European Journal of Business and Management
ISSN 2222-1905 (Paper) ISSN 2222-2839 (Online)
Vol.7, No.35, 2015

Evaluating the Effect of Quality Assurance Measures on the Performance of the Faculty Members at Applied Science University / kingdom of Bahrain

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Abstract

Higher education is one of the most important pillars for developing societies due to the position it occupies in preparing the frames (human and other resources) required to achieve the sustainable growth in addition to its role in making and disseminating knowledge. The adoption of the quality system in Higher Education is just a response to the requirements for continuous improvement, competition, and stimulation of human creativity.

This research concentrates on tracking the effect that the Quality measures leave on the performance of the faculty members; who are the tools with which universities manage to improve their effectiveness, agility, and competitiveness position in all aspects of their work. The aim of this paper is to measure the effect of applying quality measures according to the framework developed by the National Authority for Qualifications and Quality Assurance of Education and Training (NAQQAET)/ Kingdom of Bahrain, on the performance of the faculty members of Applied Science University / Kingdom of Bahrain and determine the points of strength and weakness related to this effect. A survey with five dimensions representing the most important indicators in relation to quality of education has been designed. Proper statistical means have also been used to analyze the results obtained by the research sample. The research reached several conclusions, the most important ones are: the sample agreed on the effect of these measures on supporting the planning of aims achievements, and the fair assessments of the students work. However, it appeared that there was not enough awareness for the quality structure in relation to the depth of knowledge level especially at the advanced levels of the curriculum, in addition to consuming much of the time of the faculty members' time, contributed to weakening the scientific research.

Keywords: Quality Assurance, Performance, Faculty Members.

1. Introduction

The QA measures represent a new entrance in management aim to develop and improve different forms of the products, hence elevate the level of performance in a way that preserves and develops the economic resources. The Federal American Institute of Quality defines quality as: "doing the right job in a right way from the first time with the reliance on the beneficiary's evaluation to judge the performance improvement: (Ghunaim 2009).

The improvement and sustainability of the performance at higher education are two key issues for the universities that cannot be achieved unless the universities adopt the QA management to seek quality and improve their performance in different fields. (Ashraf Al Saeed 2007).

John Oakland, (as mentioned in Pettigrew 1987), defines quality represents the means by which the organization manages to develop its effectiveness, flexibility, and competitive position on the whole range of activities. The planning of management and development will be linked with the behavior of both the individual and the institute; their performances occupy a special position in any institution as it is regarded as the final product for all the institution activities. Achieving the universities aims requires the contribution and commitment of the management and the employees including the faculty members, to do their jobs for the sake of achieving the work expectations and beyond them. Finally, this process of linking the QA procedures on one side with the faculty performance on the other will be the concern of this research.

2. The concept of quality:

In Arabic, the word "quality" is derived from the root "JAD" which means making it good (Ibn Al Munthoor 2003). In English, the concept of quality goes back to the Latin word "Qualitas" which means the nature of a

person or a thing. Before that, quality was used to mean precision and mastering (Al Dradka 2002). It also means a management system that relies on the human resources to seek the continuous improvement of customer services with the lowest cost (Jean 2000). In addition, it is about making positive changes within the organization that include the thinking, the behavior, the values, the organizational believes, the managerial concepts, the pattern of the managerial leadership, and work and performance procedures; for the purpose of continuous development and improvement to reach the highest quality in its output with the minimum cost. Then reaching the highest degree of customers satisfaction by fulfilling their wishes and needs according to their expectations (Dettmann 2004)

In general, all the above definitions indicate that quality is connected to the performance of those who carry out the work and to what extent they are good to implement specified conditions.

3. The General Concept of Total Quality:

Total quality, as a term, implies a group of attributes or characteristics that precisely and totally express, the heart and state of education, that include all of its dimensions: inputs, processes, outputs, and feedback; it also includes the continuous reactions that lead to achieving its targeted aims suited to a specific society (Ausheba 1999).

Total quality is regarded as the cultural production of the institutions and it should drive and gear these institutions. The culture is a group of values and thoughts all individuals in the institute should believe in. The higher level of management expresses these values through their trends, and behaviors. As time passes, the lower levels will, eventually, be affected by them and begin to behave in similar manner that leads to produce high quality products or services.

Jabotonaki defined the total quality as: "A cooperative form to finish the works depending on the shared efforts between the workers and the management for the purpose of continuously improving the quality and increasing the production (Alwan 2009). It includes the strategic planning that is concerned with changing some of the common behavior and administrative procedures to replace them with the quality's cultures and behaviors. It is not a limited aim, it is a varying aim which seeks continuous improvement and development. It emphasizes commitment to quality's principles by all, it also emphasizes the importance of mixing this philosophy with the organization culture. It does not mean total quality, it means achieving the highest possible quality or finding a work environment in which all seek to improve the quality.

4. The Concept of Quality in Education:

The UNESCO has indicated that the application of total quality in all business sectors and especially in the sector of education; is one of the most important criteria of competing to attract the capital investments both locally and internationally in the shadow of the implementation of the General Agreement on Tariffs and Trade (GATT). It is expected that the competition in applying the quality system in the higher education sector his is for the sake of developing and creating the human forces in all the fields of work, production, research and study, and the application of technology to serve the society and the growth (UNESCO 1999). Consequently, the interest in the concept of quality in the higher education institutions is receiving great attention from the higher management for its role in the continuous improvement.

Quality in education is defined as "A fundamental work strategy which contributes in providing products and services to satisfy the internal and external customers and fulfills their implicit and explicit expectations (Tenner & Dectoro 1992). Ausheba looks at it as a group attributes and criteria that should be available in all of the elements of the education process (inputs, processes, and outputs), in order to fulfil the needs of society, and learners' requirements, desires, and needs. (Ausheba 2000)

Jontien and Dakar concentrate on the learning characteristics in their definition of quality in education. Thus, they consider it as the introducing of the desired attributes of learning through process that relies on teachers who are well informed with the teaching pedagogies, an integrated and appropriate curriculum, and a fair governance system (EFA 2005). From the point of view Al Khameisy (Khameisy 2007), quality in education is a process of making the education system achieve the levels and criteria agreed on for the efficiency and effectiveness of the education system in all its elements (inputs, processes, outputs). This is for the sake of achieving the highest level of effectiveness and efficiency for both the system aims and the expectations of the customers from the education services (Students and Society).

Hixon (Hixon 1992) thinks of total quality management system in education as "a strategic management process that relies on a group of values which takes its power from the information to enable it to employ the workers abilities and thinking capabilities to achieve the continuous improvement of the teaching process". From the point of view of Majeed (Majeed 2008), total quality management in education is "A group of efforts of the

workers in the education field to elevate and improve the learning product in proportion with the customer's wishes, attributes and abilities."

Total quality in the field of education includes both efficiency and effectiveness. This is because, if efficiency means the optimal use of the available learning capabilities (the INPUTS) to obtain certain products, learning outcomes, or a limited amount of learning outcomes using a limited amount of learning inputs (least possible cost), then this will represent one of the foundation on which the quality is based (accomplish the required specification with the best means and least cost). While, if the processes in its simplest meaning means achieving the goals, or the required outcomes, then this will also represent an important foundation for the total quality. It may go further than this, as the continuous improvement of all the work phases and aims of the institution is regarded as the most important foundation of total quality management. This also agrees with the prophet Mohamed (SWS) "God loves if someone does a work he should do it perfect"

In general, the abovementioned definitions of total quality management implies a number of ideas:

- The idea of outperformance: which means that the institution that walk in the path of total quality must seek to be the best through the provision of high value quality services that overrun the services provided by its competitors in addition to the continuous follow up toward achieving this aim.
- The idea of customer satisfaction: which can be achieved through fulfilling the customers' expectations then achieving their satisfactions, at the same time seeking to win the competitive advantage within the society.
- The idea of value: where the value is defined as the ratio between the quality and the cost, i.e., it equals the quality divided by the cost. The customer is aware that the quality of the service he obtains in comparison with its cost must be higher than the value provided by the competitors.
- The idea of doing the right thing from the first time: it means performing the jobs and the activities without errors or faults sustainably from the first time.

It appears from the above that quality in education seeks to invest in the capabilities of the workers and improve their performance to ensure continuous improvement in the education process.

5. The concept of Performance:

"Performance" is connected with the behavior of the individual and the organization, and occupies a special position within any organization as it is regarded the final product, which is the result of all activities within the organization. Performance is defined as "Carrying the office duties (tasks and responsibilities) according to the rate which an efficient worker should carry". It is also defined as the officer executing his duties and responsibilities assigned to him by the organization or the party that the officer works for (Bin Razooq 2012).

The concept of performance means the aims or outcomes which an organization seeks to achieve (Abdul Mohsen 2015), on the other side, it is the key to achieve the goals in the right way with the minimum cost, in the specified time, in the different fields, and the ensuring of the quality of achievement in the different stages (Viven 2006). It does not express only what the individual achieves, but how he achieves the good performance which must be met with the proper behavior, the active use of knowledge, skills and efficiencies (Armstrong 2002). So the management can transform the inputs to a number of outcomes with special specification and minimum cost (G. Brambach 1988). From all the previous definitions it is obvious that performance is regarded as the outcomes obtained by the organization while seeking to achieve its goals in which all individuals of the organization and the organization itself take part in, through the required roles and duties which must be met with behaviors, efforts, and skills that participate in obtaining the best performance.

6. The relation between the performance and quality:

Human behavior is regarded as one of the factors that restricts the employee performance. This behavior is formulated through the reaction between the individual nature, the manner he grows up and the position he finds himself in. Performance does not materialize as a result of the forces or pressures that come from within the individual himself only, but as a result of reaction and agreement between the individual's internal forces and the external forces surrounding him. Gray showed that the adoption of the quality criteria, standards, and specifications by the organizations return many benefits to the individuals and organization, some of these:

- Elevating the performance level and change the organization culture for the better.
- Acting to increase the organization's power of competition through following work's policies and procedures of high degree of accuracy, clearance and subjectivity.
- Giving the workers the feeling of trust and lift their moral. (Gray 1995)

Where the quality is: creation of distinctive culture of performance through which all act with their utmost

possible effort to achieve the customers' expectations and performing the work in the right way from the first time (G. Brambach 1988). Performance, as time passes, has effects on individuals through their attitudes and behaviors. In the end it will form an external frame that plays a role in determining responsibilities, and duties, that lead to improve the individual's performance in the organization.

This frame will include a group of elements which are regarded as the elements of forming the performance such as Knowledge of the employment's requirements, quantity, and quality of the work, perseverance, and trust. So education quality criteria form one of the external criteria that affect the performance of the faculty member and his behavior within the organization he works in, and the measurements the extent of this effect will be the subject of our applied study in this research.

7. The Applied Study/ Its requirements:

This study relied on choosing the Kingdom of Bahrain as the location to carry the study, this is due to the existence of a clear frame for the quality in education which has been prepared by the National Authority (Carries the name of The National Authority for Qualifications and Quality Assurance of Education and Training NAQQAET). The main duty of this authority is to ensure the quality of education and training. This is to be ensured through the reviewing of the performances of education and training institutions in accordance with certain criteria.

So there is a need for defining the frame work of the Quality which is represented in form of the Quality requirements as given by NAQQAET in the Kingdom of Bahrain, explained herby:

7.1. Quality Requirements in The Kingdom of Bahrain:

The requirements for the Quality of higher education in Bahrain are defined on the basis of meeting the parameters of four main indicators. These indicators have been defined by NAQQAET/Kingdome of Bahrain which, within its organization structure, has a specialized unit for Higher Education called "The Higher Education Review Unit". The main duty of this unit is the periodical reviewing of the programs currently offered in the higher education organizations. This review takes place after asking these organizations to prepare Self-Evaluation Reports (SERs) for each program. The SER covers four indicators and shows what the organization has done to meet them. The four indicators are, The Curriculum of the Program, Program efficiency, the Graduates Efficiency, and the Quality Management System. The following are the requirements needed in order to satisfy each indicator:

The first indicator: The Curriculum of the Program.

In this indicator it is required that the program's curriculum offered shows the following:

a- Fitness for purpose through the achievement of the mission of the department, the college, and the university to which the college belongs.
b- The rationales behind offering the program.
c- The curriculum and the teaching methods used in implementing it.
d- The existence of program intended learning outcomes that meet the program aims.
e- The use of assessment methods that are appropriate with the curriculum.

There are eight sub indicators to measure the program satisfaction of the above requirements.

The second indicator: The efficiency of the program.

In this indicator, it is required that the program to be efficient in the following aspects:

q- The number of students accepted in the program.

b- The existence of admission policy which is clear and suitable to the study requirements for the program.

c. The adequacy of available resources in the program, this includes, the number of teaching staff, the number of classes, Labs, references, etc.

d. There exists clear employment policies.

e. The existence of infrastructure.

f. Students support.

g. Staff development, training, and research.

There are thirteen sub indicators to measure the program satisfaction of the above requirements.

The Third Indicator: graduate's academic criteria.

In this indicator, it is required that the program's graduates satisfy the academic criteria that agree with similar programs in the kingdom of Bahrain, regionally, and internationally. Also the existence of benchmarking mechanism and to what extent it is implemented. This indicator comperes thirteen sub indicators used to measure the extent of meeting the requirements of this indicator.

The fourth indicator: The effectiveness of Quality management.

This indicator requires that the procedures of the program management, including the quality procedures, play a role in the continuous improvement and the confidence of the program. This indicator contains ten sub indicators used to measure the extent of meeting its requirements (www.qaa.edu.bh 2014).

These indicators will formulate the behaviors of the workers in the field of Higher Education on one side; and represent the foundation to measure the extent of their effect on the performance of faculties in teaching, and carrying scientific research, on the other side.

7.2. Selecting the Study Sample and carrying the Applied study:

The Applied Science University/ Kingdom of Bahrain has been chosen as a model to study the extent of the effect of applying the quality measures, according to the frame developed by NAQQAET, on the performances of faculty member in the university due to the ability to reach them, collecting the data, and gathering the information in one hand and the difficulties of achieving this with other universities in the Kingdome of Bahrain in the other hand. The data collection is done through a survey form designed for this purpose. The data obtained by the survey is then statistically analyzed to answer the questions of the research hypothesis.

The size of the sample used in the research is (32) faculty members from the different colleges of the University. They all answered the survey shown in Appendix 1. There are 32 items in the survey, the answers for the expressions that measures the extent of the effect on the faculty performance is measured according to five levels scale which are: Strongly agree – Disagree - Agree To certain extent – Disagree – Strongly disagree.

8. Results and Conclusions:

The results of the research done through classifying the information obtained from the survey into five dimensions. The first is related to the planning to meet the aims and the linkage between the levels of the different topics which include six indicators. The second is related to the course and its contents which includes five indicators. The third concentrates on the teaching and learning styles which includes ten indicators. The fourth concentrates on the professional dimension of faculty members which includes five indicators. The fifth is concerned with scientific research which includes six indicators. Table (1) shows the indicators for each dimension with the level response's percentage, the averages of responses, the standard deviation for each question and the overall responses to the dimension.

8.1. The results that are related to the first dimension (planning to achieve the objectives)(Figure 1):

The results related to the dimension "planning to achieve the aim" shows that the quality requirements have largely effected the faculty member's performance. The overall percentage is (80.60%). The detailed results showed that the effect was greater on achieving and planning for the objectives, and the linkage of outcomes. While the effect is retreated for the criteria of selecting the new academic staff where the percentage is (62.5%).

This indicates that the effect is largely restricted on the internal procedures that are related to the program, while for implementing the improvement procedures and selecting the new academic staff the effect is less; this shows a gap in this domain.

The Standard Deviation value is (0.28) proves, in general, that there is a little disparity in estimating the effect generated by the Quality requirements on achieving the aims related to planning issues. The conclusion is that the visions of the faculty members on the effect of Quality on this dimension are close.

(Table 1): The results of calculating the percentages of responses, the mean, and the Standard Deviation.

No	The Expression	Strongly Agree	Agree	To Certain Extent	Disagree	Strongly Disagree	The Average	The Standard Deviation
Indicator	**The first dimension: Planning to achieve the aims**	%	%	%	%	%		
1	The implementation of QA contributed in achieving the Program learning Outcomes (PILOs).	40.63	40.63	15.63	3.13	0.00	4.19	0.74
2	The implementation of QA measures contributed in linking the Courses Learning Outcomes (CIOLs) with ILOs.	56.25	31.25	6.25	3.13	3.13	4.34	0.77
3	The implementation of QA c measures contributed in linking the CILOs with the course aims.	43.75	37.50	12.50	3.13	3.13	4.16	0.72
4	The implementation of QA measures contributed in the planning to achieve the CILOs.	40.63	34.38	15.63	3.13	3.13	4.10	0.72
5	The implementation of QA measures contributed in determined the criteria used in recruiting faculties.	25.00	37.50	18.75	9.38	9.38	3.59	0.61
6	The implementation of QA measures contributed in implementing the improvement recommendations.	21.88	56.25	9.38	6.25	6.25	3.81	0.64
		The average of averages					4.03	
		The standard deviation (The sum of all standard deviations)					0.28	
Indicator	**The second dimension: The course contents**	%	%	%	%	%		
1	The implementation of QA measures contributed in increasing the teaching depth in the program.	37.50	40.63	9.38	12.50	0.00	4.03	0.69
2	The implementation of QA measures contributed in selecting the references and researches that is appropriate for curriculum.	31.25	37.50	21.88	3.13	3.13	3.94	0.68
3	The implementation of QA measures contributed in linking the modern research to the course contents.	21.88	43.75	15.63	9.38	3.13	3.77	0.66
4	The implementation of QA measures contributed in improving the selection of the graduation project.	21.88	34.38	31.25	0.00	9.38	3.61	0.62
5	The implementation of QA measures contributed in making the level of the student assessments similar with peer universities.	15.63	59.38	6.25	6.25	6.25	3.77	0.66
		The average of averages					3.82	
		The standard deviation (The sum of all standard deviations)					0.29	
Indicator	**The Third dimension: The teaching and learning means.**	%	%	%	%	%		
1	The implementation of QA measures contributed in determining clear assessment policies.	43.75	25.00	12.50	12.50	3.13	3.97	0.69
2	The implementation of QA measures contributed in achieving fairness in the assessments.	34.38	40.63	12.50	6.25	3.13	4.00	0.70
3	The implementation of QA measures contributed in improving the assessment methods.	40.63	34.38	9.38	6.25	3.13	4.10	0.73
4	The implementation of QA measures contributed in planning the teaching methodologies.	34.38	34.38	25.00	0.00	6.25	3.91	0.66
5	The implementation of QA measures contributed in renewal of teaching methodologies.	21.88	37.50	28.13	6.25	3.13	3.71	0.64
6	The implementation of QA measures contributed in Determining the appropriate assessment criterion.	28.13	37.50	25.00	3.13	3.13	3.87	0.67
7	The implementation of QA measures contributed to the usage of E-learning.	25.00	40.63	18.75	3.13	9.38	3.71	0.64
8	The implementation of QA measures contributed in measuring the extent of student's progress through the course	12.50	56.25	25.00	3.13	3.13	3.72	0.63
9	The implementation of QA measures contributed in improving the formation of exams questions.	40.63	28.13	9.38	3.13	6.25	4.07	0.75
10	The implementation of QA measures contributed in improving the exams time management.	25.00	43.75	18.75	6.25	6.25	3.75	0.63
		The average of averages					4.00	
		The standard deviation (The sum of all standard deviations)					0.21	

Indicator	The fourth dimension: Faculties' professional dimension	%	%	%	%	%		
1	The implementation of QA measures contributed in allocating enough time for developing the teaching methods	15.63	43.75	25.00	9.38	6.25	3.53	0.60
2	The implementation of QA measures contributed in teaching courses related to the faculty members specializations	18.75	43.75	18.75	6.25	12.50	3.50	0.59
3	The implementation of QA measures contributed in achieving the linkage between the faculty members experience and his teaching field.	21.88	46.88	12.50	9.38	9.38	3.63	0.61
4	The implementation of QA measures contributed in stimulating the faculty members.	28.13	12.50	34.38	12.50	12.50	3.31	0.57
5	The implementation of QA measures contributed in faculty members' development.	28.13	31.25	28.13	3.13	9.38	3.66	0.62
		The average of averages					3.53	
		The standard deviation (The sum of all standard deviations)					0.27	
Indica-tor	The fifth dimension: The scientific research.	%	%	%	%	%		
1	The implementation of QA measures contributed in improving the quality of researches.	12.50	37.50	34.38	9.38	6.25	3.41	0.58
2	The implementation of QA measures contributed in increasing the number of accomplished researches.	6.25	28.13	34.38	12.50	15.63	2.97	0.57
3	The implementation of QA measures contributed in selecting the publication journal or conference.	18.75	37.50	9.38	18.75	12.50	3.32	0.58
4	The implementation of QA measures contributed in obtaining university fund for carrying research.	12.50	31.25	21.88	15.63	15.63	3.10	0.57
5	The implementation of QA measures contributed in allocating enough time for scientific research within your weekly schedule.	12.50	21.88	28.13	15.63	21.88	2.88	0.56
6	The implementation of QA measures contributed in putting an annual research plan for the department.	18.75	43.75	21.88	6.25	9.38	3.56	0.60
		The average of averages					3.21	
		The standard deviation (The sum of all standard deviations)					0.23	

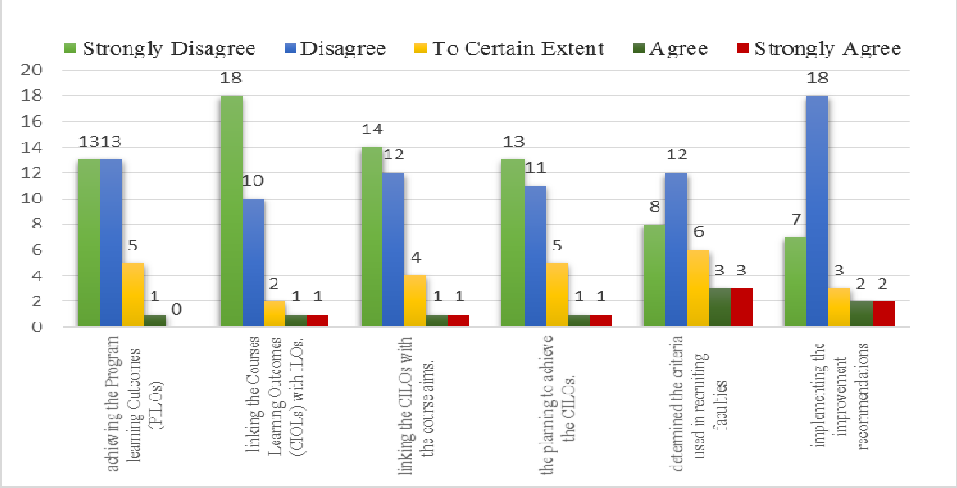


Figure 1 Bar chart for the results of the indicators of the 1st. dimension

8.2. The results that are related to the second dimension (the course content) (Figure 2):

The effect of the Quality requirements on the second dimension (The Course content) appears largely with a percentage of (76.4%). Also the Standard Deviation value is (0.29) emphases, in general, a little disparity in estimating the effect of quality requirements on this dimension. This leads to conclude that there are close faculty members visions on estimating the effect of the Quality requirements on this dimension. When going into the details for this dimension we find that the selection of the graduation project showed a hesitant or neutral result with a percentage of (31.25%). Also the effect of the QA procedures on liking the researches with the course content does not exceed the (65.6) percent.

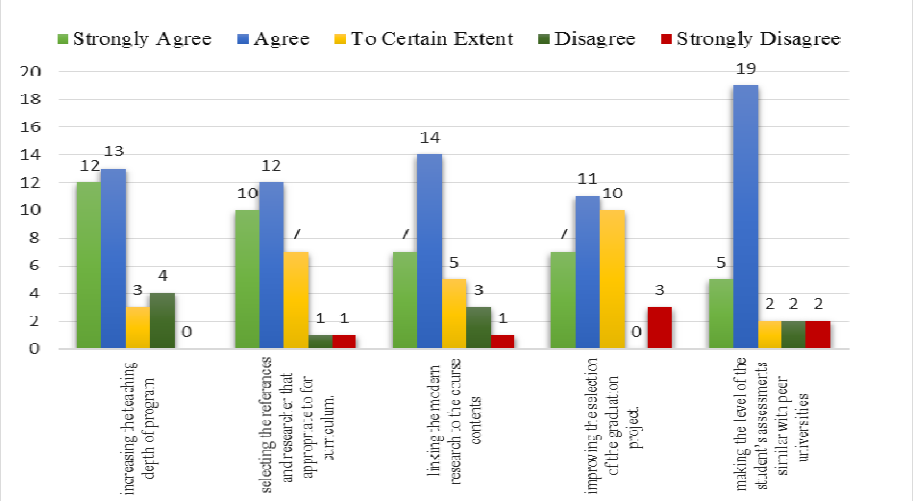


Figure 2 Bar chart for the results of the indicators of the 2nd dimension

This indicates that there is an unclear vision for the relation between the QA requirements and the graduation project selection by the students, in spite of the fact that the graduation project is regarded as a capstone course which tests the whole knowledge the student gained throughout his study. This also indicates that there is unawareness of the meaning of QA procedures in relation to the linkage between the modern studies and the course contents.

8.3. The results that are related to the third dimension (The Teaching and assessment methods) (Figure 3):

The results show a homogenous emphasis on the effect of QA requirements on the faculty member's performance in the field of teaching, learning, and assessment, with a large percentage that reaches (80%). The Standard Deviation value is (0.21) which emphases the common vision of the sample on this dimension. But some faculty members hesitated in determining their position in relation to the updating of teaching methods (28.13%). In the measurement of how the students progressed throughout their study the percentage is 25.00%), in the planning for the methods of teaching the students the percentage it is (25.00%). These indicate unawareness of the complete picture of the effect of the QA criteria on the performance of the faculties.

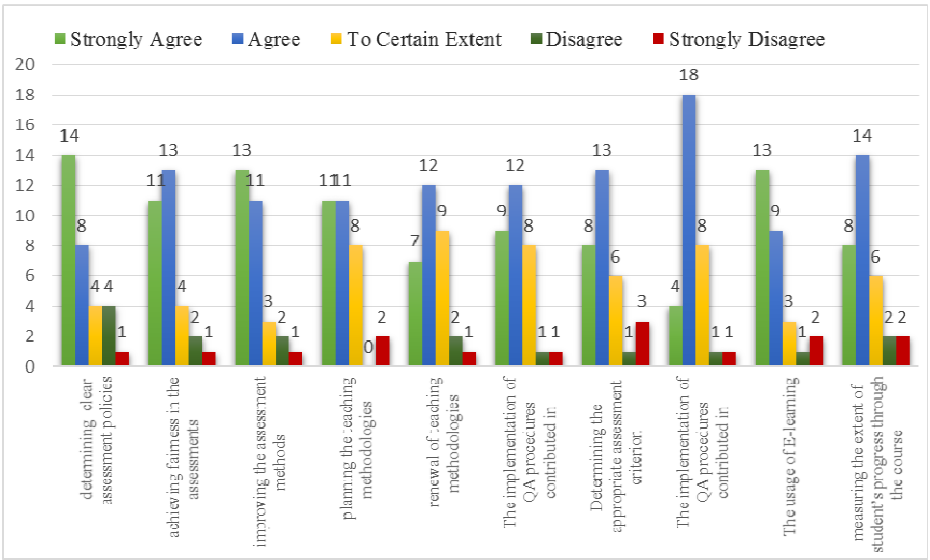


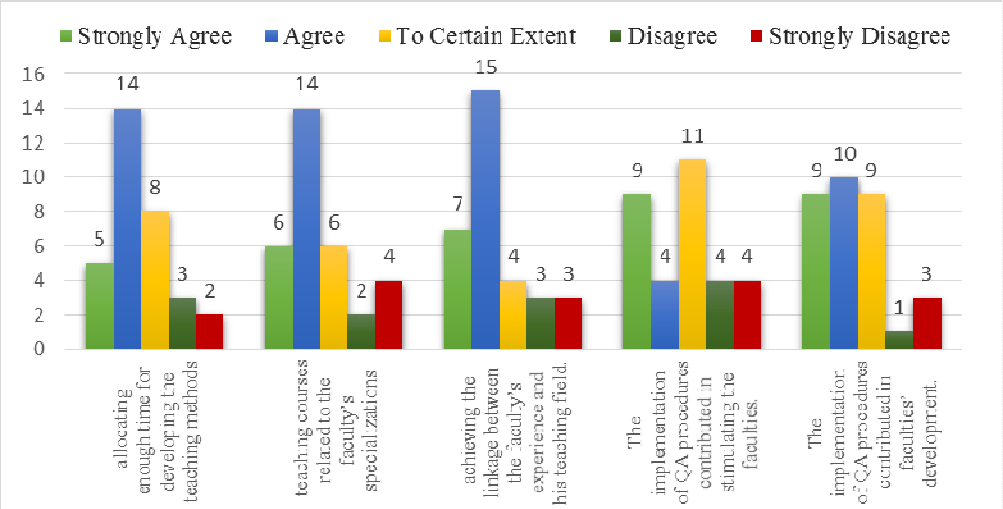
Figure 3 Bar chart for the results of the indicators of the 3rd. dimension

8.4. The results that are related to the fourth dimension (The professional dimension of the faculty member) (Figure 4):

The results of this dimension show retardation, from the point of view of the faculty members, of the effect of quality requirements. Where the results show the stimulation of the faculty members was the least effected with (40.63%), also the samples show weak relation between applying the quality procedures and the development of the faculty members with (51.31%). The results, in general, show the clear role of quality on the development of teaching methodologies, teaching courses that are related to the specialty. However, the results show that there is no positive relation on the stimulation of the faculty members and their developments. The disparity in estimating the effect appears in the standard deviation value of (027). This emphasizes the existence of low disparity in estimating the effect of quality requirements on the professional dimension of the faculty members.

Figure 4 Bar chart for the results of the indicators of the 4th. Dimension.

8.5. The results that are related to the fifth dimension (scientific research) (Figure 5):



The results of this dimension reflect close or similar visions of the faculty members on their estimation of the effect of the quality requirements on the scientific research; which is clearly obvious from the standard deviation value of (0.23). The results of this dimension reflect a bigger gap in comparison with the other four dimensions; where 35.8% of the responses indicated the limited effect of quality on this dimension; 65.62% of responses indicated that the quality has not contributed in increasing the number of scientific researches and it was a hurdle to the completion of the research. Where 65.62% of responses emphasized that there is no enough time to complete the research due to the quality procedures. Also the support for scientific research was not affected by the quality measures with 56.26 % of responses indicated that. So the results show the effect of quality is on the general framework of scientific research, i.e. putting the research plan, selecting the publication journal, and obtaining support for research. However, the effect was limited in terms of increasing the number of researches and allocating enough time for research.

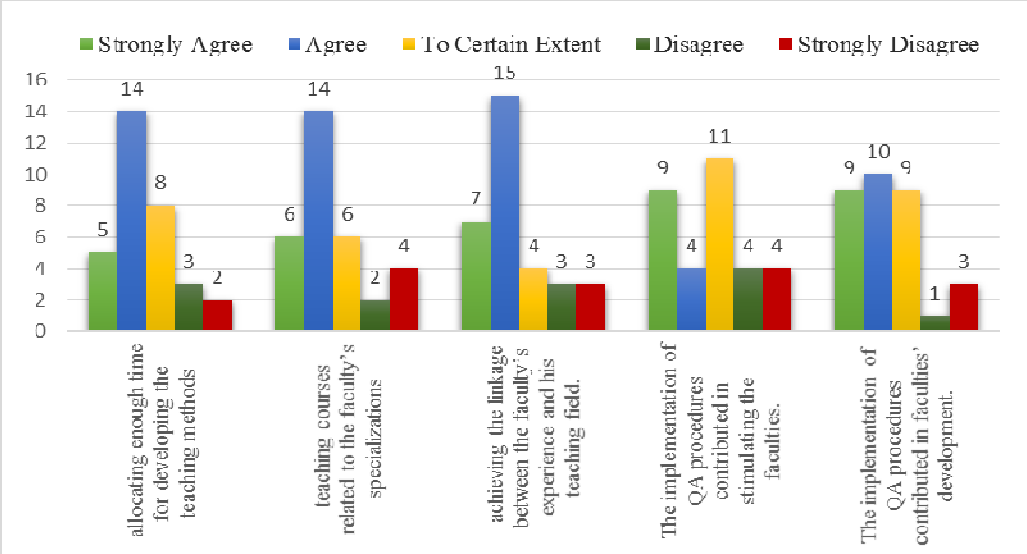


Figure 5 Bar chart for the results of the indicators of the 5th. Dimension.

In general the results of this research indicated the large effect of quality on the performance of the faculty members, where 75.4% emphasized the contribution of the higher education quality assurance measures in the improvement and development of all aspects of this study. It can be seen that there is an improvement on the level of planning to achieve the requirements and the aims, beside the improvement of assessment methods, which is attributed to the clear frames prepared by QAANC and to the faculty members to understand this frame and the ability to practice it. On the other hand, a fault appears with the time management, implementing and following up the future plans. In addition, there is no enough awareness of the structure of the quality requirements or the relation with the higher levels of the individual procedures carried by the faculty members. This is obvious from the hesitation of faculty members in determining a clear stance on the effect of quality on those areas.

The research also shows that there is a weak relation between the quality procedures and the scientific contents of courses taught related to the graduation project or embedding the modern researches within the course contents. This could be attributed to the unavailability of enough time to carry out scientific research from one side and to the unawareness of the clear relation between the course contents .On the other side, the quality measures do not stimulate the faculty members to spend efforts on these fields.

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Appendix 1

The Survey Form

Research Titled: Evaluating the Effect of Quality Assurance Measures on the Performance of the Faculty Members at Applied Science University / kingdom of Bahrain

Dr. Udai Ali Al-Juboori / Applied Science University / Kingdom of Bahrain Dr. Adeeb Hamdoon Sulaiman / Applied Science University / Kingdom of Bahrain

This research aims to explore to which extent the Quality measures affect the performances of the faculty members at the Applied Science University / kingdom of Bahrain.

Please help us in carrying out this research though the answering of the following questions:

General Information :							
Age :							
Sex :							
Specialization :				Specialization :			
The number of years spend of the university :							
Less than a year		1-2 year		2-4 year		More than that	

		Strongly Disagree	Disagree	To Certain Extent	Agree	Strongly Agree
1.	The implementation of QA procedures contributed in achieving the Program learning Outcomes (PILOs)					
2.	The implementation of QA procedures contributed in linking the Courses Learning Outcomes (CIOLs) with ILOs.					
3.	The implementation of QA procedures contributed in linking the CILOs with the course aims.					
4.	The implementation of QA procedures contributed in the planning to achieve the CILOs.					
5.	The implementation of QA procedures contributed in determined the criteria used in recruiting faculties					
6.	The implementation of QA procedures contributed in implementing the improvement recommendations					
7.	The implementation of QA procedures contributed in increasing the teaching depth of program					
8.	The implementation of QA procedures contributed in selecting the references and researcher that appropriate to for curriculum.					
9.	The implementation of QA procedures contributed in linking the modern research to the course contents					
10.	The implementation of QA procedures contributed in improving the selection of the graduation project.					
11.	The implementation of QA procedures contributed in making the level of the student's assessments similar with peer universities.					
12.	The implementation of QA procedures contributed in determining clear assessment policies					
13.	The implementation of QA procedures contributed in achieving fairness in the assessments					
14.	The implementation of QA procedures contributed in improving the assessment methods					

15.	The implementation of QA procedures contributed in planning the teaching methodologies					
16.	The implementation of QA procedures contributed in renewal of teaching methodologies					
17.	The implementation of QA procedures contributed in Determining the appropriate assessment criterion					
18.	The implementation of QA procedures contributed in The usage of E-learning					
19.	The implementation of QA procedures contributed in measuring the extent of student's progress through the course					
20.	The implementation of QA procedures contributed in improving the formation of exams questions					
21.	The implementation of QA procedures contributed in improvement in the exams time management					
22.	The implementation of QA procedures contributed in allocating enough time for developing the teaching methods					
23.	The implementation of QA procedures contributed in teaching courses related to the faculty's specializations					
24.	The implementation of QA procedures contributed in achieving the linkage between the faculty's experience and his teaching field.					
25.	The implementation of QA procedures contributed in stimulating the faculties.					
26.	The implementation of QA procedures contributed in faculties' development.					
27.	The implementation of QA procedures contributed in improving the quality of researches.					
28.	The implementation of QA procedures contributed in increasing the number of accomplished researches.					
29.	The implementation of QA procedures contributed in selecting the publication journal or conference.					
30.	The implementation of QA procedures contributed in obtaining university fund for carrying research.					
31.	The implementation of QA procedures contributed in allocating enough time for scientific research within your weekly schedule.					
32.	The implementation of QA procedures contributed in putting an annual research plan for the department.					