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TOTAL QUALITY MANAGEMENT AS A PHILOSOPHY TO IMPROVE THE PERFORMANCE OF THE ACADEMIC ORGANIZATION

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ABSTRACT

Purpose: The purpose of this study is to examine the role of total quality management as a philosophy for improvement in the academic organization, as it represents a necessary trend in developing the activities of many organizations in the light of globalization and the challenges that these organizations face, in order to bring about fundamental developments, and the use of that philosophy as an effective means towards customer satisfaction and meeting his requirements.

Theoretical framework: Total quality management is regarded as one of the contemporary concepts that concentrates on a set of administrative principles; if it has been applied in organization, it will succeed in achieving quality.

Design/Methodology/Approach: To achieve the objectives of the study, a questionnaire of 60-item has been used. The sample comprised 65 academic staff members from various parts of the organization. According to the purpose of the study, two main hypotheses were formulated. A set of statistical method of spss vr.24. has been used.

Findings: It is concluded that supporting and adopting the total quality will be fruitful as a successful business philosophy for the continuity by creating appropriate requirements and conditions.

Research/Practical/Social Implications: Establishing the desire towards change by following the best by individuals and adopting stimulus programs that reinforce their ability to realize cognitive new ness.

Originality/Value: The value of the study is that the organization's interest in the social aspect and its adoption confirms the organization's adaptation to the requirements of society.

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GESTÃO DA QUALIDADE TOTAL COMO FILOSOFIA PARA MELHORAR O DESEMPENHO DA ORGANIZAÇÃO ACADÊMICA

RESUMO

Objetivo: O objetivo deste estudo é examinar o papel da gestão da qualidade total como filosofia de melhoria da organização acadêmica, pois representa uma tendência necessária no desenvolvimento das atividades de muitas organizações à luz da globalização e dos desafios que essas organizações enfrentam, a fim de trazer desenvolvimentos fundamentais, e o uso dessa filosofia como um meio eficaz para a satisfação do cliente e o atendimento de suas exigências.

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Estrutura teórica: A gestão da qualidade total é considerada como um dos conceitos contemporâneos que se concentra em um conjunto de princípios administrativos; se tiver sido aplicada na organização, conseguirá atingir a qualidade.
Design/Metodologia/Proteção: Para alcançar os objetivos do estudo, foi utilizado um questionário de 60 itens. A amostra incluiu 65 membros do pessoal acadêmico de várias partes da organização. De acordo com o objetivo do estudo, duas hipóteses principais foram formuladas. Um conjunto de métodos estatísticos do spss vr.24. foi utilizado.
Conclusões: Conclui-se que apoiar e adotar a qualidade total será frutífero como uma filosofia empresarial de sucesso para a continuidade através da criação de requisitos e condições apropriadas.
Pesquisa/ Implicações práticas/sociais: Estabelecer o desejo de mudança, seguindo o melhor pelos indivíduos e adotando programas de estímulo que reforcem sua capacidade de realizar novas habilidades cognitivas.
Originalidade/Valor: O valor do estudo é que o interesse da organização no aspecto social e sua adoção confirma a adaptação da organização às exigências da sociedade.

Palavras-chave: Gestão da Qualidade Total, Valores Fundamentais, Valores de Apoio, Desempenho do Instituto Acadêmico, Desempenho Administrativo, Desempenho Comunitário.

LA GESTIÓN DE LA CALIDAD TOTAL COMO FILOSOFÍA PARA MEJORAR EL DESEMPEÑO DE LA ORGANIZACIÓN ACADÉMICA.

RESUMEN
Propósito: El propósito de este estudio es examinar el papel de la gestión de la calidad total como filosofía para mejorar el desempeño de la organización académica, ya que representa una tendencia necesaria en el desarrollo de las actividades de muchas organizaciones a la luz de la globalización y de los retos que estas enfrentan, con el fin de lograr desarrollos fundamentales, y el uso de dicha filosofía como un medio eficaz hacia la satisfacción del cliente y el cumplimiento de sus requisitos.
Marco teórico: La gestión de la calidad total se considera uno de los conceptos contemporáneos que se concentra en un conjunto de principios administrativos; si se ha aplicado en la organización, ésta logrará alcanzar la calidad.
Diseño/Metodología/Enfoque: Para alcanzar los objetivos del estudio se ha utilizado un cuestionario de 60 ítems. La muestra estaba compuesta por 65 miembros del personal académico de diversas partes de la organización. De acuerdo con el objetivo del estudio, se formularon dos hipótesis principales. Se ha utilizado el método estadístico spss vr.24.
Resultados: Se concluye que apoyar y adoptar la calidad total será fructífero como filosofía empresarial de éxito para la continuidad mediante la creación de requisitos y condiciones adecuados.
Investigación/Implicaciones prácticas/sociales: Establecer el deseo hacia el cambio siguiendo lo mejor por parte de los individuos y adoptando programas de estímulo que refuercen su capacidad para realizar la novedad cognitiva.
Originalidad/Valor: El valor del estudio es que el interés de la organización por el aspecto social y su adopción confirma la adaptación de la organización a las exigencias de la sociedad.

Palabras clave: Gestión de la Calidad Total, Valores Fundamentales, Valores de Apoyo, Desempeño del Instituto Académico, Desempeño Administrativo, Desempeño de la Comunidad.

INTRODUCTION

In the midst of the changes, the information revolution, and competition in the business environment, characterized by a high degree of complexity and creative chaos, the need has emerged to adopt modern methods, tools, programs and practices to meet these challenges, and to contribute to a qualitative leap in the nature of the organization's products, enabling it to increase customer satisfaction and retention, and increase the potential of them, including evaluating its competitive position and increasing its market share in a way that serves the individual, the organization and society. One of the most important ways was to total quality

management as an administrative philosophy and a comprehensive application approach to achieve the needs and expectations of customers, in order to continuously improve the operations of the organization. The problem of the study was the extent of the impact of total quality management on improving the performance of the academic organization. The objectives of the study were summarized in: Shedding light on the concept of TQM as a philosophy of change towards a better performance for the academic organization, as well as Examine the reality of TQM as a method for improving the performance of the organization's operations, and Uncovering the reality of the academic educational system through the requirements of TQM, Finally Study and analyze the relationship between total quality management and the improvement process in the academic organization.

LITERATURE REVIEW

First: Total Quality Management(TQM)

TQM is one of the philosophical concepts and recent trends that have attracted the attention of researchers and specialists who are interested in developing and improving processes. It is one of the concepts about which ideas differ according to the viewpoint of researchers, but it is centered on the same goal: customer satisfaction.

(Akili,2001:31) points out that it is a modern management philosophy that takes the form of a comprehensive management approach or system based on bringing about radical positive changes to everything within the organization in order to improve and develop its components, in order to reach higher quality in its outputs at the lowest cost, in order to achieve the highest degree of satisfaction for its customers by satisfying their needs and desires according to what they expect. (Russell&Taylor,2009:64) see it as an organization's management philosophy that focuses on quality and customer satisfaction as a strategy for achieving long-term success. (Krajewski *etal*.,2010:198) see it as a philosophy that strongly emphasizes three principles: customer satisfaction, employee engagement, and continuous improvement, to achieve high levels of process performance and quality. (Al-Azzawi,2010:29) believes that it is a cultural revolution because of the way in which the administration thinks and works with regard to constantly improving quality and focusing on teamwork and encouraging individual participation in setting goals and making decisions. (Mohsen & Al-Najjar,2012:558) have defined it as a culture of continuous improvement of quality that promotes its responsibility for every individual in the organization and focuses on understanding the needs and expectations of the customer in order to satisfy him, which requires the participation of workers and the

adoption of team work and the use of statistical tools to control quality to do things correctly the first time.

In the educational sector, (Bouziane,2012:28) explained that it is a strategic management process that is based on a set of values and derives its movement energy from information within which it is able to employ the talents of workers and invest their intellectual capabilities in various levels of organization creatively to achieve continuous improvement in the organization.

Based on the above, it is a contemporary management philosophy and strategy based on principles directed towards an organizational culture based on upgrading the level of performance and effective and continuous change of operations with the concerted efforts of all employees in the organization to ensure the achievement of its objectives with high efficiency.

Total Quality Management Principles

TQM is based on a set of administrative principles and rules that if applied seriously in the organization, will succeed in achieving quality: (Mohsen & Al-Najjar, 2012: 564)

- Focusing on internal and external customers.
- Leadership: motivating, mobilizing and organizing employee experiences.
- Staff participation.
- Adopting the process approach: focusing on processes and not only results and preventing errors instead of detecting errors after they happen.
- Continuous improvement.
- Adoption of the improvement approach in the management .
- Make decisions based on fact.
- Building mutual benefit relationships with suppliers.

The research adds to this the activating coordination and cooperation between different departments, divisions and units in the organization and concerting efforts related to quality improvement as well as removing obstacles and barriers and working in a team spirit.

Total Quality Management Objectives

(Al-Salmi,2002:40), (Al-Taie, Al-Abadi,2005:163), and (Elagizy,2008:14) see the Objectives of TQM as follows:

- Increasing the competitiveness of the organization.

- Customer satisfaction, superiority and excellence over competitors.
- Increasing the productivity of every component of the organization.
- Increasing the organization's mobility and flexibility in dealing with the surrounding variables in the environment.
- Ensuring comprehensive continuous improvement of all levels and activities of the organization and increase the ability to grow communication.
- Increasing profitability and improve the organization's economies.
- Reducing and shorten routine procedures.

The researchers adds that there are other goals: to create a comprehensive and integrated system of performance in the organization and to prevent error, increase innovations and creativity, raise the efficiency of decision-making, increase the loyalty and affiliation of working individuals, rationalize public spending in the organization, and maintain the vitality of the organization, and this was Confirmed by (Shanmugam & Chandran,2022:3) that the relationship management with Customers must be optimistic enough.

Total Quality Management Importance

The researchers believes that TQM has been adopted in many organizations for its superior strategic importance, which has increased its effectiveness and its ability to survive and grow, as well as improving human relationships with working individuals and raising their morale and ensuring their active participation in improving performance in a way that ensures achieving the goals of the organization and enhancing its competitive position.

Total Quality Management Requirements

(Al-Wadi *etal*.,2010:176), (Al-Taher,2010:138) argue that among the most important requirements that should be met when starting to implement TQM are:

1. Supporting and enhancing the senior management of the comprehensive quality program.
2. It provides a climate of cooperation, team spirit and teamwork among workers.
3. Going to the customer and understanding its requirements.
4. Measuring performance and quality.
5. Good management of human resources.
6. Continuing education and training for all workers at all administrative levels of the organization.

7. Adopting appropriate leadership styles for a democratic, comprehensive quality management philosophy that allows workers to participate in setting goals, decision-making, and expanding delegation of powers.
8. Participation and empowerment of workers.
9. Establishing an information system for total quality management.
10. Adopting an effective communication system.
11. Emphasizing the overall quality within the organization's mission, by assuring workers that they are its most important asset, and working on their satisfaction and fulfilling their needs.
12. Taking into account the humanitarian factors, so that the culture of the organization is based on respecting individuals and providing better services to its customers, and joining efforts to achieve excellence in its various works and services.

Another requirement, the researchers adds, is that quality is the responsibility of all individuals working in the organization.

Second: Performance of the Academic Organization

Donald M. Norris believes that improving performance requires an orderly measurement, intervention and work of all of the workforce in the entire educational system, which requires new solutions and technologies including sharing work procedures to improve performance (Khalil,2016:57). If we take into consideration that improvement as a continuous process as the essence of TQM in order to adapt to environmental variables, it is a necessary requirement for the success of TQM in any organization, including the academic organization, as it contributes effectively in the case of continuous excellence and excellence.

Defining the concept of performance went to the extent that researchers differed in framing the intellectual and philosophical basis for it according to their backgrounds. (Miller&Bromicly,1990:751) defined performance as an expression of how an organization uses and exploits its financial and human resources in a way that gives it the ability to implement the goals it seeks to achieve.

(Drucker,1999:73) expressed it as the organization's ability to continue and survive to strike a balance between the satisfaction of shareholders and individuals. According to this definition, it is considered as a reference standard to know the extent of the organization's superiority over its competitors.

As for (Daft,2001:120), the performance means the ability of the organization to achieve its goals by using the available resources in an effective and efficient way.

As for (Ndao,2011:3), it could represent the link between efficiency and effectiveness in the organization.

The researchers takes that performance includes a third dimension, which is economics in addition to efficiency and effectiveness, and thus it is linked to the social responsibility of the organization by making the human resource active through achieving economic and social well-being in light of responding to existing challenges in light of globalization and sustainable development.

(Mironiuk,2012:33) notes that the philosophy of continuous improvement aims to improve products, processes and other activities within the organization with the purpose of effectively and efficiently meeting customer requirements by eliminating all activities that do not add value.

According to (Krajewski *etal*.,2010:155), the constant search for methods that lead to improved operations in addition to increasing awareness and awareness of employees of their loyalty to activities and operations is one of the ingredients of continuous improvement.

(Slack *etal*.,2013:212) notes that in addition to improving the process, continuous improvement can include new creative cognitive improvement, so organizations are constantly seeking better performance opportunities, improving new services and goods, reducing errors, improving the organization's response, and improving productivity and effectiveness in using their resources, and See (Ria *etal*.,2022:4) student's academic performance is an important factor for academic achievement.

Performance Dimensions

All organizations seek to improve their performance through the optimal investment of their resources in order to achieve their goals and occupy a distinguished position among the organizations looking at their work, through a set of dimensions that can reflect their level of performance. The following table shows the development of these dimensions according to the timeline shown.

Table 1- Evolution performance dimensions

Until the fifties	Sixties	Seventies	Eighties	Nineties	The Last Year
Effectiveness	Effectiveness Efficiency	Effectiveness Efficiency Productivity	Effectiveness Efficiency Productivity Flexibility	Effectiveness Efficiency Productivity Flexibility Creativity	Effectiveness Efficiency Productivity Flexibility Creativity Continuity

Source: Stefan Tangen, (2004), Evaluation and Revision of Performance Measurement Systems, Doctoral Thesis, Department of Production Engineering, Royal Institute of Technology, Stockholm, Sweden, p. 45.

Accordingly, we find that these dimensions can be financial (profitability, added value, and return on investment) or non-financial (customer satisfaction, product quality, worker cost-effectiveness, flexibility and creativity…). Therefore, the management of the organization must undertake to define financial and non-financial dimensions and indicators, quantitative and qualitative that can reflect the true level of performance in a comprehensive manner, so that it can draw its strategy based on the levels achieved and ensure the achievement of continuous improvement of performance, which is known as performance management (Khalil,2016: 61-62).

(Xiaocheng,2010:21) explains that the performance of an academic organization includes two basic structures: academic performance (research and education) and administrative performance (human and financial resources). Accordingly, the performance of higher education organizations is a compilation of the results of the educational process (research and educational performance) and the results of the administrative process (financial and human performance).

(Enders *etal*.,2011:175) adds that the societal dimension is an essential axis in guiding the performance of these organizations, which constitutes the third dimension of performance in addition to academic and administrative performance, as it represents its ability to perform the role assigned to it in society at the internal level (education of individuals Society, building human energies and improving the behavior of community members) and external (solving community problems and contributing to the development of the local and national community).

The researchers takes that the concepts above constitute the basic dimensions of performance in the academic organization, which will be reliable in this study.

Importance of Continuous Improvement

(Salman,2014:283) believes that the importance of continuous improvement lies in the following:

1. Reducing waste in the resources used.
2. Reducing errors.
3. Meeting the needs of customers, which is the main feature of continuous improvement.
4. Increasing the satisfaction of workers in the organization.

(Saleh,2017:153) adds that the importance of continuous improvement is fully reflected in the belief that all areas in the organization are subject to continuous monitoring, evaluation and scrutiny, by applying the principle is this necessary? could it do?

Requirements of Continuous Improvement Process

(Al-Otaibi,2012:24-25) specified that there are requirements for the continuous improvement process, which were as follows:

1. Determining the objectives of improvement.
2. Defining the material and human improvement requirements in the form of an action plan (improvement plan).
3. Providing permanent and continuous support by senior management.
4. Forming a higher committee to coordinate the improvement processes.
5. Forming improvement teams and defining their powers and responsibilities.
6. Making communication channels open to anyone working in the area of improvement.
7. Permanent and continuous stimulation of the human resource.

In order for these processes to bear fruit, they must be based on the following principles:

1. The process of continuous improvement has no end, it is ongoing as long as the organization exists.
2. Continuous improvement is a comprehensive process for all departments, divisions and activities of the organization.
3. The process of continuous improvement requires the efforts of all who work in the organization.
4. The absence of errors does not mean that there is no need for improvement.
5. Errors should not be corrected, but should be eliminated completely.

Thus, the process of continuous improvement is not a random process, but rather has several requirements and principles, and at the same time it does not mean restoration, but inference with the new thing developed, and all of this does not happen without organizing and arranging time and investing the capabilities and talents of workers and their participation in the process of improvement (Khalaf, 1997:121).

MATERIAL AND METHODOLOGY

In light of the study problem, the following two hypotheses were formulated:

- There is a significant correlation between the independent variable (TQM) and the dependent variable (improvement in the academic organization).
- There is a significant effect relationship between the independent variable (TQM) and the dependent variable (improvement in the academic organization).

The sources represented in the references and related literature have been approved to determine the scientific background of the study. The exploratory approach was adopted by using a questionnaire prepared for this purpose to collect data and information.

The Technical Institute / Diwaniyah was chosen as an applied field to study for its vital role in supplying the work sectors in our country with its high-efficiency renewable technical potentials. As for the study sample, it was represented by the academic staff members in the organization and heads of departments and units, who possess information about the organization's tasks and scientific procedures and practice tasks related to academic and administrative work. Sixty five copies of the questionnaire were distributed to them, and their inquiries were listened to and the relevant aspects of the study were explained. Sixty five copies of the maintenance were received, meaning that the response rate was 100%.

The following statistical techniques were used: Arithmetic Mean, Standard deviation, Variance coefficient, Relative significance, Confirmative factor analysis, Correlation analysis, Regressive analysis, T-test, F-test, Alpha-Kronbach Coefficient.

RESULTS AND DISCUSION

The researchers used the SPSS vr.24 program to analyze the results obtained from the sample of 65 respondents, represented by frequencies and their ratios, arithmetic means, standard deviations, coefficients of variation, and the highest and lowest value for each of the items. The researcher also used the correlation coefficients and the effect coefficients to reveal the relationship between the research axes.

We have found the values of Cronbach's alpha coefficient to reveal the reliability and reliability of the questionnaire, and the following table shows those values:

Table 2- Cronbach's Alpha Transactions

Dimension or axis	Paragraph	Alpha-Cronbach
CV	15	0.94
SV	15	0.89
TQM	**30**	**0.95**
Acp	10	0.82
Adp	10	0.87
Cop	10	0.87
AIP	**30**	**0.94**
Total	**60**	**0.97**

Source: Preparing of the researchers based on the statistical program.

It is clear from the values of the above table the stability and credibility of the questionnaire, as it is noted that these values are close to the correct one.

The following table contains the results of the repetitions and their percentages for the first axis TQM paragraphs:

Table 3- Frequencies and proportions for paragraphs of the first axis TQM

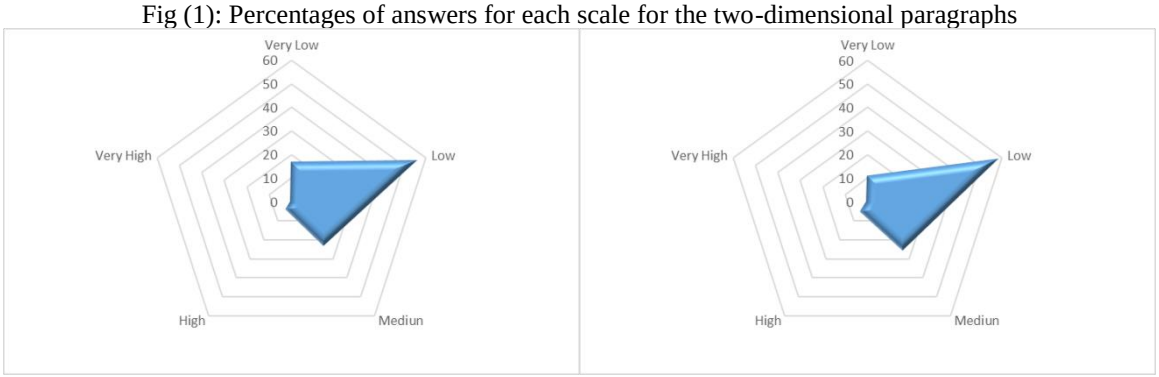
Item		Very Low	Low	Medium	High	Very High	Item	Very Low	Low	Medium	High	Very High
CV1	Frequency	4	31	28	2	0	**SV1**	14	44	7	0	0
	Percent	6.2	47.7	43.1	3.1	0		21.5	67.7	10.8	0	0
CV2	Frequency	6	39	17	2	1	**SV2**	9	36	17	2	1
	Percent	9.2	60.0	26.2	3.1	1.5		13.8	55.4	26.2	3.1	1.5
CV3	Frequency	5	26	30	3	1	**SV3**	5	37	18	5	0
	Percent	7.7	40.0	46.2	4.6	1.5		7.7	56.9	27.7	7.7	0
CV4	Frequency	0	40	21	4	0	**SV4**	8	45	11	1	0
	Percent	0	61.5	32.3	6.2	0		12.3	69.2	16.9	1.5	0
CV5	Frequency	5	36	18	6	0	**SV5**	7	31	22	5	0
	Percent	7.7	55.4	27.7	9.2	0		10.8	47.7	33.8	7.7	0
CV6	Frequency	3	27	27	7	1	**SV6**	14	44	6	1	0
	Percent	4.6	41.5	41.5	10.8	1.5		21.5	67.7	9.2	1.5	0
CV7	Frequency	2	30	24	8	1	**SV7**	12	46	6	1	0
	Percent	3.1	46.2	36.9	12.3	1.5		18.5	70.8	9.2	1.5	0
CV8	Frequency	5	32	23	5	0	**SV8**	7	26	28	3	1
	Percent	7.7	49.2	35.4	7.7	0		10.8	40.0	43.1	4.6	1.5
CV9	Frequency	3	28	23	11	0	**SV9**	5	25	27	7	1
	Percent	4.6	43.1	35.4	16.9	0		7.7	38.5	41.5	10.8	1.5
CV10	Frequency	8	44	12	1	0	**SV10**	18	39	8	0	0
	Percent	12.3	67.7	18.5	1.5	0		27.7	60.0	12.3	0	0
CV11	Frequency	10	51	4	0	0	**SV11**	6	31	23	5	0
	Percent	15.4	78.5	6.2	0	0		9.2	47.7	35.4	7.7	0
CV12	Frequency	14	44	6	1	0	**SV12**	7	38	17	2	1
	Percent	21.5	67.7	9.2	1.5	0		10.8	58.5	26.2	3.1	1.5
CV13	Frequency	14	43	8	0	0	**SV13**	1	40	20	4	0
	Percent	21.5	66.2	12.3	0	0		1.5	61.5	30.8	6.2	0
CV14	Frequency	12	47	6	0	0	**SV14**	15	37	11	2	0
	Percent	18.5	72.3	9.2	0	0		23.1	56.9	16.9	3.1	0

CV15	Frequency	13	51	1	0	0	**SV15**	34	27	4	0	0
	Percent	20.0	78.5	1.5	0	0		52.3	41.5	6.2	0	0
CV	Frequency	104	569	248	50	4	**SV**	162	546	225	38	4
	Percent	10.67	58.36	25.44	5.13	0.41		16.62	56.00	23.08	3.90	0.41

Source: Preparing of the researchers based on the statistical program.

Through the above results, it is clear that the highest percentage was at the scale LOW for both dimensions of the Total Quality Management (TQM) axis, as the percentage for the first dimension Core values of Total Quality Management (CV) was 58%, with a total of 569 answers, and the percentage for the second dimension was Supportive Values of Total Quality Management (SV) 56%, with a total of 546 answers. The following graph shows the response ratios for the five-scale and for both dimensions of the TQM axis:

Fig (1): Percentages of answers for each scale for the two-dimensional paragraphs



CV SV

Source: Preparing of the researchers based on the statistical program.

The following table contains the results of the repetitions and their percentages for the paragraphs of the second axis Academic Institute Performance (AIP):

Table 4- Frequencies and proportions of the paragraphs of the second axis AIP:

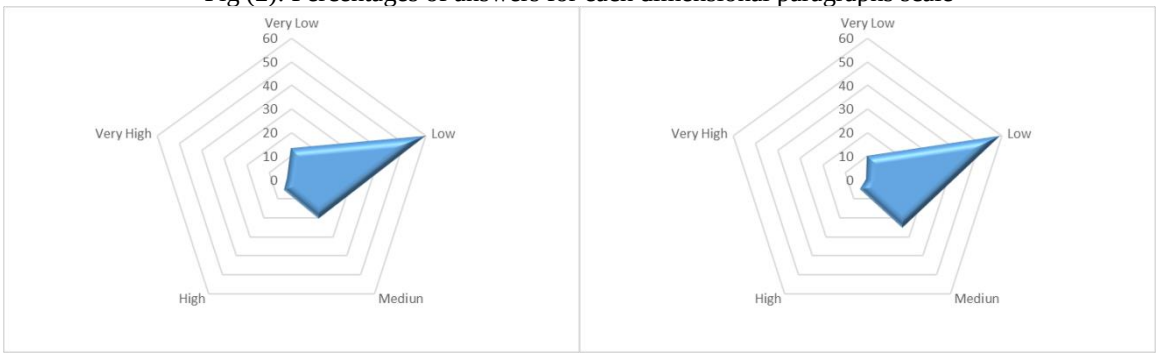
Item		Very Low	Low	Medium	High	Very High	Item	Very Low	Low	Medium	High	Very High
Acp1	Frequency	4	32	21	8	0	Adp1	9	40	9	4	3
	Percent	6.2	49.2	32.3	12.3	0		13.8	61.5	13.8	6.2	4.6
Acp2	Frequency	3	46	12	4	0	Adp2	11	40	10	3	1
	Percent	4.6	70.8	18.5	6.2	0		16.9	61.5	15.4	4.6	1.5
Acp3	Frequency	10	38	17	0	0	Adp3	6	33	19	6	1
	Percent	15.4	58.5	26.2	0	0		9.2	50.8	29.2	9.2	1.5
Acp4	Frequency	6	36	18	5	0	Adp4	5	44	13	3	0
	Percent	9.2	55.4	27.7	7.7	0		7.7	67.7	20.0	4.6	0
Acp5	Frequency	9	41	12	2	1	Adp5	7	38	15	4	1
	Percent	13.8	63.1	18.5	3.1	1.5		10.8	58.5	23.1	6.2	1.5
Acp6	Frequency	3	39	19	4	0	Adp6	8	39	12	5	1
	Percent	4.6	60.0	29.2	6.2	0		12.3	60.0	18.5	7.7	1.5
Acp7	Frequency	4	39	19	3	0	Adp7	10	42	9	3	1
	Percent	6.2	60.0	29.2	4.6	0		15.4	64.6	13.8	4.6	1.5
Acp8	Frequency	8	38	15	4	0	Adp8	10	32	16	4	3

	Percent	12.3	58.5	23.1	6.2	0		15.4	49.2	24.6	6.2	4.6
Acp9	Frequency	9	36	17	1	2	Adp9	8	45	12	0	0
	Percent	13.8	55.3	26.2	1.5	3.1		12.3	69.2	18.5	0	0
Acp10	Frequency	8	40	14	3	0	Adp10	12	36	16	1	0
	Percent	12.3	61.5	21.5	4.6	0		18.5	55.4	24.6	1.5	0
Acp	Frequency	64	385	164	34	3	Adp	86	389	131	33	11
	Percent	9.85	59.23	25.23	5.23	0.46		13.23	59.85	20.15	5.08	1.69
Cop1	Frequency	14	41	9	1	0	Cop6	7	40	15	3	0
	Percent	21.5	63.1	13.8	1.5	0		10.8	61.5	23.1	4.6	0
Cop2	Frequency	8	36	13	6	2	Cop7	6	42	14	3	0
	Percent	12.3	55.4	20.0	9.2	3.1		9.2	64.6	21.5	4.6	0
Cop3	Frequency	11	37	13	4	0	Cop8	10	37	15	3	0
	Percent	16.9	56.9	20.0	6.2	0		15.4	56.9	23.1	4.6	0
Cop4	Frequency	9	36	15	5	0	Cop9	9	37	14	4	1
	Percent	13.8	55.4	23.1	7.7	0		13.8	56.9	21.5	6.2	1.5
Cop5	Frequency	7	32	21	4	1	Cop10	10	30	19	3	3
	Percent	10.8	49.2	32.3	6.2	1.5		15.4	46.2	29.2	4.6	4.6
							Cop	91	368	148	36	7
								14.00	56.62	22.77	5.54	1.08

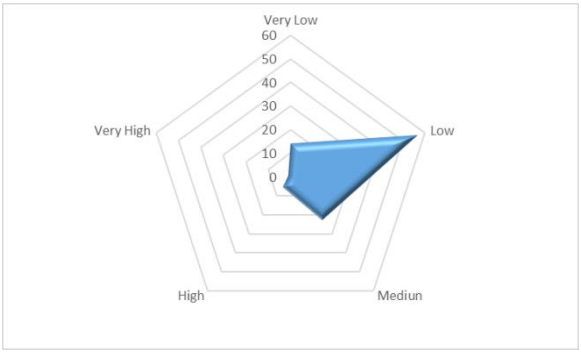
Source: Preparing of the researchers based on the statistical program.

Through the above results, it is clear that the highest percentage was at the scale LOW for all dimensions of the Academic Institute Performance (AIP) axis, as the percentage for the first dimension was 59% Academic Performance (ACP), with a total of 385 answers, and the percentage for the second dimension was 60% Administrative Performance (Adp), with a total of 389 answers, while the percentage for the third dimension was 57% Community Performance (Cop), with a total of 368 answers. The following graph shows the percentages of answers for the quintuple scale and for all dimensions of the AIP axis:

Fig (2): Percentages of answers for each dimensional paragraphs scale



Acp Adp



Cop

Source: Preparing of the researchers based on the statistical program.

The researchers found some general statistics for the dimensions and axes of the research. The following table includes the arithmetic means, standard deviations, coefficients of variation, and the highest and lowest value of the TQM first axis dimensions:

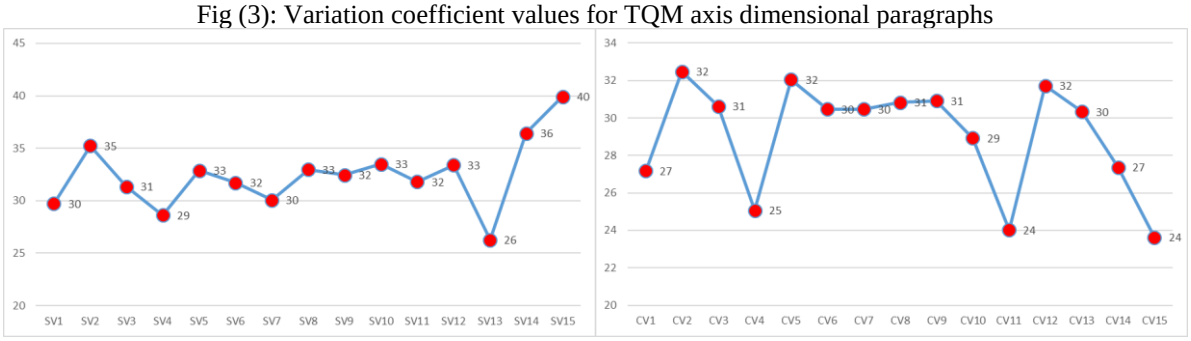
Table 5- General Statistics for TQM Axis Dimensions Paragraphs

Item	Minimum	Maxim	Mean	Std. Deviation	CVa	Item	Minimum	Maxim	Mean	Std. Deviation	CVa
CV1	1	4	2.43	0.661	27	SV1	1	3	1.89	0.562	30
CV2	1	5	2.28	0.740	32	SV2	1	5	2.23	0.786	35
CV3	1	5	2.52	0.773	31	SV3	1	4	2.35	0.738	31
CV4	2	4	2.45	0.613	25	SV4	1	4	2.08	0.594	29
CV5	1	4	2.38	0.764	32	SV5	1	4	2.38	0.784	33
CV6	1	5	2.63	0.802	30	SV6	1	4	1.91	0.605	32
CV7	1	5	2.63	0.802	30	SV7	1	4	1.94	0.583	30
CV8	1	4	2.43	0.749	31	SV8	1	5	2.46	0.812	33
CV9	1	4	2.65	0.818	31	SV9	1	5	2.60	0.844	32
CV10	1	4	2.09	0.605	29	SV10	1	3	1.85	0.618	33
CV11	1	3	1.91	0.458	24	SV11	1	4	2.42	0.768	32
CV12	1	4	1.91	0.605	32	SV12	1	5	2.26	0.756	33
CV13	1	3	1.91	0.579	30	SV13	1	4	2.42	0.635	26
CV14	1	3	1.91	0.522	27	SV14	1	4	2.00	0.729	36
CV15	1	3	1.82	0.429	24	SV15	1	3	1.54	0.614	40
CV	1.67	3.00	2.26	0.277	12	SV	1.80	2.73	2.15	0.196	9

Source: Preparing of the researchers based on the statistical program.

Through the above results, it was found that the answers generally tend towards the LOW scale, in addition to that the values of standard deviations were few, which indicates greater homogeneity of the answers of the research sample. The following figures show the values of the coefficients of variation for each of the paragraphs of the TQM axis dimensions:

Fig (3): Variation coefficient values for TQM axis dimensional paragraphs



CV SV

Source: Preparing of the researchers based on the statistical program.

The following table includes the arithmetic means, standard deviations, coefficients of variation, and the highest and lowest value of the items for the second axis AIP dimensions:

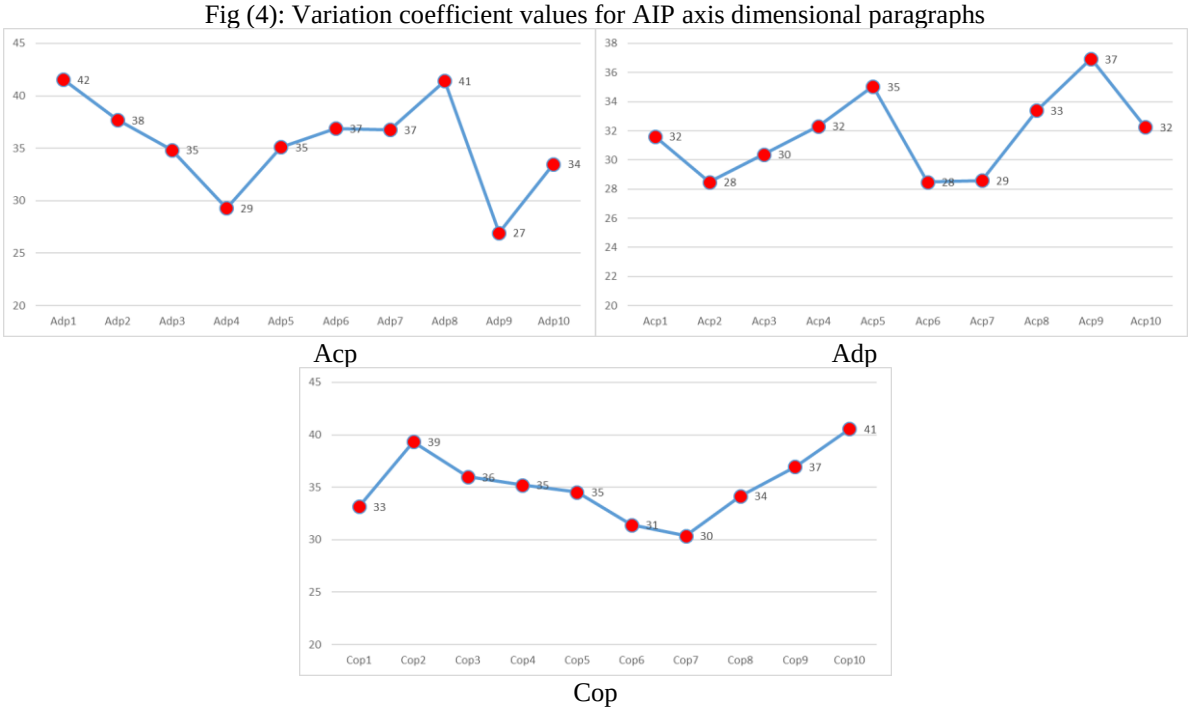
Table 6- General statistics for the paragraphs of the dimensions of the AIP axis

Item	Mini mum	Maxi mum	Mean	Std. Devia	CVa	Item	Mini Mum	Maxi mum	Mean	Std. Deviation	CVa
Acp1	1	4	2.51	0.793	32	Adp1	1	5	2.26	0.940	42
Acp2	1	4	2.26	0.644	28	Adp2	1	5	2.12	0.801	38
Acp3	1	3	2.11	0.640	30	Adp3	1	5	2.43	0.847	35
Acp4	1	4	2.34	0.756	32	Adp4	1	4	2.22	0.649	29
Acp5	1	5	2.15	0.755	35	Adp5	1	5	2.29	0.805	35
Acp6	1	4	2.37	0.675	28	Adp6	1	5	2.26	0.834	37
Acp7	1	4	2.32	0.664	29	Adp7	1	5	2.12	0.781	37
Acp8	1	4	2.23	0.745	33	Adp8	1	5	2.35	0.975	41
Acp9	1	5	2.25	0.830	37	Adp9	1	3	2.06	0.556	27
Acp10	1	4	2.18	0.705	32	Adp10	1	4	2.09	0.701	34
Acp	1.70	4.40	2.30	0.454	20	Adp	1.40	3.00	2.22	0.272	12
Cop1	1	4	1.95	0.648	33	Cop6	1	4	2.22	0.696	31
Cop2	1	5	2.35	0.926	39	Cop7	1	4	2.22	0.673	30
Cop3	1	4	2.15	0.775	36	Cop8	1	4	2.17	0.741	34
Cop4	1	4	2.25	0.791	35	Cop9	1	5	2.25	0.830	37
Cop5	1	5	2.38	0.823	35	Cop10	1	5	2.37	0.961	41
						Cop	1.40	2.90	2.23	0.326	15

Source: Preparing of the researchers based on the statistical program.

Through the above results, it was found that the answers generally tend towards the LOW scale, in addition to that the values of standard deviations were few, which indicates greater homogeneity of the answers of the research sample. The following figures show the values of the coefficients of variation for each of the paragraphs of the AIP axis:

Fig (4): Variation coefficient values for AIP axis dimensional paragraphs



Source: Preparing of the researchers based on the statistical program.

In order to build a model scheme to determine the ability of the paragraphs in interpreting their dependent dimensions, the researchers used the confirmatory factor analysis and then found the regression weights for this purpose. In addition, the criteria for determining the accuracy of the model used were calculated represented by the ratio of the value of the chi square to the degree of freedom, (comparative fit index) CFI, (Tucker-Lewis index) TLI, (root mean square error of approximation) RMSEA, and the following table The values of these criteria include:

Table 7- Criteria and decision to accept or reject forms

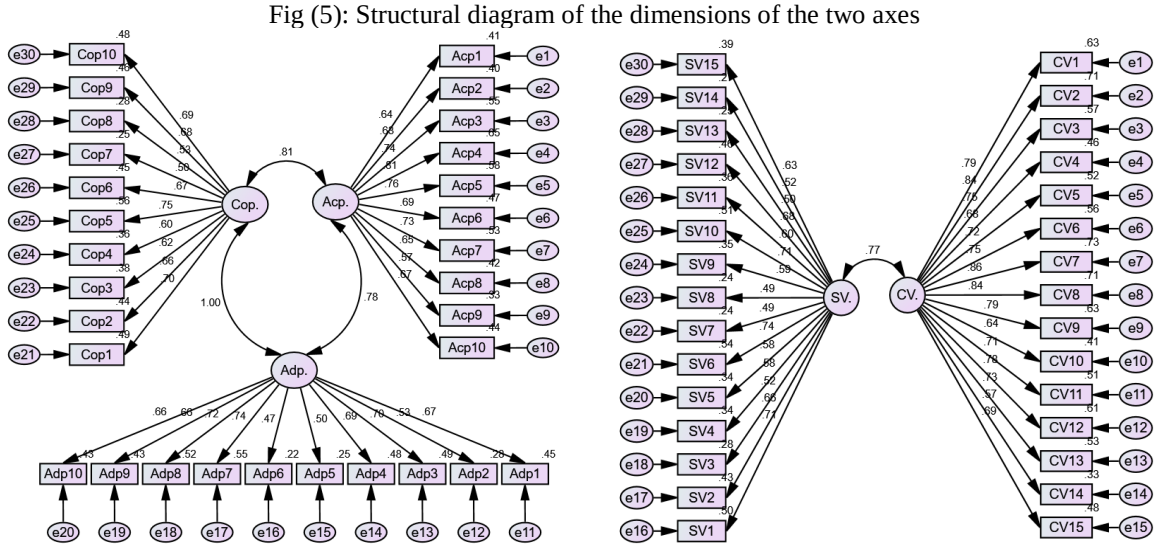
	TQM			**AIP**		
Parameter	Parameter Value	Comparison	Decision	Parameter Value	Comparison	Decision
X^2/ df	1120.348/404=2.77	Less than 5	Accepted	820.980/402 =2.04	Less than 5	Accepted
CFI	0.82	More than 0.50	Accepted	0.85	More than 0.50	Accepted
TLI	0.80	More than 0.50	Accepted	0.81	More than 0.50	Accepted
RMSEA	0.00	Less than 0.08	Accepted	0.00	Less than 0.08	Accepted

Source: Preparing of the researchers based on the statistical program.

Through the above results, it is clear the ability of the paragraphs to measure the axis belonging to it. Here, the researchers used the AMOS program to draw the structural scheme

for the dimensions of the two axes under consideration, as shown in the following two figures:

Fig (5): Structural diagram of the dimensions of the two axes



TQM AIP

Source: Preparing of the researchers based on the statistical program.

The standard regression weights indicate that the paragraphs of each dimension have participated in their interpretation with different values, and these values are represented on straight lines directed from the dimension to the paragraphs. The following table includes the standard regression weights for the two axes:

Table 8- It shows the standard regression weights for each paragraph

TQM				AIP			
Item path			Estimate	Item path			Estimate
CV1	<---	CV.	.791	Acp1	<---	Acp.	.643
CV2	<---	CV.	.841	Acp2	<---	Acp.	.630
CV3	<---	CV.	.753	Acp3	<---	Acp.	.742
CV4	<---	CV.	.675	Acp4	<---	Acp.	.809
CV5	<---	CV.	.721	Acp5	<---	Acp.	.763
CV6	<---	CV.	.745	Acp6	<---	Acp.	.686
CV7	<---	CV.	.857	Acp7	<---	Acp.	.731
CV8	<---	CV.	.843	Acp8	<---	Acp.	.649
CV9	<---	CV.	.794	Acp9	<---	Acp.	.574
CV10	<---	CV.	.639	Acp10	<---	Acp.	.666
CV11	<---	CV.	.712	Adp1	<---	Adp.	.670
CV12	<---	CV.	.782	Adp2	<---	Adp.	.531
CV13	<---	CV.	.731	Adp3	<---	Adp.	.702
CV14	<---	CV.	.571	Adp4	<---	Adp.	.693
CV15	<---	CV.	.695	Adp5	<---	Adp.	.496
SV1	<---	SV.	.710	Adp6	<---	Adp.	.467
SV2	<---	SV.	.659	Adp7	<---	Adp.	.739
SV3	<---	SV.	.525	Adp8	<---	Adp.	.722
SV4	<---	SV.	.580	Adp9	<---	Adp.	.656
SV5	<---	SV.	.584	Adp10	<---	Adp.	.658
SV6	<---	SV.	.738	Cop1	<---	Cop.	.700
SV7	<---	SV.	.492	Cop2	<---	Cop.	.661

SV8	<---	SV.	.486	Cop3	<---	Cop.	.617
SV9	<---	SV.	.594	Cop4	<---	Cop.	.597
SV10	<---	SV.	.712	Cop5	<---	Cop.	.749
SV11	<---	SV.	.603	Cop6	<---	Cop.	.668
SV12	<---	SV.	.682	Cop7	<---	Cop.	.501
SV13	<---	SV.	.502	Cop8	<---	Cop.	.532
SV14	<---	SV.	.518	Cop9	<---	Cop.	.675
SV15	<---	SV.	.627	Cop10	<---	Cop.	.693

Source: Preparing of the researchers based on the statistical program.

Here, the values and significance of the correlations between the two axes and their dimensions were found. The null hypothesis to be tested is (there is no significant correlation between the TQM axis and the AIP axis with a level of significance of 5%), where the correlation value was found, as in the table below**:**

Table (9): Correlation between the two axes and their dimensions

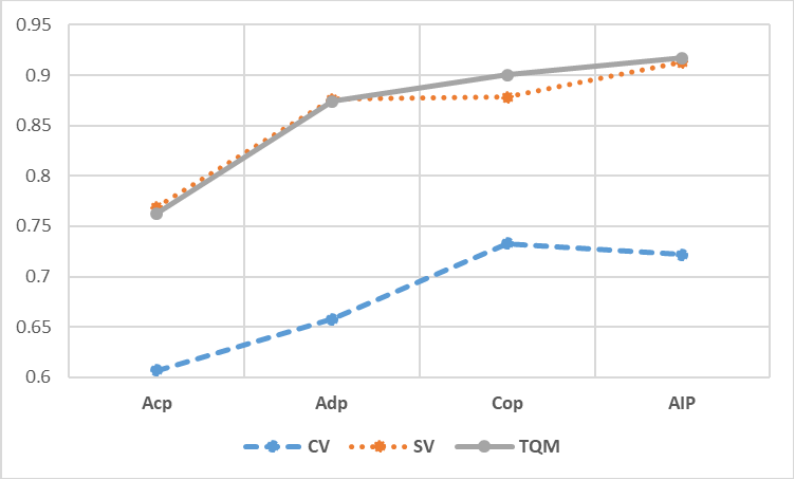
Correlations				
		CV	SV	TQM
Acp	Pearson Correlation	.607**	.769**	.763**
	Sig. (2-tailed)	.000	.000	.000
	N	65	65	65
Adp	Pearson Correlation	.658**	.876**	.874**
	Sig. (2-tailed)	.000	.000	.000
	N	65	65	65
Cop	Pearson Correlation	.733**	.878**	.900**
	Sig. (2-tailed)	.000	.000	.000
	N	65	65	65
AIP	Pearson Correlation	.722**	.913**	.917**
	Sig. (2-tailed)	.000	.000	.000
	N	65	65	65
**. Correlation is significant at the 0.01 level (2-tailed).				

Source: Preparing of the researchers based on the statistical program.

The above table shows that the correlation value between the TQM axis and the AIP axis was 0.917, which is a significant value below the 5% significance level because the sig value. It was equal to zero, and this indicates the rejection of the null hypothesis and acceptance of the alternative hypothesis, and we conclude that there is a direct and significant correlation between the TQM axis and the AIP axis under the 5% significance level.

The following figure graphically represents the values of the correlations between the two axes and their dimensions:

Fig (6): values of the correlations between the two axes and their dimensions



Source: Preparing of the researchers based on the statistical program.

The researchers developed the following hypotheses to investigate the impact of the TQM axis on the AIP axis:

H0: There is no significant effect for the TQM axis in the AIP axis.

Against the alternative hypothesis:

H1: There is a significant effect of the TQM axis in the AIP axis.

The above null hypothesis was tested by analyzing the data and finding the results related to the effect, as shown in the following table:

Table 10- of the results of the impact analysis

dependent variable	Independent variable	Coefficient	F- Test	F-Test Significance	Effect Parameter	T- Test	T-Test Significance
AIP	TQM	84%	333.289	.000	.92	18.256	.000
	CV	52%	68.476	.000	.72	8.275	.000
	SV	83%	316.563	.000	.91	17.792	.000

Source: Preparing of the researchers based on the statistical program.

From the above results, it is clear that the coefficient of determination of the model related to the impact of the TQM axis on the AIP axis was 84%. This means that the model explained 84% of the total differences and the rest is explained by other variables that were not included in this research, and it is also clear that the value of the F test reached 333.289, which is a significant value as the value of Sig. Its equal to zero. As for the value of the regression parameter or the effect, it reached 0.92 and its t-test is 18,256, which is a significant value below the 5% level, and this indicates the presence of a significant direct effect, and from it we conclude that the increase in the value of the TQM axis by one unit leads to a rise in the value of the AIP axis by 0.92. With regard to the two axes, it becomes clear that the coefficient of

determination of the model related to the effect of the CV dimension on the AIP axis reached 52%, which means that the model explained 52% of the total differences and the remaining is explained by other variables that were not included in this research, and it is also clear that the value of the F-test reached 68.476, which is a significant value as the value of Sig. Its equal to zero. As for the value of the regression parameter or the effect, it reached 0.72 and its t-test is 8.275, which is a significant value below the 5% level, and this indicates the presence of a significant direct effect, and from it we conclude that the increase in the value of the CV dimension by one unit leads to an increase in the value of the AIP axis by 0.72, And the coefficient of determination of the model related to the effect of the SV dimension in the AIP axis was 83%, which means that the model explained 83% of the total and the remaining differences explained through other variables that were not included in this research. Significance of being the value of Sig. Its equal to zero. As for the value of the regression parameter or the effect, it reached 0.91 and its t-test is 17.792, which is a significant value below the 5% level, and this indicates the presence of a significant direct effect, and from it we conclude that the increase in the value of the dimension SV by one unit leads to an increase in the value of the AIP axis by 0.91.

CONCLUSION

By analyzing the previous results, the researchers reached a set of conclusions:

The reliability and validity of the questionnaire used. The highest percentage was at the scale LOW for both dimensions of the TQM axis. The highest percentage was at the scale LOW for all dimensions of the AIP axis. The values of standard deviations were few for the TQM and AIP axis dimensions, which indicate greater homogeneity of the answers of the research sample. The ability of the paragraphs to measure its dimensions and axes based on the results of the confirmatory factor analysis. According to the standard regression weights, the paragraphs of the two dimensional axes and their dependent axes were interpreted with different values. There is a direct and significant correlation between the TQM axis and the AIP axis under the 5% level of significance. There is a direct and significant correlation between the CV dimension and the AIP axis under the 5% level of significance. There is a direct and significant correlation between the SV dimension and the AIP axis under the 5% level of significance. An increase in the value of the TQM axis by one unit leads to an increase in the value of the AIP axis by 0.92. An increase in the value of the CV dimension by one unit leads to an increase in the value of the AIP axis by 0.72. An increase in the value of the dimension SV by one unit leads to an increase in the value of the AIP axis by 0.91.

The answers of the surveyed sample reflected a positive trend in the importance of research on the topic of total quality management as a vital philosophy and strategy in order to lay the foundations for improvement and to develop the quality of academic performance.

The organization in question is interested in working to support and adopt the total quality methodology as a successful work philosophy to sustain its leadership by creating appropriate requirements and conditions. The interest in and adoption of the societal aspect confirms the organization's adaptation to the community's requirements. And not giving way to members of the organization by enabling them to take some decisions. Also Weakness of material and moral motivation for working individuals. The absence of a financial budget to encourage scientific research. And Weakness of orientation towards holding quality scientific conferences. Also not to go towards issuing a cultural and scientific magazine related to the organization.

The Researchers Suggest necessity of creating a stimulating scientific environment and a more appropriate climate for presenting creative ideas, and adopting work methods that guarantee outstanding performance. Also necessity of promoting proactive action by identifying students' tendencies and perceptions and responding to them. And necessity of adopting incentive programs that enhance the ability of working individuals to follow up and monitor developments in knowledge and be in harmony with them in a way that ensures continuous growth. Also develop an entrepreneurial spirit and take responsibility. Consolidating the desire for change for the better among the employees of the organization. The need to find ways to allocate a financial budget to encourage scientific research through self-financing, And holding scientific conferences and harmonizing the organization's researchers with others in the corresponding organizations and the private sector. Finally working on issuing a scientific and cultural magazine that highlights the role of professors and students within the framework of their work and the extent of their societal interaction

The Spatial boundaries of the study were limited to the Technical Institute / Diwaniyah.

The researchers suggest conducting an extensive study of the same subject another industrial organization, such as the Kufa Cement Factory, being a leading organization in the industrial field that meets local needs.

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