Ways and indicators of ensuring the quality of the educational process in educational institutions

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Abstract
Educational institutions, nowadays, are linked to the principles of quality and quality management, which in turn express the essence of education and upbringing, including all its dimensions of inputs, processes, outputs and feedback, as well as continuous interactions that lead to achieving the desired and necessary goals.

Accordingly, many of these educational institutions in all different countries of the world were keen to adopt quality in curricular and extracurricular educational activities as a work curve and approach capable of developing the educational process and hence the educational and pedagogical system in order to maintain the confidence of customers and local community institutions on the one hand, and on the other hand to satisfy all expectations. Beneficiaries include professors, administrators, students, parents, and others, in a way that ensures the establishment of a base of values and principles and the building of a deep culture capable of improving the efficiency and effectiveness of training within these institutions.
Keywords: Quality, comprehensive quality, quality of the educational process, quality of education, educational institutions.

Introduction:
Education plays an essential role in the development and progress of societies, and has become a high position among societal institutions at the local and international levels. It has also become the main focus of knowledge and effective management of changing societies. Educational institutions today are institutions that create knowledge and incubate creativity and innovation in various scientific fields, and based on this importance. The importance of education at all levels and stages, starting from the primary stage up to the university stage, has become a necessary requirement for working to develop and modernize its systems and improve the quality of education. This comes through ensuring and adopting quality as a basic input for improving performance in these institutions.

Accordingly, the interest in quality in the field of education has increased by improving the educational process to the extent that guarantees us the advancement and development of all systems of society, especially after the economic changes accompanying the scientific and technological explosion and the expansion of education. Therefore, the educational systems in these institutions face a major challenge, which is improving the quality of the educational process, which stops. It depends on the educational process in these institutions and from there the development process in society, as many studies have confirmed that the main challenge for educational systems is not only limited to providing education to all, but also extends to ensuring that it is provided with high quality.

The emergence of the need for educational institutions, the weakness of educational standards, the weak achievement levels of students, the emergence of signs of weakness in the performance of those involved, and the need to promote an educational culture that supports development and modernization, are all reasons and factors that accelerated the necessity of relying on comprehensive quality in all educational activities and in all Educational levels in order to reach an effective educational environment that allows providing the resources students need and developing their levels to meet new academic and social challenges and preparing and qualifying them to refine various knowledge to meet the needs of society and contribute to the advancement of human thought and encourage them to be creative, initiative and scientific research, in addition to developing the education process and Learning and carrying out a comprehensive

evaluation of educational activities and diagnosing their deficiencies and weaknesses in inputs and outputs so that it turns into real development and actual control of the quality of the educational process.

Therefore, our problem revolves around answering the following questions:

1- What is quality and total quality?
2- What are the principles of applying comprehensive quality in educational institutions?
3- What are the mechanisms and indicators for achieving quality within educational institutions?
4- What are the aspects of quality in the educational process?

Objectives of the article:

- Learn about the concept of quality and total quality.
- Identify the quality steps that must be applied in educational activities within educational institutions.
- Identify the most important obstacles that prevent the application of quality in the educational process.
- Recognizing the importance of the mechanisms and methods necessary to achieve comprehensive quality during the educational process.

The key concepts of the article:

Among these concepts central to our research we find: quality, total quality in education, total quality management in education, and the university

1- The quality: Linguistically: Whoever is good, meaning he does good in words or deeds, he masters the thing and makes it good. Good is the opposite of bad, and the thing comes with its quality in the sense that it becomes good **(Ibn Manzur, 2005, p. 234)**

Terminologically: Quality is a word derived from the Greek word (qualifies) means the nature of the thing and the degree of its goodness.

The American National Institute defines quality as "the set of characteristics and characteristics of a product or service whose ability to affect customer satisfaction is specific, clear, and implicit." **(Al-Samarrai, 2007, p. 24)**

The Oxford Dictionary also defines quality as "a quality or degree of competence possessed by something or the degree of excellence of a good quality of a product." **(Bachio, Al-Barawi, 2008, p. 169)**

The quality is according to the standard definition that carries the ISO number (8402It is "the integration of features or characteristics into a product or service in a way that enables it to meet specific or implicitly known needs and requirements." **(Al-Tamimi, 2008, p. 14)**

Based on these previous definitions, it can be said that quality is a characteristic resulting from following a set of specific standards and specifications to achieve a certain quality. As for quality in education, it is a method of work that aims to improve and develop the various elements of the educational process, including inputs, processes, outputs, and feedback that it adopts. Those responsible for education aim to adapt it to the needs of its clients, including students, parents, employers and society, based on specific educational standards and standards.

2- Total Quality (Education): Comprehensive quality in education means "a set of characteristics and attributes that accurately express the essence and condition of education, including all its dimensions: inputs, processes, outputs, and feedback, as well as continuous interactions that lead to achieving the desired goals that are appropriate for everyone." **(Al-Bilawi et al., 2006, p. 21)**

Comprehensive quality in university education also refers to "that strategic plan implemented by the university for the continuous development of the processes it carries out, including the development of faculty members, teaching methods, student evaluation, and others, in order to ensure the quality of its outputs and then achieve its goals, perform its mission, and meet the needs of the labor market**." (Taimah, 2004, p. 430)**

Therefore, comprehensive quality in education is everything that will develop and modernize the educational system Educational, which is also the totality of the qualities and characteristics related to the educational service that meets the needs of learners.

3- Total Quality Management: Afifi defines the management of comprehensive quality in education as "planning, organizing, implementing and following up on the process according to specific and documented systems that lead to achieving the university's mission of building human beings through

providing distinguished educational service and balanced personality building activities." **(Al-Samarrai, 2007, p. 37)**

It is also known as "a system through which inputs, namely individuals, methods and devices, interact to achieve a high level of quality, whereby workers actively participate in the educational process and focus on continuous improvement of the quality of outputs to satisfy the beneficiaries." **(Al-Tarturi, 2006, p. 76)**

Hence, total quality management is an administrative process that seeks to provide a distinguished educational service according to a specific system with the participation of all actors in this educational institution.

4- **Educational institution:** It is a place where community groups of different ages meet, and where they are educated and provided with a lot of different information and knowledge according to the type of this educational institution. This educational institution consists of faculty members or teachers, students, parents, and administrative bodies, and the students stay there. In this institution to receive education and learn for specific periods of time.

The educational institution has several types, depending on each stage of study, and its function is according to this stage, and they all aim to refine behavior and change it for the better, and provide the necessary knowledge and information to students in a way that allows improving levels and empowering learners for social life.

5- Quality of the educational process: It is the fulfillment of the activities of the teaching process (the curriculum, the student, the learner...) with the quality standards and goals to be achieved in order to achieve high outcomes and thus achieve educational effectiveness.

Theoretical approaches to study quality in educational institutions:

Many scholars and thinkers contributed to crystallizing and formulating the basic principles and approaches to the philosophy of total quality management. The pioneers opened wide doors for researchers to give their input in this field, which enriched this theory with an abundance of theoretical and applied information and results despite its modernity compared to other administrative theories. Among thèse prominent scholars are ; We find:

1- **Entrance by Walter Shewart :** (Al-Samarrai, 2007, pp. 80-81)

Shewart is considered the first pioneer of contemporary quality control. He saw that continuous development is one of the manifestations of total quality failure. He developed a design that is very similar to the scientific method in continuous development, which he called the circle (Plan, Action, Review, and Implementation). Thèse éléments mean the following:

- The plan: In which the process that will be developed is selected and determined after the current situation is reviewed, and where and when the problem occurs is determined? How can work satisfaction with outputs be measured? Then there is an analysis of the processes with the aim of identifying possible causes, followed by a development proposal that requires developing a strategy to collect the data required for this development.

- The job: It is intended to test the proposed development on a limited scale in an environment that can be controlled and monitored.

- Auditing: Data is collected and analyzed to determine whether the proposed development is accepted and satisfied by the customer or not.

- Implementation: In it, effective changes related to the process are implemented, by linking it to the ongoing system process.

Shewart also distinguishes between two types of quality**: (Al-Mahlawi, pp. 116-117)**

- Objective quality: This type of quality means the quality of things as an objective, targeted reality independent of human existence.

- Personal quality: It means the quality of things attributed to human feelings and feelings as a result of objective truth.

He also focused on the necessity of linking the two aspects of quality (objective and personal), that is, the necessity of its presence in the product.

2- **Entrance of Edward Deming:**

Many aspects of the progress that has been achieved for total quality management are due to Deming, so he is considered one of the most prominent founders of this approach. Deming saw that "senior management

often blames workers for things that do not originally fall within the scope of their competence, and this is what needs a complete transformation." "For the main style of management, he believed in encouraging and engaging employees and making them able to contribute to continuous improvements through their understanding of processes and how they can be improved."

Deming summarized his philosophy and methods in fourteen points for total quality management, which are as follows: **(Al-Taie, Qadada, 2008, p. 267)**

- Creating consistency with the aim of improving the quality of goods and services, while setting goals to improve quality in the organization and disseminating them to be known by everyone.
- Adopting the new philosophy, as the organization cannot coexist for long with the currently accepted levels of delays, errors, and defects, and management must stimulate the change process.
- Do not rely on comprehensive examination for quality purposes and replace it with statistical evidence on the quality level.
- Focus on selecting suppliers and purchasing while establishing a long-term relationship with the supplier.
- Diagnose problems and adopt continuous improvement of the product and processes.
- Adopting the modern method of training.
- Adopting modern methods in supervising workers.
- Eliminate fear among employees so that they can work efficiently and effectively for the company.
- Removing barriers between departments, encouraging cooperation and creating work teams.
- Not adopting quantitative goals and unrealistic slogans for workers by asking them to achieve new levels of productivity without providing them with the means.
- Failure to adopt quantitative standards in production.
- Remove obstacles that give employees pride in their jobs.
- Encouraging education and self-development for every individual.
- Making changes in the organizational structure in senior management so that everyone contributes to advancing the process of change and transformation.

3- <u>Introduction by Joseph Juran:</u>(Al-Daradkeh, 2006, p. 26)

Juran is considered one of the most important pioneers of quality in the modern era after Deming. In 1986, he presented a comprehensive way of thinking about the issue of quality, which he called the Quality Trilogy. It adresses the issue of quality through three processes:

- <u>Quality Planning:</u> It is done by building a quality level program through which the quality process can be followed, and the goal of planning is to develop products, services, systems, or processes that make it easier for the organization to know the expectations of the beneficiary.
- <u>Quality control and control:</u> It is done by evaluating the actual performance of the production or service compared to the targeted performance, identifying deficiencies and trying to reduce the gap between achievement and the set goals, then continuing effective control using statistical methods to address the deficiencies.
- <u>Quality improvement</u>: It is a continuous process that depends on:
    - Building positive attitudes towards the need for development and improvement.
    - Establishing an organizational structure that suits achieving the goals.
    - Develop a training program for improvement and infrastructure development.
    - Build specific action plans to solve problems.
    - Preparing reports on the extent of improvement in implementation.
    - Forming special teams to improve quality and preparing sufficient supplies to make the work of the improvement teams successful.

    Accordingly, we see that Juran presented a method based on implementing programs to improve quality for different parts of the organization.

4- <u>Entry by Philip Crosby:</u> (Al-Samarrai, 2007, pp. 98-100)

He is one of the employees of Total Quality Management in the United States. He published many books in this field, and his philosophy included that senior management is responsible for quality first, then rewarding and educating workers, in addition to the necessity of reducing the cost of quality, then emphasizing protection instead of the inspection method.

Crosby believes that it is necessary to provide a special system for each process or practice in a way that integrates with each other as a condition for achieving quality, along with the necessity of communicating with customers.

With all these ideas and opinions, his philosophy is centered on his own program, which included the juice of his ideas, and he defined it with fourteen points. she:
- The belief and conviction of senior management in the importance of quality and commitment to it.
- Forming work teams representing the organization's departments.
- The need to measure quality and display maps in order to create a quality improvement program.
- Providing a measure of performance by determining the cost of quality and improving quality.
- The cost of poor quality is borne by all employees.
- Suitable preparation for diagnosing and analyzing problems.
- The organization's employees understand the necessity of achieving defect-free production.
- The need to train management levels to realize the importance of improving quality.
- Nutrition of management for the culture of flawless production day in the organization.
- Set goals for each individual to measure.
- Diagnosis of problems and suggestions for eliminating those problems.
- Organizing administrative leadership meetings to generate new ideas for further improvements.
- Continuously repeating the quality improvement process.

Obstacles to applying comprehensive quality in educational institutions: When applied in educational institutions, total quality management faces several obstacles, including:
- Conflicting demands of beneficiaries, including students, faculty members, administration, society, and other beneficiaries, which hinders reaching an agreement on a unified vision to respond to their desires.
- The weakness of the financial system and the difficulty of financing other than traditional sources.
- Lack of conviction in the importance of obtaining feedback from students.
- Centralization in policy setting and decision making.
- Lack of availability of trained and qualified personnel in the field of total quality management. **(Al-Taie, Qadada, 2008, pp. 247-248)**

Some scholars also point out some obstacles, including:
- Educational institutions are characterized by a weak ability to change like other institutions.
- Faculty members fear that they will lose their privacy and be exploited as a result of Total Quality Management's emphasis on the importance of teamwork.
- Total Quality Management is concerned with continuous improvement and not making radical changes.
- The origin of total quality management was in the industrial sector. This is what made it difficult to apply it in the service sector because each sector has its own characteristics that differ from the characteristics of the other sector.
- Loss of trust between the actors and the existence of poor communications and relationships between them.
- Rushing results without necessary and careful planning.
- Insufficient appreciation of human competencies and talents.

Principles of comprehensive quality management in educational institutions:

Quality systems in the field of education and pedagogy work to keep pace with changes, given that education is a tool for the formation of human resources, by creating advanced mechanisms to develop university management. All of this is done by following basic principles of comprehensive quality management, which are as follows: **(Ashraf Al-Saeed, 2007, text 138-141)**
1- **Customer focus:** By adopting their wants and needs, TQM seeks to meet the expectations of students, faculty and workers as internal customers, and community institutions, governments and financing institutions as external customers.
2- **continuous improvement:** The essence of total quality is to make every aspect of operations meticulously optimized, within the scope of the daily duties of the individuals responsible for them.

3-   **Applying the principles of the system and continuous training for employees:** So training must be linked to improving quality.

4-   **Focus on teamwork:** By achieving cohesion and cooperation between departments and between administrative bodies and workers and plant the spirit of self-participation and working as a team.

5-   **Comprehensiveness:** It means that responsibility for quality is shared between all levels, all employees, and all internal elements and components of the system.

6-   **Shared vision:** It is the unified orientation of the organization as a whole, and it is a culture that supports quality and makes quality a slogan for all organizational units.

7-   **Fact-based decision making:** Taking into account objectivity and honesty in presenting data and using sound scientific approaches and methods in analyzing information.

8-   **Senior management pledge:** Senior management is directly responsible for achieving quality, which must declare its clear and strict commitment to quality, along with its commitment to the philosophy of comprehensive quality and the desired goals through the participation of the actors and creating a positive climate that makes them perform their work with enthusiasm and motivation.

9-   **Employee reward:** The application of quality requires giving employees incentives that help satisfy their needs and push them to make a great effort to achieve the desired goals.

10- **Self-evaluation and performance improvement:** Practicing continuous and periodic evaluation and evaluation would improve the performance of actors and increase their skills, capabilities and competencies.

Accordingly, quality in educational institutions, through its principles, works to create an appropriate educational climate that meets most of the desires of its actors.

The basic axes of implementing quality in educational institutions:

Most writers agreed unanimously on distributing quality standards in education into nine axes, as follows: **(Al-Samarrai, 2007, p. 42)**

1-   **Student saxis:** The student is the cornerstone for which the educational process was established, and the quality of the student means the extent of his qualifications to be able to absorb knowledge.

2-   **Professors axis:** Professors have a major role in completing the educational process, and what is meant by the quality of teaching staff, according to UNESCO, is that they possess competencies related to teaching resources and humanitarian and evaluative competencies...etc

3-   **Curriculum focus:** There must be a balance between authenticity and modernity. Preparing curricula in terms of level, content, method and style are among the factors linked to the quality of university education.

4-   **Administrative leadership axis:** The leader plays a role in managing the quality of the educational institution, the quality of strategic planning and monitoring activities...etc

5-   **The focus of physical capabilities**(**Al-Samarrai, 2007, p. 43**):

6-   Educational buildings and the halls, ventilation, lighting, etc. they contain affect the quality of education and its outcomes. The more they are improved and completed, the more efficient the actors in the institution will be.

7-   **The focus of the university's relationship with the local community**: The function of the university is to serve and advance society, and this requires that the university place its material and human capabilities in the service of society.

8-   **Diversity and disparity axis among educational institutions:** This indicator is linked to the productivity of these institutions in terms of the outputs that society needs, so that they must be of high quality and have a great deal of qualifications and competencies that allow them to easily manage society's institutions.

9-   **Performance evaluation focus:** To raise the efficiency and quality of education, the performance and efficiency of quality elements must be improved, and each element needs standards for its evaluation, provided that they are clear, scientific, and specific.

Mechanisms and requirements for achieving quality in educational institutions:(Tools-Requirements)

Achieving quality in educational institutions requires the application of many mechanisms and requirements, including: **(Al-Bilawi et al, pp. 363-365)**

-   The presence of support and support from the leaders of these institutions (director, minister...)

- Customers and leaders have a good understanding of quality concepts and requirements.
- The presence of continuous and distinct communication channels between the various parties of the educational process to facilitate the correct understanding of the principles of this quality.
- Opening the way for all actors in the organization to be partners in decision-making.
- Providing a climate of trust, respect and human relations among employees.
- Spreading team spirit among professors and other stakeholders, especially during the teaching process.
- Constant concern for professional development and continuous learning for the institution's employees, especially faculty members.
- Encouraging various forms of creativity that invest in competencies and talents.
- Focusing on satisfying the needs of the individual, especially those with special needs.
- Encouraging commitment to professional values and ethics among educational staff members.
- Defining precise standards for evaluating employees' performance, educating them, and organizing ongoing meetings that ensure employees' knowledge of these standards before accountability that is, measuring quality within the organization on a periodic basis.
- Allocate rewards and incentives to all employees so that they perform their work with high quality.
- Encouraging innovation, initiative and continuous improvement for all clients.
- Adopting flexibility in applying regulations and laws and appreciating general and specific circumstances.
- Readiness to accept global trends, whether in administration or teaching, and apply appropriate ones.
- **Aspects of quality in the educational process:**

  The success of the educational process is often linked to the quality of actors in the educational field, starting with the teacher, the learner, the curriculum, parents, buildings...etc. They are those concerned with it and at the same time able to achieve it, so we must focus on them through:

1- Learner quality:
- Improving his motivation to learn (satisfaction with the learning environment)
- Continuously improving his learning results (enthusiasm and high self-esteem).
- Providing more joy and fun for learning (absence of fear factor)
- Better relationships with colleagues and teachers (Mutual positive support).

2- Teacher quality:
- Less effort in learning processes.
- Increase their enthusiasm for improving learning (appreciation of efforts and participation in school decisions).
- Working in a team spirit with colleagues, school administration, and parents.
- Good Relationship with surdents.
- Continuous professional development to stay at the peak of outstanding performance.

3- Quality in school management:
- Collaborative school environnement.
- Improving the productivity of students, workers and teachers.
- Improving the school's relationship with parents and the community.
- The administration's focus is on the satisfaction of students, teachers, stakeholders, and parents.

4- Quality and school system:
- Searching for the roots of problems and solving them objectively and scientifically.
- Group works in school.
- Improving the motivation of students and teachers to learn and meeting their needs and aspirations.
- Planning in school work.
- Optimal use of human resources and available capabilities.

In general, the quality of the educational process includes all aspects of teaching in classroom situations, teaching methods, and classroom activities, with students understanding all of these activities, participating in them, and improving group work in order to achieve the lesson objectives. Without neglecting the desires and ambitions of the students and involving them in planning the

lesson, this contributes to achieving quality in aspects of teaching performance and increases the competitiveness of all employees in the teaching position.

Conclusion:

No matter how many positions and opinions there are regarding the application of total quality in educational institutions, between supporters and opponents, the opponents agree that the principles of total quality management do not apply to educational institutions because the field of education differs from other administrative fields. As for the supporters, they base their position on a basic result, which is that Customers, whether they are students, professors, or administrators, need an educational product that improves their performance to reach the highest levels of quality, and educational institutions are institutions no different from institutions in other fields.

All this difference does not in any way erase the possibility of applying comprehensive quality in educational institutions if there is a strong will and solidarity from all actors and clients in these institutions.

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