College of Basic Education - University of Kufa:

The current research community also consists of fourth-year students in the College of Basic Education at the University of Kufa, comprising students from four scientific departments (Mathematics, Arabic Language, Islamic Education, and Kindergarten). The researcher relied on a sample percentage of **20%** of the total number of students in the fourth year of the College of Basic Education /



University of Kufa, which amounts to (366) male and female students from the University of Kufa.

Table (5): Numbers and Percentages of Fourth-Year Students Participating in the TQM Standards Implementation Study / University of Kufa

N.	Department	Total number of students	Number Of participating students only	The percentage
1	Mathematics	134	20	%28
2	Arabic Language	101	20	%28
3	Islamic Education	92	20	%27
4	Kindergarten	42	13	%17
5	Total	366	73	%100

Third: Research Sample:

The selection of the sample by the researcher is one of the essential steps in the research. The researcher must define the audience of their research according to the problem or phenomenon they choose. (Malham: 269).

Table (6): Distribution of the Primary Research Sample (TQM Implementation)

University	Heads of scientific departments		Percentage	Fourth-year students		Percentage
	Community	Sample		Community	Sample	
Maysan	9	9	%3.00	1684	141	%62.00
Kufa	4	4	%1.444	366	73	%33.00
Total	13	13	%4	2050	214	%96

Fourth: Research Tool:

The researcher used the questionnaire as a research tool, which is considered the most suitable for achieving the objectives of the current research. The



questionnaire is one of the most commonly used tools for collecting data in social sciences that require obtaining information, beliefs, perceptions, or opinions of individuals. (Obaidat, 1999, p. 77).

The researcher applied the research tool (the questionnaire) through direct distribution to students and department heads before the end of the first academic semester on Monday (12-12-2024) in Maysan. The researcher collected the questionnaires after they were answered by the sample individuals from students and department heads, and invalid questionnaires were excluded, relying only on the valid ones.

First/ Building research areas:

The research areas were established by the researcher through an objective review of previous studies closely related to the current research objectives, in addition to consulting several experts specializing in curricula, teaching methods, and Total Quality Management. The researcher identified six key areas for the questionnaire:

First: The Non-Academic Aspect These include the necessary aspects or elements required to enable students to fulfill their academic commitments. This domain specifically focuses on the tasks and duties performed by college staff members who are not faculty members (administrative and technical support).

Second: The Academic Aspect This relates directly to the academic and teaching duties of students. It encompasses the performance and responsibilities of faculty members and supporting academic staff in the educational process.

Third: The University's Reputation This area concerns the overall image of the university and its perceived status and prestige within both the local community and the higher educational environment.

Fourth: Accessibility Facilities This includes physical access to the college campus, effective communication with its administration and members, and the level of availability and responsiveness of staff toward students.

Fifth: Program Issues This domain focuses on the academic programs and specialties offered by the colleges, examining their flexibility and the academic strength and rigor of the teaching courses.

Sixth: Understanding Student Needs The researcher will implement specific research procedures to determine the reliability and exploratory application of the tool, following a clear explanation of the scale's instructions provided by the researcher.

Presentation of Results:

The content of this chapter consists of the results reached by the researcher according to the research objectives identified in the first chapter, along with a discussion and interpretation of those results as follows: Determining the rank level of each criterion from the questionnaire and indicating the strengths and weaknesses in each area of the (Hedpref) scale from the perspective of (department heads).



Table (7): Indicators of Strength in Non-Academic Standards (Very Good

Paragr aph numbe r	Parag raph seque nce	First Area - Non- Academic Criteria	Weig hted avera ge	Perce ntage weigh t	Stand ard Devia tion	Verificati on level	Rank
1	4	Administrators are kind and courteous.	4,46	89,2	0,75	Very Good	1
2	1	Administrators are quick to respond to students' demands despite work pressures.	4,38	87,6	0,92	Very Good	2
3	7	The administration knows the specific needs of the students.	4,15	83	0,66	Very Good	3
4	3	Feeling safe when conducting any transactions within the organization.	4,08	81,6	0,47	Very Good	4
5	9	Administrators have a level of competence in dealing with complaints and grievances.	4,08	81,6	0,73	Very Good	5
6	10	Staff have good communication skills with student.	4	80	0,78	Very Good	6
7	2	Administrators have a degree of empathy for students and reassure them when issues arise.	4	80	0,78	Very Good	7

Verification Level)

Objective One: The degree of application of total quality standards in the Colleges of Basic Education at the University of Maysan and Al-Kufa according to the Hedpref scale from the perspective of department heads.

1- Non-academic standards:



- The buildings enjoy a high level of cleanliness:

This criterion received a weighted average of (3.77) and a percentage weight of (75.4). The researcher attributes this result to the efforts of the faculties of Maysan University and Al-Kufa University to achieve excellence in higher education levels, contributing to building a scientifically advanced community, which reflects on the performance level of students in meeting labor market requirements.

- Equality among students in treatment and respect by the administration:

This criterion received a weighted average of (2.62) and a percentage weight of (52.4). This result indicates that this criterion is not available in the non-academic field, despite achieving a (moderate level), as it is lower than the (cut-off score). The researcher attributes this result to a misalignment with the educational process regarding changes related to quality, as it does not align with modern global trends in education.

Table (8): Academic Standards with Good and Medium Verification Levels



Paragraph number	Paragraph sequence	Domain II - Academic Standards	Weighted Mean	Percentage Weight	Standard Deviation	Verification Level
1	8	The academic program includes clear and stated criteria for evaluating the work (individual and group) of students.	4	80	0,55	Good
2	9	Responding to student feedback to Improve service performance.	4	80	0,55	Good
3	2	Professors demonstrate positive attitudes towards students within the educational institution.	3,92 480	78,4	0,73	Good



4	11	Use of teaching aids (educational technology).	3,85	77	0,66	Good
5	13	The academic programme provides field application to train students to employ teaching knowledge and skills.	3,62	72,4	1,08	Good
6	15	The college has adopted various methods to measure the efficiency of its students.	3,62	72,4	1,15	Good
7	16	The academic program includes practical (field)	3,62	72,4	0,92	Good



		application for students at each stage of study.				
8	12	The diversity of scientific and humanitarian disciplines and departments in line with the labor market and students' desires.	3,38	67,6	1,08	Medium
9	14	The academic program translates the theories and concepts of the courses into a practical applied reality.	3,08	61,6	1,14	Medium

- Clear and announced criteria for evaluating students' work (individual and group)

This criterion received a weighted mean of (4.00) and a percentage weight of (80). The researcher attributes this result to the adoption of programs that provide learning resources through libraries, as well as recruitment and promotion processes for faculty members. In addition, the evaluation of these activities and their focus on the quality of management and services provided



to students contribute to enhancing the effectiveness of assessment practices, whether the work is individual or group.

1. Academic Field

The availability of quality standards in the academic field reflects the level of implementation of Total Quality Management principles within Colleges of Basic Education. Although the overall verification level is moderate, the results indicate that academic performance exceeds the minimum acceptable threshold adopted by the researcher, as shown in Table (9): Weighted Average, Percentage Weight, and Overall Verification Level of Academic Aspects.

Table (9): Reputation Criteria with a Good Verification Level

Paragraph number	Paragraph sequence	Domain III - Reputation Criteria	Weighted Mean	Percentage Weight	Standard Deviation	Verification Level
1	5	The administration's interest in students and putting them on its priority list.	3,92	78,4	1,07	Good
2	6	Commitment to promises when promising to do something at a certain time by teachers and administrators.	3,85	77	0,66	Good
3	3	The educational service provided	3,69	73,8	0,72	Good



		with what is announced .in advance				
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- This criterion also received a weighted average of (4.46) and a percentage weight of (89.2). The researcher attributes this result to the commitment of faculty members to the educational system, the clear setting of educational objectives, and the continuous encouragement to present students in the best possible manner, which reflects the effective implementation of Total Quality Management principles related to reliability and institutional credibility.

2. The Field of Reputation or Fame

According to the researcher, the weighted average and percentage weights for the reputation or standing field indicate that the weighted average is (4.07) with a percentage weight of (81.4). This result shows that quality standards are moderately available in the reputation or standing field, as it's above the cutoff point, which has a weighted average of (3) and a percentage weight of (0.60), as shown in the following table: Table (10) Weighted Average, Percentage Weight, and Level of Verification for the Aspects of Reputation and fame. The results related to the field of reputation or fame reflect the level of implementation of Total Quality Management standards in Colleges of Basic Education. The overall verification level indicates an acceptable degree of institutional standing and credibility, as illustrated in

Table (10): Weighted Average, Percentage Weight, and Level of Verification for the Aspects of Reputation and Fame.

Weighted average general	Overall Percentage Weight	standard deviation	verification level
4,07	81,4	0,76	Good

3- Accessibility Criteria:

Table (11) shows that criteria (1, 2, 3), totaling (3) criteria, ranked in the top positions, leading the list of criteria, with their weighted averages ranging from (4) to (4.31) and percentage weights ranging from (80) to (86.2). This result indicates that these criteria are available in the non-academic field at a level of (very good), as they are above the cutoff score with a weighted average of (3) and a percentage weight of (0.60), which the researcher relied on to determine the level of the (Hedpref) scale criteria from the perspective of department heads.

Paragraph number	Paragraph sequence	Area IV - Accessibility Standards	Weighted Mean	Percentage Weight	Standard Deviation	Verification Level
1	6	The college has a convenient location, easy to access	3,92	78,4	0,62	Good
2	3	the proximity of the institution to public facilities and services	3,85	77	0,62	Good
3	7	The college uses modern and communication	3,60	72,8	0,82	Good



- The college uses media and communication technology to improve communication with students, this criterion received a weighted average of (3.69) with a percentage weight of (73.8). The researcher attributes this result to the effective communication established with students, which facilitates the process of responding to inquiries and complaints through electronic programs.

4- Access Facilities Domain:

According to the researcher, the weighted mean and percentage weights for the access facilities domain showed a weighted mean of (4.01) with a percentage weight of (80.2). This result indicates that quality standards are available at a moderate level in the reputation or status domain, as it is higher than the cutoff level, which has a weighted mean of (3) and a percentage weight of (0.60), as shown in the following table:

Table (12): Ranking and Performance Levels for Access Facilities Criteria

Academic Standards Domain	General percentage weight	Standard deviation	Verification level
Faculty interest in understanding students' specific needs.	3.91	78.2%	good
Availability of specialized academic counseling.	3.75	75.0%	good
Providing constructive feedback on student performance.	3.10	62.0%	Medium
Individualized attention to students' academic difficulties.	2.90	58.0%	Medium

5- Criteria for understanding students' needs: To determine the level of each criterion and indicate the strengths and weaknesses in the field of academic standards, according to the researcher, the weighted averages and percentage weights ranged from (2.90) to (3.91), with percentage weights ranging from (58) to (78.2). Table (23) and table (12) illustrate this.



The researcher concluded from the results of the study the following:

First: In the first area, the field of (reputation and prestige) received the highest weighted average across all areas, reaching (4.7 with a percentage weight of 81.4 and a standard deviation of 76.076) and a level of achievement (good). This percentage in this field confirms that the College of Basic Education at the Universities of Maysan and Kufa enjoys a good reputation and significant acceptance among beneficiaries.

Second: In the second area (accessibility facilities), this area received the second highest weighted arithmetic mean in terms of the degree of achievement for the overall weighted arithmetic mean, reaching (4.1 with an overall percentage weight of 80.2 and a standard deviation of (0.72) with an overall level of achievement (good). This proves that these institutions are located in areas that are central to residential locations and major road intersections, facilitating the commuting process for students and staff. At the same time, the electronic communication capabilities of these two institutions facilitate the registration and review processes.

Third: The third area (academic aspects) received the third highest weighted average in terms of the degree of verification of total quality standards concerning curricula, teaching methods, educational tools, and others, where the overall weighted average reached (3.90), with a percentage weight of (78) and a standard deviation of (0.86), indicating a level of achievement that is good.

Fourth: The fourth area (program issues) received a general weighted average of (3.86), with a percentage weight of (77.2) and a standard deviation of (0.82), achieving a good level. This percentage confirms that program issues require greater communication, integration, and partnership with reputable universities to reach the desired goals.

Fifth: The fifth area (non-academic aspects) received a general weighted average of (3.79), with a general percentage weight of (75.8) and a standard deviation of (1), achieving a good level. This percentage emphasizes the necessity of adhering to quality standards to advance this vital sector. The researcher believes that the reason for the low weighted average in this area is the need for the College of Basic Education to undergo urban development that aligns with the importance of this institution and the significant demand it faces, as well as its substantial reliance on the labor market due to its involvement in many productive and educational sectors.

Sixth: The sixth area (understanding students' needs) ranked sixth and last in terms of achieving the overall weighted average, with a score of (3.42), a percentage weight of (69.6), and a standard deviation of (1.6), indicating a level of achievement classified as (good). This area ranked last contrary to what was expected before undertaking the research procedures, as it represents a failure in



the most important element of the educational process. Understanding what students need through scientific and research studies or directly is considered the foundational block for establishing correct principles to achieve the requirements of total quality.

4-4 Suggestions:

First- The need to activate the comprehensive quality committees and select their members from specialists and give them broader powers to intervene to provide solutions to the obstacles that cause the decline in performance, provided that the members of this committee are not only teaching staff but from all disciplines and types of working staff. **Second-** Work to raise the efficiency of faculty members and all working staff in accordance with quality standards and institutional accreditation. **Third-** Developing curricula in accordance with quality and academic accreditation standards and making them more flexible in order to keep pace with the current development.

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