

# Impact of comprehensive quality efficiency on training programs in Sudanese universities

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## Abstract

The research aimed at acknowledging the impact of comprehensive quality on training programs provided by private Sudanese universities to their employees, them forming hypnosis and objectives and performing static analysis. The research had reached the most important results that there is a relation correlative relation between employees' awareness and training programs with highly different level. The researcher concludes that Sudanese private universities attempt to increase the awareness through brochures and advertisements there. There is a common relation between employees' participation and the training courses. The researcher concludes that the more quality culture increases, the more positive the training programs are.

Giving opportunities to all employees to participate in decisions' making, so that the management gets closes to them and encourage the employees to creativity as well as spreading enthusiasm between them.

Universities should implement equal opportunities principle as possible in all universities' activities and services.

Depending on teamwork instead of individuals to accomplish works, which spreads and enhances the team and group morale, and subsequently, improving performance level and increasing efficiency levels.

**Keywords:** quality ,efficiency, training ,programs

## Introduction:

Quality system emerged in the markets which witnessed direct competition between USA in Japan. Quality system firstly began in USA on the hands of quality management godfather, Edward Demng. However, it had a chance only in Japan, especially after IIWW. Quality system is considered a modern method of management which aims at developing organizations' performance through building deep quality culture, which is a method of organizational development.

Coping progress is not easy; yet it requires fruitful efforts towards the potential required leading skills to develop leaders in institutions sector, as progress and development the world witnesses in the third millennium must be parallel to a strategic perspective of these institutions so that they can meet the needs necessary for ensuring its developmental march in all steps and phases.

It is known that the main concept of this development is manifested in preparing plans which aim at utilizing all available capacities and abilities in the way enhancing the leaders' capacity to apply abilities and skills to suit the new reality conditions. Leader's continuous training is one of the most significant efforts sought by those who are interested in these institutions as it makes leader in permanent communication with the world and helps him manage his institution and cope with age requirements.

### 1.1:Study dilemma

The study attempts to answer the following questions:

How far is comprehensive quality management applied in Sudanese private universities?

How far is the impact of training courses and their ability to apply comprehensive quality?

What is the realistic framework of comprehensive quality management and training programs in Sudanese private universities?

### 1.2:Study importance:

This study is considered important as it is considered one of the Sudanese studies which tackles comprehensive quality management and its applications in Sudanese private universities. Its importance is significant as follows: Novelty of comprehensive quality management subject and its applications in the Sudanese private universities.

The need of private universities to apply modern methods in development and management to be able to reach significant performance level and accomplish its objectives with high efficiency and effectiveness.

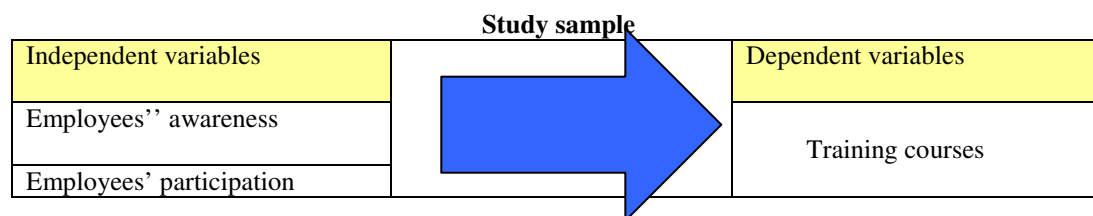
Other institutions benefited from the results of this study in focusing on comprehensive quality management principles which may have a hand in increasing efficiency and effectiveness thereof.

### 1.3: Study Objectives:

Considering the possibility of applying comprehensive quality management in institutions in Kingdom of Bahrain, and trying to understand and analyze the same.

Determining the correlative relations between comprehensive quality management and training courses in Sudanese private universities.

Reaching results and recommendations fruitful for decision users.



### 1.4: Study hypothesis

**First:** there is no static relation between employee's awareness level and training courses in Sudanese private universities.

**Second:** There is no static relations between employees' participation and training courses in Sudanese private universities.

### 2.1: Comprehensive quality management concept

The concept of Comprehensive quality management is considered one of the newest managerial concepts based on a group of ideas and principles that can be adopted by any management in order to reach the best possible performance. Many researchers and writers differed concerning the definition of Comprehensive quality management as quality itself had various concepts from case to case and person to person.

Quality is a collateral form of business performance. It is launched by the union and investment of common capacities of management and employees, in general, and team works, in particular, to improve quality and increase production (Helal, 2000, P. 13). Besides, quality refers to an equal level of the product or services features based on the product's ability and consumer's needs (Badero, 1997, P 15)

Quality Federal Institute had defined Comprehensive quality management as "comprehensive applicable approach aims at meeting the client's needs and expectations, where qualitative methods are used for constant improvement of operations and services in the organization" (AL Saliby, 2008, P 19).

### 2.2: Comprehensive quality management principles

Though there are various definitions of Comprehensive quality management, there is a general agreement on the most important bases and principles, which must be adopted and considered to be successfully applied.

Below are these principles: (Damas 2010, P. 21)

#### Participation and stabilization

The participation of all organization employees in improving the services and products through teamwork and quality sessions which are formed to determine the barriers of excellent work; in addition to finding the suitable solutions thereof and enabling these teamworks make the changes they suggest and creating an environment where the employees can work collectively, control work, develop performance and take proper decisions therefore is considered a major principle of Comprehensive quality management. This is due to the fact that subordinates are always more capable than high management to determine the problems they face in work and find proper solutions therefore, because they perform such works on daily basis. Besides, effective participation creates an atmosphere of acceptance and irresistibility. (Badawi, 2010, P. 21)

### 2.3: High management quality commitment

High management in Comprehensive quality management environment has a leading role to coordinate and unify efforts to accomplish the organization objectives. Development and implementation are assigned to employees through teamworks. To reach the aimed success of Comprehensive quality management, high management must abide by such concept. To ensure commitment and others' conviction thereof, application must begin at the top of organizational pyramid, then below to lower levels. (Miligy, 2010, P. 22)

#### **2.4: Employees' awareness**

Since the success of comprehensive quality management largely depends on employees' participation in the organization through providing developmental and creative ideas and suggestions, they must be encouraged and promoted to take part in improving quality through enabling them make proper changes and take necessary decisions and giving them a chance for creativity and innovating modern work methods based on their work experience (Damas, 2009, P. 23)

#### Challenges of comprehensive quality management application

There are some challenges towards applying comprehensive quality management, which can be summarized as follows:

Inability of high administration to clarify its commitment in comprehensive quality management.

Inability of medium administration to understand new roles of comprehensive quality leadership model.

Lack of human qualified efficiencies in this field.

Assigning insufficient amount to apply comprehensive quality management.

Choosing quality excellent programs without amendments to be constituent with institution features.

Wrong belief of some employees', especially the senior, that they do not need training.

Forming many teamworks without providing resources and management required for their success.

Management instability and permanent change, which means successive managers on the one school do not give chance to understand and implement their interests.

#### 5-1-2 Objectives of comprehensive quality management

Some believe that comprehensive quality management aim at accomplishing many objectives; the most important of which are:

Ensuring continuous and comprehensive improvement of all sectors and institution organizational levels.

Enabling organizational institution from growth and existence.

Increasing the productivity of all institution organizational elements and operations.

Increasing the institution ability to absorb fast environment variables.

Providing work environment that encourage creativity and increase productivity rates and good performance.

(Miligy, 2010, P. 68)

#### **2.5: requirements of comprehensive quality management implementation**

There is a group of basic requirements that must be considered while implementing comprehensive quality management in institutions through supporting and enhancing quality culture therein as well as the employees' role and participations as well as building the comprehensive vision.

It is necessary to have certain goals which the institution seeks to achieve since goals determination is the first intro to comprehensive quality management, provided that such goals must be addressed to the main client market needs along with work market of specialized work force.

Giving the employee trust and encourage him to perform his work through being given the power necessary for performing his assigned work without referring or interference by the management in everything during execution.

Management must consider development and quality improvement process as continuous and long action. (Badwai, 2010, P. 157)

It is necessary to unify the concept of comprehensive quality management and its basic elements for all institution parties, so that all institution employees should have the same perception of comprehensive quality management concept, objectives, principles and their application method. It is necessary to differentiate between product quality and operations quality while assessing the quality of the suggested service in the institution. It is a must to change the culture of all institution employees, whether managers, administrators, or users, so that they acknowledge the importance of to improve quality and get client satisfaction which is variable and of multi shapes, inside and outside the institution as a major goal in service provision process. There is a relation between these employees and the possibility to implement quality improvement program.

#### Training programs and their various elements:

Training greatly participates in the preparation and qualification of human resources capacities and abilities since they are major and important tools to strengthen and increase human performance outputs, which are considered important inputs that help organization perform its roles and meet its various clients' need through Chow.

The concept of training is one of the matters that must receive focus and care of all aspects and various components. Different opinions which had tackled and explained this concept shall be shown as follows:

It is an activity which aim at improving the persons' ability to do any job through improving their skills or increasing their knowledge based on a very important principle, which is that persons get better education if they have an idea about their expectations in training and some personal investment to accomplish the training goals. (Morsi, 2003, P. 29)

This opinion's explanation focuses on describing training as an begin-end activity which is based on and addressed to the individuals who suffer lack of capacities, and subsequently, inability to perform certain tasks due to such lack. Besides, this gap is related to knowledge and awareness of their work genuine as well as relevant information and data. Training , subject to this opinion, mainly depends on the main target which is to ensure the individuals acquiring the best thing they expect. It represents the best performance of the training addressed task.

## **2.6: The main elements and points which this opinion relies on in explaining training concept as follows:**

Practicing certain training related activity

Activity to focus on certain issues, with determined beginning and an end.

The activity beginning must be different from the end as for skills and trained individuals' capacities.

Training activity is related to capacities, skills and knowledge of the individuals.

The main objective for the individuals is to reach the highest and top performance required level through training activity.

Training is considered the important method and toll whereby gap is bridged between current needs and targeted needs of individuals'; skills, capacities and knowledge in various areas related to their activity to ensure potential recruitment and avoid human recourses waste. (Taani, 2006, P. 91)

This opinion indicates that this activity or toll is a major method to achieve coherence and constituency between individuals' needs in the institution in regard of knowledge, skills and capacities to perform their work, and the ideal needs they ought to have. Moreover, training, according to this opinion, is an important way to direct and benefit potential in institution activities. This is deepened through finding a solution for waste of such powers. The non-working human powers in institutions shall be given skills; whereby they turn from wasted powers to used powers, so that the organization can achieve the best benefit of its human resources.

Elements and points can be summarized in the following matters which form the base of this opinion that explains training concept:

Challenging the current HR needs

Targeted needs

Needs gap

Gap bridging and constituency

Non-working and wasted powers

Transforming non-working powers to effective powers

Organization best usage of available human powers.

## **2.7: Training elements:**

Continuity

Training is a process which has inputs, processing, outputs and results.

Training focuses on making behavioral and mental change in individuals' trends.

The training targeted change focuses on current and future aspects.

Training aims also at raising individuals' capacities and productivity.

Training phases and steps:

The training process is related to all phases, steps and specialized procedures related to human performance and skill raising and improvement. This begins from needs determination, then preparations, then the program and then post training program. It is a successive and continuous process which results in individuals being provided with some skills and capacities which are constituent and coherent with the novelties affecting institution performance and activity.

In addition, training is considered an integrated technical process which aims at achieving physical and clear results in regard of increasing productivity according to costs. The training process witnesses many important phases as follows: (Ebada, 2008, P. 105)

Provision and studying data and information:

In this phase, data and information, related to HR, are collected, analyzed and studied as well as all training aspects and the training process inputs such as institution objectives, organization, structure and the targets

required from individuals as well as the job description and path, studying and extracting results and indicators from such data.

**Determining actual needs and training gap:**

In this phase, works and tasks, which need new skills and capacities or which had a gap or lack to be bridged in any skill or capacity of certain category of individuals, are to be determined. Besides, work groups relevant areas, specializations and behaviors are to be determined.

In this phase, needs are determined according to three basic principles:

Focusing on training needs determination through institutional organization analysis which means organizational levels and units.

Focusing on training needs determination through tasks analysis input via the comprehensive analysis of job description, jobs, skills and capacities required for individuals.

Focusing and analyzing individuals' performance levels as well as their needs for improvement and increasing their skills and capacities to raise their performance level.

**Building and designing training program components:**

In this phase, and subject to the previous phases' results, especially training needs determination, main elements and points and training details shall be determined according to which the following points shall be set:

Program subject and title related to training gap.

Determining the proper way and method to execute the training program.

Determining trainers' specifications; to be expert and professional in the training program area.

**Training programs execution and application:**

After determining the main training subject in the previous phase, here comes the practical execution thereof, which is derived from the trainer's desire to change and make the training program participate in bridging the gap and provide choice of proper training method.

It is possible to have the following methods: (Morsi, 2010, P. 213)

**Lecturing:** it is one of the traditional methods of training and information delivery through the lecturer presenting the prepared scientific material in direct communication with the trainees; in addition to open conversation about the training subject.

**Simulation:** It depends on simulated exercises which are of high cost. This method is based on the trainee experiencing the work actual conditions according to features. It results in increasing the skills and capacities due to trainees' experiencing a typically work environment.

**Outdoor training:** This method depends on training outside work place and during informal hours through lecturing or case study or programmed education or simulation methods ... etc.

**Case study:** in this method, the trainee is subject to applicable and scientific situations which are to be studied and analyzed to determine its relevant indicators and repair, which result in giving the participants the ability to analyze and face the future.

**Indoor training** it is low cost method in the same work place. It is easy to apply and deliver the information easily to the trainee.

**Audio and video techniques:** it depends on using audio and video technology through movies, audio and video tapes.

**Remote training:** it is modern method that depends on TV technology.

Generally, training process must consider that there very important indicators, especially what is related to technological development which is considered an abiding process that we must cope with. In addition, individuals lack of knowledge which must be compensated. (Taani, 2006, P. 91)

## **2.8:Goals and importance of training process:**

Training 'simportance is significant in the following points: (Azawi, 2010, P. 72):

Achieving the creativity and innovation targets in the institution, especially in regard of high performance level as it is connected to the institution strategy.

Accomplishing supervision management capacities and skills, who care for daily work problems. This is in addition to directing training objectives towards lower levels in the institution to develop capacities and skills.

Enabling the individuals from gaining job information and knowledge in regard of the required performance levels.

Amending and developing individuals' performance levels to be constituent with the required levels, and subsequently, raising the institution efficiency and effectiveness.

Training is important because it solves various problems in the institution.

### 3.1: Conclusion:

“There is no correlative relation of static indicator at level  $(0.05 < \alpha)$  between employees’ awareness and training programs in Bahraini private universities.

To verify the first study hypothesis, the researcher revealed the correlative relation between employees’ awareness and training programs in Sudanese private universities through using Pearson Correlation coefficient.

Results of Pearson Correlation coefficients of the relation between employees’ awareness and training programs

**Table (1)**

employees’ awareness	Training programs	Explained difference ratio	P-value
	0.79	.094%	0.000

\*\* indicates level  $(0.01 < \alpha)$

Pursuant to the above table results, there is a positive correlative relation of static indication between employees’ awareness and training programs. Correlation coefficient value reached 0.97, which is a static indicator at level  $(0.01 < \alpha)$ . Results also indicated that the difference ratio is 0.

Second hypothesis results which states the following:

“There is a correlative relation of static indication at  $(0.05 < \alpha)$  level between employees’ participation and training programs”

To verify the second study hypothesis, the researcher revealed the correlative relation between employees’ participation and training programs in Sudanese private universities through using Pearson Correlation coefficient. Table (2) shows the analysis results.

Results of Pearson Correlation coefficients of the relation between employees’ participation and training programs

**Table (2)**

employees’ awareness	Training programs	Explained difference ratio	P-value
	**0.65	%0.42	0.000

\*\* indicates level  $(0.01 < \alpha)$

Pursuant to the above table results, there is a positive correlative relation of static indication between employees’ participation and training programs. Correlation coefficient value reached 0.65, which is a static indicator at level  $(0.01 < \alpha)$ . Results also indicated that the difference ratio is 0.42.

### 3.2: Conclusions:

There is a correlative relation between employees’ awareness and training programs with high difference ratio. The researcher concludes that Sudanese private universities attempts to increase awareness through brochures and advertisement.

There is a correlative relation between employees’ participation and training programs. The researcher concludes that the more quality culture increases, the more positive training programs are affected.

### 3.3: Recommendations:

1. Giving opportunities to all employees’ to participate in decision making to help get the management closer to the employees and encourage them to create and increase morale.

Universities must apply opportunities equity principle as possible in all university activities and services.

2. Depending on team works to fulfill works instead of individuals. This shall raise and strengthen group and team morale, and subsequently, improving performance level and increasing efficiency.

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