TOTAL QUALITY MANAGEMENT AND ITS IMPACT ON EMPLOYEE'S PERFORMANCE IN HIGHER EDUCATION: A STUDY CASE OF SAMARRA UNIVERSITY, IRAQ

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THESIS APPROVAL PAGE

I certify that in my opinion the thesis submitted by Omar Abdulsattar Kamel Sandel ARAB titled "TOTAL QUALITY MANAGEMENT AND ITS IMPACT ON HIGHER EDUCATION PERFORMANCE: A STUDY CASE OF SAMARRA UNIVERSITY, IRAQ" is fully adequate in scope and in quality as a thesis for the degree of Master Degree.

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I certify that this thesis is the product of my effort and that all material has been gathered and explained in compliance with the institute's academic regulations and ethical policies. Furthermore, I certify that any assertions, findings, and materials not unique to this thesis have been cited and referenced verbatim. Without regard to time, I assume all moral and legal ramifications of any detection contrary to the aforementioned declaration.

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FOREWORD

First and foremost, I express my gratitude and appreciation to everyone who assisted me in completing this work, especially my dear supervisor, Assoc. Prof. Dr. Halime GÖKTAŞ KULUALP, for her invaluable guidance while writing my thesis, and I express my gratitude and appreciation to my sweet 'Mother' for her prayers and kindness for her trust in me. I am also grateful to my "Siblings" for their constant encouragement and support, and I thank and appreciate everyone who helped me, made an effort alongside me, and saved me time. I pray to God to protect and care for them all.

ABSTRACT

Higher education institutions are the cornerstone of society and the key to its progress toward excellence and culture. Because good service is the foundation of every talent and every individual or collective success, it is essential to prioritize and implement all quality management systems to move an organization into the ranks of major corporations worldwide. Learning from and adapting to international institutions is essential to the success of the institution and its solid grounding.

With this research, awareness has been created about how the principles of total quality management can be applied more accurately to improve the performance of the academic and administrative staff at the University of Samarra. At this point, the aim of this study is to determine the effect of total quality management on employee performance in higher education institutions. For this purpose, data were obtained from 400 participants working at Samarra University, which has a total of 1100 employees, through an online survey technique. In the research, employee performance is the dependent variable, and TQM and its sub-variables, Leadership, continuous improvement, and Employee involvement, are the independent variables. In the study, descriptive analysis, reliability and validity analysis, factor analysis, correlation analysis, and regression analysis were performed.

According to the results obtained, there is a statistically significant direct relationship between Leadership, Continuous Improvement, Employee Engagement, and Employee Performance in the Samarra University example. Total quality management in higher education and its sub-dimensions of Leadership, Continuous Improvement, and Employee Participation have a significant and positive effect on Employee Performance. Thus, all hypotheses were accepted.

Keywords: Total Quality Management, Employee Performance, Higher Education.

ÖZET

Yüksek öğretim kurumları, toplumun mihenk taşıdır ve bir toplumun mükemmellik ve kültüre doğru ilerlemesinin anahtarıdır. Her yeteneğin ve her bireysel ya da toplu başarının temeli iyi hizmet etmek olduğu için, bir kurumu dünya çapındaki büyük kurumların saflarına taşımak için öncelik vermek ve tüm kalite yönetim sistemlerini uygulamak çok önemlidir. Uluslararası kurumlardan öğrenmek ve uyarlama yapmak, kurumun başarısı ve sağlam temelde ilerlemesi için değerlidir.

Bu araştırma ile Samarra Üniversitesi'ndeki akademik ve idari personelin performansını artırmak için toplam kalite yönetimi ilkelerinin nasıl daha doğru uygulanabileceği konusunda bir farkındalık oluşturulmuştur. Bu noktada bu çalışmanın amacı, yükseköğretim kurumlarında toplam kalite yönetiminin çalışan performansı üzerindeki etkisini belirlemektir. Bu amaçla toplam 1100 çalışanı bulunan Samarra Üniversitesinde görev yapan 400 katılımcıdan online anket tekniği ile veriler elde edilmiştir. Araştırmada çalışan performansı bağımlı değişken, TKY ve alt değişkenleri olan Liderlik, Sürekli İyileştirme, Çalışan Katılımı bağımsız değişkendir. Araştırmada betimsel analiz, güvenirlik ve geçerlilik analizi, faktör analizi, korelasyon analizi ve regresyon analizi yapılmıştır.

Elde edilen sonuçlara göre Samarra Üniversitesi örneğinde Liderlik, Sürekli İyileştirme ve Çalışan Katılımı ve Çalışan Performansı arasında istatistiksel olarak doğrudan anlamlı bir ilişki vardır. Yükseköğretimde toplam kalite yönetimi ve alt boyutları olan Liderlik, Sürekli İyileştirme ve Çalışan Katılımı Çalışan Performansı üzerinde anlamlı ve olumlu bir etkiye sahiptir. Böylece tüm hipotezler kabul edilmiştir.

Anahtar Kelimeler: Toplam Kalite Yönetimi, Çalışan Performansı, Yüksek Öğretim.

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SUBJECT OF THE RESEARCH

In order for established nations to continue their leadership and for emerging nations to coexist peacefully with developed nations, higher education institutions play a crucial role in training decent men and are a crucial instrument for achieving growth and development through roles such (as teaching and scientific research, and community service) Higher education institutions must be of high quality if they are to fulfill these duties in an efficient manner (Al Tasheh et al., 2013: 209). The notion of quality in education for all qualities associated with the education domain displays the level of superiority and performance, they transform pupil requirements to specific features as a basis for the distribution of education services meeting up with their goals, The quality of education is an administrative process that involves every aspect of the university and enhances the fulfillment of learners (Al-Ajez & Jamil, 2005). Communities rely on universities to help them achieve their objectives and aspirations because universities are in charge of preserving the scientific heritage for future generations, discovering new knowledge in all cognitive domains, driving economic growth, and fostering scientific and technological inventions (Jaafari, 2011). Following from the foregoing, the expansion of higher education should be seen as an unavoidable necessity, asserting oneself, spreading the principles of sound scientific reasoning, and achieving the greatest amount of innovation in science and technology and the advancement of national goals in a system that is integrated, comprehensive, and constantly developed. It also aims to increase potentials and capacities while also enhancing skills, making university (Al Tasheh et al., 2013: 210).

Total Quality Management is now widely accepted as a strategy for obtaining and maintaining competitiveness in the global market, The challenge of globalization has prompted a significant advancement in assuring academic quality, and higher education institutions have been quicker to put quality models into place to support them in remaining competitive in the global market (Aldaweesh, 2018: 2).

PURPOSE AND IMPORTANCE OF THE RESEARCH

Higher education organizations are the cornerstone of society and the key to its progress toward excellence and culture. As a result, it is critical to prioritize it and implement entire quality management in order to propel it into the ranks of major worldwide institutions, as it serves as the foundation for every talent and every individual and collective accomplishment. Learning and quoting from overseas institutions is a solid and crucial basis for their success and progress.

Since its emergence as an approach and development, total quality management has grown in importance in all fields, and it has become an urgent need for the development and growth of global and local organizations to meet the difficulties on both the inside and outside that affect the actions taken by institutions in all fields. There are several examples of serious worldwide institutions that have earned a reputation and distinction in academic, financial, administrative, and organizational domains by using total quality management as a complete strategy and have become a global model of excellence.

To investigate elements and the link between comprehensive quality management and higher education improvement (Aldaweesh, 2018: 8). This study highlights the importance of studying the relationship between the application of Total Quality Management and its impact on organizational change at the University of Samarra. It also contributes to the university's academic, administrative, and technical march in line with scientific and technological developments (Hamdan et al., 2020: 1559).

To identify Total Quality Management needs for the learning process in order to achieve academic excellence, also convey the fundamental understanding of Total Quality Management principles (Sherr & Gregory Lozier, 1991: 49-50). The case study indicates that implementing quality management systems takes persistent work, constant leadership, long-term commitment of resources, and thorough performance audits, and is best done incrementally (O'Mahony & Garavan, 2012: 184). in spite, descriptive explorations founded on a well-informed collection of detection of the details of specific occurrences and priorities (Dennis & Winston, 2003).

The primary goal of this study is:

- To study existing best practices and Total Quality Management implementation experience in a world-class university.
- To investigate the extent to which the (Iraqi Higher Education Institutions) adopts the principles of Total Quality Management.

The importance of this research is obtained from the magnitude of the topic importance, which is the University of Samarra and its faculty and staff. There is no longer any doubt regarding the university's decision to adopt a Total Quality Management strategy and to which extent total quality management can be applied at Samarra University and the benefits gained from its application. This research has some theorical and practical importance as follows:

Theoretical Importance

- The benefits that the university obtains from the total quality management approach.
- Explanation of the extent to which total quality management can be applied at the University of Samarra.
- Obstacles to implementing a total quality management approach.
- A justification of the scope of TQM's applicability at the University of Samarra.
- Identifying barriers to the implementation of the Total Quality Management approach.
- Explanation of the benefits that the university obtains from the total quality management approach.
- Total Quality Management implementation benefit also provides additional benefits such as innovation, financial potential, opportunities for innovation, improved process control in the design, planning, and distribution fields, increased flexibility, high-quality services, and market position strength.

Practical Importance

- The number of points that the university is working to achieve in total quality management.
- The suitability of total quality management to the current circumstances.
- Calculating the overall points, the academic institution is aiming for in comprehensive quality management.
    1. Means by which a worker's enlargement be avoided or reversed while improving the administration's effectiveness and responsiveness?
    2. How may teaching be made more effective and of higher quality?
    3. How do we win over a fresh generation of learners?
    4. How may we improve our pupil (client) focus?
    5. How could we respond more quickly to the shifting needs of those who hire our graduates?
- Examining the suitability of total quality management to the current circumstances.

METHOD OF THE RESEARCH

To achieve the research's objectives, a statistical analytical technique was used, which tries to explain the phenomena of the study, evaluate it, and expose the link between its parts and the activities it involves. a form program applied to assemble statistics by reason of it match the work idea: to connect the touch in the middle of the element of total quality management and its impact on higher learning performance: a study case of Samarra university Iraq.

an instrument covers three groups and two structure of deviation The initial parts is societal variables: respondents Male or female, Age, Academic qualification, and the status Academic or managerial staff. The enduring investigation is the final step of the questionnaire variables, which they are total quality management (independent variable) with its three dimensions: Leadership, Continuous Improvement and Employee involvement in insertion to employee performance (dependent variable).

HYPOTHESIS OF THE RESEARCH AND RESEARCH PROBLEM

Unprecedented difficulties are facing Iraq's educational institutions the information and communication revolution has resulted in advancements and changes that the exponential growth of knowledge and technology, the pressure on local institutions to rank highly in global classifications like the Shanghai and QS classifications, and as well as the objective of the Ministry of Higher Education and Scientific Research for educational institutions to receive academic accreditation, In order to meet these problems, human resources must be developed, locating funding sources for the educational institution improving academic institutions and administrative processes, and increasing the caliber of scientific research (Attribution & License, 2019 : 121). Because it is based on continuous performance improvement at all levels of the educational and administrative process in all functional areas of the educational institution, using all available human and financial resources, total quality management is one of the systems used to address these difficulties and crises (Brocka et al., 1992: 12). Iraq's higher education system is significantly underfunded. The Ministry of Higher Education and Scientific Research projected its urgent requirements following the 2003 invasion at $1.2 billion, but no funds have been made available in that amount (Robbins, 2007:6). Another part of the problem is Centralization and interference in university affairs by the Ministry of Higher Education and Scientific Research. The large surplus of teaching staff in some specializations and the severe shortage in others. Not allowing universities to open scientific research centers in order to absorb and redistribute large numbers of graduate degree holders. The lack of solid controls for the selection of graduate students and allowing the graduates of evening studies and private colleges, as well as for employees with low averages, to compete with graduates of public universities. The absence of laws or instructions that allow the termination of teachers or employees who are incompetent or redundant (https://annabaa.org/arabic/education/15803).

Other problem confronting Iraqi universities and academic personnel is a shortage of research activities, which must produce more publications and enhance Iraq's present education system (Jameel & Ahmad, 2020:109). Despite these concerns, there are few studies that analyze the performance of Iraqi academic professionals (Jameel & Ahmad, 2020b: 2400). Language barriers may be another reason for the low publication

rate, despite the fact that the majority of Ph.D. holders graduated from universities abroad, because the researchers' English is very poor (Jameel & Ahmad, 2020a: 109). They can get their experience in their own country; Hence, TQM in Higher education can get good points in Iraq.

The hypothesis arose from the crucial function of overall total quality management in the higher education sector since its implementation began. And because of the progress it brought about in institutions that chose the whole quality management method, there is a deficiency in the implementation of this strategy in Iraq, in addition to the scientific and organizational weaknesses of higher education in Iraq.

Many articles, books, and theses indicate the emergence of the source of this hypothesis Ali & Shastri (2010); Nadali Najafabadi et al. (2008); Al-Najjar & Jawad (2019); Al-Qayoudhi et al. (2017); Tribus (2010); Aly & Akpovi (2001).

The research questions of this study are as follows:

- What role can Total Quality Management play in higher education?
- Can the dimensions of total quality management provide a paradigm shift in higher education?

Many studies have been conducted on the mechanism of implementing comprehensive quality management, its challenges, and implementation techniques, and this was an essential source of the hypothesis.

The Following are the Hypotheses:

H1: Total quality management in higher education has a significant and positive effect on employee performance.

H1a: Leadership in higher education has a significant and positive effect on employee performance.

H1b: Continuous improvement in higher education has a significant and positive effect on employee performance.

H1c: Employee involvement in higher education has a significant and positive effect on employee performance.

SCOPE AND LIMITATION / DIFFICULTIES

Scope of the Study:

Human Scope: Samarra University employees.

Place Scope: Samarra University's research is minimal.

Time Scope: The study will run from December 2021 through May 2022.

Limitation of the Study:

- Technical flaws that may prevent the electronic questionnaire from being completed, such as connection failure or net failure.
- Not all responders agreed to complete the questionnaire.

1. LITERATURE REVIEW

1.1. Definitions Of Quality

The phrase has come to have other connotations, depending on the industry it is employed in, such as health, education, or other fields. People have different opinions on the quality of a product, its software, or excellent or terrible service since the idea of quality is somewhat nebulous, However, in the actual world, one's opinions, viewpoints, the impact of the marketplace, and consumer demands also affect how this term is used (Aldaweesh, 2018: 12).

Quality is defined as anything that influences the character of things, and it is frequently used as a synonym for "good" or "great" As a function, in an absolute meaning, quality illustrate to the superiority of the product or service, The everyday definition of quality generally relates to the intrinsic attributes of the product or service, with excellence defined as complete possession of the features that constitute it (Flores-molina, 2011: 20).

Quality, in its widest meaning, is a measure of excellence, or how well something serves its intended function. In its most basic form, product or service quality is described as meeting specifications, being free of flaws or contamination, or just a level of customer satisfaction (Jones et al., 2007: 138).

Some of the definitions are as follows (Kumar et al., 2016: 142)

- Quality means appropriateness for the objective.
- Quality could be defined as a level of client satisfaction
- Quality can be understood as conformity to specifications or concepts.
- Meeting the requirements or rules is what quality entails.
- Quality is defined as a level of perfection.

1.2. Quality Improvement

Over the past years, procedures for promoting and supervising quality have changed significantly, with inspection operations being replaced by quality control,

quality assurance being established and enhanced, and considerable firms moving on to total Total Quality Management; four distinct levels can be identified here in this development; inspection, quality control, quality assurance, and overall quality management are all aspects of Total Quality Management (Abd Razak et al., 2016).

In-depth worldwide competition between Japanese businesses and their western counterparts during the 1960s and 1980s led to the development of the idea, which was undoubtedly connected to Feigenbaum's book Total Quality Control (1961) (Martínez-Lorente et al., 1998: 18).

The service sectors, which included the education sector, were first exposed to Total Quality Management principles and methods in the 1980s. The heightened competitiveness among educational institutions, especially those in higher education, throughout the world due to the quickening of globalization was directly tied to the advancement of Total Quality Management in the education sector (Asif et al., 2013).

Educational institutions have either wholly or openly applied TQM to raise the standard of instructional materials to draw in more students. Following this trend, research on Total Quality Management in education initially took off in the 1990s in America (US) and United England (UK) (Sila & Ebrahimpour, 2002).

1.2.1. Inspection

The progression of quality management ('coordinated efforts to lead and govern an institution with care to quality': ISO 9001 2015) is explained over the phases of inspection, quality control, quality assurance, and finally, Total quality management (Pickles, 2018: 4).

Recently, frameworks for enhancing and controlling quality have grown significantly; during the last ten years or more, clean inspection operations have been returned or complemented by quality control, quality assurance has been created and polished, and many organizations currently strive for Total Quality Management through focused

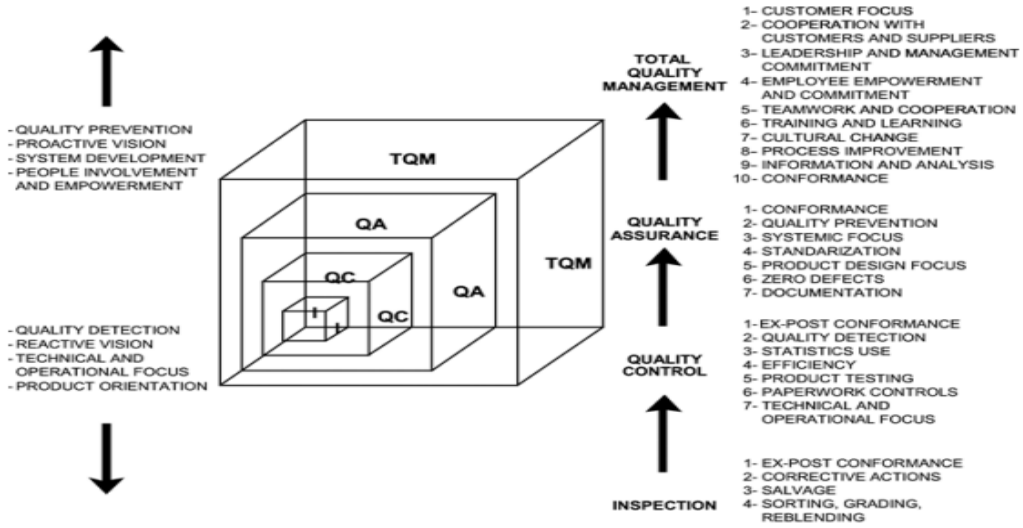

Figure 1: (Status of total quality management): (Luzon & Pasola, 2011: 934).

The four levels in the evolution of Total Quality Management start with Inspection, Quality Control, Quality Assurance, and Total Quality Management.

extended and across the organization expansion, four primary stages can be recognized in a method: inspection, quality control, quality assurance, and overall quality management; it needs to be emphasized that the names are meant currently to designate positions in an ordered system of quality management (Ribbins & Whale, 1991: 21).

Inspection is "the extent to which a collection of intrinsic traits meets. "An essential inspection-based arrangement explores, regulations assessments, or reviews a few features of a product." goods, services, or activities and compares them to particular criteria to determine conformance with a standard or achievement criteria (Errabou, 2015: 17).

Systems for improving and managing quality have expanded dramatically lately; simple checks are being switched as well as aided by quality control measures over twenty years as well as so, quality assurance was formed and modified, and numerous enterprises today are working into TQM and beneficial efficiency using an ongoing and way benefits Correct (Pickles, 2018: 15).

1.2.2. Quality Supervision

Quality Control: - The monitoring and inspection of the process results are done to determine whether they meet any associated quality requirements and how to eliminate any non-conformance performance causes (Al-Saedi et al., 2019: 3). Quality Control: - To choose the best option from the available options using quality control criteria (Peris-Ortiz & Álvarez-García, 2014: 161).

The goal of quality control is to take specific action for goods or services that are discovered to be below the necessary standard following inspection, This might result in consumers rejecting or throwing away these goods or services, However, methods to identify the reasons for failure and suggestions for improvement can come after this (Mohammed Hamdatu, Ahmed Siddiek, 2013).

When a product or service is discovered to be below the required standard following inspection, quality control is a procedure that looks at all aspects of the product or service in order to take the appropriate action (Mohammed Hamdatu, Ahmed Siddiek, 2013: 107). Quality control is a technique that detects failure rather than preventing it, The institution must use alternative procedures that can prevent failure and achieve the requisite quantity if specific quality assurance procedures did not succeed in doing so (Mohammed Hamdatu, Ahmed Siddiek, 2013: 107). Outlined how Quality Control works as a component of quality management to focus on meeting quality criteria (Kazzaz, 2009).

1.2.3. Quality Assertion

Different from quality control is quality assurance (QA), Quality assurance is a procedure that takes place both before and during an event with the goal of avoiding errors altogether, by having an installed program, referred to as a quality assurance (QA) system, that specifies Particularly manufacturing should be carried out, the quality of the good or service is guaranteed. Zero faults, in Philip B. Crosby's words, is the goal (Sallis, 2014: 17).

In order to go from detection to prevention, one must build a Sophisticated operational attitude and strategy that calls for a Modifications in leadership style and thought This involves more than just the application of a collection of skills and

processes Total Quality Management is the next stage after this (Errabou, 2015: 19).

To offer stakeholders confidence in the quality management process and the results obtained, the quality assurance stage switched from focusing on Services quality to system quality, The cornerstone of the quality assurance strategy is problem prevention, to improve quality problem prevention, QA employs planned and systematic operations, Among these tasks are paperwork, quality manuals, processes, job instructions, etc. (Errabou, 2015: 19).

1.3. Definitions Of Total Quality Management

Total Quality Management is Illustrated as the management logic and organizational methods that try to maximize an organization's human and physical assets in order to attain its goals. (Gözaçan Borahan & Ziarati, 2002: 914).

Total Quality Management Pioneers like Deming, Crosby, Juran, Feigenbaum, Ishikawa, and others have created convinced theories in the field of business quality improvement, causing a massive fundamental change in enhancing the quality of customer focus (Neyestani, 2018: 1).

JURAN: - ability in execution, attributes of a brand that fulfill buyer interest, and close the gaps (Juran et al., 1974).

DEMING:- all the Person seeks and wishes (AlTabbaa & Ankrah, 2016: 39)

ISHIKAWA: - Clear internal and external customer orientation is emphasized by Total Quality Management. It is necessary expedient for demands of the consumer. All departments within the company organization are involved in Total Quality Management, not only the quality department. Top management must set the bar high and aggressively show that they care about quality. Every employee should submit his or her suggestions about how to enhance the work processes since Total Quality Management involves everyone in totality (Kruger, 2001: 154)

Total quality management is defined as a systematic strategy for the continual optimization of all workflows in the system via full employee contribution, leading to exceptional outcomes that meet people" needs. (Baig et al., 2015: 1).

(Mahmoud & Aloqlah, 2021: 188) To reach the maximum quality results, Total

Quality Management is a modern board idea that employs an all-encompassing management path or system built on getting decisive essential convert to every single thing inside the organization, including ideas, attitudes, beliefs, management conception, and managerial leadership approach.

To achieve high-quality improvement, Total Quality Management is a related function or process in the organizational internal environment. It is a cutting-edge strategy for growing your organization, The method is used all around the world. It asserts that desired goals can be attained with minor adjustments to an organization's culture, practices, and behaviors (Aldaweesh, 2018: 11).

Excellence is a framework and set of fundamentals that serve as the core of an ever-improving workplace. The four Cornerstones of all explanations of Excellence are ongoing enhancement of processes, human perspective, statistical methods, and market emphasis Total in this sense refers to an organization's full participation in a continuous improvement initiative (Flores-molina, 2011: 29).

1.4. Advantages and Obstacles of Total Quality Management

TQM has some advantages and disadvantages for institutions. These are described below.

1.4.1. Total Quality Management Advantages

To achieve long-term advantages for everyone involved and society at large, a holistic technique for leadership demands participation with members of the organization (Papanthymou & Darra, 2017: 134). Innovation, financial potential, chances for innovation, improved process control in the design, planning, and distribution fields, increased flexibility, high-quality services, and market position strength are additional benefits of Total Quality Management implementation (Todorut, 2013: 110).

Mahmoud & Aloqlah (2021: 189) state that the institution can reap several advantages from the utilization of Total Quality Management, namely: - (1) raising students' scientific aptitude (2) Managing and expanding the university's administrative

workload (3) elevating academic staff members' performance (4) Increasing the degree of collaboration and trust among university staff (5) rising passion and loyalty amidst Higher education institution workers (6) promote loyalty for higher education institution.

Total Quality Management in academy institutions points to an organization's capability to provide a great standard of service quality superiority and, as a consequence, accommodated the demands of students, faculty staff, families, employers, community, and the rest in a way that is in accordance belief and needs of the age and the climate of experimental and high-tech income, plus attaining delight and welfare for each person.

The result is evaluated and the level of perfection is verified using previously defined standards (Zabadi, 2013: 51). Roffe (1998: 80) takes into consideration the fact that, as a result of free competition, students are expected to cover a bigger share of the expenditures of education and are considered both consumers and customers. This is related to motivated dynamics, which result in varied programming for distinct undergraduate populations. The theoretical issues involve, among other things, whether excellence in higher education should be individuals- or focused on issues, the difficulty of introducing and accepting excellence in academic structures that have not embraced Total Quality Management tents, group V's personal attitude toward excellence, and keeping up the rate of creativity.

1.4.2. Total Quality Management Obstacles

Sebastianelli & Tamimi (2003: 45) Based on a factor analysis, five "categories of hurdles" were identified: bad human resource management, poor quality organizing, Fragile quality leadership, insufficient resources for Total Quality Management, and Fragile attention to client needs. Fragile educational program arrangements in higher education may result in quality collapse. (Venkatraman, 2007a: 98).

The main challenges to Adoption of Excellence System in universities, including universities, include a lack of financial resources, a lack of output-fitting educational resources, a lack of skilled and professional labor required for application, resistance to change, misinterpretation of beneficiary needs, a lack of leadership commitment to

implementation, and a lack of clearly discernible cultural values (Mahmoud & Aloqlah, 2021: 190)

Aldaibat (2017: 46) mentioned that the main Roadblocks to Excellence system implementation in higher education, including universities, include a shortage of financial resources, a shortage of suitable output education, a shortage of trained employees needed for utilization, a shortage of professional manpower required for application, opposition to transform, a misinterpretation of beneficiary needs, a lack of committed leadership to implementation, and a lack of clearly visible.

According to Papanthymou & Darra (2017: 133) the Pitfalls to successful Excellence System are: -

- Insufficient Managerial Commitment.
- Absent A Strong Vision or Plan Statement.
- The Influence of Government.
- A Dearth of Highly Skilled Professionals.
- Lack Of Understanding of The Procedures for Self-Evaluation.
- Reticence To Institutional Evaluation or Reform.
- A Lack of Cooperation Between Departments and Staff.
- A Lack of Enthusiasm for Training.
- The Anticipation of Quick Outcomes.
- Instability of Departments and Leaders.
- Rigid Administrative Structures.
- Uncertainty Regarding Roles and Responsibilities.
- Employees' Lack of Commitment.

1.5. The Pioneers of Total Quality Management

1.5.1. Deming's Contributions and Philosophy in Total Quality Management (1900-1993)

Deming believes the worth of whatever it is maybe augmented only be decided by the client and that its effect might change depending on their requirement. Principals, authorities, and decision-makers should recognize the value of customer analysis, analytical reasoning, and the request for analytical methodologies to perform in order to meet the clientele's demands. The Institution should be committed to creativity and innovation in all areas, including production, design, and sales, with an emphasis on long-term goals and little regard for short-term benefits (Kumar et al., 2016: 145).

Edwards Deming is a physicist and statistician from the United States who is credited with being the most influential figure in the quality movement. He developed concepts in the 1930s while researching strategies to reduce unpredictability and garbage in manufacturing activities, Walter Shewhart devised methods for bringing mechanical operations under statistical oversight, and the United States was a key part of the development of these statistical methods. Following World War II, the Quality Movement emerged in Japan, with Deming's The PDCA (plan, do, check, act) process was the initial system for implementing continuous quality improvement. The Japanese transformed Juran and Deming's theories into Total Quality Control (TQC) in order to grab and establish a dominant position of global merchandise in autos, technology, and durable good. The Japanese treatment of TQC has been defined as a "dreamed uprising in command" by Kauro Ishikawa. and he believed that his approach would allow the ordinary firm to become the dominant player over a few years (Tribus, 2010: 6).

According to Hughey (2000: 41), The issues that higher education faces are numerous. As a result, it is critical that higher education personnel are appropriately equipped. In order for them to properly prepare themselves to withstand the, there will be social, political, and economic upheaval in the near future, Study Deming's "14 points" and comprehend how they work, apply to a collegiate setting in such vein, The following is a summary of his “14 points” taken collectively, with a description of how each may be used to accomplish, higher levels of responsibility, quality, and customer satisfaction.

- Make your goal clear.
- Adopt an innovative mindset.
- Reduce your reliance on inspection.
- Reduce the overall expense.
- Improve constantly and forever.
- Institute training.
- Institute supervision
- Get rid of anxiety.
- Remove departmental obstacles.
- Remove unreasonable goals.
- Remove any numerical limits.
- Managing by objectives should be eliminated.
- Implement an intense rehabilitation process.
- The transformation is everybody's job Instituting.

1.5.2. Feigenbaum's Contribution and Principles (1992_ 2014)

Feigenbaum emphasized that quality refers to what is ideal under specific consumer conditions, which consider how the product (or service) is used and how much it costs the user (Fields et al., 2014: 404) Feigenbaum proposed 10 standards required for overall quality market leadership (Dale, 2003: 56):

- Excellence is an enterprise-wide effort.
- Exactly what a customer says about quality defines it.
- There is no distinction between quality and cost.
- Quality necessitates both personal and team effort.
- Value is a method of management.
- Reliability and initiative are inextricably linked.

- The obligation is a code of conduct.
- Quality necessitates ongoing development.
- Perfection is the best economically feasible and capitalist solution path to increased production.
- Supremacy is applied as part of a larger arrangement that includes consumers and suppliers.

1.5.3. Joseph M. Juran Contribution (1904-2008)

Juran's Quality ternary (Quality Planning, Quality Control, and Quality Improvement) is based on his well-known Universal Breakthrough Sequence Philosophy (R. Ahmed & Ali, 2012) . Applying the Pareto approach, Juran Deming contends that controllable management flaws cause 80 percent of an organization's quality difficulties. As a result of having control over 80% of an establishment's systems, management is responsible for 80 percent of its issues (Tribus, 2010: 42).

The items in this series are ordered in this hierarchy succession:

- Evidence of requirements.
- Task Determination.
- An institution that has the dedication of upper leadership.
- Diagnostic Journey- Identifying systematic or random causes.
- Corrective Steps.
- Keeping the advantages

Juran's approach, according to (Beckford & Quality, 2002) may be summarized into five basic beliefs.

- Quality is mostly the responsibility of management;
- Planning is the only way to increase quality.
- Specific and quantifiable goals and objectives must be established.
- Training is crucial, and it must begin at the highest.
- Quality is primarily the responsibility of management;

Juran's believed that focusing on what the client wanted would lead to better results and his greatest area of agreement was finding viable solutions to existing issues. He recognized a trio of interconnected concepts—planning, regulating, and improving—are fundamental to fixing issues and eliminating their root causes. Quality planning, control, and quality improvement are the cornerstones of Dr. Juran's trinity (P. Kumar et al., 2016: 144).

1.6. Tools And Techniques for Total Quality Management

To make successful assignment implementation easier, a variety of appliances for authority and staff to execute the responsibility of the described duties extra successfully must be developed; these include issue explanation and screening approaches, input collecting and resolution techniques, and designing and experimenting with novel solutions (Bergman & Klefsjö, 2010).

Resources and tactics are informative; Ways, abilities, means, or procedures for doing certain tasks, and They are used to support good transformation and advancements, among other things; a single tool can be defined as a gadget that serves a specific purpose, It is frequently used alone and has a tight focus (McQuater et al., 1995: 38).

1.6.1. Diagram of Cause and Effect

Cause-and-effect diagrams indispensable tools for exploring the origins of quality flaws and problems (J.Dahlgaard & Kai Kristensen, 2007: 80). Ishikawa is most known for introducing and developing various excellent mechanisms, such as cause-and-effect diagrams (also known as fishbone or Ishikawa diagrams) and the usage of the "Seven QC tools," which he felt could address 95% of quality problems (Neyestani, 2018: 13). The Ishikawa diagram, often known as a fishbone diagram, became widely used in the Japanese economy and climbed to iconic status as an important Quality surveillance and improvement instrument globally (Diagrams, 2008 :1).

The fishbone diagram, commonly known as the "Ishikawa diagram," was created by Kaoru Ishikawa, who is most recognized for this work; many organizations continue to utilize this model when making diagnoses or taking decisive action that addresses the

issue's fundamental cause (Liliana, 2016: 1).

They can tackle the issue by focusing on the most likely causes of the reported flaws by understanding the causes and their consequences on the system; the center bone serves as the issue statement in these designs, side bones serve as the primary categories of reasons, and sub-bones serve as specific causes (Kumar et al., 2016 : 144)

The primary branches for causes impacting one type of occurrence often have four to six. These branches are categorized in five different ways traditionally: Manpower, Machines, Materials, Measurements, and Methods, sometimes known as the four Ps in administrative settings: Policies, Procedures, People, and Plant People, Machines, Materials, Measurements, Methods, and Environment are the six categories used in a contemporary adaptation of the five. The brainstorming session that will be utilized to finish the diagram will normally begin with only these recommendations (Diagrams, 1936: 2).

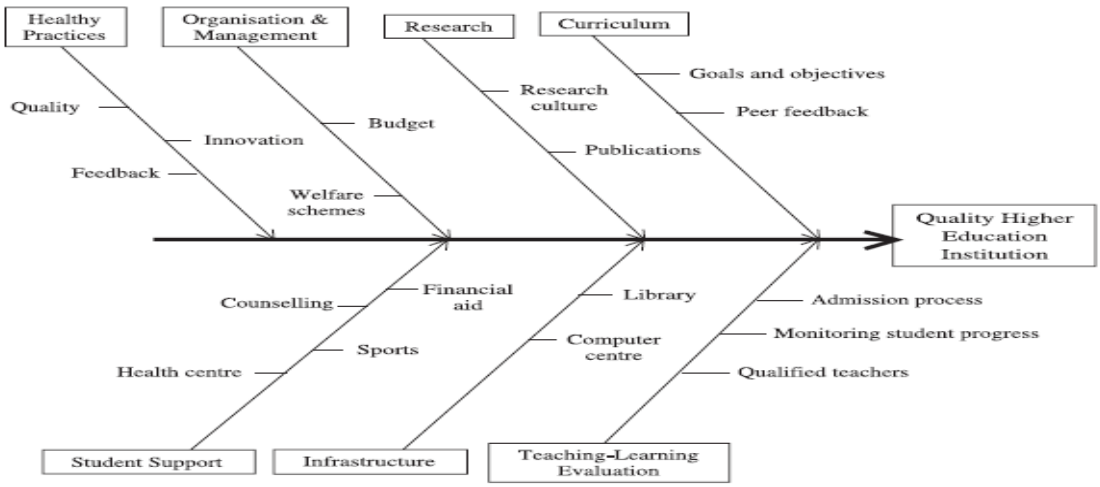

Figure 2: (Diagram of cause and effect): adapted from Mishra (2007: 39).

This figure shows a cause-and-effect chart used as a map to list the factors that result in poor quality.

1.6.2. Control Diagrams

Control charts are used to analyze a work process or its outcomes; The data may be utilized to discover deviations and take relevant measures in order to attain and

maintain statistical control (predetermined upper and lower limits) and to improve the process's capabilities, that is Deming's most well-known innovation (Ziegel et al., 2005: 102).

Total Quality Management emphasizes using of statistical and analytical tools to assist management and employee teams in understanding variance and the causes of quality problems. Process control charts are one of the more regularly utilized tools (Martin, 1993: 10). These charts separate the common causes and variations, showing whether the process is in control since every process has some variances. No adjustments should be made to the parameters if it is under control. There should be room for improvement if the process is not under control. Obtaining and preserving process stability is one objective of utilizing a control chart (Kumar et al., 2016: 143).

A control table displays the kind and extent of process variation across time. Additionally, it makes pattern interpretation and process change detection possible. Utilizing a control chart is beneficial for three key reasons. In order to ascertain if a process is functioning with just random sources of variation, it is employed to monitor the process. If so, the procedure is considered to be under statistical control (Ziegel et al., 2005: 269).

Some features are included in the control charts by Errabou (2015: 33):

- A useful method for displaying data over time.
- Gather information through the period. Search for the mediocre
- When dealing with quickly shifting outcomes, consider using the moving average.
- Set higher and lower borders as control limits.
- Look for patterns that appear to be "out of control." Outside of the control boundaries, points go up and down, generally below above the mediocre number.
- Control charts let us peek ahead instead of backward. Observation is not preferred to avoiding Failure.

1.6.3. Histograms

An illustration of variance in a particular collection of data, a histogram is a bar chart; the purpose of the histogram is to visualize the data rather than just provide it as columns of numbers, allowing readers to draw "the apparent inferences that are not always simple to grasp when staring more or less mindlessly at columns of numbers this attribute (simplicity) is an important asset in quality control circle activities (J.Dahlgaard & Kai Kristensen, 2007: 85).

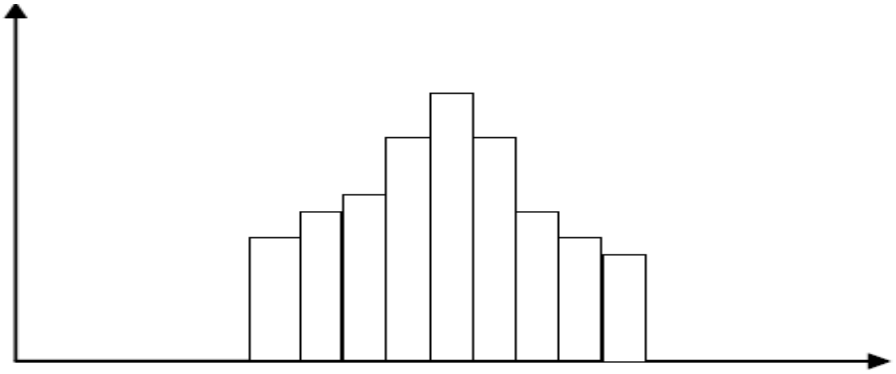

Figure 3: (Histogram) adapted from
https://condor.depaul.edu/sjost/it223/documents/central.htm

In a data set, each measured value is represented graphically in a histogram along with if it occurs frequently or just sometimes; it uses Initial numbers or duration of classes to depict the distribution of Quantifiable information obtained through the taken page; as a result, It matches a line graph because of the horizontal lines denoting data regularity throughout a range of values, The histogram aids in visualizing data distribution and so indicates the degree of variance within a process, as well as other issues like altered data and ineffective sampling methods, It may be utilized to evaluate compliance with a certain standard (Ribbins & Whale, 1991: 322).

Total Quality Management tools such as histograms can help detect flaws in service offerings and motivate management to take corrective action (Varma, 2015: 242). Histograms may be utilized effectively in the quality improvement cycle (PDCA) in all functions and at all levels of the organization (J.Dahlgaard & Kai Kristensen, 2007: 76). Charts may also be used to collect statistical data that can be utilized to enhance procedures and, ultimately, customer service. This is all part of Total Quality

Management (Varma, 2015: 243). Around two-fifths of organizations employ graphs, histograms, and benchmarking. One-third of the sample organizations appear to employ quality tools such as tree diagrams and brainstorming (Fotopoulos & Psomas, 2009: 573).

1.6.4. Flow Charts

It is a form of graphic or visual example that shows typical answers to difficulties. It aids in understanding and controlling methods in a variety of fields (Al-Saedi et al., 2019: 2).

A flowchart is a form of a diagram that depicts an algorithm or process by outlining the stages as various types of boxes and their sequential order by joining these boxes with arrows (Ilyas, 2016). Creating and utilizing flow charts is one of the most crucial steps in introducing process control to administrative and industrial operations. While it is evident that in order to govern a process, one must first understand it, many organizations are still attempting to solve problems and improve processes without appreciating the importance of flow charts as a first step (J.Dahlgaard & Kai Kristensen, 2007: 113).

Total Quality Management stresses the use of arithmetical and detailed means to assist leadership and staff members understand variance and the roots of quality concerns. Process control diagrams, system flow diagrams, cause and effect diagrams, and Pareto diagrams, and other tools are some of the most often utilized (Martin, 1993: 10). Process flow diagrams and documentation can help assure the adoption of TQM standards by increasing process consistency and traceability in the case of a mistake (Jason, 2012: 9).

In terms of this field (industrial vs. Intangible products sector), variations must be noticed in Pricing and diagrams with an importance curve of less than 0.05, and in the Pareto curve and histograms with an importance level of less than 0.10. In this regard, mechanical enterprises are extra likely to use bettering quality methods and instruments, with the exception of solving issues method, which is nearly identical in the two categories (Tarí & Sabater, 2004: 275).

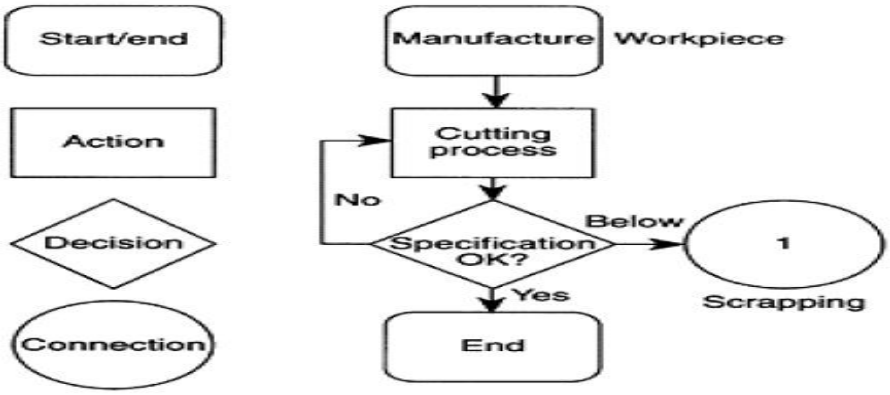

Figure 4: (Flow chart): (Bosch, 1994).

1.6.5. Brainstorming

Brainstorming, invented by Alex Osborn in the late 1940s, is a popular group-thinking technique. It assumes that people often appraise ideas before they are completely formed, which might lead to the early rejection of brilliant ideas. Ideas are given and recorded without judgment, separating ideation from evaluation. Brainstorming is great for TQM. It's fun and beneficial. It promotes teamwork and quick idea and issue development (Tribus, 2010 : 91).

Brainstorming is a simple method for quickly generating a large number of ideas from a group of individuals; the goal is for a group of people to bounce ideas off of one another; Even extremely unrealistic ideas are seen as beneficial since they might create more practical ideas (Resume et al., 2002: 23). Total Quality Management practices may be beneficial to firms; This is an example of employee participation; employee involvement entails employees participating in decision-making processes and assisting in the resolution of quality problems in order to obtain quality assurance; in other words, employee involvement entails human resources participating in Total Quality Management techniques in groups like brainstorming, quality circles, excellence delivery, and professional committees in order maximize value (Uysal, 2012: 338).

There is a study that defined the process of researching CSFs for Total Quality Management by studying the extensive literature and conducting brainstorming sessions in the company; now, a case study is being conducted in XYZ Automotive Company to figure out the outcomes of implementing CSFs for Total Quality Management and best practices for quality management tools and techniques. Generally, it has been discovered

that the soft parts of effectiveness practices strengthen the problematic elements of efficiency implementation (Venkateshwarlu et al., 2011: 80).

The following simple guidelines should be followed by a brainstorming team (Sallis, 2014: p 92):

- Be clear about the purpose of the brainstorming session.
- Assign individuals to write the ideas on a flipchart.
- Make a list of all ideas as they are voiced.
- Do not debate or criticize any ideas.
- Expand on earlier concepts.
- A large quantity is preferable.
- Inventiveness is welcomed. • Evaluation is postponed.
- All ideas are documented.

Whole quality management tools and strategies are used to detect and solve issues creatively. TQM's ability to bring together a variety of relevant tools to apply its core principles is one of its most significant features. Yet, the power of the equipment can only be realized via frequent usage. It is critical to identify suitable tools for the work and instruct employees on how to use them properly. With time and effort, such tools can become ingrained in the institution's decision-making culture (Author's opinion).

1.7. Important Variables for Progress in Total Quality Management

In general, Total Quality Management Critical Success Factors may be described as the key tasks that an organization must do in order to fulfill its goal via analysis and classification of its effects (Ismail Salaheldin 2009: 218) quoted from (S. Oakland, 1995). This Critical success factors would imply that Universities and colleges would be affected and required to play a critical aspect in knowing client requests, guiding all educational initiatives, and attaining Institution greatness through the development of overtime consumer connections built upon customer pleasure and utility (Sharma, 2018:

132). The CSFs considered in this study were developed by E. Bayraktar et al. (2008 : 556):

- Leadership: The old continent Productivity Prize and the Malcolm Baldrige Performance Medal, as well-accepted Total Quality Management implementation presumptions, stress the magnitude of senior executives' commitment to Total Quality Management activities.
- Vision: A Higher education institution's vision serves as its public expression of what type of institution it wishes to convert into the eventual. The Morals, convictions, and team procedures of the organization are acceptable indications of a picture language that is conveyed and practiced at full length the organization.
- Measurement and evaluation: Measuring the degree of success in any project is critical for identifying areas for improvement.
- system regulation and upgrade: This is an unavoidable result of computation and assessment.
- The principal product is educational courses: of universities for attracting and satisfying the demands of owners such as Learners, industry, academia, and the general public.
- standard framework enhancement: To be certain of the uniformity of standard-related processes. issues at academic facilities institutions as it is imperative to have a clarified quality assurance setup.
- Employee involvement: A successful Total Quality Management implementation would not be possible without the unambiguous support and involvement of the workforce.
- discrimination and remuneration: Any person, division or college that has achieved distinction in Total Quality Management - associated operations ought to get launched awarded as a manner of supporting a certain degree of completion.
- Education and training: Even for HEIs, teaching and Utilization of TQM guidance that staff members and its associated implications is the solutions achieve is dependent on it.

- Student focus: While this may cause some debate, students are the primary clients of Higher education institutions, as stated by Total Quality Management language.
- Other stakeholders' focus: Aside from students, higher education institutions have many other stakeholders.

1.8. The History of Quality in Education

The superiority movement in higher education appears to have begun in the 1990s as a small-scale initiative at a few US and UK colleges. Since then, the movement has gained a lot of momentum and started to spread over the world with observable advantages (Bomtaia, 2002: 33). (Sharma, 2018: 129) showed how the success of several multinational firms has had an impact on HE institutions in the USA. More crucially, they were affected by the poor status of education in the 1980s, which was reflected in student grades, financing, and grievances from parents and businesses. (Coate, 1993: 303) said that Oregon State University started looking for a new management paradigm in 1990. The university's top management invited Dr. Deming to visit the University and explain the principles of quality management, and its potential in HE institutions. Similarly. and around the same time. the movement towards Total Quality Management in UK HE institutions started.

(Doherty, 1993) stated that from 1990 to 1992, the University of Wolverhampton began executing a Total Quality Management in action strategy that includes BS 5750 / ISO 9000 certification as part of the Total Quality Management development. The Total Quality Management pilot program at Virginia Commonwealth University started during the 1991–1992 academic year when the university's Department of Decision Science and Business Law presented a live seminar by W. Edwards Deming on campus (Cowles & Gilbreath, 1993).

The quality management movement gained traction swiftly due to these origins and what first began as lone initiatives at several colleges in the US and UK. It almost spread over the whole education system and became a national movement. Several US multinational corporations, including American Express and Ford, came together in 1991. Xerox, IBM, Motorola, Procter & Gamble, and Motorola sponsored the Total

Quality Forum. More than 2000 people took part in an annual meeting of academic leaders, where the subject of Superiority and its imputation application on US campuses, notably at business and engineering schools, was debated (Bomtaia, 2002: 34).

1.9. Total Quality Management in Education Sector

Universities, banks, hospitals, airlines, private businesses, and government organizations all compete for clients, students, and consumers, ideally to upsurge their proceeds. With the current state of competition, quality is more crucial than pricing, reliability, or durability when it comes to earning a strong reputation for excellent service (Oakland et al., 2002: 1125).

(Sahney et al., 2004a: 145) Prevalence in education has been described as difficult because it embraces resources value in the form of, and assistant staff members, and connections of the procedure's quality in the form of education and teaching movement, as well as the quality of outcomes in the shape of educated students who earned his degree. The majority of Universities worldwide ought to adopt a blueprint for educational development because the advantages of developing excellent education, capabilities, and knowledge evolution drive economic growth and stability (Mohammad & Alabaddi, 2015: 49).

Outlined four elements for a business excellence model for higher education: delight the client, manage by facts, manage using people, and continuously improve (Kanji, 1998: 633). A variety of different concepts of quality in Higher Education have been provided, each showing a different point of view, such as extraordinary, flawlessness, as to conformance to requirements" (Harvey & Green, 1993 :9). Regardless of studies, university functionality may be split into five possible aspects, which are listed below (Becket & Brookes, 2008: 43) (Soomro & Ahmad, 2012: 149).

- Exceptional quality (increasing expectations): Uniformity (no defects).
- Quality is appropriateness to obtain (exceed patronage desire).
- Quality as a monetary value (productivity and Competence)
- As a transforming quality (growing technique comprising confidence for initiatives and Client fulfillment improvement))

1.10. Total Quality Management Dimensions

It is critical to describe the quality dimensions here shortly, as well as to a lesser width, distinguishing the quality component for educational institutions (Owlia & Aspinwall, 1996). As seen in this section, Universities serve a diverse range of consumer huddle.

These clients have varying needs that are either complimentary or discordant. As a result, The requirements of schooling is critical for all, and it really ought to be debated from the standpoint of all shopper.(Mishra, 2007) has classified higher education's quality aspects into three categories: rubric, programs, and support.

Product: (Garvin, 1987) Presented the eight quality characteristics listed below, which he claims may characterize both product and Effectiveness, lineaments, Trustworthiness, uniformity, strength, luxury, philosophy of art, and anticipated prerogative.

Software: Software's properties Services aligned with universities. Sincerity, reliability, adequacy, transparency, serviceability, confirmable, verifiable, comprehensive, and flexibility are all necessary means; reusability and interoperability are some of the software quality aspects often employed in software engineering (Watts, 1987).

Service: The assistance We see it, as opposed to material objects, Intangible are transitory because they are imaginably inspected exclusively while the action or process is active. As an aftereffect, duties cannot be kept and crumble; the customer also constitutes a fundamental part of the utility channels; hence, in Universities, a paradigm is bounteously suitable since the educational settings have more similar service situations (Lim, 1999: 26).

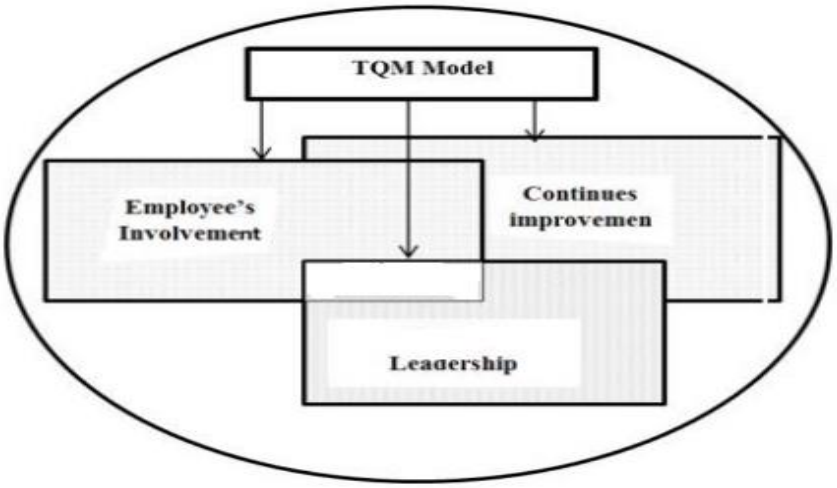

Figure 5: (TQM model): Adapted from (Mehdi Berrish Ph Thesis, 2016: 95).

1.10.1. Leadership

An important definition of leadership is a wide creative activity that strives to detect an organization's particular competency and beliefs; to communicate and demonstrate that competence and values; to inspire, even to convert others in the Institution to sense, trust, and act appropriately (S. Hasham & Hasham, 2018:p 362). Leadership propels the system that generates outcomes. This assertion was confirmed in both of these investigations, as well as the one conducted by (Flynn & Saladin 2001: 640).

(Osseo-Asare et al. 2005: 163) The realistic style of executive action is viable and practicable in universities, provided it incorporates employee involvement and support in a comprehensive fashion. Job specifications for the staff members in charge of the standard of education and research, as well as the requirements for the person in charge of the leadership of the organization, policy, strategy, systems, and procedures where quality empowerment actions are to be carried out, as well as the data, information, intelligence, and knowledge gained from the institution's internal environment.

The leader's responsibilities under Total Quality Management will include (Zairi & Leonard, 1996:19):

- The exercise of unquestionable leadership.
- Blatant customer-centeredness.

- The education of every employee.
- The honoring and rewarding of staff participation.
- Quality-related internal and external communication.
- The availability of high-quality procedures and instrument.

Numerous quality professionals and academics believe that total quality management success requires executives' real commitment; management acceptance is the most crucial aspect of total quality management accomplishment; according to academics and professionals, These experts agree that supervisory dedication focuses on total quality management-implemented employees' ambitions and dreams, Encouraged leadership or buy-in from senior management, implying that the top executives are accountable for building and sustaining a total quality management system (A. Zwain, 2012: 42).

It is crucial not to undervalue leadership's role in implementing Total Quality Management modification diligence without authority at every facility echelon. A supervisor's principal goal should be an excellent pledge. It is the reason. Success factors take place and are said to as a top-down process. According to estimates, 80% of quality programs fail in the first two years. Lack of support and commitment from upper management is the primary cause of failure. It would be unwise to entrust quality improvement to the quality coordinator. Total Quality Management success in education demands capable and determined leadership (Tribus, 2010 : 68).

1.10.2. Employee Involvement

The level of participation by staff in making choices concerning their employment and working circumstances is referred to as employee participation (Neirotti, 2020: 4). If organizations base their compensation practices on these distinctions, workers' job satisfaction can be enhanced. Organizations value employee effort, ideas, experiences, and knowledge when they are seen as such, which contributes to an attitude of positivity (C. A. Bayraktar et al., 2017 :1).

The positivity of employee involvement (A. Ahmed, 2013: 31):

- a good mentality against, and confidence in, the institution.

- rust in the organization's items or role.
- a belief that the institution supports the staff's ability to work successfully.
- a propensity to act altruistically and work well with others.
- Knowledge of the bigger picture and a willingness to go beyond the job.

The usage of empowering worker's follower attendance in executive choice-making and enhancement efforts worthwhile to their job roles is termed as inclusion and participation with Total Quality Management. Employee engagement has taken many different shapes since McGregor's Theory Y first popularized administrator to the approach of a participatory leadership technique, such as approaches to job design and unique initiatives like a place of employment systems(Atkins, 2000: 2).

Additionally, some workers may agree with the Total Quality Management principle but refrain from making a personal contribution because they are unaware of the requirements or lack the motivation to take part. In higher education, where academic personnel are supposed to evaluate, contest, and substantiate evidence, this is regrettably more severe. Therefore, it is crucial to make sure that everyone is wholly involved in and dedicated to the process in order to execute Total Quality Management efficiently (Sherr & Gregory Lozier, 1991: 55).

Defined employee participation as each employee helping the business achieve its goals and being treated as a distinct human being, not just a piece of machinery. Everyone who works for the company contributes to its operation, according to both management and employees. Finding the employee engagement strategies that are best suitable for achieving certain business objectives is the aim. Providing employees responsibility, training them, communicating with them and giving them feedback, and rewarding them are the four important steps that need to be taken in order to achieve employee participation and empowerment in an organization (Apostolou, 2000: 2).

Clarity of plans, procedures, and goals is necessary for employee participation, which is a cornerstone of Total Quality Management, in order for each employee to understand their specific contribution to the philosophy's success. Every employee's participation in cooperation, problem-solving, decision-making, and quality improvement helps foster employee loyalty and affiliation by giving employees the

perception that the job they are doing is significant and successful in attaining the organization's goals (Baserda, 2006).

Employee participation is crucial to achieving quality and productivity improvement, according to a growing body of literature. Leaders and managers must start and continue the process of employee participation as well as give individuals access to the tools they need to participate. Only when engagement is successfully used will it spur people's innovation and dedication to process development. An open office culture where staff members may provide comments and ideas is essential for the success of an Organization (Errabou, 2015: 250).

1.10.3. Continuous Improvement

Continuous improvement is a method of incremental, concentrated, and ongoing innovation that involves the entire organization (Bessant et al., 1994: 18). Continuous improvement (CI) is a continual endeavor to enhance goods, services, and processes to give quality and additional value for the client, according to the Manchester Metropolitan University's website.

Additionally, investigating the requirements and desires of the institution's client base, which may include teachers, students, employees, the board of regents, accreditation bodies, and community members, is crucial to continuous improvement in academic institutions. This also entails re-evaluating the success of programs and overall quality initiatives. In contrast, there is a demanding yet complex need to launch and sustain a continuous improvement project in academic settings. It is crucial to stress that continuous improvement is a mindset based on the understanding that there is always a better way to do anything, making it a journey that never stops. Continuous improvement is not one particular method or manner of doing something (Evans & Lindsay, 2002 : 60). Providing resources, facilities, and laboratory equipment, improving teaching methods, and emphasizing the practical component of the study are all crucial components of Continuous improvement, according to several members of the academic staff. Additionally, a lot of them saw participation in conferences, communication with other countries' universities, access to text and reference books, subscriptions to international academic journals, the presence of external speakers, and participation in

conferences as characteristics of a Continuous improvement journey (Aldaweesh, 2018: 132-133).

Deming's (plan) -(do) -(check)- (act) process is a continuous improvement technique. The cycle's initial four key steps are (Temponi, 2005: 19):

- P (plan) collecting of information to describe, define, as well find solutions for the affair or obstacle that requires improvement.
- D (do) - putting the plan into action by utilizing a test group, a trial run, etc.
- "C" (check) evaluating the outcomes to see whether the intended objectives and what was actually accomplished are in good accord; making adjustments as needed.
- Depending on the outcomes of the check phase, a (act) can involve carrying out the plan fully or starting a new task by starting with the P, (plan).

(Sahney et al., 2010: 67-68) focused on long-term progress, which involves advancements in technology and people resources for higher customer satisfaction.

1.11. Higher Learning Quality Guarantee

Quality assurance refers to evaluation methods carried out by Higher education institutions that are intended to maintain academic norms and Encourage pupils to participate in learning activities of acceptable quality.

Quality Assurance: The mechanisms by the organization may confidently and unambiguously ensure that the requirements and efficacy of its academic service are Guaranteed and improved (Friend-Pereira et al., 2002). In general, the word "quality assurance" refers to all rules, attitudes, activities, and procedures aimed at ensuring the preservation and improvement of quality (Maniku, 2008:16). One of 3 kinds of control activities for higher education include quality assurance, accreditation, and accreditation (the other two being rankings and accountability measures) (Shin & Toutkoushian, 2011).

Quality Assessment: The quality estimate is the mechanism through which an outside organization evaluates the excellence of educational provisions in Universities, particularly the element of the pupil's knowledge (Friend-Pereira et al., 2002).

Quality Audit: (Woodhouse, 2003: 133) ISO describes quality auditing as a three-part procedure that includes the following checks:

- The appropriateness of the proposed methods in regaring the stated goals;
- The consistency of actual activity with the planned;
- The efficiency of the activities in meeting the specified goals;

Accreditation: Accreditation is distinct from quality assessment and quality audit. according to (Westerheijden, 2007: 8-9) , Accreditationresults in a concise formal declaration indicating that a specific level of quality has been met, granting programs or institutions the official permission to function in higher education.

Accreditation means quality assurance and development technique in which a plan in an accredited University is carefully evaluated to ensure that the University or the program manages to fulfill and/or surpass the Norms and Standards specified by the organizer from time to time. It is a type of acknowledgment that signifies that a program or institution meets specified requirements (https://www.nbaind.org/accreditation).

USA: In the United States, higher education institutions are accredited through a self-evaluation process. Evaluation by the entity seeking accreditation This is followed by a visit by an external assessment team and a final judgment based on pre-existing accreditation requirements. In the United States, accreditation has two forms: institutional accreditation, which is carried out by higher education institutions themselves, and specialized accreditation, which is carried out nationally by professional groups (Van Vught & Westerheijden, 1994: 358).

UK: The Quality Assurance Agency (QAA) is the United Kingdom's constitutional separate authority. According to the agency's website, "Our purpose is to secure rules and enhance the quality of UK higher education."

Accreditation goes beyond university quality assurance and planning. Accreditation has major impacts: (https://www.nbaind.org/accreditation)

- Allows institutional quality enhancement activities.
- Increases both the quality and quantity of pupil enrolment.
- Aids the organization in obtaining vital financing.
- Increases graduates' employability.

- Allows for the global acceptance of diplomas and the movement of learners and professions.
- Encourages professors to be active participants in scientific and associated institutional/departmental activities.
- Aids to the growth of the nation's social and economic well-being by generating high-quality technical personnel.

Accreditation is a quality assurance and improvement process in which a program in an accredited Institution is critically appraised to ensure that the University or program continues to meet and/or exceed the Norms and Standards imposed by the regulator on a regular basis. It is a type of acknowledgment that shows that a program or institution meets specified criteria (https://www.nbaind.org/accreditation).

1.12. Total Quality Management Experiences at Higher Education Institutions

Quality and TQM have been implemented in various regions of the globe, including the United States, the United Kingdom, and Australia, in the higher education sector (J. U. Ahmed, 2008:13). Under administrative guidance, several colleges began applying Total Quality initiatives while avoiding classroom and curricular concerns (Brigham, 1993: 48). Below are a few examples:

Harvard College Experience in Order to Improve Performance: In order to improve library services, Total Quality Management was also used. The Harvard College Library formed a task group to rewrite the library's vision statement and evaluate adjustments that would be necessary to construct a new organizational culture—one that emphasizes the changing nature of staff roles and duties in an era of widespread change (Clack, 1993: 30). Establishing goals and objectives through library-wide planning, implementing continuous improvement in daily operations, and examining various internal and external "client" interactions through cross-functional/cross-departmental teams. Team structures and quality management tools, particularly problem-solving tools and methods and service improvement procedures, support the critical functions in each area (Ross, 2021: 39).

University of London South Bank: The Total Quality Management program was launched by London South Bank University in the spring of 1992 As (Geddes, 1993: 341). The Total Quality Management program covers all aspects of the University's operations, from instruction, study, and economically supplied programs to academic-related support services and administration, reflecting Total Quality Management's comprehensive philosophy (Geddes, 1993:344).

TQM in Australian Universities: Changes to the university system in Australia have raised awareness of quality concerns, as increasing rivalry among institutions and greater marketing effort tries to recruit the brightest students (Brennan & Bennington, 2000:2). The University of Western Sydney Nepean is pursuing a total quality approach that includes continuous improvement of Performance-related rules and customs, the interaction of all institution staff in upgrading their realization of client demands, and a check on a quality angle that supports the spread of power across the centralized authority to control within the institution any instances of value related to activities and systems (Mikol, 1996:33).

TQM in Asian Universities: - Total Quality Management models in Iraqi universities depend on quality scholars' direction and typically include plenty of "crucial aspects" or "core parts" like management, client focus, staff involvement and expansion, instruction, constant enhancement, and several other parts, all of which are necessary to achieve successful Total Quality Management success (A. Zwain, 2012: 2).

The ISO 2000:9001 Quality management systems were adopted for use at Iraqi institutions, and the Department of Computer Sciences and Information Systems was chosen as a model for use at the University of Technology. Several seminars were arranged to educate teaching and administrative personnel on the value of the system and the need for the standard as a model for quality assurance and management in educational institutions (Al-Najjar & Jawad, 2019: 92).

The organization's emphasis on people reflects some of the concepts and values of the whole quality management approach in management and improvement processes in public sector organizations, including Iraqi higher education institutions (J. U. Ahmed, 2008: 8). Iraqis, on the other hand, have adopted the Total Quality Management idea in the manner proposed; before recently, only a few studies have examined the Total Quality Management concept in the context of Iraq Because Total Quality Management

application research and theory are still in their infancy (Mhwise, 2021: 2). Several Iraqi higher education institutions are currently implementing quality management principles, particularly Total Quality Management, in order to enhance their performance and gain a lasting competitive edge (Ali Zwain et al., 2014: 22).

Since the late 1990s, Total Quality Management applications have been popular among Turkish higher education institutions; There has been a period of rapid expansion of privately owned universities in Turkish higher education. Despite the tremendous demand for higher education in Turkey, it was difficult for these new HEIs to attract students who were not used to paying tuition fees. The key problem that many of these schools faced was providing a fresh instructional environment and improved quality services to students (E. Bayraktar et al., 2008: 554).

The Total Quality Management model has been taught in various Turkish institutions at both the undergraduate and graduate levels; the majority of Total Quality Management concepts are simple to use in teaching contexts (Sisman, 1997). Since 1991, various Total Quality Management concepts have been used at the Middle East Technical University's School of foreign languages for the resolution of employee complaints through quality circles and process improvement (Peker, 1998). Marmara University Engineering Faculty was one of the earliest university instances of Total Quality Management application. Initially, the university's board of trustees committed to using Total Quality Management concepts to improve academic performance (Külahçı, 1995). To carry out ISO 9000 standards and Total Quality Management research at the university level, Baskent University developed the Total Quality Management Centre and the Joint Centre for Quality in Education; the former was designed to advise the rector and to promote private and public organizations for quality, training, research, and practice, while the latter was intended to adjust some criteria to be more relevant to higher education. However, there are still content and implementation issues, such as design, practice, materials and assessment, teaching-learning environment, and program evaluation (Mizikaci, 2003: 101).

1.13. Self-Assessment Models from Around the World

In education, institutional self-assessment is becoming increasingly important. It is an essential component of quality improvement and represents a shift away from

inspection and toward the institution accepting responsibility for its quality, which is a crucial indicator of organizational maturity; it is a necessary component of the culture of continual development; it is the process through which educational institutions evaluate their performance and utilize the results to improve their services in the future, An organization that values self-evaluation is more likely to thrive. Self-evaluation is essential for better serving the requirements of learners (Tribus, 2010:144).

Because of these characteristics, the United States Malcolm Baldridge national quality award and quality management European foundation are very important. So, this sample are explained.

Total quality management (TQM) is an approach to management that incorporates both social and technical elements to produce exceptional outcomes and requires a specialized framework for implementation. Many businesses now look to quality award models like the ones presented by the European Foundation for Quality Management (EFQM) and the Malcolm Baldrige National Quality Award (MBNQA) as a roadmap for TQM implementation (Bou-Llusar et al., 2009: 1)

United States Malcolm Baldrige National Quality Award (MBNQA): MBNQA Education Criteria for Performance Excellence (2004) is made up of seven important characteristics that define what processes, procedures, and outcomes are connected with a high-performing Institution (Khampirat, 2009). According to Ruben et al. (2007:234-235) Using MBNQA for higher education has various advantages. Seven areas have been created to represent the norm exigences: guidance, suggestion development, User-oriented, determination, resolution, and insight person upstairs; labor pool pivot; way treatment; and outcome.

Quality Management European Foundation (EFQM): Their realization rides on the European Excellence Model (EFQM) of the Old Continent Foundation for Excellence (EFQM), which provides an Old Continent platform. The inaugural General Plan for the Testing of Services in Colleges, enacted in 1995, and the follow-up preparation, run in 2002, in Spain, headed to find an assortment of variables that supplied data on the overall extent of processes, products, and services in academic agencies. As an outcome, three criteria for evaluation called "protocols" were developed: strategies for learning, study, and leadership (the latter obviously influenced by the EFQM approach) (Calvo-Mora et al., 2006: 100).

Why should I use the EFQM Model (https://efqm.org/the-efqm-model/):

- facilitates the explanation of your mission
- It promotes the creation of effective managers.
- It supports labeling certain directorial difficulties.
- It influences the setting up of your identity.
- can fluctuate your system
- It improves in anticipating eventual events.
- It promotes the elastic process

1.14. The Iraqi Practice with Total Quality Management

Today's institutions, particularly educational ones, exist in a world marked by dynamism, rapid economic change, and technological advancement. University education has undergone a significant change in recent years as a result of a notable increase in the number of students attending universities and professors. In addition, the number of institutions and colleges is growing, This has a significant influence on efforts to arrange the quality management of universities and other educational institutions by looking for anything innovative and contemporary (Al-Salim, 2018: 239).

Appley Faculty's opinions of administration quality assess future Iraqi university performance; 250 Baghdad, Tikrit, and Kirkuk professors were sampled. Gender and competency quality indices are similar; Universities can improve planning, teaching, assessment, media, technology, and scientific research; the research suggests boosting university grades; TQM leverages social and technical aspects for excellent outcomes and requires a framework. Many firms employ EFQM and MBNQA quality award schemes for TQM (Salim, 2017: 111).

These primary axes: (organizational structure, services, the faculty, the student, curricula and teaching methods, scientific research, and community services) (Hussien et al., 2021: 424 - 425). After that The University of Babylon was one of the Iraqi universities to adopt a complete standard at the administrative and pedagogical levels, it should be mentioned (ALShubakie et al., 2021: 620).

The Department of Computer Sciences and Information Systems was chosen as a model for implementation at the University of Technology. Iraqi universities have implemented the ISO 2000:9001 Quality management systems. Numerous seminars explaining the significance of the system and the need for the standard as a model for quality assurance and management in educational institutions were organized to increase awareness of quality ideas among teaching and administrative staff (Al-Najjar & Jawad, 2019: 92)

According to (Al-Najjar & Jawad, 2019: 92) these universities start to practice the TQM approach is:

- University of Babylon.
- University of Kufa.
- Iraqi University.
- University of Baghdad.

1.15. Evaluating Universities' Capability to Implement Total Quality Management

1.15.1. Academic Situation

The improvement of educational process quality is linked to the evaluation of numerous academic situations that are ideal for implementing Total Quality Management, such as (Errabou, 2015 : 90)

- University Workforce TO Students Percentage.
- Participation Of Institution Members at Scientific Symposiums.
- Professors At Universities Hiring.
- The Steps of Acceptance at College.
- Program Revision at The Institution.
- Syllabus Design
- The Partnership Between the Research Facility and Other Fields

University Workforce TO Students Percentage

In today's higher education climate, institutions are under financial pressure to enhance productivity by raising student-staff ratios (SSRs). In addition to the financial reasons for raising SSRs, they are often regarded as a proxy for quality, and Institutions prefer to strive intuitively toward lower SSRs. On one side, some argue that huge courses make it difficult for lecturers to provide individual attention to students, resulting in lower student success, satisfaction, and re-enrollment in higher education. (Cuseo, 2007); (Davern et al., 2006); (Dillon et al., 2002). In higher education, this ratio is used to assess quality; for instance, the Times Higher Education Source (THES) published the staff-student ratio in UK universities, including the league table, chosen portions of which are shown below (Maben et al., 2007):

- The London Institute of health and Tropical Diseases has the highest ratio: 3.6.
- Cranfield University comes in second with a 5.9 GPA.
- The UK average for universities and other higher educational facilities is 16.8.
- With an SSR of 15, the University of Warwick is ranked 30th out of 118 universities.
- Middlesex University had the lowest reported score of 26.4.

Participation Of Institution Members at Scientific Symposiums

The advancement of teaching technologies and the teaching staff's knowledge of scientific advancements, as well as their involvement in conferences and scientific events, will enhance the level of scientific and service personnel in order for them to perform their jobs more effectively (Al-Najjar & Jawad, 2019: 90). Scientific conferences are an essential element of the activity of the vast majority of scholars. These are settings for presenting new research, gaining intermediary comments, and networking with other academics. Conferences are becoming more important as means of disseminating knowledge (Klemeš, 2016: 347).

- Professors At Universities Hiring
- Appointments to academic jobs in those systems are managed by local ad hoc search committees or by ads in worldwide social networks and scientific

journals (Abramo & D'Angelo, 2015: 2). Faculty commitment is influenced by the kind and scope of institutional acceptance types as well as the organization and emphasis of one's specific assignment type. From the perspective of the institution, settings that effectively employ a variety of rendezvous types to foster high levels of faculty willingness can be anticipated to have lower recruitment and departure rates and lowered financial and human costs, retaining a system of excellence and dedication (Bland et al., 2006: 94).

In the late 1990s and early 2000s, research provided support for the long-held assumption that effective instructors make a significant impact in their students' academic progress. Students nearly never catch up intellectually with their peers when they have as few as two substandard teachers in a row. As a result, attracting academically talented university students into teaching, preparing them properly for the rigors of teaching, and maintaining them in the profession have all become critical aims in assisting students in attaining high academic standards. Concerns about having a sufficient number of instructors have given way to concerns about having a sufficient number of quality teachers (Cooper, 2006: 2).

- The Steps of Acceptance at College
- Admission methods for admittance into higher education differ by world area country or institution, and this variance can occur at any point of the admission process. From the documents asked for evaluation to how admissions decisions are made (Michel et al., 2020: 5). Some institutions, for example, place a greater emphasis on academic metrics, whilst others place a greater emphasis on students' abilities to contribute to the institution. This connection of institutional goals and admissions criteria is critical (Board, 2002). A fair admissions system is one that gives all persons, regardless of background, an equal opportunity to receive admission to a course that is suitable to their aptitude and objectives (Hoare & Johnston, 2011: 25). Various forms of admission criteria are also included in our samples. The majority Many nations demand secondary education. There are also additional tests and competitive examinations in various countries, such as France (grandes écoles), Japan (which employs the National Centre Test for

University Admissions (NCT)), and the United States (with the Standardized Admission Test, the SAT). Swedish candidates are chosen based on minimum grade criteria and the SweSAT, a standardized ability exam. In Australia, a metric known as the Australian Tertiary Admission Rank (ATAR) is used to compare student achievement in the last year of secondary school (Hoareau McGrath & Frearson, 2016:176).

Program Revision at The Institution

"A program is a plan for action that leads to transformation." The educational program , isn't valuation of the trip if it doesn't transform people who share into existent exceptional. (Schubert et al., 1991). One of the primary goals of creating and operating a university/school is to educate students/researchers and prepare them for a more successful career/future. This goal is attainable if the university/school creates and implements an acceptable syllabus/curriculum (King et al., 2003). It would be worthless to have high-quality students, academics/teachers, facilities, strategies, and leaders if the syllabus/curriculum was of poor quality (Lagrosen et al., 2004). The curriculum must be developed in order to accomplish the program's objectives and outcomes (Sherr & Gregory Lozier, 1991).

Syllabus Design

The program of study is a complicated combination of teaching methodologies, subject matter, instructional goals, classroom activities, analysis, classrooms, and individual interests in schooling, schedule, with program and effort of each individual student. (Harden, 2001:123).

According to Harden (2001:143) making use of a curriculum map Curriculum maps are a powerful tool that can be used by all curriculum stakeholders.

- Curriculum planner’s curriculum planners and developers must have a curriculum map.
- Teachers can benefit from the curriculum map in a variety of ways. It can assist teachers in matching the portion of the course or teaching slot for which they are responsible to the student's level of understanding and the curriculum learning outcomes.

- The pupil a curriculum map makes the areas to be studied and the learning opportunities available to the student more visible.
- Examiners If teachers and examiners use the curriculum map correctly, it can help to correct the mismatch that frequently exists between teaching and the assessment process.
- Administrators The curriculum map is a useful tool for administrators.
- Researchers in education the extent to which the use of a curriculum map is likely to benefit students must be considered.

The Partnership Between the Research Facility and Other Fields

University Research Centers were established in response to the need for change in university institutions, as well as the need to bring together scholars from diverse backgrounds in order to address complicated issues of many sorts (Berbegal-Mirabent et al). The primary units for generating new information are research centers (Chataway & Wield, 2000; Sabharwal & Hu, 2013). The situation is vastly different with huge research institutions. In the latter, research centers from multiple institutions and nations collaborate, allowing for a larger interchange of information and resources. In this scenario, universities and knowledge are organized in worldwide networks (Guan & Liu, 2016; Larner, 2015). The management of scientific knowledge is critical for the growth of research centers since it increases their efficiency and effectiveness (Numprasertchai & Igel, 2005). The primary goal of research centers is to create and disseminate knowledge (Chataway & Wield, 2000). As a result, research is seen as critical for innovation since it generates new and distinct goods, hence encouraging technical advantages (Jeong et al., 2014). Co-creation emphasizes the collaborative and interactive character of knowledge transmission between academics and industry. Policymakers, for example, can establish collaborative research centers (CRCs) such as Centers of Competence (CoC) and Centers of Excellence (CoE) to conduct applied research in critical regional areas in close collaboration with leading firms. The goal of CRCs is to create a critical mass of competitive research and to promote a high level of international visibility (European, 2020). This will be especially fascinating in circumstances where the creation of the research agenda at various levels is a collaborative effort between the university and industry (Lind et al., 2013).

1.15.2. Financial Situation

Financial management in government organizations is concerned with ensuring that funds are accessible when they are required and that they are collected and used in the most efficient and effective manner for the benefit of residents, Financial management practices standards can be onerous for public academic institutions (Mathenge & Muturi, 2017: 2354).

An effective academic facility monetary oversight structure needs to offer equilibrium for the corporation, accommodate capital along with renewed availability, be sufficiently open to permit dedication and good leadership, and be certain assets are allocated carefully as part of the framework of the association's vision (Taylor, 2013: 141). as a result, judgments on performance measures will have immediate financial consequences in these conditions, and funding pressure will be one of the implications of performance management in this sector (Pettersen, 2015: 39).

The competitive climate unavoidably puts financial management in universities under strain. The financial characteristics of universities and the complexity of their operations differ substantially from one another, but five principles of sound financial management apply to all institutions, financial stability, making up shortfalls in state funding, Generating non-state income, Budgetary planning and strategy, Performance indicators and comparisons (Marr, 2011: 42).

A financially struggling university is one that is too reliant on tuition fees or government financing, i.e., its income portfolio is heavily reliant on a single source (Garland, 2020 : 2). While solid financial management has always been crucial, it is now more important than ever in deciding whether a university will survive, much alone prosper, in the new, harsher, and more competitive higher education climate (Taylor, 2013: 141).

Financial resources are definitely necessary to drive the projects forward because, without them, all efforts would be pointless and stagnate (Ahmad et al., 2007: 461). Because faculty wages are the most expensive part of most schools and universities, many are choosing to maximize their financial flexibility by employing fewer teachers on tenure-track positions and more on alternate appointment types (Bland et al., 2006: 95).

1.16. Organizational Culture and Total Quality Management

Culture may be defined as all of the institutional ways of thinking as well as the underlying ideas, standards, beliefs, and premises that underpin and regulate behavior (P. K. Ahmed et al., 1999: 430). A good culture is defined as "a curriculum that includes each part of the organization a judgmental, progressive attitude in this every worker is completely intrigued." A set of values that all people know in attaining the common objective and might respond to the query, " Which impact do I explore to change personally?" (Mureşan, 2007: 70). Hofstede is well-known in the subject of organizational culture study, He defines culture as “the collective programming of the mind, which distinguishes the members of one group or category of people from another” (Hofstede et al., 1991). There are several concepts of culture, each with its own little modification based on the course of the research, but most imply culture is the style of arrangement, material, or conduct that has been embraced by a society (organization, group, or team) as the acceptable approach of problem resolution (Katiliute & Neverauskas, 2009: 1071). The EUA did claim that any quality culture was built on two separate components. First, there must be a set of common values, ideas, ideals, and a dedication to excellence (a psychological aspect, which refers to understanding, flexibility, participation, hopes and emotions). Second, a technical or management aspect with well-defined methods for improving quality and coordinating activities (which refers to tasks, standards and responsibilities of individuals, units and services) (d’Egmont, 2006 , 10).

What indications are there of corporate culture? These are many and varied, and in higher education, they might include (Hart & Shoolbred, 1993: 23):

- power format:
- communication culture inside the group;
- ability to render personal tuition;
- how crew members utilize eating periods
- criticism among learners
- how visitors are greeted at reception;
- didactic operations;

- workplace layout;
- the strength of stimuli on the surfaces.

All of these are potential indicators of organizational culture in an educational setting. They can also be indicators of a quality culture in an organization.

1.17. Previous Studies

It should be noted that Total Quality Management has made its way into foreign institutions and universities (Grant et al., 2004: 423). Its main object was to improve the set of academic institutions in Pakistan, especially in the privately owned field Based on recent statistics from September 2011, Pakistan has 84 governmental and outside-the-government colleges and degree-awarding institutes. Pakistan Council of Higher Education (HEC) is responsible for HE policy quality assurance (QA) and quality control degree recognition, the establishment of new academies, and the enhancement of actual universities in Pakistan (Baig et al., 2015: 2). Clemson University in America; Rochester Faculty of computers in America; and Oregon academic institution in America (Coate, 1993) (McMillen, 1991). Australia's University of Wollongong; Texas Southern University; Harvard College; the University of Tennessee; Ohio State University; and Virginia Commonwealth University are among the institutions involved (Cowles & Gilbreath, 1993). The University of Wolverhampton in the United Kingdom (Doherty, 1993); and South Bank University in the United Kingdom (Geddes, 1993).

The Total Quality Management program was effectively implemented at the University of Tennessee (UT) in academic areas, notably in the MBA program, in 1992, A similar endeavor has occurred at the University of Texas' College of Business Administration, The Dean of the Institution of Business Administration at the University of Tennessee established a faculty task committee to develop a vision for a new MBA program and to guide the college in its development (J. U. Ahmed, 2008: 16).

In 1994, the University of Wollongong Library (in Australia) established a systematic Total Quality Management program. Prior to 1994, deliberate organizational transformation and growth resulted in a cultural, structural, and personnel framework that included the majority of the aspects critical to Total Quality Management success (J. U. Ahmed, 2008: 17). Description reports on situations like as the University of

Wisconsin-Madison, U.S., provide examples of Total Quality Management success (Nagy et al., 1993).

Several firms in Malaysia recently complained about the quality of graduates from local institutions. The graduate was reported to be lacking in general skills and incapable of adapting and communicating effectively, particularly in English. Nonetheless, they were discovered to have good technical skills and understanding in their field, The implementation of quality assurance at University Malaya emphasized the dilemma of rigidity against flexibility. In this regard, there is widespread fear among academics that adopting a quality system based on the ruler's norms and processes (program specification) may result in constraints. It provided the program owner less leeway to build their field of academic investigation, scholarship, and teaching. Another source of worry was the misalignment of priorities, as well as the choice on whether the quality system's management should be centralized or decentralized (Ariff et al., 2007).

Total Quality Management and/or the EFQM model have been implemented by UK HEIs as part of a long-term plan to address the requirement for internal quality improvement as well as the needs of the Quality Assurance Agency (QAA). The UK QAA has shifted quality management in Academic Establishments to a systematic road (Lomas, 1999).

1.18. Higher Education Performance

In this type of location, substantial attention Is necessarily pointed toward bolstering the entirety of experts in a variety of ways especially placing success instances and establishing growth guidelines, perusing rule enrollment concentrated on academic capacities chosen to enlist and merging to get into other advantages. staying unambiguous about effectiveness beliefs, applying metrics, connecting in feedback reflections with multiple scholars, prioritizing non-financial factors when conserving labor and hiring talent, pushing researchers to feel capable to determine a profession that most correspond to them, and practicing future career examples. These allegation are backed up by (Long et al. 2016)

Discovered a favorable association between a lecturer's competency and a student's performance (Pargett 2011) discovered a large and favorable association

between academic advising and student progress, as well as student happiness with college, variables critical to HE success. For instance, the renowned Oxford, Cambridge, and Harvard universities are praised for both their outstanding academic reputations and their distinctive institutional cultures. Because of this, their alumni are favored and held in high regard (S. Hasham & Hasham, 2018: 367). Any evaluation of a university's performance must establish a connection between its real results and values attained set forth as its objectives. In terms of The Potential of the skilled graduate who meets the objectives established and connected in relation to his college outcomes, the Academic achievements also shows the fundamental criteria on which judgments are made about the academic course of the university institution (Hussien et al., 2021: 426). As a result, university success includes a conclusion of the institution's influence on its Outcomes. According to Alexander Astin, " supremacy is defined by an institution's power to influence graduates and to contribute to a beneficial impact in their futures. " The best institutions are those that have the greatest influence on students' knowledge and personal development (Astin, 1985: 60-61).

2. EMPLOYEE PERFORMANCE

2.1. Employee Performance

Performance is defined as performing successfully in order to do the correct task, as measured by practicality (Cascio, 1991).

Performance is a multi-component notion, and one may differentiate a procedure element of effectiveness, that is, acts obligations, with a desired result on a basic level (Pradhan & Jena, 2017: 3).

The conduct of an employee who actively participates in the production of goods or services offers auxiliary assistance for the team's fundamental technological procedures, When an employee applies their specialized talents and expertise to assist the organization's fundamental technological operations, this is referred to as job execution (Massoudi, 2018: 13536).

The term "efficiency" originates from the phrases "labor effectiveness" and "real achievement," which describe the extent to which an individual achieves their professional goals; The quality and quantity of results a clerk achieves while doing his job under his job description is an example of his success (Mulyani et al., 2019: 71).

Employees are essential to the company. The work of workers determines whether the entity succeeds or fails. As a result, firms are spending a lot of their income on staff improvement (Hameed, Abdul, 2011: 224). Productivity is a large multifaceted entity with a significant relationship to a system's critical principles (Abbas & Yaqoob, 2009: 269). The workforce, a component of the organization's assets performs a critical part in the effective attainment of those objectives, In the improvement of employees, the efficiency of a staff member in a firm is required to accomplish staff efficiency as well as its continued prosperity, Enhancing the productivity of these personnel benefits not just the firm, but also the workers individually, Therefore, excellent work might possibly lead to a higher degree of staff career advancement (Mulyani et al., 2019: 69). The way workers perform improved by learning means instantaneous increases in expertise, abilities, and skills needed to accomplish tasks associated with the job, resulting in higher staff dedication to corporate demands (S. Sharma & Taneja, 2018: 140).

Workplace efficiency is measured by what a person does and does not do. Worker ability includes accomplishment advantage and quantity, attendance at work, accommodating and cooperative disposition, and result Perseverance (Marewo et al., 2020: 161). Staff productivity denotes any monetary or other aspects, the consequence of their jobs that are directly related to the organization's accomplishments and success, according to a variety of investigations, focusing on increasing staff member Involvement is a key method to improve workforce efficiency (J., 2014: 313). workers action is described as the "outstanding carrying out of duties via a chosen members and examined by an authority figure or workmate, to predetermined suitable guidelines, while systematically and successfully maximizing accessible assets inside a dynamic situation (Tinofirei, 2011: 28). Poor achievement among academic personnel may be ascribed to a variety of circumstances, including Extensive anxiety scales (Awotinde, 2021: 13). Staff efficiency is actually impacted by desire since once people are driven, they can function longer and their work efficiency will get better (Marewo et al., 2020: 161). Competence has multiple characteristics, involving quantity, excellence, and interpersonal influence. The proximity of the measuring findings to the true value is referred to as excellence, while quantity is how much is created from an item, and the last is the social effect, which is a chance for individuals to establish a belief in equal respect and collaboration with colleagues (Bernardin & Russell, 2006). Practical duties and spontaneous conduct have both been linked to contextual achievement. It is a unique feature of creative workers in entities if the staff member performs their job from an average to an excellent degree in carrying out tasks. Agencies could honor equal performance in both the task and the environment of workforce members, as well as create possibilities for career advancement (Ullah, 2015: 307).

2.1.1. Performance Evaluation Concepts

According to (A Handbook for Measuring Employee Performance, 2017 : 68) Several significant insights regarding assessing performance may be found in the concepts mentioned under.

- consider performance evaluation as a useful tool, never as the enemy.
- the results of the testing system must be accepted for it to be successful.

- test what matters, not whatever is simple to determine.
- to remain each step credible, create staff performance strategies that are comfortable enough to allow with modifications in objectives.
- use different methods.
- staff needs to believe in the importance of success procedures.
- leadership can show that success is essential to organizational and human successfulness.

2.2. Factors Impact on Employee Performance

Work success speaks to the anticipated actions in accordance with its targets and the function within the oversight of every person worker (Campbell, n.d.1993). As a result of the meaning of increased output in an active environment, firms are interested in job effectiveness (Hunter & Hunter, 1984: 72).

2.2.1. The Effect of Organizational Culture on Employee Performance

Staff productivity is viewed as a critical component of the expansion of entity a is one's achievements in completing activities that lead to the attainment of the dreams intended outcomes, and visions as outlined in its long-term purpose (Handoko & Darmawan, 2004). Working outputs or successes of people or groups of individuals are constantly tied to performance, to accomplish job objectives, specific criteria must be met, the size of each person or unit determines its success. When benchmarks are reached and results are met or even surpassed, success is announced, because there are no standards or objectives, actions cannot be assessed and labor outputs are simply carried out by individuals with no attempt to improve (Munir & Arifin, 2021: 65). People in a strong corporate culture do tasks due to the fact they feel that it is correct to accomplish and feel they will be appreciated for their efforts (Wambugu, 2014: 80). Individual professors see productivity variously, however, the majority of experts associate performance with the measuring of operational efficacy and effectiveness via the departmental objective (Kumari & Singh, 2018: 170). The efficiency of the measuring process aids in the successful achievement of organizational goals and

objectives (Ittner & Larcker, 1998). Based on practical challenges such as the measuring approach aids in enhancing competitiveness in a work The institution's many performance measurements based on non-financial and financial indicators aid in exposing unpredictable situations (Bruns Jr & McKinnon, 1993). Forceful leadership believed the two aspects to be inextricably linked, Furthermore, the characteristics and scope of culture from a theoretical standpoint have been described more adequately, While substantial correlations involving procedures for leadership, achievement, and leadership in culture have been established in order for the style to take place efficiently (Kumari & Singh, 2018: 172).

2.2.2. The Effect of Leadership on Employees' Performance

Numerous studies believe that top management is one of the most important variables influencing the success of staff members in all entity (Wang et al., 2015). The output of an organization's personnel has a large impact on its achievement. To attain peak performance, the organization should be able to establish settings that promote and enable individuals to grow and enhance their talents and maximum capabilities. Leadership is one of the aspects that affect worker efficiency (Iskamto et al., 2021: 3263). One strategy to fulfill the organization's objectives is for employees to follow the rules set out by the leadership (Iskamto, 2020). The participatory leadership style has a higher beneficial effect on employee performance since Workers enjoy a sense of independence and competence in making decisions as they do about their work; And with a rulers method, leaders are only allowed to make choices that render followers feel incapable of carrying out their duties or making sound decisions; Performance improves in democracies because workers feel they have more control over their work environment (Style & Performance, 2015: 145). As a result, we argue that leadership is inextricably linked to the activities to which individuals devote their time, They define what they intend to perform and organize the actions that must be completed to attain their purpose with their systems of operation (Raelin, 2011: 22). According to conversations with various employees at Utama Prima Karya Ltd, Pekanbaru concerning leadership, Several occurrences, notably a poorly structured work environment, persons with a high enough rank or position, or perhaps a strong link such as familial connections with firm executives, When a single worker is in this situation, he will be hesitant to

establish relations with him, resulting in diminished staff effectiveness and efficiency (Iskamto et al., 2021:3263).

2.2.3. The Effect of Training on Employee Performance

Education refers to the task of increasing staff skills in addition to increasing competence (Swanson, 1999: 5). Education is a set-up, methodical process that terminates in increased levels of expertise, expertise, and talent required to execute a job efficiently (Gordon, 1992). The majority of supervisors provide development to their staff for three major reasons: (1) to boost their efficiency or effectiveness; (2) to meet achieving organizational aims, and (3) to invest in personnel to thrive in uncertain and volatile work Circumstances (Belcourt et al., 2000). In order to improve outcomes, assistance has become more important (Champathes, 2006: 17). It is a two-way street, where students learn from teachers and teachers learn from students; Further instruction focuses on changing the attitudes and behaviors that sabotage progress (Du Toit, 2007; 283). Knowledge might be provided by a combination of being taught and guided, working with peers, and subordinate participation; Educational programs not only help individuals grow but also show businesses how to use the talents of their employees to gain a competitive advantage. Therefore, it seems that the firm has to train its employees to ensure training for its employees to ensure that they have the skills necessary to succeed in the present day workplace (Nagarajah et al., 2021: 5).

2.2.4. The Effect of Working Environment on Employee Performance

Critical Situations are formed up of elements that impact the ability of job residents to interact with the location of employment; At the same time, the psychological establishment is built up of events that add to how effectively workplace residents take part with each other and the potential outcome the job placing could have on the individual's behavior (ABDI, 2016: 14). workplace situations are associated with workers' job participation and happiness in their jobs (Vest et al., 2000).

according to one investigation, the psychological, managerial, and physical environment acts as the push for duties and responsibilities and has a major effect on

employee efficiency, The relevance of secure and nutritious working Circumstances to assessing worker efficiency has also been demonstrated through investigations into the quality of job life, The impact of working conditions, which consists primarily of mental, physical, and mental elements, has been widely researched during the last two decades, Staff inspiration, job happiness, job participation, career achievement, and health have all been proven to be significantly impacted by the psychosocial status of the work organization in a variety of analyses (Fleishman et al., 1995).

As a result, creative personnel will probably face pushback from coworkers who seek to avoid disruptive shifts, It can be challenging and time-consuming to persuade such employees of the positive effects of creativity, workers that are mastery-oriented are more likely to cope successfully with such challenges by putting in significant effort to the work of ingenuity to try to find and apply the techniques required for fulfillment (Janssen, Yperen, 2004: 370).

a tangible setting affects the output of its residents in two ways: work environment (open-plan versus cellular offices) and position relief (combining the office structures to their job processes), and the mental conditions have two major components: relationship and disorientation (Haynes, 2008: 2).

2.2.5. The Effect of Participation on Employee Performance

Staff involvement is commonly characterized as a procedure in which power is shared amongst persons who are different and unequal in the hierarchy (Bhatti & Qureshi, 2007: 56).(Chen & Tjosvold, 2006) They conclude that "engagement decision-making" means giving employees a voice in management decision-making and a stake in the outcome.

Participation has a beneficial effect on productivity and retention; the positive performance advantages of employee engagement may be amplified if organizations take measures to increase or decrease the levels of these mediator elements in their staff (Lam et al., 2002). Examination of the attitudes of oversight leaders is significant because leadership ultimately makes judgments about allowing workers to get involved in the development of performance measures and utilizing indicators to encourage workers (Groen et al., 2017: 2). The widely held belief regarding involvement is that it

is related to enhanced job views and actions, and hence functionally effective (Cassar, 1999: 58). The true possibility of involvement may not be found in its capacity to encourage staff members but instead in its capacity to enable cognitive expansion and understanding by sharing expertise among persons who would not otherwise collaborate on projects (WAGNER III et al., 1997: 50). An examination of relevant research indicates a beneficial association between innovative job procedures and establishment-level productivity (Elena et al., 2001: 347). Direct engagement is the "immediate personal engagement of entity workers," whereas indirect participation entails some type of workforce engagement, access refers to the degree of impact that entity staff has when taking a choice (Cotton et al., 1988: 9). Thus a result of Involvement, prosperity is defined as progress, fulfillment, and reaching as follows: (1) a Members achievement occurs through job efficiency; (2) efficiency and effectiveness is reached when people in the entity reach collaborative workplace goals and targets; and (3) managerial excels is earned when staff members show an efficient and exciting career that meets each social and personal growth requirements (Duvall, 1999: 205). Furthermore, there were substantial Beneficial associations between Involvement and productivity as well as fulfillment (Bartram & Casimir, 2007: 7). To achieve lofty goals and guarantee mutual success, teams of all stripes should provide opportunities for their employees to expand their skill sets and gain more responsibility and authority inside the structure (Hanaysha, 2016: 166)

2.2.6. The Effect of Personality Traits on Employee Performance

Personal traits are different variable that contributes to diversity in human being achievement, when relative to their fresher colleagues, elder workers are frequently more hesitant to take part in new education and choose teamwork over competitive jobs (ABDI, 2016: 16). Person-environment interactions, according to longevity scientists, not only impact the trend, consistency, and insistence of behavior but as well contribute to determining the human being-conditions context in which inspiration occurs (Kanfer & Ackerman, 2004; 441). shows that into late middle age, age is expected to be positively related to higher demands for safety, job stability, remuneration, and chances for skill usage (Kanfer & Ackerman, 2004: 446).

2.2.7. The Effect of Motivation on Employee Performance

The Latin word motus, meaning "to advance," "to effect," "to affect upon," and "to stimulate," is whence we get the English word "motivation." Motivation is the degree to which somebody is inspired to do action; a *person's motivation* may be defined as the emotional and cognitive processes that get them excited about, focused on, and able to stick with an activity until the objective is reached. In recent decades, the issue of employee motivation has exploded in popularity among academics, with many people now placing their faith in its ability to keep businesses running all around the globe. Motivating employees is a great way to encourage them to perform as businesses want (Hemakumara, 2020: 24).

Motivation, according to the Oxford Academic Students Dictionary, is a "good reason for anyone's activity; to inspire anyone to act in a specific manner and to spark the curiosity of anybody; to motivate one wanting to do an event."(Olusadum & Anulika, 2018: 55). according to numerous definitions, motivation broadly involves elements or incidents which move, control, drive specific individuals to act or inactivity over a certain length of time, given the current circumstances, But no single theory for inspiration can claim to encompass the complete spectrum of organizational and private conditions that occur (Herman et al., 2014: 3). An array of behavioral researchers have emphasized in the recent decade the potential relevance of incentive programs as an effect on entity productivity, as well as the need to explore their motivating qualities (Schwab & Dyer, 1973: 215). The notion of driving is used to convey the difference between individuals who have the same abilities, skills, and chances to accomplish their tasks in a comparable company, are under identical work illnesses, and have access to similar resources, yet execute differently, Employees with strong work motivation strive for additional promotions, and because they are continually looking for new methods to carry out their duties and obligations, they will be advanced more quickly (Sandhu et al., 2017: 86).

Proficiency always includes an objective or aim, which serves as an impetus for reasons or characteristics that lead an activity to result in a result (Parashakti et al., 2020: 262). Even while money is the most powerful incentive, it cannot guarantee optimal employee engagement toward greater organizational performance, Non-monetary inspiration is also important in achieving a great deal of inspiration among staff members

in this situation (Kalogiannidis, 2021: 985). Motivating workers is the most prevalent policy used by managers to improve performance effectiveness. As a consequence, motivation helps a business achieve its goals faster since motivated individuals work harder to achieve them, The age-old carrot-and-stick strategy does not work in today's world, and managers must modernize how they encourage individuals, achieve the necessary outcome, and pay employees (Tahiri et al., 2022: 2). Inspiration, benefits, and prizes are tried-and-true tactics for improving achievement, with an extra nudge in the right direction, even the most inefficient and lax employee may catch fire. However, motivation is frequently misinterpreted, and many individuals become upset with the shortage of results they've attempted to accomplish, The truth is that not everyone will be inspired by a Knute Rockne-style speech, and even individuals who are driven may behave differently based on the circumstances at hand (Belding, 2004a: 123). Motivation is defined as an ambition to do an element by exerting a high degree of effort for the entity's aim, influenced by a wish to meet individual needs, Workers are driven to do their jobs based on the intensity of the motivations that impact them, Staff is human beings with many interior wants, These demands elicit the fundamental motivations for individual behavior, workers, on the other hand, will act or behave in specific ways that lead to addressing the demands of workers depending on the more powerful motivations at present (S. P. Robbins & Judge, 2005).

Motivation is an inner urge or force that creates, paths and is the backdrop core of a person's conduct, many individuals in an action are distinct not only in their competence but also in the desire to complete the task. Furthermore, motivation is not the only factor that may influence worker efficiency, there are various aspects to consider, including the amount of awareness of one's own skill and the number of personnel required to reach greatness. Motivation, ability, and understanding support one another; if one of these qualities is poor, success rates are likely to fall even if other aspects are strong (Pawirosumarto et al., 2017: 3).

Motivation among staff members is seen as a key element determining attendance, yet the link connecting inspiration and efficiency has not been conclusively demonstrated. Inequitable incentive distribution can have an impact on inspiration and production. Productivity growth is critical for long-term success because it allows firms to offer better compensation and working circumstances, resulting in more engaged personnel. Turnover is also an expensive issue for organizations, producing interruptions

and further education expenditures. Employers strive to reduce turnover by encouraging employees, and variables like loyalty and other job possibilities can have an impact on turnover (ANNET & Naranjo, 2014).

2.2.8. The Effect of Total Quality Management on Employee Performance

Total Quality Management is based on the idea that employees, groups, and entities can always Enhance their performance (Kanji, 2012: 2). Executive leadership requires trustworthy data on the functioning of the TQM approach in order to control it, and this knowledge must be available on a continuous basis rather than waiting for a comprehensive assessment of the Quality management system prior to determining when to step in and take measures (Hoyle, 2017). The execution of TQM is focused on measuring, identifying shortcomings in performance, and establishing guidelines that lead to higher performance, there exists no assessment without evaluation, so no genuine efficiency difference can be determined (Zairi, 1992: 178). research was conducted to investigate the impact of overall quality management methods on the productivity of workers in the Qatari Ministry of Interior, Customer service, staff involvement, ongoing advancement, leadership, and operational oversight are all priorities. According to the findings, overall quality management methods promote employee performance by information exchange, which adds to the strategic plan for improving worker efficiency (Saffar & Obeidat, 2020: 77). a research project investigates the influence of TQM methods on staff performance in Turkish public hospitals, top management commitment, client orientation, leadership of individuals, ongoing enhancement, and workflow management were discovered to have a major impact on staff performance, training influences the relationship between TQM elements and employee performance (Abukhader & Onbaşıoğlu, 2021; 521).

TQM procedures were found to be strongly linked to staff work-related beliefs, including work participation, work fulfillment, professional fulfillment, and entity loyalty, TQM actions also promote staff engagement, motivate success, understand that workers have a vital part in accomplishing the organization's goals, and manage staff members as an essential asset (Dedy et al., 2016: 2).

According to (Pulakos, 2014: 12) The Benefits of requirements for performance:

- Share important performance indicators and goals.
- Display variations in efficiency levels to assist managers in explaining why an individual was graded in a certain way.
- Increase fairness by providing a job-relevant foundation for assessing personnel.

2.3. Poor Performance Reasons

Poor performance is defined as 'when a staff member's attitude or productivity falls under the necessary level (G. Taylor, 2018: 15).

Bad productivity has significant effects on the company as well as on the public's perception of its workers. It also emerged from the responses that poor productivity should be handled immediately since failure to do so has adverse effects (Hlengane & Bayat, 2013: 87). Thus, if persons are given intractable discriminating difficulties and worry about performing poorly on the following assignments, they should avoid selecting activities of intermediary complexity (Atkinson & Litwin, 1960). According to the pride hypothesis, people do poorly as they are driven to resist trying, allowing inability to be ascribed to an inadequate desire instead of a shortage of aptitude (Frankel & Snyder, 1978: 1421).

According to (Nagarajah et al., 2021: 4) Certainly might be a number of causes for the low performance.

- Human capability: Is an individual capable? Is there a shortage of abilities that has to be filled?7
- Leader talent: Have I provided adequate instructions and made adequate resources accessible?
- ? Process flaw: Is the assessment system to blame? Have the targets shifted, or have outside influences rendered the work impossible to complete? Have frequent assessments been held?
- Is the bonus plan on track?

- External elements: Has the system erected departmental hurdles, red tape, exaggeration, behavioral constraints, or unidentified objectives that have rendered the mission unattainable?
- Individual situation: Has a concept inside of you had an impact on your effectiveness at the proceeding?
- Inspiration: Is her friend frustrated stressed, or lacking in challenge?

2.4. Evaluating Methods of Employee Performance

Evaluating is "the method for determining, assessing, and improving a staff member's job fulfillment in an entity so that entity target and purposes, are accomplished successfully while also assisting workers in regard to identification, suggestions, and profession directing"(Lansbury, 1988: 46). likewise, measuring capacity serves as the foundation for evaluating the efficacy of other strengths (Shang & Marlow, 2004: 671). Deming thinks that 85% of the variables affecting a staff member's efficiency are caused by external factors and are outside the individual's control, while just 15% are due to the worker's actions. Employment (HR) experts, on the other side, disagree with TQM proponents, according to HR professionals, performance assessment is an important aspect of corporate culture and is necessary to analyze Entity progress around targets (Islam & Rasad, 2006: 163).

2.5. Aspects Of a Successful Evaluation of Performance Program

According to (Rankin & Kleiner, 1988: 14) The following elements appear to be necessary for a successful evaluation method.

- Results goals must be specified and well stated.
- It is critical to specify, in explicit and quantitative terms, what comprises the various degrees of success.
- Individual awards require to be linked to organizational success in order for performance assessment systems to be beneficial.

- The manager and the staff member should collaborate to discover methods to enhance the individual's effectiveness, and then construct a plan for growth to assist the person in reaching their targets.
- The assessor must be supplied feedback on his or her efficacy in the procedure of evaluating performance.
- Whatever the approach used, the results of the assessment process must adhere to regulatory standards (most notably, equal opportunity in workplace laws).

According to (Islam & Rasad, 2006: 165) The assessment system's effective implementation includes

- Employee Participation: - In any event, if staff believe the assessment system to be biased, unjust, and lacking in rigor, it is doubtful that they would accept the system's results.
- Developing Performance Standards: - To be created are standards for measuring the fundamental work activities and obligations.
- Establishing Objectives: - Deciding on aims has shown to be an effective motivator.
- The vast majority of setting targets study has been conducted in non-appraisal contexts.
- Meeting for the effectiveness: - If the interview for evaluation is done improperly, the assessment program's reliability is compromised.
- Self-Assessment: - This is essential to settle general complaints from staff. "No review of myself is taken into consideration in our evaluation technique."
- Leadership Reaction: - For obvious reasons, input from managers is essential.
- Create a simple approach: - Measures of performance and ranking methods should be straightforward enough for testers and ratings to understand.
- Reviews that are Planning Unique and Applicable: - Workers should occasionally complain about the assessment method, stating, "Our provider uses the exact same rating for all roles."

- Instruction for the assessors: - According to the American Leadership Association's study, the major reason for staff' and administrators' dissatisfaction with evaluating work mechanisms is that a huge proportion of managers are insufficiently educated in how to provide criticism to individuals.
- The system of Performance Evaluation Should Be Revised: - It is critical to conduct thorough and periodic examinations of the system's activities to ensure that guidelines and procedures remain in place and effective. Workers' trust and approval in the assessment system are two distinct criteria that may be applied to examine the integrity of your review method.

According to (Belding, 2004: 60) There are actually four elements for how requirements for performance function.

- Establish the updated performance criteria and ensure that all individuals are aware of them.
- Determine the extent of how the requirements are satisfied in a visible and apparent manner.
- Establish equitable beneficial and adverse consequences that relate to everyone.
- Use effect whenever you see anybody achieve or fail.

2.6. Possible Challenges in Assessing Performance

Evaluation of staff performance is usually known to be reliant on managers' assessment. As a result, the validity of assessment procedures is contingent on the application of that judgment correctly, obviously, mistakes in decisions are certainly conceivable, and studies on performance assessment have long identified a number of typical errors in opinions that may wreak havoc on the evaluation phase, albeit the true magnitude of these errors is generally unknown (Lin & Kellough, 2019: 3). Multisource (also known as 360-degree evaluation) initiatives are evaluation methods that are designed to gain data from a range of channels in addition to the standard superiors' inputs (Kline & Sulsky, 2009: 167). the applications are widely used, including 43%

of entities saying that they utilize some type of multisource platform (Brutus & Derayeh, 2002).

What follows are some of the most prevalent possible judgments mistake according to (Lin & Kellough, 2019: 3).

- The "halo effect" occurs when a manager witnesses an employee performing one job well and scores that individual highly on all tasks (the inverse is also true).
- The "initial opinion issue" occurs when the leader's first view of the worker determines the score.
- The "similar-to-me influence" happens when managers give better ratings to employees who demonstrate characteristics comparable to the supervisor's self.
- Staff "comparison or difference impact" occurs when workers are graded relative to one another instead of in reference to specific requirements and goals.
- The "essential leaning fallacy" happens when personnel is generally assessed near the center of utilizing scales utilized.

2.6.1. Performance Criteria or Guidelines with Flaws

Because completely objective factors are tough to discover for most positions, assessments will rely on subjective judgments made by leaders, whose conclusions, as we have shown, can be problematic, Because assessments of performance are fundamentally subjective, they can render the assessment process inaccurate or invalid, and they can have a detrimental impact on individuals' impressions of the system and management especially when the requirements for performance are not sufficiently set (Iqbal et al., 2015).

Worker attributes perceived to be indications of performance (such as integrity, inventiveness, reliability, or cooperativeness) may also be utilized in evaluating effectiveness. While specific actions and characteristics may be the result of achievement, they are not direct measurements of staff output (Kellough, 2015). Another

issue that can come up is that, despite the outcome assessments used, varying standards or stages of achievement given on evaluation scales may not be effectively defined or articulated. Some leaders, for instance, may interpret the phrase "normal" as "next rate," "minimally suitable," or "barely passing," rather than the "arithmetic median." (Daley, 1992: 82 , 106).

Employees at all levels of authority are usually evaluated using 5-point Likert-type scales with categories ranging from "unsatisfactory results" to "outstanding performance," although detailed behavioral descriptions of the possible extents on every rating scale are rarely supplied (Battaglio Jr, 2014).

2.6.2. Inadequate Knowledge of a Staff Effectiveness

This is particularly true when the leader has an extensive amount of staff to evaluate, little time for communicating with them, and the estimation shape is an easy reflective ranking, an ability assessment, or a confession mission like a socially based appraisal indicator or emotional guide (Feldman, 1979: 130). In fact, evaluations may arrive weeks after certain worker actions have been noticed, and consequently, errors in judgments may arise (Heneman & Wexley, 1983). Bosses are typically overburdened with various concerns that require their attention, Successful evaluation, on the other hand, necessitates substantial supervision time for assessment design and resolution, as well as review sessions with coworkers (Lin & Kellough, 2019: 5).

2.7. Improving Appraisal Systems

Evaluation of worker efficiency necessitates a significant expenditure of time, energy, and money from the company, in many cases, salary raises, incentives, and promotes are contingent on the outcome of a performance review, as a result, firms must guarantee that their assessment procedures and processes are faultless. However, a large body of evidence clearly suggests that this is not the case (Davis, 2011: 11).

Considering the relatively high percentage of evident failure of performance assessment and performance management systems, it seems doubtful that the deficiencies of these systems are simple or straightforward to address, Instead, this type of failure rate shows that there are widespread, systematic issues with the way we

generally evaluate work efficiency, offer suggestions, and act on that input (Goodall, 2019: 69).

According to (Beer, 1981: 29) The procedures below might help you fix difficulties with your performance appraisal system.

- Separating assessment and improvement**:** The candid solving issues conversation necessary for establishing employees ought to occur place at an alternate point period instead of the session in which the leader tells the employee regarding her or his general assessment and the consequences for preservation, pay, and advancement.
- Selecting the Convenient statistics for performance: By precisely concentrating comments on particular habits or objectives for success, a manager can reduce defensive behavior and avoidance, evaluating anyone as poor on a broad attribute such as inspiration, for instance, tends to be viewed as a frontal attack and a danger to self-worth.
- Distinguishing between success and prospective ratings: Existing effectiveness, as judged by the achievement of results, is not always connected with future possibilities. Nonetheless, many assessment methods do not sufficiently support distinct checks of these characteristics. In the scenario of an inferior who ranks excellent for present performance but low in progress interest (or vice versa), a leader is forced to average his or her oblivious opinion of these characteristics and then safeguard a judgment that may be inconsistent with his or her opinion and the employee's perceptions of themselves of either efficiency or possible alone.
- Specific variations in system creation must be recognized: People's requirements for evaluations of accomplishments and growth vary, more input on performance particularly may be desired and required by vertical workers than by less vertically mobile individuals.
- Positive evaluation: The authoritarian nature of the supervisor-subordinate connection is the assessment factor liable most frequently to defensiveness and/or fraud.

- Self-Evaluation: Research with self-appraisal indicates that it frequently produces lower evaluations than the boss might have provided, Workers who rate themselves before a meeting do so with the understanding that an unrealistic or overtly self-serving evaluation would influence their supervisor’s impression of them.

2.8. Employee Performance Dimensions

Accomplish is a compound word, and at its most fundamental level, all aspects of efficiency, that is, mental chores, may be differentiated from an intended outcome (Pradhan & Jena, 2017: 3). Employees' "behavioral is the activities they engage in while on the job, while their "outcome" is the outcomes of those activities (Campbell, 1990). Mental involvement and projected result appear to be associated with the job (Borman & Motowidlo, 1993).

Because the important goals of organizations and their parts differ, a totally generic description of the aspects of working efficiency may not be attainable. Nonetheless, there are enough broad commonalities in entity Objectives and job needs to establish a framework that may be used to define success in a wide range of positions (Murphy, 1989: 7).

According to (Murphy, 1989: 7) Here are two employee performance dimensions.

Analytical Function: - the objectives and success dimensions established for big, diversified companies are likely to be broad and generic; an analysis of a single job or a homogenous collection of occupations may give performance aspects that are much more particular and detailed.

Creating Objectives: - after the group or organizational center's necessary objectives have been determined, the procedure of identifying performance dimensions is quite simple.

2.9. Job Success Metrics

Performance indicators are quantifiable indications of how operational staff have carried out their duties, Customer happiness, workflow qualifications, punctuality, and job quality are a few illustrations (Groen et al., 2017: 3).

Staff performance must be examined and reviewed on a regular schedule in order for the team to continually improve (Hanna & Brusoe, 1997: 66). Employee productivity is characterized as measurable results accomplished for every job responsibility during a particular time period (Deadrick & Gardner, 1999: 227). "An official, arranged framework for gauging and assessing a staff member's related to work features, actions, and results to evaluate the efficiency of a worker and criticize if he or she will succeed as well as possible efficiently in the potential so that the worker, the entity, and society all interest." Over the years, worker efficiency has been a major focus of experimental studies in the field of applied psychology and administration (Shaout & Al-Shammari, 1998: 323).

Experts have questioned the use of subjective, less quantitative criteria vs goal, measurable metrics for measuring job success (Horowitz & Zappe, 1995) (Vinchur et al., 1998). Researchers debate using subjective and objective measures to measure job performance, with subjective supervisory ratings being the most prevalent method. These ratings represent various dimensions of job performance, including productivity, quality, leadership, communication competence, administrative competence, effort, and interpersonal competence (Cheng et al., 2007: 593).

According to (Irvine et al., 2018: 21) we Can assess work quality using the following metrics:

- Prioritize what has the greatest importance to a large portion of employee.
- A big but tolerable number of measurements.
- Concentrate on facts.
- Pay attention to people in employment.
- Define and organize job-related areas.
- Concentrate on the drivers rather than the results.

- Involve those who are self-employment, but be aware of the limitations of this strategy.
- Utilize pre-existing inquires.
- appreciate both topical and particular characteristics.

3. METHODOLOGY

The study employed a statistical analytical technique, using a questionnaire instrument designed using a reliable measuring scale for gathering data samples for research analysis. The purpose of statistical measurements is to assess the dependability of data as well as the relationship between data sets. The regression model, as well as descriptive statistics, had been defined in this respect. The following are the sample measures and further details regarding the study design and method:

The study sample was Iraqi Samarra University staff. Management and teachers were asked about leadership, continuous improvement, employee engagement, and performance in comprehensive quality management.

The sample, researcher conveniently chose a sample of a number of administrative and teaching staff from the whole Academy facility. The total number of faculty members at the university is 500 and the employees are 600. 500 humanity Emails were gets. The surveys were submitted through electronic form from the institution. Questionnaire were given by 400 staff members and Lecturers. As a result, the outcome gathered in this Master's thesis is illustrative of the overall community. (Sekaran & Bougie, 2003:294).

3.1. Research Model

The following conceptual framework shows the importance of the current research study between total quality management as an independent variable and higher education performance as a dependent variable. The analyzer dealt with the dimensions of total quality management using previous examinations and an appraisal of the works that are a basis.

The theoretical model below depicts the relationship between independent and Variables of the current study. Total quality management is an independent variable Consisting of one main premise and three dimensions; The whole total quality management Dimensions are the main characteristics of Total Quality Management and their impact on higher education.

The researcher discusses all dimensions of strategic approach with the support of Before those cases and a summary of the literature. To begin, it is important to learn

in which dimension Total quality management consists of three dimensions: leadership, employee involvement, and continuous improvement.

The objective of this research is to investigate the role of a complete strategic approach at higher education through employee performance.

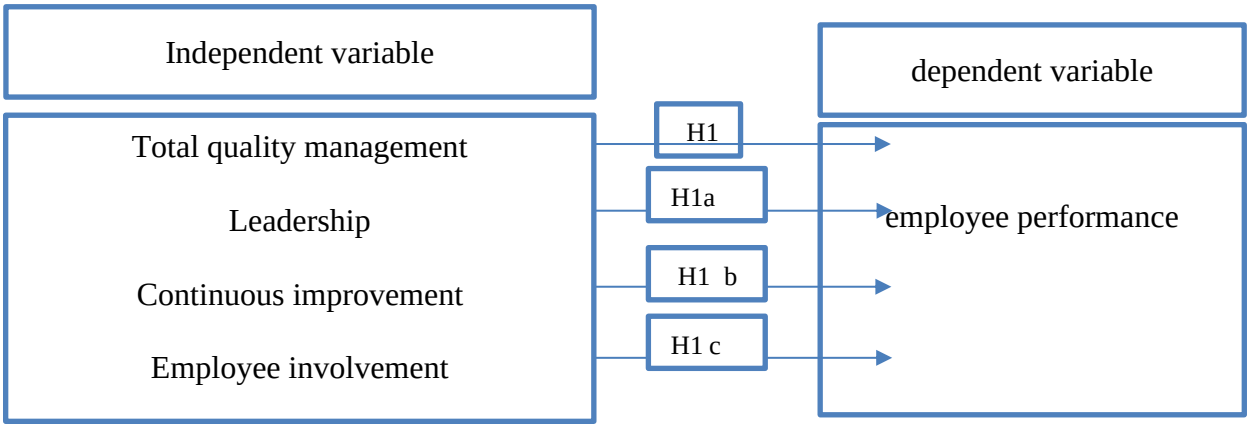

Figure 6: (Model of The Study)

3.2. Population And Sample

staff from the Samarra University campus was chosen as an inquiry center, and some researchers believe a large sample size allows community findings to be generalized. Thus, the collection would have yielded good results.

A bigger sample size yields more accurate study result. As a result, a comparable sample size was used for this research study.

The sample, researcher conveniently, chose a sample of number paperwork and pedagogical personnel from the whole Academic Facility in Samarra University, Iraqi. The total There are 500 lecturers at the Academic Facility (teaching staff) and the employees (administrative staff) are 600. So, the population size for the current research study is 1,100 employees. Postal 500 public emails came out. The surveys were submitted using an Online format from the Academic Facility. 400 hired hand and teachers answered surveys.

3.2.1. About Samarra University

Samarra University is an Iraqi public university that was newly established in early 2012 and now consists of nine faculties: the College of Education was established in 2000, the Colleges of Archeology and Islamic Sciences in 2010, the College of Applied Sciences in 2011, the College of Engineering in 2012, and the College of Physical Education and Sports Sciences and the College of Arts, and in 2020 the College of Administration and Economics and the College of Agriculture were established. The university has made remarkable strides in less than a year, through tireless work in developing the educational process and paying attention to the scientific and knowledge aspect within quality standards, attracting competencies, and continuous communication with the Ministry of Higher Education and all actors. parties to advance this emerging university.

Currently, still, the university is headed by Prof. Dr. Sabah Allawi Khalaf (in 2023). Everyone works in a team spirit to push the educational process forward, and this is highlighted by the interest and focus on providing amenities for students, whether in the distinguished internal departments or in providing the appropriate educational atmosphere in the scientific departments. Samarra University seeks to continue comprehensive development in all aspects of the university, complete the administrative and organizational aspects, and focus on ensuring standards of quality, university performance, and scientific sobriety, in a way that qualifies the university to compete with prestigious universities, by uniting everyone and uniting efforts between the teaching and job staff and students.

The university has distinct student dormitories equipped with all amenities, a cafeteria, green spaces, and a ballroom. Work is now underway on the university's new site, which consists of an area of 1033 dunums, and the bulk of its architectural design has been completed, which will be considered distinctive by introducing modern scientific engineering developments, including the subway. The university accommodates students from all governorates of Iraq, and most of the scientific, administrative, and technical departments, divisions, and units have been completed in record time. (The official website of Samarra University, 2022).

3.3. Data Collection Method

The study gathered 400 survey responses, which were analyzed. Respondents, online surveys, and Google form assistance were obtained.

Data on Total quality management and its influence on higher education performance was obtained from current university personnel. Internet search generated a document using Google Forms, a free web engine. You may quickly collect online replies from respondents by using Google products. As a result, it saves time for both the researcher and the responders.

3.4. Measures

The Berrish (2016) scale was used for the total quality management scale in higher education. Berrish (2016) stated that TQM in higher education consists of three elements (Berrish, 2016: 95). Therefore, 7 items were used for leadership, 5 items for continuous improvement scale and 8 items for employee innovation scale in TQM scale. Most prior scientists and academics have widely used implemented the selected survey and set of questions for example Berrish (2016), Khoja (2016), Al-ghanboosi (2002), R. Ahmed & Ali (2012), Bon & Mustafa (2013), Pradesh (2017), A. Zwain, (2012), Sherr & Gregory Lozier (1991), E. Bayraktar et al. (2008), Mohammad & Alabaddi (2015).

In order to conduct the surveys, the necessary permission was obtained according to the decision of the Ethics Committee of Social and Human Sciences Researches of Karabuk University, dated 29.9 2022 and numbered 2022/07-01.

The Employee Performance scale was created by Kirkman and Rosen (1999). Later, the scale was adapted by Sigler and Pearson (2000) and Çöl (2008). In this study, the scale adapted as 4 questions by Çöl (2008) and originally belonging to Kirkman and Rosen (1999) was used.

There are a Couple of Online form questionnaire. The primary set of Statistics on population characteristics is males and females, academic qualification, maturity, and academic or management staff position. The remaining two sections of the questionnaire cover the primary study variables, which are three characteristics of overall quality

management (independent variables): leadership, continuous improvement, and employee participation, as well as employee performance (as a dependent variable).

To measure overall quality management, a questionnaire with 400 participants was employed, which incorporates development traits through the aspects of leadership, continuous improvement, and employee involvement. The questionnaire includes a number of questions for each dimension of overall quality management, as well as four questions linked to the employee performance axis, for a total of 24 full questions. A five-point Likert scale was used to score respondents' comments, with 1 indicating "strongly agree" and 5 indicating "strongly disagree." The data obtained from the questionnaire is then analyzed using the SPSS program, and analytical examinations are used to validate the study assumption.

5 points The Likert scale was used to assess the respondent's responses to the survey inquiries. Certainly, some several Justifications for using a 5-point Likert scale:

- This style allows responders to select the neutral answer.
- This approach is particularly useful when participants are not expected to answer with agreement or disagreement.
- The researcher favored an odd-number evaluation in terms of the answers' commitment to both the optimistic or poor finale of the test.
- The inquirer picked obtain responses intentionally taking crimes in disparate amounts respondents on both extremes of the agreement and disagreement scale (Edmondson, 2005).

3.5. Analysis Method

When assessing a research study, the unit of analysis is critical Individual or collaborative research projects may be conducted, depending on the nature and scope of the research as (Washington et al., 2020) said that the Particular of the elements of comparison is primary entities that must be defined prior to data analysis Individuals, groups, organizations, and even governments can be used as units of study. The unit of analysis in the current research study is persons because the research focuses on particular university workers.

The internet data was collated into a spreadsheet and loaded into the SPSS databases for additional statistical analysis (descriptive and inferential).

To put the theory to the experiment, regression investigation has been used in the scope of analyzes, Validity and reliability analysis, correlation analysis, factor analysis, and to test the hypothesis regression analyzes have been used.

3.6. Statistical Analysis

This is the ongoing division is divided into three sections as follows: the Initial section examines the population dynamics characteristics of those polled, and the next portion presents the psychometric properties of the measurement scales used in the study, namely, Cronbach's Alpha Reliability Test. Finally, the final portion discusses the research hypothesis analysis.

3.6.1. Answer Percentage and Social Profile

For each of them, the depth of reply and the demographic layout of the users are significant critical in Illustrating the consequences of the study detection. As a result, the response the incidence rate and audience attributes (enumeration) are figured provided and analyzed in this section.

The current study looked on complete quality management in higher education in Iraq. Employees were chosen to distribute questionnaires in this study since this is one of the finest possibilities for purposes of staff productivity among the education groups. Following a two-month email distribution of (500) surveys in Iraq, (400) were returned, with the remainder (100) unreturned or incomplete.

Table 1: Demographic Features

Iraq (Samarra University)			**Total**	**Present (%)**
Distributed questionnaires			500	100
Usable questionnaires			400	80
Unreturned/incomplete questionnaires			100	20
		Gender		
Information	Frequency	Percent	Valid percent	Cumulative Percent
Male	282	70.5%	70.5	70.5
Female	118	29.5%	29.5	100.0
total	400	100.0	100.0	
		Age		
Information	Frequency	Percent	Valid percent	Cumulative Percent
18-25 Years	123	30.8	30.8	30.8
26-33 Years	132	33.0	33.0	63.7
34-41 Years	88	22.0	22.0	85.8
42 -50 Years	52	13.0	13.0	98.8
51 and above	5	1.3	1.3	100.0
Total	400	100.0	100.0	
		Academic Qualifications		
Information	Frequency	Percent	Valid Percent	Cumulative Percent
Bachelor degree	223	55.8	55.8	55.8
Master degree	96	24.0	24.0	79.8
PhD	61	15.3	13.5	95.0
Other	20	5.0	5.0	100.0
Total	400	100.0	100.0	
		Status		
Information	Frequency	Percent	Valid Percent	Cumulative Percent
Academic	138	34.5	34.5	34.5
Managerial staff	262	65.5	65.5	100.0
Total	400	100.0	100.0	

The accused numerical intelligence, put in sexual identity and maturity, academic qualification and position. Starting from gender, it is evident in Samarra University, plurality of answerers (70.5%) was male, but the rest (29.5%) were female. This indicates that men participants had ruled in Samarra University. In regards to longevity, the bulk of responders were in their forties. (33 %) They fall into the youthful range of 26 – 33 of age, while the least of them were in the 51 and above old category at (1.3%). As for the Academic qualification of the respondents in Samarra University, most respondents (55.8%) had bachelor's degree, while the least (5.0%) were other. Based on their status, the respondents mostly (65.5%) were Managerial Staff, while the least of them (34.5%) were academic.

3.6.2. Reliability Analysis

According to Sekaran (2019), The Cronbach's alpha analysis is applied for examine the consistency and reliability of a variable. A Cronbach's alpha value approaching 1.00 indicates superior solidity of inputs; one fewer little 0.70 is considered bad, while one more than 0.80 is considered favorable (Sekaran, 2019).

Table 2: The Reliability of The Instrument Cronbach's Alpha For The Variables In Samarra University

No.	Variables	No. of items	Cronbach's alpha	Remarks
1	leadership	7	0.805	Good
2	Continuous improvement	5	0.835	Good
3	Employees involvement	8	0.887	Good
4	Employees performance	4	0.812	Good
Total		24	0.941	Excellence

In Table (2) examination of the factors resulting based on the record's integrity Samarra University is shown. It is clear from the table that the Cronbach's alpha coefficient for employee performance, which is the dependent variable, is 0.812. The Cronbach's alpha coefficients for the independent variables were as follows: 0.887 for staff involvement, 0.835 for ongoing progress, and finally 0.805 for successful leadership. The Cronbach's alpha coefficients for all of the independent variables shows positive findings.

Overall, all of the measures above the cutoff value of 0.70 advised by earlier research (Lehman, 2005; Nunnally, Bernstein, & Berge, 1967; Wells & Wollack, 2003) and all acquired strong Cronbach's alpha reliabilities that varied from 0.805 to 0.887 in the Samarra University example. All the things were kept after taking into account the aforementioned acceptable values, especially because the employees' performance values at Samarra University were 0.812 each.

3.6.3. Factor Analysis

Factor analysis reveals correlations and concentrates inter-correlated data into a few components. As a result, the researcher uses factor analysis to determine if a number of variables are associated with one another. The Kaiser-Meyer-Olkin (KMO) measure of sample adequacy is an index used to assess the appropriateness of factor analysis. A

high number suggests that factor analysis is acceptable, whereas a low value indicates that factor analysis may not be applicable. However, a number greater than (0.60) suffices. (Pallant, 2001). Element analysis is very beneficial for identifying the factors underlying variables by grouping related variables in the same component (Shrestha, 2021: 4) . Kaiser et al. (1974) recommends accepting values of KMO test is as the following table.

Table 3: Kaiser-Meyer-Olkin Measure Of Sampling Adequacy

KMO Value	Interpretation
0.00 to 0.49	Unacceptable
0.50 to 0.59	Miserable
0.60 to 0.69	Mediocre
0.70 to 0.79	Middling
0.80 to 0.89	Meritorious
0.90 to 1.00	Marvellous

Source: Rovai, A. P., Bakar, J. D. & Ponton, M. K., 2013; Kaiser, H. F., Anand, B. K., & Lussier, J. G., 1974.

Bartlett's test is another indicator of the strength of the association between variables. According to Bartlett's test, this study must reject the null hypothesis of uncorrelated variable or non-identity matrix. As a result, doing a factor analysis is an excellent idea.

However, due to Principal Components Analysis (PCA), only 24 elements will be included in the Effect research. The results of the factor analysis will be displayed in the table below.

Table 4: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	(Bartlett's Test of Sphericity) Sig.
0.947	0.000

In table (4) the KMO measure is 0.947 which is considered as Marvellous. It implies that obtaining identification in this inspection is enough for the circumstance investigation to resume. The current investigation must reject the null hypothesis of uncorrelated variable or non-identity grid in Bartlett's test. The correlation matrix is non-identity if the significance level is 0.000. As a result, the variables in this study have some correlations with one another. This result is modest enough to refute the hypothesis, hence a factor analysis is recommended.

The KMO calculated in Table (5) is 0.947, which is deemed excellent. This means that the sampling identification in this Research is enough for factor analysis to proceed. This Research must refuse the null hypothesis of uncorrelated variable or non-identity matrix in Bartlett's test. The correlation matrix is non-identity if the significance level is 0.000. As a result, the variables in this study have some correlations with one another. This result is modest enough to refute the hypothesis, hence a factor investigation is recommended.

Table 5: Total Variance Explaining

Variables	**Component**			
	1	2	3	4
L1	0.647			
L2	0.643			
L3	0.751			
L4	0.647			
L5	0.686			
L6	0.704			
L7	0.671			
CO1		0.754		
CO2		0.789		
CO3		0.792		
CO4		0.784		
CO5		0.763		
EI1			0.763	
EI2			0.743	
EI3			0.757	
EI4			0.731	
EI5			0.752	
EI6			0.749	
EI7			0.734	
EI8			0.751	
PE1				0.818
PE2				0.811
PE3				0.781
PE4				0.791
Variance Explained (%)	3.231	3.015	4.469	2.562
Total Variance Explained (%)	10.296			
KMO and Bartlett's Test	0.947			
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.				
Bartlett's Test of Sphericity	4824.014, p <.000			
Extraction Method: Principal Component Analysis.				

According to the Kaiser criteria, investigators should utilize a few factors equal to the number of Eigenvalues of the correlation matrix larger than one. Table (5) shows that four components were bigger than one, indicating that all measured variables may be grouped into four parts. Furthermore, the Eigenvalues associated with each factor indicate the variation explained by that linear component and are expressed as a percentage of the total differences described. Ten percent of the variation is explained by four composite factors. Table (5)'s rotated part matrix shows that all 24 elements will be grouped into four components. According to Costello and Osborne (2005), a factor with less than three variables is often weak and unstable. Furthermore, the factor loading of the variables must be greater than 0.7 in order to identify which items will be grouped into which factors. If the value is 0.7, it is determined by the largest factor loading that each of them has allocated. For example, the largest loading of PE1 is 0.818, which falls in component 4 in comparison to the other three components. As a result, it will be classified as component 1. Component 1 comprised of the variables L1, L2, L3, L4, L5, L6, and L7, whereas Component 2 consisted of the variables CO1, CO2, CO3, CO4, and CO5. Component 3 also includes the variables EI1, EI2, EI3, EI4, EI5, EI6, EI7, and EI8. The variables PE1, PE2, PE3, and PE4 are grouped in component 4.

3.6.4. Descriptive Finding

To check the validity and reliability of the variables, a summary of the respondents' impressions of the variables was generated based on the outcomes of the descriptive analysis. To be more precise, descriptive assessments of all examination aspects of leadership, Continuous improvement, Employees involvement, and Employees performance and the results are presented in Tables (6)(7)(8)(9) and (10) Scores lower than 1.99 and greater than 3.50 were regarded as poor and high, respectively. The range of (2.00 to 3.49) was seen as being moderate or neutral. (Lopes, 2012).

Table 6: Results for Leadership

Code	Items	Min	Max	Mean	SD
L1	The university's top leadership implements a strategy plan to attain quality in every sector.	1	5	3.71	1.083
L2	The institution has adopted the quality standard as the duty of all sectors and individuals participating in the institution.	1	5	3.77	1.078
L3	The management of the university proposes goals for continual development and encourages staff to get involved.	1	5	3.51	1.199
L4	At the university, ways to connect to the markets need to be provided to explore concerns, comments, and ideas about the value quality of learners.	1	5	3.72	1.122
L5	The University offers competent scientific and technological groups that can assess and surpass the demands and wants of the marketplace.	1	5	3.45	1.190
L6	Decisions taken by upper management rely on data and trends or on the feedback of employees and learners.	1	5	3.60	1.131
L7	Do a fundamental shift in upper leadership to incorporate quality into the organization's processes and activities.	1	5	3.42	1.203

From Table (6) average space for leadership in the Samarra University case falls between 3.42 and 3.77, with the highest obtained for ‘University adopts the principle of quality as the responsibility of all sections and parties involved in the university’ (3.77 ±1.078), and the lowest for ‘Do Higher administration a radical change to makes the quality a part of the organization’s systems and operations’ (3.42 ±1.203).

Table 7: Results for Continuous Improvement

Code	Items	Min	Max	Mean	SD
CO1	educational institution staff are furnished with essential resources and tasked with improving quality.	1	5	3.66	1.115
CO2	For preventing errors, there is a precise and well-defined strategy.	1	5	3.57	1.133
CO3	The institution has statistical methodologies and instruments for testing and measuring the proficiency of graduates.	1	5	3.44	1.245
CO4	Develop methods and tools to consistently enhance the quality of the institution's academic achievements and the ability of its graduates.	1	5	3.61	1.154
CO5	Employees are trained to be mindful of possibilities and improvement aims.	1	5	3.62	1.189

Table (7) shows the average value given Continuous Improvement. It shows that the average region during Samarra University varies around 3.44 and 3.66, having the greatest average score for ‘There are teams in university equipped with the necessary supplies with a task to improve quality’ (3.66±1.115), and the lowest for ‘There are statistical methods and tools at the university to test and measure the quality of graduates.’ (3.44 ±1.245).

Table 8: Results for Employee Involvement

Code	Items	Min	Max	Mean	SD
EI1	Participate in effective quality choices with teaching staff.	1	5	3.68	1.093
EI2	Employees and instructors have the authority to handle important graduate-related issues.	1	5	3.69	1.122
EI3	Participate in the resolution of major issues at the institution with Lecturers and other employees.	1	5	3.52	1.185
EI4	The institution has an effective mechanism in place to encourage Staff to engage (both financially and morally).	1	5	3.44	1.208
EI5	Individuals who demonstrate innovation are rewarded by the university mechanism.	1	5	3.60	1.237
EI6	While performing their duties, the administration attempts to alleviate professors' and workforce members' anxieties.	1	5	3.67	1.106
EI7	Promote contact channels and improve connections between professors and employees, as well as top management.	1	5	3.64	1.109
EI8	There are effective initiatives that assist employees in becoming acquainted with the goals and mechanics of how the institution operates.	1	5	3.56	1.173

Table (8) contains the mean range for the independent variable Employee Involvement. In the Samarra University case, the mean range falls between 3.44 and 3.69, with the highest mean obtained for ‘Faculty and staff are entitled to resolve major problems related to graduates.’ (3.69 ±1.122), and the lowest mean obtained for ‘The University has an efficient system to motivate individuals (financially and morally) to participate.’ (3.44 ±1.208).

Table 9: Results for Employee Performance

Code	Items	Min	Max	Mean	SD
EP1	I finish my responsibilities on schedule.	1	5	3.69	1.158
EP2	My objectives are met or exceeded.	1	5	3.73	1.052
EP3	I ensure that the items meet or surpass the quality requirements.	1	5	3.67	1.093
EP4	When an issue arises, I am fast to reply.	1	5	3.86	1.068

Table (9) presents the average spectrum of the dependent variable Employee Performance for the Samarra University case, The average interval falls within 3.67 and 3.86, having the greatest signifies achieved '**I respond quickly when problems come up**' (3.86±1.068) and the lowest mean score for '**I make sure that products meet or exceed quality standards**' (3.67±1.093).

Table 10: Summary of Descriptive Findings in Samarra University

Code	Variables	Min	Max	Mean	SD
EFL	Leadership	1.00	5.00	3.5957	.77729
CO	Continuous Improvement	1.00	5.00	3.5785	.90669
EI	Employee involvement	1.00	5.00	3.5997	.86241
PE	employee performance	1.00	5.00	3.7363	.87474

3.6.5. Pearson Correlation Analysis

The importance of the linear bivariate connection between the independent variables of leadership was examined in this study, continuous improvement, and employee involvement, and the dependent variable of employee performance was measured with the help of Pearson correlation analysis. table (11) display the results of the analysis in Samarra University. the correlation analysis was primarily conducted to determine the relationship strength between each independent variable and the dependent variable.

Table 11: Pearson's Correlation Analysis of Independent Variables

	Leadership	Continuous Improvement	Employee Involvement	Employee Performance
Leadership	1			
Continuous Improvement	.660**	1		
Employee Involvement	.639**	.757**	1	
Employee Performance	.607**	.696**	.761**	1
****. Correlation is significant at the 0.01 level (2-tailed).**				

This investigation followed Green et al.'s (1997) recommendation that R-values of 0.10, 0.13, and 0.50 represent a weak, medium, and high connection. According to this guideline of generality, all of the relationship values in the table for Samarra University are substantial and favorable. Leadership, continuous improvement, and employee participation (all independent factors) were found to have strong and substantial associations with Employee Performance (dependent variable). The results demonstrate that the independent variables were all closely linked at the 0.01 level, with the strongest linked achieved between employee participation and Employee Performance (r=0.761, p0.01) and the lowest correlation found between Employee Performance and leadership (r=0.607, p0.01).

The findings revealed the following regarding the connections between the independent factors and the dependent variable: Leadership correlated with Employee Performance at (r=0.607), Continuous Improvement correlated with Employee Performance at (r=0.696), and lastly, Employee Involvement correlated with Employee Performance at (r=0.761).

Table 12: Pearson's Correlation Analysis of Dependent Variables

	TQM	**Employee Performance**
TQM	1	
Employee Performance	.776**	1
****. Correlation is significant at the 0.01 level (2-tailed).**		

The table (12) clarify the outcomes of correlation The research was largely carried out to assess the reliability of the association among Total quality management and Employee Performance at (r=0.776). Overall, there was a strong positive correlation between all the factors in the case of Samarra University.

3.6.6. Hypothesis Testing Result of Direct Relationship of Variables

In the intended model, the assumptions were evaluated using three measures: the significance of Correlation Coefficients (R), the Coefficient of Determination (R2), and the Multiple Regression (Beta).

The potential correlations varied from +1 to -1, and r values of 0-0.2 are considered weak, 0.3 to 0.6 are moderate, and 0.7 to 1 are high (Brace et al., 2000). The coefficient of determination (R2) is used to calculate the proportion of variance predicted by one variable by another. It assesses how well one can anticipate from a given model/graph. Finally, it evaluates the extent to which each set of predictor variables (independent variables) influences the criterion variable (dependent variable) in multiple regressions (beta). Multiple regression analysis may be used to evaluate theories/models about how a certain collection of factors influences behavior. In general, R2 evaluates the association between two variables, whereas multiple regression examines the relationship between a collection of factors and a variable. The coefficient (R2), on the other hand, illustrates the linearity between variables. In the current study, R was analyzed using Pearson Correlation Coefficients generated for variable pairs to establish the importance of the correlation coefficients. In this regard, Beta is calculated using linear regression analysis. The findings of the hypothesis testing are presented in Table (13). According to the theory.

Table 13: Multiple Regression Analysis

Variables	B	T	Sig.	R	R^2	F	Sig.
TQM	.511	3.803	.000	.789[a]	.623	217.923	.000[b]
Leadership	.155	3.223	.001				
Continuous Improvement	.215	4.427	.000				
Employee Involvement	.511	10.224	.000				
a. Dependent Variable: Employee Performance							

Based on the results indicated in the table (13) in the Samarra University case, there is a statistical direct significant relationship between Leadership, Continuous Improvement, and Employee Involvement and Employee Performance at the significance level of (p =0.05). The results indicate the correlation coefficient (R) to be 0.789, the (R^2) to be 0.623, and the value test (F) to be 217.923. Thus, the hypothesis is accepted.

3.6.7. Summary Of Findings

According to the multiple regression analysis results, the following table summarizes the study findings.

Table 14: Summary of Hypotheses

Hypotheses	Result	
H1	Total quality management in higher education has a significant and positive effect on employee performance.	Supported
H1a	Leadership in higher education has a significant and positive effect on employee performance.	Supported
H1b	Continuous improvement in higher education has a significant and positive effect on employee performance.	Supported
H1c	Employee involvement in higher education has a significant and positive effect on employee performance.	Supported

In conclusion, the research's suggested method is accepted, with all research hypotheses being backed.

In this chapter, the proposed hypotheses presented in Chapter Three were examined. The study employed SPSS to conduct relevant analyses including frequency table, descriptive analysis, reliability and validity. The hypothesized model was also illustrated in this chapter to examine the goodness of fit indices and to confirm the relationship between Leadership, Continuous Improvement, and Employee Involvement and Employee Performance. The results confirmed the independent variables effect and the Employee Performance (dependent variable) and supported all the proposed hypotheses.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Universities are essential institutions in every nation because its influence on economic growth demonstrates how much the government values education and knowledge for future generations as a weapon against ignorance So, when we think about Total Quality Management in the academic layer, it means that learners have either negative or excellent reputations in university academic sector.

The idea of overall quality management in academic sector has grown in most recently as a foundation and requirement for developing the atmosphere of academic sector and presenting it in the best possible light, raising the classification of institutions, and providing high-quality output, The implementation of comprehensive quality management in the scholarly process through leadership methods, continuous improvement, and employee participation can improve worker spirits at higher education institutions and faculty members.

Findings from the subject research showed that the certificate obtained by Samarra University showed that total quality management is an approach that supports the direction of the university, including leadership (The leadership of the educational institution develops strategies for ongoing development, supports participation by staff members, and works with research and development teams to understand market demands and meet them).

The findings demonstrated that there was a high level of employee involvement among university members. One of the more significant manifestations of staff engagement was the institution's effective system for encouraging participation by rewarding those who exhibit innovation.

Using a variety of statistical methodologies, the data was evaluated and the study's hypotheses were tested. The study reached several results, the most notable of which are as follows:

The correlation analysis was performed largely to assess the strength of the association between each independent variable and the dependent variable.

This study followed the general norm advised by Green et al. (1997) that R-values of 0.10, 0.13, and 0.50 denote low, medium, and high relationships, respectively. Using this general guideline, in the event of Samarra University, all the correlation coefficients in the table are positive and significant. leadership, continuous improvement, and employee involvement All of the (independent factors) showed strong and favorable correlations with employee performance (the dependent variable). According to the results, all independent variables had positive correlations at the level of 0.01, with employee participation and performance showing the strongest connection (r=0.761, p0.01) and leadership and performance showing the lowest (r=0.607, p0.01). the association between total quality management and employee performance, which came out to be (r=0.776).

With regards to the relationships between the independent variables and the dependent variable, the results showed the following: Leadership correlated with Employee Performance at (r=0.607), Continuous Improvement correlated with Employee Performance at (r=0.696), and lastly, Employee Involvement correlated with Employee Performance at (r=0.761). In sum, all the variables positively correlated with each other in the case of Samarra University. The research question was examined. And as a result, it was determined that employee performance in higher education positively affected by leadership, continuous improvement, and employee involvement. Therefore, research variables (effective leadership, continuous improvement, and employee involvement) need to be increased in order to increase employee performance in higher education. University administrators should pay attention to this.

In the intended model, the assumptions were evaluated using three measures: the significance of Correlation Coefficients (R), the Coefficient of Determination (R2), and the Multiple Regression (Beta).

The potential correlations varied from +1 to -1, and r values of 0-0.2 are considered weak, 0.3 to 0.6 are moderate, and 0.7 to 1 are high (Brace et al., 2000). The coefficient of determination (R2) is used to calculate the proportion of variance predicted by one variable by another. It assesses how well one can anticipate from a given model/graph. Finally, it evaluates the extent to which each set of predictor variables (independent variables) influences the criterion variable (dependent variable) in multiple regressions (beta). Multiple regression analysis may be used to evaluate theories/models

about how a certain collection of factors influences behavior. In general, R2 evaluates the association between two variables, whereas multiple regression examines the relationship between a collection of factors and a variable. The coefficient (R2), on the other hand, illustrates the linearity between variables. In the current study, R was analyzed using Pearson Correlation Coefficients generated for variable pairs to establish the importance of the correlation coefficients. In this regard, Beta is calculated using linear regression analysis. The findings of the hypothesis testing are presented in Table (13). According to the theory.

Recommendations

Our study findings have both logical and efficient implications. The following are the utilization supremacy:

- Increasing support for schooling, giving it potency and focusing on the scientific and financial aspects of the educational institution for its advancement All these procedures are part of total quality management.
- Training courses, workshops and seminars to educate employees about the importance and role of global total quality management in all fields.
- Preparing the appropriate ground for the participation of employees as part of the educational institution and focusing on the system of incentives and motives to present their opinions, proposals, efforts, and initiatives
- Top management should be concerned about a shortage of cash; they must have a financing strategy in place to obtain the necessary knowledge and skill training.
- There should be a balance between quantitative expansion and quality so that a rise in enrollment does not negatively impact educational quality.
- The needs of society and the job market should be linked with universities and, in particular, admission procedures.
- Keeping up with the university administration scientifically and the changes of the times Developments, administrative methods, scientific developments,

trying to reach the top of global rankings, as well as paying great attention to infrastructure.

Suggestions For Future Studies

- Provide a second model for total quality management to compare the results with the current model and take action on it.
- This research emphasized on Samarra University. It is suggested to use this methodology in other universities to facilitate a deeper understanding in in order to carry out a comparison.
- Secondary education is an entry point into the Universities. As a result, it is advisable to carry out such research in Iraqi secondary schools, as an increase in quality in this sector leads to an improvement in the quality of higher education.
- Further empirical research with larger sample numbers and greater geographical variety might assist to validate the conclusions.
- Investigating the Effect of total quality management on Employee Motivation: This study could examine the relationship between total quality management and employee motivation in higher education institutions. The focus could be on exploring how total quality management principles such as continuous improvement, teamwork, and employee involvement can enhance motivation levels among employees, leading to better performance.
- The Impact of total quality management on Student Satisfaction: This study could examine how the implementation of total quality management principles in universities impacts student satisfaction. The focus could be on exploring how total quality management such as customer focus, quality assurance, and continuous improvement can improve the overall student experience, leading to higher levels of satisfaction.
- Exploring the Role of total quality management in Leadership Development: This study could examine the impact of total quality management on leadership development in higher education institutions. The focus could be on exploring how total quality management principles such as employee

involvement, empowerment, and continuous improvement can help develop effective leadership skills among employees, leading to better departmental pursuance.

- The Role of Aspects of Full framework success in Employee Training moreover Development: This study could examine how total quality management can be used to enhance employee training and development in higher education institutions. The focus could be on exploring how total quality management principles such as continuous improvement and employee involvement can help create a culture of learning and development, leading to better employee performance.

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APPENDIX A: SURVEY FORM

You are invited to participate in this survey about (Total Quality Management and its Impact on Higher Education: A Study Case of Samaraa University, Iraq)

I would appreciate it if you may take a few minutes to fill out the questionnaire since it is a requirement for my MBA degree in Karabük University. I'm hoping you'll help me out by being as cooperative as you can with the application form.

In no way will the data from this poll reveal who the respondents are. It will be used exclusively for educational purposes and maintained in strictest confidence.

Dear employee

Please answer each of the questions below by circling the number (from 5 to 1) that best reflects your response. Your responses to the following questions will reveal how much you agree or disagree with each of the following statements:

1= Strongly Disagree; 2 =Disagree; 3= Neutral; 4= Agree; 5= Strongly Agree

Section One: Demographic Variable: (Please tick the appropriate answer)

Gender	**Male ( )**		**Female ( )**		
Age	18 – 25( )	26 _ 33 ( )	34_ 41( )	42 _ 50 ( )	51 and above ( )
Academic qualification	Bachelor degree ( )	Master degree ( )	PhD ( )	other ( )	
your status	Academic ( )		managerial staff ( )		

Independent variable

	Leadership	**1**	**2**	**3**	**4**	**5**
1	The university's top leadership implements a strategy plan to attain quality in every sector.					
2	The institution has adopted the quality standard as the duty of all sectors and individuals participating in the institution.					
3	The management of the university proposes goals for continual development and encourages staff to get involved.					
4	At the university, ways to connect to the markets need to be provided to explore concerns, comments, and ideas about the value quality of learners.					
5	The University offers competent scientific and technological groups that can assess and surpass the demands and wants of the marketplace.					
6	Decisions taken by upper management rely on data and trends or on the feedback of employees and learners.					
7	Do a fundamental shift in upper leadership to incorporate quality into the organization's processes and activities.					
	Continuous Improvement	1	2	3	4	5
1	educational institution staff are furnished with essential resources and tasked with improving quality.					
2	For preventing errors, there is a precise and well-defined strategy.					
3	The institution has statistical methodologies and instruments for testing and measuring the proficiency of graduates.					
4	Develop methods and tools to consistently enhance the quality of the institution's academic achievements and the ability of its graduates.					
5	Employees are trained to be mindful of possibilities and improvement aims.					

	Employee involvement
1	Participate in effective quality choices with teaching staff.
2	Employees and instructors have the authority to handle important graduate-related issues.
3	Participate in the resolution of major issues at the institution with Lecturers and other employees.
4	The institution has an effective mechanism in place to encourage Staff to engage (both financially and morally).
5	Individuals who demonstrate innovation are rewarded by the university mechanism.
6	While performing their duties, the administration attempts to alleviate professors' and workforce members' anxieties.

7	Promote contact channels and improve connections between professors and employees, as well as top management.					
8	There are effective initiatives that assist employees in becoming acquainted with the goals and mechanics of how the institution operates.					

Dependent Variable

Employee Performance		**1**	**2**	**3**	**4**	**5**
1	I finish my responsibilities on schedule.					
2	My objectives are met or exceeded.					
3	I ensure that the items meet or surpass the quality requirements.					
4	When an issue arises, I am fast to reply.					

APPENDIX B: ETHICAL COMMITTEE REPORT

CURRICULUM VITAE

Omar Abdul Sattar Kamel Sandel ARAB graduated from Business at the College of Administration and Economics 123 Al_turath University in 2013 and he is presently a master's student at Karabük University. In the academic year 2020-2023, he is studying at Karabuk University and working as an administrative assistant at Samarra University.