

The Total Quality Management In The Jordanian Universities

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Abstract

The main purpose of this research is the measuring the total quality management in the Jordan universities Overall from the standpoint of faculty members. In addition to know the impact of variables (gender, age, college, experience, degree of Scientific) in the responses of faculty members. This research will use a survey (questionnaire) to collect the data. According to the agenda Morgan in 1970, 3.2% is the appropriate sample size for the total population, which means (366), is the appropriate sample size of 700 faculty members in Jordan universities. Data will be analyzed through statistical method of analysis using SPSS and the researcher will use the statistical treatments like: frequencies, and the arithmetic average, standard deviation, and percentage, T-tests for independent samples, One Way ANOVA. This research determines whether the Jordanian universities embraced the total quality concepts or not. And to what extent the public universities in Jordan are adopted these concepts. Through this research we can understand how the universities can overcome the difficulties from the view of the academic members.

Keywords: total quality management, Jordan university.

1) Introduction

Arab societies are currently experiencing many changes in various areas of life that requires corporate and private organizations to change their traditional administration and management styles. Thus, it is required that each organization adopt modern management concepts if they desire to achieve their objectives more readily. These changes will increase their competitive edge in the global inter-institutional productivity and rapid technological development in the world in various areas, particularly in communications, computer and laser technologies.

Further, this could strengthen economic relationship and interdependencies among neighboring states which could be a factor responsible for the positive advancement of the previously non-industrially developed nations like Malaysia, Taiwan, Philippine, and Indonesia to a developed one. [1].

Improving the performance of higher education institutions is a global concern in all countries in the world. Among the most important characteristics that distinguish a community from other communities, is its ability to manage institutions and vital programs, not only effectively and efficiently, but fairly innovative. Linked to the size and quality of services in the founder in higher education system-management, those make the university a letter Compass movement through the guidelines and university ethics. Any success of its founder, is a success in its management, hence the importance of management's commitment to higher education institutions to improve the overall philosophy constantly in order of arrival to TQM in universities, which need the participation of all to ensure survival and continuity of Universities [2].

The researcher felt that the interest in the study of Total Quality Management (TQM) by previous researchers focused only on the organization of commodity production, while service organizations, especially educational institutions such as university, has not received adequate attention. From here, it could be conceived, that this study to induce the importance by conducting studies on the subject in higher education institutions generally in the Arab peninsular, and Jordan universities in particular.

1.1 The importance of total quality management in higher education

The Researchers finds that the institutions of higher education academic education and government research institutions to be more to be concerned with the overall quality. It is by learning theories and principles of Total Quality Management. The investment in higher education comes at the expense of other projects because of the

limited resources available in most countries, which requires more attention to upgrading the performance of employees of academics and administrators. But as one researcher suggests there is a conviction in some social and academic circles in the Arab world that the management of universities often lack efficiency, and that the majority of them suffer from several disadvantages, [2].

The experts and researchers interested in the application of management principles of total quality management in universities, including Juran, Crosby, Baldrige, and Edward Deming. It was suggested Deming fourteen e step to improve the quality of output universities included well as creating a continuing need and demand for university education, and attention to continuous training for workers at the university, and the adoption of a philosophy of continuous improvement based on a philosophical view and clear the objectives of the University and its mission, and interest in the development of organizational climate which contributes to raise staff morale, and gives them a feeling by gaining stimulates more tender [4].

1.2 statement of the problem

The achievement of Total Quality Management in institutions of higher education meant the organization's ability to provide a high level of service quality excellence, and through which it can meet the needs of students, faculty members, parents, employers, and society and others, and in a form which is consistent with their expectations and requirements of the age and the environment of scientific and technological resources, including achieving satisfaction and happiness to them. This is done through pre-established standards to assess the output, and check the status of excellence [5].

The main problem of the study mentioned in the following:

The measuring Total Quality Management in Jordanian universities as perceived by faculty members through the four areas of study, namely: (creation of the requirements of Total Quality Management in universities, follow-up and development of teaching and learning, human resource development, and decision-making and community local service)?

1.3 Objectives and research question of study

Research Objective 1: Measuring to what extent that Jordanians' universities applied the principles of total quality management, as seen by faculty members.

RQ1: Are Jordanians' universities applied the principles of total quality management, as seen by faculty members?

This question divided into four sub-questions as the following:

Research Objective2: Evaluate the impact of variables (gender, age, college, experience, degree of scientific) on the responses of faculty members to total quality management.

RQ2: What is the impact of variables (gender, age, college, experience, degree of scientific) on the responses of faculty members to total quality management?

1.4 Importance of the study

The important of this study derived from the importance of the implementation of the principles of total quality management. Total Quality management considered as one of the most important tools in measuring the effectiveness of the universities work. Through using of a total quality management, the university can produce a product -student- that performs according to its stated promises. Using of total quality management to improve the quality of the outputs of the universities and to improve the quality of the output and to design a new programs and requirements that feeding the marketplace with suitable workforce. Furthermore, the implementation of the total quality management principles provides a methodology to create the type of product- i.e., student- that the workplace needed. Therefore, this study aims to measuring to what extent Jordanian universities are applied the total quality management principles, and how this implementation will affect the output of these universities to the workplace. [11].

1.5 Methodology of the study

The study used a descriptive approach through field survey aims to describe the reality of applying the principles of total quality management from the point of view of faculty members, and then analyze, interpret and reach the

conclusions and recommendations. This study followed the exploratory approach that combines theoretical study office and review of the literature in the field of research, in addition to the method of field survey. Where it was review of the literature in the field of Total Quality Management. It is then the process of collecting information from faculty members in the various Faculties of universities, a questionnaire was designed and developed for this purpose by the [4]. Where The researchers reviewed and audited, and presented to a number of specialists to arbitration and to Comment upon, where they were taken into account before the final form of the questionnaire. [5].

1.6 Description of the sample

The study population included all faculty members holding doctorates and master's universities in Jordan. [7]. The study sample was stratified random sample was selected to suit the size and the way identified with the requirements of scientific methodology. The number of faculty members for the academic year 2011 / 2012, according to official statistics obtained from the Ministry of Higher Education (7000) people from different faculties of universities Where, with the total number of faculty members in universities.

He has about 500 researchers distributed a questionnaire to the various faculties of universities has recovered 404 form. After the scan returning questionnaires were excluded (38) form for being incomplete. Thus returning the questionnaires are about 81% of the questionnaires distributed, a percentage statistically acceptable. [4].

Table 1.1: Distribution of study sample according to various independent variables.

Independent variables		Frequency	Percent
Gender	Male	311	84.97
	female	55	13.03
	Total	366	100
Age	Less than 30 years old	13	3.55
	30-39 years old	113	30.87
	40-49 years old	159	43.44
	more than 50 years old	81	22.14
	Total	366	100
College	Scientific	154	42.0
	Humanitarian	212	58.0
	Total	366	100
Experience	Less than 5 years	66	18.03
	5-8 years	56	15.30
	9-12 years	117	31.97
	More than 13 years	127	34.70
	Total	366	100
Degree of scientific	Professor	25	6.83
	Associate Professor	88	24.04
	Assistant Professor	179	48.99
	Lecturer	74	20.22
	Total	366	100

1.7 Statistical treatments

Data will be analyzed through statistical method of analysis using SPSS and the researcher will use the following statistical treatments:

1. Frequencies, and the arithmetic average, standard deviation, and percentage.
2. T-tests for independent samples.

3. One Way ANOVA.

The term has been calculated (4) degrees which is the difference between the highest degree (5) and lower (1) in the Likert scale used in the study (5-1), consisting of five degrees, and dividing it along the cell ($4 \div 5 = 0,80$). It was subsequently add this value to the lowest in the class scale, namely, (1), to determine the upper limit of the cell. This brings the length of the cells as follows:

- i. The degree to less than 2.6 degree that the measurement of total quality management system is very weak.
- ii. The degree of 2.6 degrees to 3.4 degrees less than that the measurement of total quality management system is a medium degree.
- iii. The degree of 3.4 degrees to 4.2 degrees less than that the measurement of total quality management system is a high degree.
- iv. The degree of 4.2 degrees to 5 degrees that the measurement of total quality management system is very high.

1.8 Hypotheses of the Study

Through the questions of the study the following null hypotheses have proposed:

H1 There is no significant differences at the level of significance ($\alpha = 0.05$) for the respondents about their perceived of the principle of the total quality management in Jordanian universities according to the variable of gender.

H2 There is no significant differences at the level of significance ($\alpha = 0.05$) for the respondents about their perceived of the principle of the total quality management in Jordanian universities according to the variable of age.

H3 There is no significant differences at the level of significance ($\alpha = 0.05$) for the respondents about their perceived of the principle of the total quality management in Jordanian universities according to the variable of college.

H4 There is no significant differences at the level of significance ($\alpha = 0.05$) for the respondents about their perceived of the principle of the total quality management in Jordanian universities according to the variable of experience.

H5 There is no significant differences at the level of significance ($\alpha = 0.05$) for the respondents about their perceived of the principle of the total quality management in Jordanain universities according to the variable degree of scientific.

Reliability of the variable:

From the analysis have done on the final questionnaire, As for the reliability of the study, alpha Cronbach was calculated to ensure stability coefficient alpha of the total degree of the questionnaires, and the stability coefficient for all the paragraphs of the questionnaire (0.96).

Table 1.2 shows that all the variables had high are reliability (more than 94%) which reflect the powerful of the data collected. The dimension of creating total quality requirements had got (0.96); for the dimension of follow-up to the educational process, is (0.94); for each the dimension of the development of human resources is (0.95), and for the dimension of decision-making and community service is (0.95). in the average, all the 73 items in the four dimensions had got about (0.96). [3].

Table 1.2: Reliability

Item	Alpha Cronbach
Dimension of creating total quality requirements	0.96
Dimension of the follow – up of the educational process and development of	0.94
Dimension of human resource development	0.95
Dimension of decision-making and community service	0.95
An average for the questionnaire (48)	0.96

Is that the degree of stability in accordance with acceptable statistical standards? It was also not link together account (Pearson) to ensure the internal consistency of the questionnaire, showing the presence of liaison relationships are strong and statistically significant at the abstract level (0,01)

Table 1.3: Pearson correlation coefficients.

		F1	F2	F3	F4	TQM
F1	Pearson Correlation	1	.817"	723".	731".	884".
	Sig.(2-tailed)		000.	000.	000.	000.
	N	262	262	262	262	262
F2	Pearson Correlation	817	1	845	822	951
	Sig.(2-tailed)	000		000	000	000
	N	262	262	262	262	262
F3	Pearson Correlation	723	845	1	758	913
	Sig.(2-tailed)	000	000		000	000
	N	262	262	262	262	262
F4	Pearson Correlation	731	822	758	1	910
	Sig.(2-tailed)	000	000	000		000
	N	262	262	262	262	262
TQM	Pearson Correlation	.884	951.	913.	910.	1
	Sig.(2-tailed)	.000	000.	000.	000.	
	N	262	262	262	262	262
significant at the 0.01 level .Correlation is**						

1.11 Discussion questions study

1.11.1. OBJECTIVE 1:

Objective one considered the measuring of the principles of total quality management in Jordanian universities, as seen by faculty members. To obtain this objective mean score and Std. Deviation were run. From Table 1.4 that the arithmetic mean, and standard deviations of the trends of the faculty members on measuring the various dimensions of total quality management. It turns out that faculty members believe that Total Quality Management applied degree is medium, and is closely in all areas of Total Quality Management.

Table 1.4 Mean score of faculty members of the study sample

N	TQM	Mean	Std	degree
F1	Dimension of creating total quality requirements	2.5241	38388.	low
F2	Dimension of the follow – up of the educational process and development of	2.7376	43079.	Medium
F3	Dimension of human resource development	2.7294	46124.	medium
F4	Dimension of decision-making and community service	2.5308	46904.	low
F5	An average for the questionnaire (48)	2.6305	39930.	Medium

1.11.2. OBJECTIVE 2

Evaluate the impact of variables (gender, age, college, experience, degree of scientific,) on the responses of faculty members to total quality management.

H1: There is no significant differences at the level of significance ($\alpha = 0.05$) for the respondents about their perceived of the principle of the total quality management in Jordanian universities according to the variable of gender.

Table 1.5: t-test results according to the gender variable

Items	Male(223)		Female(39)		T	Sig.(2-tailed)*
	Mean	Std. Deviation	Mean	Std. Deviation		
The creating total quality requirement	2.5461	37250.	2.3983	42711.	2.236	048.
The follow-up of the educational process and development of	2.7639	41202.	2.5870	50556.	2.386	044.
The dimension of human resource development	2.7606	44930.	2.5512	49346.	2.646	017.
The dimension of decision –making and service community local.	2.5662	45582.	2.3283	49778.	2.965	008.
All paragraphs of the TQM	2.6592	38276.	2.4662	45461.	2.822	016.

** the abstract level (0,01) * abstract level (0,05).

Table (1.5) Results indicate that there was a clear statistically significant differences at the level of measurement ($\alpha= 0.05$) in the areas of Total Quality Management in Jordanian universities as perceived by faculty members, to the variable of gender. Which rejects the hypothesis No.1 according to gender variable.

H2 There is no significant differences at the level of significance ($\alpha = 0.05$)for the respondents about their perceived of the principle of the total quality management in Jordanian universities according to the variable of age

Table 1.6: Mean scores results according to the Age variable.

Item	<30 (9)		30-39 (81)) (114 40-49		(58) >50	
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
Creation of the requirements TQM in universities	2.3270	47834.	2.4418	57238.	2.5405	23540.	2.6375	20879.
Follow –up of the educational process-learning development	2.6111	37565.	2.5971	60565.	2.7186	32414.	2.8667	. 23543
The development of human resource	2.5134	46121.	2.5587	65028.	2.7993	31068.	2.8640	28712.
Decision –making and service community local.	2.6221	58650.	2.4293	64348.	2.5118	32708.	2.6955	34864.
Total TQM	2.5184	38974.	2.5067	58149.	2.6583	26370.	2.7659	22878.

Table 1.7: One Way ANOVA results according to the age variable

Item	Source of variation	Sum of squares	df	Mean square	f	sig
Creation of the requirements TQM in universities	Between Groups	1.675	3	558.	3.915	009.
	Within Groups	36.787	258	143.		
	Total	38.462	261			
Follow –up of the educational process-learning development	Between Groups	2.931	3	977.	5.539	001.**
	Within Groups	45.506	258	176.		
	Total	48.437	261			
The development of human resource	Between Groups	4.389	3	1.463	7.382	000.**
	Within Groups	51.137	258	198.		
	Total	55.526	261			
Decision –making and service community local.	Between Groups	2.526	3	842.	3.955	009.
	Within Groups	54.894	258	213.		
	Total	57.419	261			
Total TQM	Between Groups	2.506	3	835.	5.512	001.*
	Within Groups	39.107	258	152.		
	Total	41.613	261			

One-way ANOVA used to analyze data that has been collected to determine differences that exist. Table (1.7) Results indicate that there was statistically significant differences at the level of measurement ($\alpha = 0.05$) in the areas of Total Quality Management in Jordanian universities as perceived by faculty members, to the variable of age. Which confirms the hypothesis is rejected.

H3 There is no significant differences at the level of significance ($\alpha = 0.05$) for the respondents about their perceived of the principle of the total quality management in Jordanian universities according to the variable of college.

Table 1.8: t-test results according to the variable of college.

Item	Scientific (106)		Humanitarian (149)		t	Sig.(2-tailed)*
	Mean	Std. Deviation	Mean	Std. Deviation		
Creation of the requirements TQM in universities	2.5324	40876	2.5213	36996	226	824
Follow –up of the educational process-learning development	2.7681	44562	2.7201	42332	874	387
The development of human resource	2.7265	503335	2.7338	43825	122	905
Decision –making and service community local.	2.5831	47118	2.4983	47220	1.416	158
Total TQM	2.6525	42120	2.6183	39023	667	511

** the abstract level (0,01) * abstract level (0,05).

t-test was used to analyze the data that has been collected to determine the differences that exist.

Table 1.8 results indicate that there was no statistically significant differences at the level of measurement ($\alpha = 0.05$) in the areas of Total Quality Management in Jordanian universities

as perceived by faculty members, based on college. Which confirms the hypothesis is accepted

H4: There is no significant differences at the level of significance ($\alpha = 0.05$) for the respondents about their perceived of the principle of the total quality management in Jordanian universities according to the variable of experience.

Table 1.9: The averages and standard deviations for categories of fields of study according to variable of Experience.

Item	Source of variation	Sum of squares	df	Mean square	f	ig
Creation of the requirements TQM in universities	Between Groups	2.493	3	831.	5.962	001.
	Within Groups	35.968	258	139.		
	Total	38.462	261			
Follow –up of the educational process-learning development	Between Groups	5.302	3	1.767	10.571	000.
	Within Groups	43.135	258	167.		
	Total	48.437	261			
The development of human resource	Between Groups	6.089	3	2.030	10.592	000.
	Within Groups	49.437	258	192.		
	Total	55.526	261			
Decision –making and service community local.	Between Groups	3.897	3	1.299	6.262	000.
	Within Groups	53.522	258	207.		
	Total	57.419	261			
Total TQM	Between Groups	4.164	3	1.388	9.563	000.
	Within Groups	37.449	258	145.		
	Total	41.613	261			

Total 1.10: one way ANOVA results to signify the differences to the dimensions of total quality management according to the variable of experience

item	(47) < 5		(40) 5-8		(84) 9-12		(91) >13	
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
Creation of the requirements TQM in universities	2.3610	58216	2.5096	41896	2.4990	33054	2.6380	22273
Follow –up of the educational process-learning development	2.4946	61735	2.7132	49950	2.7081	34741	2.9010	25506
The development of human resource	2.4594	65177	2.6382	57930	2.7522	34622	2.8879	27606
Decision –making and service community local.	2.3536	67525	2.5489	50567	2.4608	39369	2.6789	33047
Total TQM	2.4171	58432	2.6025	46710	2.6050	32136	2.7765	22760

One-way ANOVA was used to analyze the data that has been collected to determine differences that exist.

Table 1.10 results indicate that there was statistically significant differences at the level of measurement ($\alpha = 0.05$) in the areas of Total Quality Management in Jordanian universities as perceived by faculty members, based on experience. Which confirms the hypothesis is rejected.

H 5 There is no statistically significant differences at the level of significance ($\alpha = 0.05$)

for the respondents about their perceived of the principle of the total quality management in Jordanian universities according to the variable degree of scientific.

Table 1.11: The averages and standard deviations for categories of fields of study according to the variable degree of science

Item	Professor 18		Associate professor 63		Associate professor 128		Lecturer 53	
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
Creation of the requirements TQM in universities	2.7222	30136	2.5998	22024	2.4918	30473	2.4449	62915
Follow –up of the educational process-learning development	2.9020	28456	2.8182	29189	2.7418	36650	2.5755	65674
The development of human resource	2.8481	34680	2.8440	32155	2.7339	37442	2.5421	71148

Decision –making and service community local.	2.6465	30603	2.6648	36291	2.4867	39744	2.4385	70066
Total TQM	2.7797	26349	2.7317	25699	2.6136	31998	2.5002	64081

Table 1.12: One Way ANOVA results to signify the differences to the dimensions of total quality management according to the variable degree of science .

Item	Source of variation	Sum of squares	df	Mean square	f	sig.
Creation of the requirements TQM in universities	Between Groups	1.534	3	511.	3.572	.015.
	Within Groups	36.928	258	143.		
	Total	38.462	261			
Follow –up of the educational process-learning development	Between Groups	2.291	3	764.	4.270	.006.
	Within Groups	46.146	258	179.		
	Total	48.437	261			
The development of human resource	Between Groups	2.945	3	982.	4.816	*.003
	Within Groups	52.582	258	204.		
	Total	55.526	261			
Decision –making and service community local.	Between Groups	2.073	3	691.	3.220	.023.
	Within Groups	55.346	258	215.		
	Total	57.419	261			
Total TQM	Between Groups	1.982	3	661.	4.301	.006.
	Within Groups	39.631	258	154.		
	Total	41.613	261			

One-way ANOVA was used to analyze the data that has been collected to determine differences that exist. Table 1.12 results indicate that there was no statistically significant differences at the level of measurement ($\alpha = 0.05$) in the areas of Total Quality Management in Jordanian universities as perceived by faculty members, based on the level of science. Which confirms the hypothesis is accepted.

1.12 Discussion of conclusion

This study examined the results that have been reached, the arithmetic mean of the total marks for measuring the degree of TQM in Jordanian universities as perceived by faculty members (2.63) and percentage (52.6) which the average falls within the Low category and ranged from the degree of achievement of standards between the percentages (50.4) and (54.6).

The researcher finds that this index is weak on the possibility of applying TQM in Jordanian universities. The entrance to Total Quality Management is the entrance of a relatively recent phenomenon, especially in the field of higher education. This is consistent with recognized that the realization of the principles of Total Quality Management takes time and effort and requires full commitment of all members in the organization. The finding corresponds with some previous field studies dealt by the researcher, such as the study by [8], which aimed to develop a model for Total Quality Management to identify the degree of its potential application in Jordanian universities and public, by showing the results of this study that

the arithmetic mean of the degree of overall estimates of the sample study all paragraphs of the resolution (3.6), (72%). Some studies such as the study by [6]., also indicated that the University of Amman was actually implemented some of the principles of Total Quality Management with low and average arithmetic (2.1, (42%), and the study by [11]. noting that the arithmetic mean of the degree of College of the reality of the education system at the University of Al-Quds from the viewpoint of faculty members (2.52), (50.4%), and this falls within the low grade, while the results of the study by [10]. that the arithmetic mean of the total degree of the concepts of Total Quality Management in place at the University of Al-Quds (2.46), 60%.

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