



Study No. (1)

Introductions to build a system of total quality management at Al Zaytoonah University of Jordan

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The application of the concept of quality is delayed in educational institutions, and the talk is only about the quality and relevance in conferences and meetings, despite the availability of all the physical and logical components to do so. The reason for the delay is that the norms and standards dealing with quality built purely on economic grounds, and went to improve the performance of industrial and commercial enterprises, and later service.

Although the bodies that are responsible for higher education institutions such as ministries of higher education or boards of higher education or institutions of higher education have set specifications and conditions for the adoption of the public and the provision for each educational institution in their respective countries, but these specifications and conditions remained the minimum standards of desired quality in the institutions of higher education, and keeps away the principles of quality management, which include: the theory of leadership and full participation, governance processes, and sustained development and make decisions based on facts.

With the shift in the global community to knowledge economy and the increasing interest of higher education institutions for the role they play in the development of advanced societies and accelerate the pace of development in some of them; many universities and faculties began to adopt quality management systems to achieve excellence and good reputation and maintain the high pace of development and to cope in societies characterized by changes rapidly and growing needs, the requirements of labor markets to innovative better specialties and specialized expertise qualified and more prepared to face future challenges.

The decision of the leadership (senior management) to build a quality management system in the educational institution is the most important step of all, leadership is the defining quality policy that has to be followed, and its own established to all participating in building a quality management system and its implementing and developing it through

adopting a clear and unified method for all activities institution.

The quality management system ISO means the system, which the International Organization for rationing (International Organization For Standardization) founded and identified its features, it is a non-governmental organization based in Geneva of Switzerland and has officially started work in 1947. It took this name (ISO) from the Greek word (ISOS), which means equality, and in the specification means equality of something compared with the standard. 900 technical committees' works in this organization issues and reviews about 80 standard specifications every year.

Applying the ISO quality system means applying a series of documented specifications and systems to ensure quality assurance processes and activities for the management of total quality, which may be in the (factory, or company, or bank, or a hospital, school, or university ... etc.). The first ISO system which is universally is (ISO9000) in 1987, and was amended in 1994, then was developed to ISO9000-2000 system in 2000. This system has facilitated trade and international services and to develop cooperation in intellectual, scientific, technical, economic activities, and it united the used patterns and principles throughout the world because it created a unified refereed standard.

The quality system has passed in several stages of maturity and the is considered a global standard. These stages can be illustrated and compared in Figure(1), which shows the phases of the evolution of the system associated with the covered areas; if the beginning adopted measuring the quality of the product or service to examine the output and compares it with planned output in order to match, we find that the next stage adopted the principle of control during implementation to try to avoid errors before they occur, The third phase has exceeded that by the supervision and follow-up to confirm (to ensure) quality from the start or before and before starting implementation, i.e. at the stage of preparation and planning when designing the required output. In the final stage, it had reached to a fixed mechanism and basis to build a comprehensive quality management system, which has covered five areas related to product quality, namely: matching, performance, design, optimization, and cost.

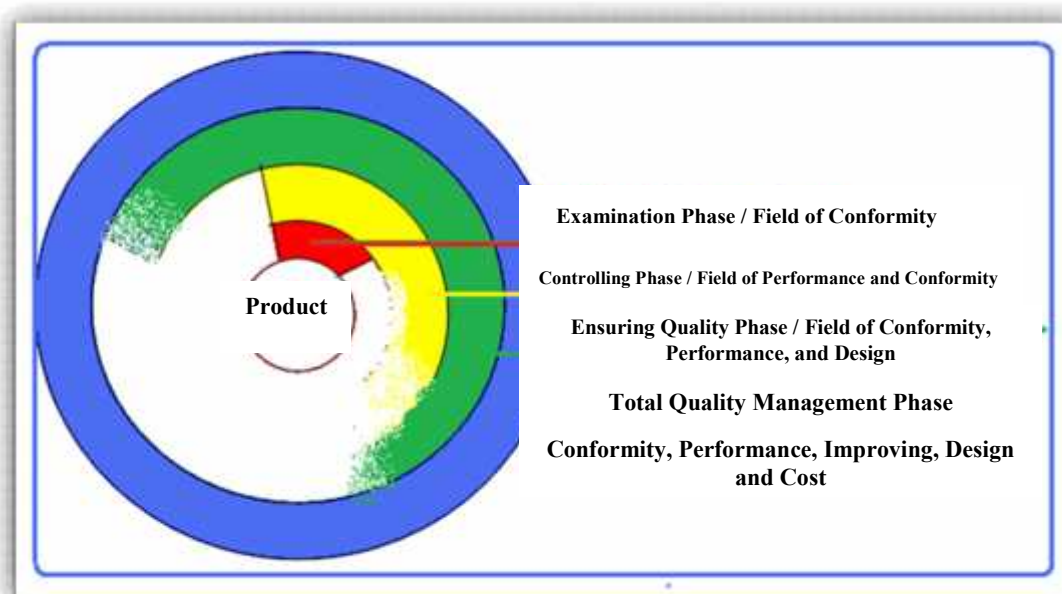


Figure 1 The development the concept of quality

The purpose of the application of quality management system is without adoubt, putting an administrative and a particular preventive system to prevent non-compliance cases, which includes all the terms and conditions that must be met by establishments to ensure the quality and performance adequacy of the activities and processes that affect the quality of the product or service, resulting in the end (product or service), according to the specific requirements, which leaves its impact on the beneficiaries of all employers, employees, consumers and users of this product or that service.

### **The difference between a system of total quality management in universities and management system ISO**

Table (1) illustrates the difference between following instructions and specifications of the quality management system that was established by the International Organization for Standardization (ISO), and the adoption of the idea of building a comprehensive quality system in educational institutions. It turns out that the most important differences between the two approaches is the human factor and its actual and effective role in achieving the goals of the desired quality, the educational process cannot simply be classified within the productivity categories, or commercial or service, because the educational process conservatively based on the human factor does not permit to set limits on short, or temporal, or spatial between the elements of the educational institution and its functions.

Table .1: the difference between quality in educational institutions and other institutions

Total Quality Management System in Education	Quality Management System according to the specifications (ISO)
Associates with a common strategy for the University	<b>Associates with quality policy</b>
Concentrates on the customer (?)	<b>Concentrates on system</b>
Concentrates on academic philosophy and concepts.	<b>Concentrates on procedures</b>
Depends on the employees' participation and their awareness.	<b>Depends on employees abiding</b>
Continuous and endless improvement.	<b>Unsustain improvement</b>
Each individual is responsible for achieving quality criteria	<b>Each individual is responsible for his/her procedures</b>
Depends on the integrity and ethics	<b>Depends on the job description of the individual</b>

The privacy which is characterized by higher education institutions of universities and colleges, institutes and educational programs derives from the fact that the inputs, components, outputs and their customers are the human element. It is the raw material, a product and the producer, and the client as well; this is reflected directly on the quality policy of this institution.

And because the attention to quality and its identification and development which has a central aim that is "customer satisfaction", as defined in the ISO 2000: group of features that characterizes the product and make it responsive to the needs of the declared compliant or able to meet them; it can pose a question strongly in the academic medium: How can we define the elements of quality system in educational institutions? The answer is not without overlap between the elements and components of the quality system in higher education institutions and uncertainty at times. However, the elements can be classified as follows:

- Member of the academic staffs is a duplicity that must be dealt with; s/he is known as the production materials of knowledge, s/he is in need of training, habilitation, rehabilitation, and evaluation to ensure his/her relevance to the objectives of the learning process. S/he is a significant customer to the institution. Ensuring supplies needs and conditions for creativity in the areas of scientific research and educational performance and educational essential for achieving the goals of the institution.
- The student represents the case of three-dimensional construction of the quality system within the educational institution, s/he constitutes the raw material (primary) as an important input of the educational

system, and represents a product basis (learning outcomes), which must be characterized by the specifications responsive to the needs stated in an educational institution and be able to meet them, s/he is the most important customer of the educational institution. All of its objectives is to achieve satisfaction and ambition.

- The society represents duplicity of logic when talking about the quality of the educational institution. It forms the base and the environment in which the institution operates and affected all of its cultural, social, economic, legal and even political. It also represents the first beneficiary customer of the educational institution mission, and cannot determine the objectives of the Foundation without returning to actual needs. The institution future vision is linked to the wheel of its progress and development.
- There are several attempts to simplify this overlap for some through the adoption of a superficial classification; considering that the academic member and the student are the two inside works for the educational institution and the community is an external customer. We feel that this overlap in the elements and components of educational institutions quality system is a factor of strength not weakness, as shown in Figure (2), and must take into account these interactions as they are in determining the quality policy of the educational institution, the most important thing is to involve everyone in it.



Figure (2) Interactions between the elements of the educational institution and the environment

The accreditation body in Jordan mainly adopts the following standard in determining the twelve criteria to measure the level of quality assurance in higher education institutions of Jordan:

ISO/IEC 19796-1:2005 -- Learning, education and training -- Quality management, assurance and metrics

It is the same standard followed by most universities in the world, but at Al Zaytoonah University, we seek to build a comprehensive qualitymanagement system not only in response to the requirements and standards of accreditation body, but because we believe that this system will provide us with the following:

- 1) Control all the procedures and processes within the university.
- 2) Unify the models related to action and coordination at the university.
- 3) Notify all employees at the university about working procedures.
- 4) Determine the powers and responsibilities of employees at the university.
- 5) Distribution of tasks to by all concerned.
- 6) Ensure the application of procedures through review and audit.
- 7) Obtain customers and beneficiaries satisfaction.
- 8) Improve the quality of performance and production at the university.
- 9) Stabilize of the quality of educational outcomes at the university.
- 10) Reduce the total cost mark (money, time and effort).
- 11) Decisions making are based on documented facts and information.
- 12) Continued development of performance and educational outcomes.

In addition to the capability of applying for the certificate of quality assurance accreditation body, and apply for a certificate of international ISO, as well as the collection of a prominent place in the process of classification of Jordanian universities.

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