

OBSTACLES TO THE APPLICATION OF TOTAL QUALITY MANAGEMENT FOR TEACHERS OF SOME FACULTIES OF PHYSICAL EDUCATION AND SPORTS SCIENCES

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Abstract

This research aimed to reveal the obstacles to the application of total quality management in some colleges of physical education and sports sciences in Iraq from the point of view of the research sample and to reveal ways to overcome these obstacles by answering the question What are the most important obstacles in the application of total quality management in some colleges Physical education and sports sciences in Iraq from the point of view of the research sample. To answer this question, the researchers built a scale consisting of (34) phrases that include obstacles related to the administrative body, obstacles related to the teaching staff, obstacles related to the university facility, obstacles related to scientific research, obstacles related to community service .

And the research questions need to be answered, so the researchers used the descriptive approach in an analytical method because it suits the topic of the research. The research community may consist of deans of colleges and institutes, directors of centers, heads of scientific departments, officials of people and quality assurance units in some faculties of physical education and sports sciences in Iraq.

The researchers relied on selecting a sample of his research on the simple random method, where the number of sample members (190) were chosen from three colleges of physical education and sports sciences from the Iraqi





universities of Iraq: (Tikrit, Mosul, Kirkuk), the scale was applied to this sample and the treatment. The data was used using a set of statistical methods. The responses of the research sample were analyzed and the results were obtained that there are some obstacles that prevent the application of total quality management in some faculties of physical education and sports sciences in Iraq, which have been diagnosed and can be overcome through the proposed methods and in light of these Results. The researchers recommended a number of recommendations and suggestions.

Keywords: administration, obstacles, total quality, teachers.

1-1 Introduction:

“Total quality has become the focus of attention for most countries of the world as it is a basic pillar of the new management model that allows it to keep pace with global developments by keeping pace with international and local changes in order to adapt to them” (Khouli, 2005 , 34) , a faculty member in Iraqi universities is an important pillar of the educational process, and is very important. In order for higher education institutions to reach the level required for academic accreditation and the application of total quality management, the education process takes a broad interest in his daily thinking and the ideas he presents that serve the educational process and the development of his educational institution. Education and the provision of community services, and (Mahrous bin Muhammad Ghabban, 2003) points out, “There are a set of challenges facing education in general as justifications for its development by following the method of strategic planning. Development in the educational process, educational resources and the services it provides to society (Ghaban, , 2011 , 56), and here comes the importance of the current research in the field. He went to identify the strengths and weaknesses in the faculties of physical education and sports sciences in some Iraqi universities, and try to identify and improve the strengths and weaknesses, and address them.

1-2 Problem Research

The faculties of physical education and sports sciences in Iraq and the Arab world are seeking to obtain academic accreditation, and very few have obtained that accreditation, but many of those faculties are striving to obtain academic accreditation, and the obstacles in the application of total quality management



and the lack of solutions to them is what It is forbidden to obtain academic accreditation, so researchers in this research shed light on these obstacles and find solutions to them. On these obstacles for improvement and development in the application of total quality management, where the researchers' sense of the current research problem in the light of the results of studies, educational conferences and scientific symposiums that were held in some colleges of physical education and sports sciences in Iraq, and based on the above, the current research problem is focused on the question the following:

What are the most important obstacles that stand in the way of the application of total quality management in some faculties of physical education and sports sciences in Iraqi universities from the point of view of the teachers?

- What are the ways and solutions that guarantee overcoming these obstacles in the application of total quality management in some faculties of physical education and sports sciences in Iraq?

1-2 Research Objectives:

Building a scale to identify the obstacles to the application of total quality management in some faculties of physical education and sports sciences in Iraqi universities.

- Identifying the differences in the obstacles in the application of total quality management in some faculties of physical education and sports sciences in Iraqi universities and finding solutions to overcome them.

1-3 Research Areas:

The human field: teaching some faculties of physical education and sports sciences in Iraqi universities.

Spatial domain: the faculties of physical education and sports sciences in (Tikrit, Mosul, Kirkuk).

Time range: the period from 1/15/2022 to 3/20/2022.

2-1 Research Methodology:

The researchers used the descriptive approach in both survey methods and interrelationships for its suitability and the nature of the research.

2-2 Research community:

The research community consisted of teachers holding master's and doctorate degrees in some faculties of physical education and sports sciences in Iraq for the academic year 2021-2022, as their number reached (190) teachers distributed over (3) colleges. The number of the sample was (190) teachers who



were tested from three colleges of physical education and sports sciences in Iraq: (Tikrit, Mosul, Kirkuk). Table (1) shows that:

Table (1)
Research community by colleges

	University	Number of Teaching		Staff Total	Percentage
		Masters	PhD		
1	Tikrit	12	28	40	05.21%
2	Mosul	21	107	128	36.67%
3	Kirkuk	11	11	22	57.11%
Total		44	146	19	100%

2-3 Search tools :

In order to measure the current research variable and to achieve the goals set, the researchers reviewed some studies and standards related to the research variable. Sports in Iraq, and the scale consisted of (44) phrases in its initial form, and in front of each phrase there are five alternatives: (I agree completely, I agree, I agree somewhat, I do not agree, I do not agree at all) and the grades are given as follows (1, 2, 3, 4, 5).

2-3-1 Phrases Validity :

For the purpose of identifying the validity of the statements, the scale was presented in its initial form to a group of experts and specialists in education, psychology and sports management.

To determine the validity of its phrases, and in light of the experts' opinions, the phrases that obtained an agreement percentage of (80%) or more were retained. Accordingly, it was agreed on (5) phrases that did not obtain the agreement of the experts, and thus the assessment is made up of (39) phrases. For the purpose of presenting it to the construction sample to complete the statistical analysis, the scale of obstacles to the application of total quality management in its initial form was applied to (133) teachers who were randomly tested from the research community as follows:

2-3-1-1 The two extreme groups:

A percentage of (27%) of the forms with the highest scores in the scale and the proportion of the lower scores were selected. The number of forms in each group was (36) t-test forms. The T-value was considered an indicator to



distinguish each phrase by comparing it with the tabular value of (2,00). The expressions that did not get a significance level less than (0.05) were (4) statements.

2-3-1-2- Internal consistency:

The researchers used the Pearson correlation coefficient to extract the correlation between the degree of the statement with the statements of the scale as a whole, and all the correlation coefficients were consistent with the scale except for (1) statements whose significance level was announced from (0.05), and thus the scale is composed in its final form of (34)) phrase.

2-3-1-2 The Constancy :

The reliability of the scale, the obstacles to the application of total quality management, was calculated using the split-half method, and it was treated with the Spearman-Brown equation, as the reliability coefficient was (0.826).

2-3-1-3 Scale correction:

After building the scale, it consists of (34) statements, and the answer to the statements is to choose one of five alternatives (agree completely, agree, agree somewhat, disagree, never agree), and scores are given (5, 4, 3, 2, 1).), and the degree of the scale ranges from (34-170) degrees.

2-3-1-4 The main experience:

After the researchers completed the research tool, verified its validity and reliability, and performed the appropriate statistical analyzes, they applied it to the sample of the application, which numbered (57) teachers, who were randomly tested from the faculties of physical education and sports sciences for the research sample.

2-4 Statistical means:

The researchers used the following statistical methods using the statistical program (spss)

- T-test for two independent samples.
- Pearson's correlation coefficient.
- Spearman-Brown equation.
- T-test for one sample.
- Percentage equation .
- Weighted mean Equation .
- Weight percentile equation.



3- Show the results:

The first objective: Building a scale to identify the obstacles to the application of total quality management in some faculties of physical education and sports sciences in Iraq:

Table (2)

Between the arithmetic and hypothetical mean and the standard deviation of the scale of obstacles to the application of total quality management by colleges

College	mean Arithmetic	Standard deviation	Hypothesis mean
Tikrit	62.729	5.653	102
Mosul	59.393	5.927	
Kirkuk	66.811	7.800	
Total	62.978	6.46	

It can be seen from Table (2) and by comparing the results of the arithmetic mean of a sample of obstacles to the application of TQM for the research sample with its hypothetical mean, it turns out that the value of its hypothetical mean is greater than its arithmetic mean, and this indicates that the research sample has a low level of obstacles to the application of TQM.

The researchers attribute this to the teaching staff's enjoyment of good teaching and academic competencies, as well as the presence of sufficient training courses for comprehensive quality programs and the availability of the necessary statistics to implement its system, in addition to the academic leaders' conviction to apply them and to allocate the appropriate and sufficient support that motivated them to work on providing an appropriate environment that supports the foundations of the success of its application in colleges of education This is done through holding workshops, conferences and continuous awareness by specialists on these concepts and for all employees, and this in turn leads to keeping pace with the development and catching up with the advanced countries in this field, especially that the means of communication and the method of its use have become easy to circulate and use thanks to modern technology and that the development and development of Chiefs and subordinates is one of the most important requirements for the success of modern management. Training employees on their work technically and humanly and everything related to achieving the goals of the ministry is a necessity for that, and training them on communication skills, facing and solving problems, leadership and training in human relations also has a great role in

developing all administrative levels and thus developing the institution. It is mentioned (Saleh Nasser Ali The factors affecting the quality of faculty members include teaching competencies (skills, knowledge, and scientific level), as well as the level of training and academic qualification and the positive academic environment contribute effectively to overcoming the application of the total quality management system (Olimat, 2021, 185).

Table (3)

The differences in the obstacles to the application of total quality management by colleges according to the analysis of variance

Contrast source	sum of squares	degree of freedom	Calculated (F) value	mean squares	Sig.	Indication
Between groups	474,181	2	237.095	7.22 *	0.000	Significant
Within groups	9528,952	54	32.858			
Total	10003.133	56				

- Significant differences ≤ 0.05

It is evident from Table (3) that there were differences between the faculties of physical education and sports sciences between the universities of (Tikrit, Mosul and Kirkuk) and for the purpose of identifying the differences, the researchers relied on the Duncan test to find out the differences.

Table (4)

Duncan test for arithmetic averages

Sample	arithmetic mean	Differences
Mosul	62.729	B
Tikrit	59.393	AB
Kirkuk	66.811	A*

Table (4) shows that the differences showed that the teachers of the Faculty of Physical Education and Sports Sciences at the University of Kirkuk have obstacles to the application of the total quality management system to a large extent, followed by the University of Tikrit according to the arithmetic mean score and a lower level of obstacles to its application. The college at the University of Kirkuk lacks some logistical or human supplies and qualifying



courses compared to the two universities. These obstacles can be reduced by providing the requirements needed by the teaching staff in this university, as well as attracting experienced teaching competencies, paying attention to graduate studies, holding conferences and courses, and issuing a scientific journal for the college and making it Sober, as well as the collective tendencies or general culture of the community within the university and college campuses of the teaching staff have their own characteristics that distinguish each of those colleges, and the heads of universities and colleges should take into account these characteristics for them, as Salah El-Din Mahmoud Allam believes that "the characteristics of the reference group that derive from These include criteria, and how similar they are to the characteristics of the individuals who will make decisions about them in the light of these criteria, which are not absolute or stable, but rather are relative criteria that depend mainly on certain reference groups, and these criteria are greatly affected by changing the characteristics of these groups, with which the individual is compared in a particular trait, or group of traits, that the scale measures ". (Allam, 2012 ,261).

Also, functional work is a group work that depends on the capabilities of the individual within the group. The establishment of a new educated generation cannot be established by one individual. The diversity of sciences and knowledge necessitates the community to provide the appropriate and diverse specializations within the colleges. Therefore, when building the foundations of management and total quality management, it must focus on that the obstacles that It has affected job diversity. It is the work of all employees and each individual has his own knowledge, science, concepts and abilities that he can work with. Therefore, institutions must take into account the teachers and provide them with the special requirements that the work requires, as working in the sports institution is the work of an integrated beehive and confirms this (Al-Shafi'i) "Working in sports institutions to achieve total quality management standards should focus work on all employees in different sports institutions, not some or any individual, regardless of their experience and qualifications" (Al-Shafi'i, 2006 , 84).

the reviewer :

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Supplement (1)
Scale of obstacles to the application of total quality management

Phrase	Totally agree	Agreed	I kind agree	I do not agree	I never agree
The lack of a clear picture for the college administration about the concepts of total quality management					
Lack of qualified teaching staff in the field of total quality improvement					
Difficulty accepting the required changes in college culture					
Weak delegation of senior management to lower management					
Absence of a system of incentives and rewards associated with total quality results					
The many regulations and laws in force in the college that prevent the application of total quality management					
There are some behavioral practices in the college administration that hinder the application of total quality management					
Lack of conviction and belief in the feasibility of total quality management among college leaders					
Familiarity of the departments in the college and their accustomed to administrative patterns that are difficult to change					
Lack of sufficient training courses for total quality programs.					
The financial capabilities currently available are insufficient to implement total quality management in the college					
Statistical data needed to implement total quality management are not available					
Lack of sufficient support from the college administration to implement total quality management					
The lack of equality in the assignment between faculty members					
Working on the application of total quality before providing the appropriate environment for its success leads to failure in its application					
Some academic leaders are not convinced of the application of total quality management					
Lack of suitable working conditions					



	Lack of participation of faculty members in administrative aspects					
	Weak communication channels between university departments and departments					
	Weak moral and material incentives in distinguishing creators.					
	Lack of modern educational means suitable for academic work					
	Weak trust in faculty members on the part of academic leaders					
	The lack of social services provided to the faculty member					
	The complexity of the procedures for promoting a faculty member					
	Limited professional development programs for faculty members					
	Centralization of administrative services provided to faculty members					
	Lack of objective criteria to measure performance					
	Poor awareness of the concept of lifelong learning (continuing education)					
	Increasing the burden of teaching at the expense of scientific research					
	The limitations of the teaching research aids for the faculty member					
	Weak financial support for scientific research					
	Lack of participation of faculty members in the company with the global and local research center					
	The difficulty of identifying research needs that include priorities for excellence					
	Poor communication with employment institutions to know their needs					