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The reality of total quality management and its relationship to organizational change - A study applied for the opinions of a sample from the academic staff at Samarra University

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Abstract

The aim of this study was to identify the attitudes of the academic staff towards the reality of applying total quality management at Samarra University, and that is by focusing on the total quality management standards in the university (Focus on students, organizational culture, process design, support to senior quality management, continuous improvement, quality assurance), and then defining the relationship of total quality management to organizational change at the university, and academic leaders were represented by the deans of colleges and their assistants and heads of scientific departments in it as a sample for study, the number of (47), and the number of forms retrieved and valid for statistical analysis (41) form, the researcher then used the questionnaire as a main tool to collect data and information. Has been used the program (SPSS V.24) for data analysis was based on the simple linear regression test and correlation coefficient, and the results of the study showed that the academic staff's attitudes toward total quality management applications were high in six elements, and neutral in two elements of total quality management, the study also showed that the attitudes of the academic staff towards implementing the organizational change were high, and there is a correlation and significant effect between the study variables. and from the reality of the results reached, a set of recommendations aimed at disseminating the culture of total quality in the university was used and used for the success of implementing organizational change.
Keywords: Total quality management, organizational change.

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La realidad de la gestión de calidad total y su relación con el cambio organizacional: un estudio solicitó las opiniones de una muestra del personal académico de la Universidad de Samarra

Resumen

El objetivo de este estudio fue identificar las actitudes del personal académico con respecto a la realidad de aplicar la gestión de calidad total en la Universidad de Samarra, y eso es enfocarse en los estándares de gestión de calidad total en la universidad (Enfoque en los estudiantes, cultura organizacional, diseño de procesos , apoyo a la gestión de calidad superior, mejora continua, garantía de calidad), y luego definiendo la relación de la gestión de calidad total con el cambio organizacional en la universidad, y los líderes académicos estuvieron representados por los decanos de las universidades y sus asistentes y jefes de departamentos científicos en la misma. Como muestra de estudio, el número de (47) y el número de formularios recuperados y válidos para el análisis estadístico (41), el investigador utilizó el cuestionario como herramienta principal para recopilar datos e información. Se ha utilizado el programa (SPSS V.24) para el análisis de datos basado en la prueba de regresión lineal simple y el coeficiente de correlación, y los resultados del estudio mostraron que las actitudes del personal académico hacia las aplicaciones de gestión de calidad total eran altas en seis elementos, y neutral en dos elementos de la gestión de calidad total, el estudio también mostró que las actitudes del personal académico hacia la implementación del cambio organizacional eran altas, y que existe una correlación y un efecto significativo entre las variables del estudio. y de la realidad de los resultados alcanzados, se utilizó un conjunto de recomendaciones destinadas a difundir la cultura de la calidad total en la universidad y se utilizó para el éxito de la implementación del cambio organizacional.

Palabras clave: Gestión de calidad total, cambio organizacional.

Introduction

Recently Last higher education witnessed great interest and at all levels, in order to implement the standards and procedures for total quality management, to reach the continuous change and improvement, to follow up progress on all social, economic, political and cultural levels, and Samarra University is considered one of the modern universities. this development must be accompanied by changes in the light of modern administrative methods, and in line with the overall quality management, and with internal, regional and international challenges, and the requirements of the Ministry of Higher Education, and for this the university was concerned with ensuring that high levels of quality are achieved at all administrative and academic levels, and the university has realized It can maintain its survival, continuity and development through its adoption and application of a total quality management approach, and the university has a real tendency to reach the required change in line with the approach to total quality management, and this will not be achieved without major changes to the university's organizational structure and its strengthening with the required jobs and job titles, integrating similar jobs and putting the right man in the right place, and changes in administrative patterns in line with the applications and manifestations of comprehensive quality management, achieving global accreditation standards for universities in all academic programs and fields, linking academic programs in quantity and quality to the requirements and needs of the labor market, and applying total quality management in the administrative, academic, financial and technical fields provided by the university in order to achieve complementarity and comprehensive quality in the University.

Research Methodology

Research problem

This study is being explored and monitored the relationship between the reality of TQM applications and the reality of organizational change at Samarra University. The problem of this study has been addressed through the following questions:

1. What are the attitudes of the academic staff at Samarra University towards the reality of applying total quality management with its six elements approved in this research? It is (student focus, organizational culture, process design, senior management support, continuous improvement, quality assurance).
2. What is the reality of organizational change in its four journals (organizational culture, organizational structure, processes, and management style) at Samarra University from the viewpoint of the academic staff?

Research Importance

The importance of this study stems from the importance of the topic you are dealing with, which is concerned with the University of Samarra with its professors, employees, students, and the surrounding community by studying the attitudes of the academic staff towards the application of TQM, and the implications of this application at the level of organizational change at the university, as the university's choice of a TQM approach is no longer subject to hesitation, and the importance of this study stems from its interest in studying the relationship between the application of TQM, and the impact on the organizational change that is the fruit of the application of total quality management at the university, because of the continuous improvement and development of the university's academic, administrative and technical march in line with scientific and technological developments in a world of rapid development and progress, this study contributes to providing the Iraqi library with a new field study on the reality of applying total quality management in higher education institutions.

Research hypotheses

1. **The first hypothesis:** There is a correlation of significant significance between total quality management and organizational change.
2. **The second hypothesis:** There is an effect Significant for overall quality management in organizational change.

Study methodology

To achieve the objectives of the study, a descriptive and analytical approach was used aiming at describing the phenomenon as it is on the ground, analyzing and interpreting it, and linking it with other phenomena using the data collection tool (the questionnaire), which included a set of questions related to the subject of the study, so that it was emptied and analyzed to answer the study questions and test the validity of the hypotheses.

Society and research sample

Samarra University was approved as a field for applying research and obtaining the required data through the questionnaire. as for the research sample, it is an intentional sample (deans of colleges, their assistants, and department heads) in the researched university, and for this the intentional sample was used. the number of questionnaires distributed to the research sample reached (47), of them were retrieved (44), and after examining the questionnaires to show their suitability for statistical analysis, (3) questionnaires were excluded due to their failure to complete the conditions of the analysis, this brings the total number of valid questionnaires to the statistical analysis process (41) Questionnaire.

Data and information collection tools:

The study tool consisted of the following:

1. **References and scientific sources:** by reviewing a set of Arabic and foreign literature such as books, periodicals, theses, university theses, and research related to the nature of the research as well as the use of the Internet to obtain information that benefits the research and is also proven in the list of sources.
2. **The questionnaire:** It was adopted as a main tool in data collection, as a preliminary questionnaire was presented to the professors of the questionnaire arbitrators, and a modified questionnaire was obtained in its final form after making adjustments to it, where the researcher used a scale (Five-Likert Scale) in asking questions of the survey and measuring the degrees of the answer.

Table (1) Source of the questionnaire

E	**variable**	**Source**
1	**Total Quality Management**	(**MAIRATA & Maria, 2012**)
2	**Organizational change**	(**Huisman & Pausits, 2010**)

Source: Prepared by the two researchers

Literature Review

First: Total Quality Management

Explain (Fisher, 1996:82) quality is an abstract concept that means things that differ according to the nature of business and industries, and also means how excellent the performance or certain characteristics of the product are, especially when compared to the criteria previously set by the beneficiary or the organization. indicates (Al-Azzawi, 2005, 15) that quality is the "total product of the product as a result of incorporating the characteristics of marketing, engineering, manufacturing and maintenance activities that enable the customer to meet the needs and desires of the customer".

1. The concept of quality educational services

Explain (Massy, 2003: 78) that the starting point for the quality of educational services lies in determining achievement, followed by the design of educational curricula capable of achieving these results, and the selection of students with competence to study these educational curricula, Putting these curricula into the university's plan and implementing it in order to achieve the desired results, taking into account the achievement of quality assurance in the light of indicators and measures that include that, and the quality of educational services expresses the achievement and achievement of the goals set by the university's administration, and from the elements and targets targeted, the level of quality of educational services is measured by the amount actually reached by the efforts of workers and management in two main axes:

1. Continuous development and renewal of the areas and goals envisaged for the educational process, so that they are able to satisfy the needs of society, and meet the needs of the relevant economic sectors.
2. Not allowing any gap between the investigator and the target (Adams, 1998, 24).

Quality also means continuous professional development to stay at the peak of outstanding performance, positive relationships with students, teamwork with colleagues, management and stakeholders to improve education processes and appreciate their efforts and their participation in the decision-making process (Hariri and Drush, 2010, 122).

2. The concept of total quality management:

Defines total quality management as the management of the organization as a whole, so that it is excellent in all aspects of products and services of interest to the beneficiary (Heizer and Render,2001:210). (Oakland, 49, 2000) explains that it is a comprehensive approach to improve competitiveness, effectiveness and flexibility through planning, organizing, and understanding each

activity and the involvement of each individual in each level. It includes management adopting a strategic view of quality, and focuses on preventing problems before they occur and not on addressing these problems, it requires attention to change to remove existing barriers.

The term comprehensive quality takes many meanings that have some considerations within it, which differ according to the entity that uses them, because quality is no longer a relative thing that differs according to the entity or the individual who uses it (Alwan, 2005, 123). To successfully implement TQM in educational organizations, it is necessary to clearly see the strategic mission, values, general principles, goal setting, auditing, feedback, self-control, delegation of powers, communication and coordination, administrative creativity, monitoring and development, coordination of training courses and recruitment procedures, and follow-up of technological changes And implementation of office plans and scientific research, community service, student development, attention to his personality, curricula and study plans, the library and the availability of resources and capabilities of the teaching staff, and each of these criteria has a certain significance (Draft, 2005, 19).

3. The basic elements of total quality management:

There is a set of elements that different organizations (including educational organizations) should consider in order to achieve the goals of TQM in these organizations, and to achieve effective implementation of this modern management approach, but it must be noted that there is no consensus among all TQM literature on These elements, however, this study has concluded that the most important of these elements (on which a large number of writers and researchers agree) are the following:

A. Focus on the beneficiary

Senior management should pay great attention to beneficiaries, because this will have satisfactory results for achieving the integrated satisfaction of these beneficiaries (Al-Azzawi, 2005, 48), (Evans, 1996, 311) considers the focus on students as one of the important pillars on which the application of total quality management is based. The Malcolm International Award allocated 25% of the evaluation marks to obtain this award on the organization’s interest in the customer (the beneficiary) and how it can fulfill its desires, the organization's long-term success is linked to its efforts to maintain its customers and its ability to respond rapidly to their ever-changing needs and desires, as well as to provide products that meet or exceed their expectations. the organization can, within the overall quality management, focus on the customer (the beneficiary) through permanent identification of its current and expected needs, depending on the marketing information system, with the need to produce goods or provide services appropriate to the desires and diverse needs of consumers, and measure the extent of the satisfaction of this customer (the beneficiary) with the quality Goods and services provided.

B. Organizational culture

Organizational culture includes a method by which groups are taught to adapt and adapt to groups in certain circumstances, and adapt to them so that they become a habit that must be dealt with and adapt to (Bonesronning,2004:81). Explain (Al-Sahbani, 7, 2016) believes that the organizational culture is all the inputs of the modern administrative process that work on producing an appropriate work environment to achieve the desired goals, and these inputs include: (organizational values, behavioral patterns, policies and procedures, organizational trends, organizational expectations, Organizational norms)

C. Process design

Any educational system consists of three elements (inputs, processes and outputs), and the outputs (graduates) and their quality cannot be reached, except by designing educational processes through the contents of total quality management, so that the process is designed with the participation of management, administrators, academics and students, and from what It should be mentioned that the educational processes are summarized by a set of activities and interrelated tasks,

and their conversion of inputs into outputs in the form of graduates armed with scientific research to provide services to society in various forms and types (Abu Farah, 2006, 51).

As for (Alimat, 2004, 16), he mentioned that, in order to successfully implement total quality management in higher education institutions, coordination and cooperation between the various departments, departments and units in the organization must be activated, with emphasis on the achievement of its work through work teams, the development of cooperative work and the participation of all parties in Quality improvement processes, and closely collaborating with the organization by implementing comprehensive quality management programs.

D. Senior management commitment to total quality management

Explain (Costin,1994:122) the implementation of TQM requires strong leadership at all levels, and stoking the individual's spirit for better performance requires the presence of leaders who are able to excel in knowing what needs to be done and why, and who have insight, translating them on the ground into work, and turning them into an actual reality, and that the overall quality policy requires leaders Able to guide individuals towards achieving their brilliant insights, and there is no university or organization that has made progress within the concept of total quality management without leadership with high administrative ability. The senior management in its implementation and success of the total quality management program in the various organizations has significantly clear imprints, which was confirmed by the list mentioned by the Federal Total Quality Management Institute, which included among its elements:

- ❖ Support, support and commitment of senior management to total quality management programs.
- ❖ Senior management's interest in long-term planning.
- ❖ Focus on the customer (the beneficiary).
- ❖ Training workers to work in a team spirit.

E. Continuous improvement

Higher education institutions work continuously to improve quality for various reasons such as pressures arising from intense competition between universities, or complaints from students and parents or the general desire to increase the quality of their outputs. The most important sources that are a source of quality improvement are the following: (Al-Ta'i, 2008, 43)

A. The process of research and development: These processes include exploring new or different methods in training and the educational methods used in the processes related to training and their different methods in order to reach quality improvement.

B. Competition: Competition is considered to have a positive role to develop quality.

C. Continuous quality improvement: is to bring in new and better permanently. New and better are a symbol of excellence and thus survival and continuity. Staying old means passing and improvement is the beating heart of TQM (Mahfouz, 2008, 63).

F. **Quality assurance**

Explain (Dale,1997:73) The quality assurance system is all the organized and planned activities necessary to achieve sufficient confidence that the product or service will satisfy the quality requirements. It should be noted that several countries, such as laying the foundations and systems to ensure the quality of their higher education, by mandating a third party to monitor the implementation of the systems to ensure their quality, and in many cases financial government support for these universities has only become for universities that are committed to the requirements of ensuring the quality of higher education through established standards in advance, Explain (Raqqad, 2014, 10) The system of assuring the quality of higher education is a set of mechanisms that are used regularly at the level of the institution or program to ensure that it respects the minimum commitment, and this allows to respond to the legitimate demands of its clients to provide services that meet their needs and expectations.

4. Total Quality Management in Higher Education Institutions:

Total quality management in higher education is defined as an integrated method applied in all branches of the educational organization and its levels, to provide individuals and work teams the opportunity to satisfy students and beneficiaries of learning, an event that achieves the best educational services with the most efficient methods proven to be successful in planning and managing educational activities, the concept of total quality in education has two interrelated meanings: one is realistic and the other is sensory, and quality in its realistic sense means the educational institution's commitment to achieving real and recognized indicators and standards such as promotion rates, internal quantitative efficiency rates, and cost of education rates. as for the sensory meaning of quality, it focuses on the feelings and feelings of the recipients of the educational service, such as students and their parents, and it expresses the extent of satisfaction of the beneficiary of education with the level of efficiency and effectiveness of the educational service (Mahmoud and others, 2009, 28).

The pioneers of quality and thinkers have defined five conditions for implementing total quality sequentially rather than randomly, which are:

1. Training and teaching faculty and employees on the principles of Total Quality Management, its methods and methods, how to improve it, and what they need to implement it, as this leads to their commitment to the new model.
2. Teaching the administration, the commitment before implementation, as the director of the academic organization and his senior aides must undergo a training program on the foundations of total quality, and then it will be graduated to the managers of middle departments.
3. Establishing trust. When there is trust in the organization, workers will feel empowered and have more control over their jobs, making their jobs more effective.
4. Instilling pride in professional work, by recognizing the most innovative views and projects, because this will encourage faculty and staff to broaden their horizons, and develop their creativity as it suggests that trust exists even if errors occur.
5. Changing the culture of the organization, and before changing the culture of the organization the leader must understand how the current culture is emerging (Al-Shambari, 2012, 43).

Second: Organizational Change

Organizations of all kinds and forms are not fixed, but are in constant changes, and the change in these organizations is not evaluated by positive or negative change, but it can be said that it is a method by which changes are made, and therefore dealing with these changes so that this represents a special importance for each of Beneficiaries and members of this organization.

1. **The concept of organizational change:**

Explain (gerald) that organizational change is the administrative method whereby the organization is transformed from its current state into another more efficient case from among the expected development cases in the future and it is understood from that that the change is a management function exercised with the intention of developing the organization (gerald, 1994, 43), Organizational change was defined as an evolving strategy for education, aimed at changing beliefs, attitudes, values, and organizational structures, to suit new needs and to be able to cope with the challenges posed by large and accelerating changes in the social, cultural, economic and other environments (Al-Qaryouti, 2005, 32).

Change in education is also used as a synonym for reform in some writings, as "the changes represented in reforming the educational system show a specific type of change initiative in which the focus is often on pedagogical issues of teaching and learning" (Kezar, 2008, 15).

2. Areas of organizational change:

The application of total quality management requires many changes in the activities and operations of the organization, and one of the most important areas of change under total quality management as it sees it (Huisman & Pausits, 2001, 51) is as follows:

A. Organization culture: The success of the process of applying TQM depends on the culture of the organization and the extent to which it is consistent with the understanding related to the application of TQM, and the organization culture can be defined as a set of deep beliefs that relate to how to organize work and exercise authority, reward employees, monitor their performance, their discipline with work, and the degree of confidentiality Required.

B. Operations: The process is a group of activities that are interconnected or interacting with each other, which converts the inputs to outputs, and for the organization to achieve a high level of quality in its products, this requires redesigning the processes in part or in whole, so that the operations are consistent with the requirements of management comprehensive quality.

C. Organizational structure: An organizational structure is a means of achieving the goals of the organization, and the organizational structure can be defined as the means by which the organization's activities are divided, the way it is organized and coordinated, and the organizational structure results from organizational decisions related to four dimensions that include division of labor, the foundations of units, and the scope of supervision And delegate his powers.

D. Management style: It is necessary to adopt an administrative method that is appropriate to the application of the new concept, and this administrative method should be characterized by flexibility and give freedom to work and increase the space for independence, in addition to the need to give the president the opportunity to subordinates to participate in setting goals and making decisions and solving problems.

3. Change objectives:

The administrative leadership's efforts in change are related to a wide range of goals. There are traditional goals related to developing performance, raising the level of motivation, or increasing harmony between individual goals and organizational goals, as well as reducing the level of business turnover and the like. As for the modern goals, they are a natural result of achieving the new goals, which is developing competitiveness and improving the competitive position of the organization. Explain (Al-Attiyah, 2003, 55) that change has two goals, the first is to seek to improve the organization's ability to adapt to changes in its environment, while the second seeks to change the behavior of workers, and if the organization wants to achieve survival and continuity, it must respond to changes in its environment, when competitors provide a product Or a new service, and when the state legislates new laws, or any other changes in the environment, the organization needs to be adapted. Among the examples of adaptation are efforts to stimulate creativity, delegate greater powers to workers, and create teams, all of which are examples of change Response oriented diagram Pounds in the environment.

4. Change in higher education institutions:

The ability of universities in developing countries to resist the forces of change will decrease in the next decade, and the university education system and its organizations are able to adapt to these new demands and needs, which maintain the best aspects of their organizations and operations. Explain (Al-Abadi, 2006, 27) that change is a general phenomenon in our time, as changes in the economic and social fields have reflected on the educational field and its quality as an educational dimension in terms of improving the performance of teachers and students, developing programs and plans, strengthening ties between society and educational outcomes, developing financial and structural bodies Departments towards applied research, and the development of vital programs to link this with the development of capabilities, energies and skills, all of which came in response to the weak funding available, and linking education outcomes to the needs of society with the growing

needs related to the surrounding technological change, and the contributions of the university in supplying societies with human resources and its correlation with unemployment rates, the extent to which the university achieves its goals, the independence of universities, clarity of instructions and regulations and the structure of administrative and financial sectors, and the role of middle leaders, in addition to poor performance development for academics and administrators.

Explain (Abdel Baqi, 2005, 61) The results of organizational change programs in any organization are affected by a set of factors, the most important of which are:

- Leadership environment and the prevailing work environment: As the success of organizational change requires obligations on the part of management for these efforts, the leadership pattern may be the goal behind the programs of development and organizational change.
- Formal organization: It should be in harmony with the proposed development and change.
- Organizational culture: This refers to the habits, values, and patterns of behavior of groups, as well as the informal activities that they engage in in the work environment. Hence, the culture of the organization should be encouraged by the planned change.

Third: The relationship between total quality management and organizational change:

The TQM methodology includes making a number of required changes, in order to apply this methodology on solid and solid grounding and foundations, and since leadership patterns, organizational structures, cultures, systems and traditional policies have become a barrier preventing the organization from adopting this methodology, change is no longer an end in itself However, it is necessary to move the organization from its current position to a better future position than it is for the purpose of achieving and enhancing a competitive advantage, and this is what compels the organization to the process of changing that in order to provide all the appropriate regulatory requirements the organization's shift towards total quality management.

The primary challenge facing higher education institutions when applying the methodology for total quality management is to create adjustment and balance between providing stability in the service provided and bringing about organizational changes within the educational institution to produce products or services that meet the needs and desires of customers.

Practical results

First: Research field and rationale for selection:

For the purpose of fulfilling the characteristics of the researched university, the most important characteristics will be presented in Table (2). The reasons for choosing the field of research are as follows:

1. The importance of the role that universities play in building society in general and the target university for research, which is Samarra University in particular.
2. It is one of the distinguished, cooperative and understanding societies for academic work.
3. These organizations operate under conditions of crisis and in normal conditions without stopping.

Table (2) characteristics of the researched university

Characteristics / university	Year Founded	Number of colleges	Number of teachers	Number of Employees
Samarra	2000	7	567	5147

Source: Follow-up and Planning Department / Samarra University 2019-2020.

Second: Presenting the reality of the basic elements of total quality management:

Table (3) shows the arithmetic circles and the standard deviations related to the response of the respondents, and it is clear that the academic staff attitudes toward TQM applications at the university were positive in four elements of TQM, namely (organizational culture, support to higher quality management, continuous improvement, Quality Assurance), as these variables achieved higher mean arithmetic than the hypothetical mean, respectively (4.06). (3.68). (3.97). (3.74), and degrees of standard deviation, respectively (0.908). (106). (1.12). (102).

While the attitudes of the academic staff were neutral towards (process design), as this element achieved an arithmetic mean of (2.71) and a standard deviation score (89.8), so their views were that the university does not allocate sufficient resources for research and development.

Table (3) iterative distribution, mean, and standard deviation of the sample members for the elements of total quality management (N = 41)

standard deviation	Arithmetic mean	Repeat the answers					Paragraphs	dimension
		release	Scarcely	Sometimes	frequently	Always		
0.82	**2.55**	**6**	**8**	**13**	**8**	**6**	**X1**	Focus on students
0.84	**2.34**	**7**	**9**	**14**	**7**	**4**	**X2**	
0.90	**2.07**	**9**	**9**	**14**	**5**	**4**	**X3**	
0.83	**2.32**	**8**	**9**	**11**	**7**	**6**	**X4**	
0.86	**2.31**	**9**	**10**	**12**	**6**	**4**	**X5**	
0.85	**2.71**	**Results**						
0.88	**4.31**	**5**	**6**	**8**	**13**	**9**	**X6**	Organizational culture
0.91	**4.00**	**4**	**6**	**7**	**14**	**10**	**X7**	
0.96	**3.83**	**3**	**6**	**9**	**14**	**9**	**X8**	
0.89	**4.08**	**3**	**7**	**11**	**10**	**10**	**X9**	
0.90	**4.09**	**2**	**7**	**10**	**12**	**10**	**X10**	
0.908	**4.06**	**Results**						
0.90	**3.01**	**9**	**10**	**12**	**6**	**4**	**X11**	Process design
0.84	**2.90**	**9**	**10**	**11**	**6**	**5**	**X12**	
0.92	**3.88**	**8**	**9**	**12**	**6**	**6**	**X13**	
0.91	**3.55**	**8**	**10**	**10**	**7**	**6**	**X14**	
0.92	**2.01**	**11**	**8**	**12**	**5**	**5**	**X15**	
89.8	**2.65**	**Results**						
1	**4.01**	**4**	**8**	**9**	**11**	**9**	**X16**	Senior management commitment
0.92	**3.95**	**6**	**7**	**9**	**9**	**10**	**X17**	
1.2	**3.78**	**6**	**7**	**8**	**11**	**8**	**X18**	
1.1	**3.63**	**6**	**8**	**11**	**7**	**9**	**X19**	
1.2	**3.5**	**4**	**7**	**9**	**12**	**9**	**X20**	
1.06	**3.68**	**Results**						
0.907	**4.09**	**5**	**5**	**7**	**13**	**11**	**X21**	continuous improvement
1.04	**3.73**	**5**	**6**	**7**	**11**	**12**	**X22**	
1.07	**3.81**	**5**	**6**	**8**	**14**	**8**	**X23**	
1.05	**4.09**	**6**	**7**	**11**	**8**	**9**	**X24**	
1	**4.11**	**4**	**6**	**8**	**14**	**9**	**X25**	

1.12	**3.97**	**Results**						
1.04	**4.00**	**4**	**6**	**9**	**12**	**10**	**X26**	Quality assurance
1.06	**3.9**	**3**	**6**	**8**	**13**	**11**	**X27**	
0.92	**3.93**	**5**	**6**	**8**	**12**	**10**	**X28**	
1.1	**3.75**	**4**	**7**	**10**	**11**	**9**	**X29**	
1.08	**4.01**	**2**	**7**	**10**	**12**	**10**	**X30**	
1.02	**3.74**	**Results**						

Source: The results are extracted from the SPSS application

Likewise, modern and appropriate performance measures for different jobs do not establish total quality management applications at the university, and the opinions of the respondents in the sample were neutral regarding the element (focus on students), where he achieved a partisan average of (2.65), and a degree of standard deviation (0.85) and it became clear through their answer that There is a weakness in the programs set by the university to follow up on its graduates, and that education programs do not fit well with the needs that the labor market requires, and the university does not analyze labor market data to provide educational services that suit it.

Third: Presenting the reality of the fields of organizational change:

Table (4) shows the arithmetic mean and the standard deviations related to the response of the respondents in the direction of the areas of organizational change in the university were where they were positive in three areas, namely (organizational culture, organizational structure, management style) where these variables achieved arithmetic milieu respectively (3.98), (3.75), (3.89). And degrees of standard deviation, respectively (0.973), (1.03) and (0.98).

Table (4) Repetitive Distribution, Arithmetic Mean, and Standard Deviation of Sample for Organizational Change Domains (N = 41)

standard deviation	Arithmetic mean	Repeat the answers					Paragraphs	dimension
		release	Scarcely	Sometimes	frequently	Always		
0.907	**4.21**	**5**	**7**	**7**	**11**	**11**	**X6**	Organizational culture
1	**4.1**	**4**	**6**	**7**	**12**	**12**	**X7**	
1.1	**3.73**	**5**	**5**	**8**	**11**	**11**	**X8**	
0.94	**4.01**	**6**	**7**	**10**	**9**	**9**	**X9**	
0.92	**3.88**	**4**	**6**	**9**	**11**	**11**	**X10**	
0.973	**3.98**	**Results**						
0.90	**2.18**	**9**	**10**	**11**	**6**	**5**	**X11**	Processes
0.84	**2.89**	**8**	**11**	**9**	**7**	**6**	**X12**	
0.92	**3.18**	**9**	**9**	**10**	**6**	**7**	**X13**	
0.91	**3.55**	**8**	**10**	**9**	**7**	**7**	**X14**	
0.92	**2.18**	**9**	**10**	**11**	**6**	**5**	**X15**	
89.8	**2.79**	**Results**						
0.98	**3.99**	**5**	**6**	**8**	**11**	**11**	**X16**	Organizational Structure
0.91	**3.97**	**5**	**6**	**9**	**9**	**12**	**X17**	
1.2	**3.88**	**5**	**7**	**8**	**11**	**10**	**X18**	
0.99	**3.71**	**5**	**8**	**9**	**10**	**9**	**X19**	
1.1	**3.22**	**4**	**6**	**8**	**11**	**12**	**X20**	
1.03	**3.75**	**Results**						
0.91	**4.01**	**4**	**5**	**8**	**12**	**12**	**X21**	Mana geme
1.01	**3.80**	**5**	**6**	**6**	**11**	**13**	**X22**	

1.02	**3.71**	**5**	**7**	**7**	**12**	**10**	**X23**	
1	**3.99**	**4**	**6**	**10**	**10**	**11**	**X24**	
0.98	**3.98**	**4**	**5**	**9**	**12**	**11**	**X25**	
0.98	**3.89**	**Results**						

Source: The results are extracted from the SPSS application

While the academic staff's attitudes were neutral towards a variable (operations), as this element achieved an arithmetic mean of (2.79), and with a degree of standard deviation (89.8), their views were that the university does not really involve them in planning the change process and the change process is not made at an appropriate time And the university does not make the required changes in decision-making processes, and the university does not study its various procedures to simplify it and remove the ambiguity that surrounds it.

Fourth: Correlations between the search variables:

Through this paragraph, the first hypothesis of the research related to the correlation between total quality management and organizational change, which was formulated based on the research problem, will be validated. It is clear from Table (5) the results of the values of the correlation factor (Spearman) between total quality management and organizational change, where the correlation factor (Spearman) for the relationship between the two variables (0.836) at the level of significance (0.01), and this is a strong correlation and significant morale and positive, and Here it must be pointed out the proof of the first main hypothesis of the research.

Table (5) Values of correlation factors (Spearman) between total quality management and organizational change

Variables	Organizational change
Total quality management	****0.836** **P (0.00)**

Fifth: testing and analyzing the influence relationships between research variables

The statistical indicators shown in Table (6) were used to show the results and they were:

The calculated (F) has a value of (99.8) which is greater than the tabular value (F) of (7.08) at the level of significance (0.01), and this means that there is a statistically significant effect of the total quality management variable in the organizational change at the level (1%) i.e. With confidence (99%).

Table (11) Values (F –P-²R-β) of regression models for the effect of TQM on organizational change (N = 18)

Variables	**Organizational change**			
	F	**P**	**R²**	**β**
Total quality management	****99.8**	**0.92**	**0.69**	**0.92**

As for the value of the determination factor (²R) it reached (0.69), that is, the total quality management variable explains what is (63%) of the changes that occur in the organizational change, and the remaining percentage (37%) is contributed by other variables, and it is clear through the value of the slope coefficient Marginal (β) is estimated (0.92), the TQM variable, when it increases by one unit of standard deviations, will increase the organizational success by a percentage (94%) as a result of this test, it is clear to accept the second hypothesis, which states (there is a significant

effect of total quality management in organizational change), and here it must be noted that the numbers indicate the possibility of compatibility between research variables, which gives a strong impetus to the necessity of investing comprehensive management journals to achieve organizational change .

Conclusions and recommendations

First: the conclusions

1) The results of the research confirmed that the attitudes of the academic staff were high in four areas of researched for total quality management at the university, namely:

- Organizational culture: The university administration is based on promoting the appropriate culture that is consistent with the orientations of comprehensive quality management, and through the university organizing seminars, conferences and workshops to establish this culture among workers, and by focusing on that the culture of "quality is everyone's responsibility", and that the university organizes Training courses for workers to educate them on methods of quality education.
- The commitment of the senior management: The higher management at the university supports the applications of total quality management by all means, and supports the efforts of all workers towards achieving these applications, and respects the distinguished achievements of the workers and works to motivate them and reward them, and keep pace with the change management successfully, and works to provide the financial facilities necessary for the application processes, it strives to involve the different administrative levels in decision-making.
- Continuous Improvement: The University is continuously moving towards consolidating this approach to continuous improvement in its various philosophy and activities, as evidenced by its interest in updating courses and study plans periodically to be consistent with developments in the fields of specialization and society, as is evident by encouraging administrators and academics to improve and continuously improve their performance, And the continuous work to improve the quality of libraries in terms of type, quantity and diversity, and the continuous improvement in scientific research activities at the university.
- Quality assurance: The university is keen to ensure the quality of its educational and research services by encouraging academics to scientific research that relates to their areas of specialization, as well as by setting up educational and evaluation systems, procedures and methods that ensure students 'interest in studying, and the university focuses on the need to perform any activity and any work correctly From the first time, achievement levels are audited to ensure compliance with pre-defined performance quality standards.

2) The results of the research confirmed that the attitudes of the academic staff were neutral in two areas of research for total quality management in the university, which is (focus on students) as it showed that the university needs a greater focus on students by providing the university with an adequate level of services in support of the educational process, and focus On designing study programs in the light of the needs of the labor market, and programs for monitoring graduates need to be reconsidered, and the need for adequate attention to address student complaints first to be avoided in the future, and the second area is (process design) where it showed the university's lack of interest in There is a lack of coordination between the different colleges, departments and divisions of the university, and there is no effective administrative system that achieves the distinguished performance of the employees relatively, and the lack of effective and modern measures for its academic and administrative functions.

3) The results of the research confirmed, according to the responses of the academic staff, that the university applies organizational change processes, where their directions were high in three areas, namely (organizational culture, organizational structure, and management style), while the direction of the sample members was neutral towards the field of (operations), and this indicates that the university Keen to enhance organizational change processes in all its parts, and use them to bring

about positive organizational changes in achieving adaptation, compatibility and harmony with the continuous changes in the internal and external environment of the university.

4) There is a positive and moral correlation relationship and effect between total quality management and organizational change, and this means that the areas that have been approved help the organizational change succeed in the university, the areas of total quality management that have been approved affect the organizational change and this indicates the importance of applying management Total quality in achieving successful organizational change.

Secondly: recommendations

1) Permanent work to spread the culture of total quality in the university and at all levels by spreading the culture of total quality in the university at all levels, and that the university increase the organization of seminars, conferences and workshops on total quality management and the organization of training courses for workers in this regard, and the issuance of (Magazine) specialized in quality to encourage researchers to write and enrich them with quality issues and encourage their publication, and interest in communicating the philosophy and principles of comprehensive quality management for workers in a convincing scientific method, because it would neglect this topic to resist this application, which will inevitably delay this application and what will keep it away from p N His goals.

2) Directing more attention, focus, and attention to the field of process design, which is an important aspect of the application of total quality management in the university, through reviewing the design of administrative and academic processes in the university in general, and focusing on coordination between departments in an integrated manner in line with the overall quality management and application of a system An effective manager who achieves outstanding performance and updates appropriate performance measures for all academic, administrative, and service functions in line with total quality management, and a quality guide for all employees, departments, and departments at the university.

3) Directing more attention and focus to the field of focus on students by activating and strengthening the graduate section of the University's Student Affairs Department and providing it with competencies to care for this segment and follow-up after graduation because of the reputation and fame it reflects for the university, and attention to programs and decisions that open up to students broad prospects in the job market , And that the university develop plans that help them absorb after graduation, and the university should intensify its efforts in applying curricula and methods to improve the quality of graduates.

4) For the success of the positive organizational change process at the university, decision-making must be in light of the criteria for total quality management.

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