

Obstacles to achieve the total quality standards of higher education institutions from the viewpoint of faculty members

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مجلة كلية الخدمة الاجتماعية للدراسات والبحوث الاجتماعية جامعة الفيوم

<https://jfss.journals.ekb.eg>

Email: journalssw@fayoum.edu.eg

online ISSN: 2682 - 2679 print ISSN : 2682-2660 Arcif:Q2

تاريخ استلام البحث ٢٠٢٤/٨/٢٩ تاريخ قبول البحث ٢٠٢٤/٩/٢٣ تاريخ النشر ٢٠٢٤/١٠/١٥

Doi 10.21608/jfss.2024.389132

Url https://jfss.journals.ekb.eg/article_389132.html

Obstacles to achieve the total quality standards of higher education institutions in Saudi society from the viewpoint of faculty members

Abstract:

This study aimed to identify the obstacles that hinder the achievement of total quality of higher education institutions from the viewpoint of members of the faculty and taking into account aspects of academic, technical and organizational obstacles.

The study community comprised a random sample of members of the Faculty of Arts, the study targeted a random sample of (60) faculty members

To achieve the goals of the study, the researcher used the descriptive analytical method. The study found that there are no statistically significant differences between the views of faculty members regarding the obstacles facing the application of total quality standards, according to gender, academic rank or specialization. The study also showed that the significance of obstacles to achieving total quality ranged from academic obstacles, such as the large number of teaching burdens on the faculty members, then technical obstacles, such as the accumulation of students inside the classrooms, and finally organizational obstacles, such as the lack of training courses for faculty members to improve overall quality.

Finally, the study recommended the need to enhance the quality culture of faculty members through continuous training, improved suitability of equipment inside the university for developing students, and provision of further finances towards the accomplishment of total quality.

Key Words: obstacles, standards, total quality

Introduction:

Since the beginning of the twenty-first century, the world has witnessed a huge civilization shift that has encompassed all aspects and areas of life. Every day new data appears that requires new skills, experiences and ways of thinking, to be managed successfully. These transformations have cast a shadow on the structure of the educational system, and a person who is able to deal with all these transformations and changes is needed. This requires a review of educational systems in terms of concept, content and style, built on new foundations based on effective scientific strategy which accommodates available materials and human capabilities. Hence, countries have begun to compete to develop their own educational systems in a comprehensive manner, some partially, some for a second time. (Al-Rashid, 2011, 17)

Higher and university education is a strategic balance of the development movement in society, as it is the main route to meeting the needs of future development. Therefore, the civilizational identity of any society is built on the basis of increasing its strategic balance and suitable employment opportunities at the desired level. (Ramadan, 2009, 85)

Education in the Kingdom of Saudi Arabia enjoys great attention and gracious care at all levels from the era of King Abdul Aziz to the era of the Custodian of the Two Holy Mosques. King Abdullah bin Abdul Aziz has provided all the capabilities to support education, and higher education in particular, with quality and accreditation systems. The criteria for accrediting universities was at the top of these priorities, due to the faith in the role of universities in developing accomplished individuals through their educational programs. (Faraj, 2007, 42)

The quality of education is a strategic goal for all universities that aspire to achieve leadership and excellence. This is because the greatest challenge facing them now and in the future, is no longer the extent of their ability to provide education for all who wish to join their various programs, but the extent of their ability to provide an educational service of a quality which fulfills the specifications of a distinguished graduate who meets the needs of the labor market and contributes to achieving development. This has led many universities to adopt quality management systems to ensure the quality of their academic programs and their outputs. (Al-Bebrawy, 2010, 52)

Total quality represents a trend that seeks to achieve a fundamental change in organizational culture within educational institutions, using modern educational methods that lead to achieving quality in the service provided. This change includes all work functions within the organization and relies on group work for continuous improvement in order to achieve success. (Hammoud, 2005, 331)

Therefore, the application of the total quality approach in educational institutions contributes positively towards achieving the desired goals. This is confirmed by the study of (Hurst, 2006, 67) which states that overall quality has radically changed the pattern of management, facilitation procedures, feedback procedures, and improvement of services provided to clients.

The studies of (Kleijnen, Willems, Karin, Dolmans, & Van Hout, 2011: 34, Bergman, 2003, 56) indicate that the application of total quality in educational institutions contributes positively to achieving the desired improvement.

Also, the study of (Trullen, 2013, 678-692) showed that one of the most important foundations for the successful implementation of the total quality approach is cultural and behavioral change within the educational institution, the beginning of

which must be to bring about change in all faculty members. (Misiunas & Inga, 2010, 151)

Like other countries, higher education institutions in the Kingdom of Saudi Arabia face a number of challenges on their way towards quality assurance and academic accreditation. In this context (Al-Hakimi, 2013, 20) believes that the path to quality assurance and academic accreditation is not paved, there are many challenges facing higher education institutions in the Kingdom of Saudi Arabia, where the problem appears when applying these academic standards.

(Al-Dawood, 2007, 15,) sees that the obstacles necessary to implement total quality in universities can be summed up in the lack of commitment of administrative leaders to the principles of quality and accreditation, with a focus on specific methods in the overall quality of others, the lack of participation of workers in the application of total quality in addition to resistance to change from some employees of educational institutions.

The study of (Dickeson, 2009, 112) aimed to identify some of the problems of academic accreditation and how to overcome them. One of the most important results was that colleges do not provide quality coordinators with the information they need, as well as a lack of transparency, reliance on a traditional curriculum, reliance on many levels of administration that hinder the effectiveness of applying accreditation standards, and accreditation costs.

The results of the study of (Al-Enzi, 2010, 36) indicated that there are a set of future challenges that the University of Tabuk will face, including those related to the existence of challenges in applying the quality and accreditation standards at the university.

The study of (Al-Mutawa, 2013, 28) also indicated that there are difficulties that hinder the implementation of quality at the university, the most important of which is the lack of financial support, whether related to rewards or conducting scientific research, as well as not involving faculty members in training courses to develop their competence.

The results of the study of (Al-Warthan, 2013, 45) concluded that there are a set of obstacles that prevent the achievement of quality and accreditation. The first were those related to scientific research and a high degree, followed by organizational aspects, then educational and knowledge aspects, and finally leadership aspects. The results of the study did not show the presence of statistically significant differences in the responses attributable to any of the study variables: jobs and training courses in quality, and the number of years of teaching experience.

(Dhiman, 1995, 45)'s study aimed to identify the most important challenges facing the application of total quality management in higher education institutions. The study reached several results, the most important of which are: faculty members who resist the principles and methods (TQM), the system of incentives and rewards in higher education, and the separation and independence of academic departments with other departments in higher education institutions. Higher education institutions are built on traditional foundations and values that resist any radical change.

In light of the above and indicated in the results of various scientific studies and research, we find that Arab higher education institutions, the Saudi University in particular, face many difficulties and challenges in their path towards quality assurance and academic accreditation. Each university needs to have the capabilities that enable it to carry out its responsibility towards quality and achieve the required quality standards.

And starting from the results of previous studies and depending on the Theoretical guides , the social work and its knowledge, skills, women, competitions and practice were to achieve the goals in a practical and sound method to achieve total quality

Theoretical Guidelines of the Research:

The ecological theory It is that approach that deals with the study and understanding of a set of intertwined relationships between man and the environment with its various elements and focuses on how the environment and man affect each other and the determinants of this influence and the adaptation processes by which man resists to adapt to the environment (Karen, 2006, p.417).

Through the previous presentation, the problem of the study can be crystallized in the following questions:

- 1- What are the obstacles that prevent the application of total quality standards in Saudi universities, categorized by academic, technical and Organizational obstacles?
- 2- Do the opinions of faculty members different on the obstacles are according to gender, specialization and academic rank?

Importance of the Study:

- 1- To shed light on one of the most important issues of the time; quality assurance and accreditation, which all contemporary educational institutions seek to achieve.
- 2- To create a clear-cut picture of those responsible for the Quality Assurance Unit regarding some of the obstacles to achieving quality assurance and accreditation.
- 3- To provide recommendations for setting plans that help to apply total quality standards that benefit those interested in the field of academic quality and accreditation.

Study Objectives:

The study aims to:

- 1- Determine the differences between opinions of faculty members regarding the obstacles to apply total quality, according to gender, specialization and academic rank.
- 2- Identify the obstacles preventing the achievement of total quality in the Faculty of Arts at Hafr Al-Batin University from the viewpoint of the faculty members, according to academic, technical and organizational obstacles.
- 3- Determine the extent to which obstacles affect the application of total quality standards in the Faculty of Arts at Hafr Al-Batin University.
- 4- Provide recommendations that help to overcome the obstacles to achieve total quality in the Faculty of Arts at Hafr Al-Batin University.

Study Questions:

- 1- Do the opinions of faculty members regarding the obstacles to achieve total quality differ according to type, specialization and academic rank?
- 2- What are the obstacles to achieve total quality standards in the Faculty of Arts at Hafar Al-Batin University according to faculty members?

This main question is divided into the following sub-questions:

- A. What are the academic obstacles that hinder the application of total quality standards in the Faculty of Arts at Hafar Al-Batin University, according to faculty members?

- B. What are the technical obstacles that hinder the application of total quality standards in the Faculty of Arts at Hafar Al-Batin University, according to faculty members?
- C. What are the organizational obstacles that hinder the application of total quality standards in the Faculty of Arts at the Hafar Al-Batin University, according to faculty members?
- D. What is the overall extent to which obstacles affect the application of total quality standards in the Faculty of Arts at Hafar Al-Batin University in Saudi society?

Study Concepts:

1- obstacles:

- Refers to all financial, administrative, technical, social and personal obstacles that hinder the person responsible for achieving the objectives of his administrative programs which help improve and develop the teaching and learning process. (Al-Mughaidi, 1997, 71) Constraints are defined as: "The factors that lead to the deviation from an ideal model preventing the achievement of the goals it seeks" (Khater, 1999, 87)
- Can be seen as causing the gap between the level of expected achievement and actual achievement, or it is a deviation in performance from a predetermined standard. (Darwish, 2005, 7)
- Known as a set of problems, organizational, educational and human, that prevent the achievement of academic accreditation. (Hakami, 2012, 7)

Procedural Definition: A set of difficulties (academic, technical and organizational) that prevent the achievement of total quality standards in the Faculty of Arts at the Hafar Al-Batin University. **It can be defined as follows:-**

- A- **Academic obstacles:** A set of difficulties that prevent the achievement of quality and related to the academic aspect, such as (The large number of teaching burdens for faculty members, Annual evaluation of programs and courses is scarce)
- B- **Technical Obstacles:** A set of difficulties that prevent the achievement of quality and related to the Technical aspect, such as (The lack of laboratories and the weak capabilities provided with them, the poor capabilities' of the faculty to participate in community service and technological changes)
- C- **Organizational obstacles:** A set of difficulties that prevent the achievement of quality and related to the Organizational aspect, such as (The lack of opportunity for faculty members to participate in university decision-making)

2- Total Quality:

Quality definitions have varied and diversified in a way that makes it difficult to develop a comprehensive and over-arching definition to be agreed upon.

It is defined by the World Organization for Standardization as: "A set of attributes and characteristics that a good or service possesses leading to the possibility of achieving stated or implied desires implicitly." (Terfya Nassima, 2014, 13)

The concept of total quality in higher education is "the system through which the inputs (faculty, student, administration, scientific curricula, hall, and laboratory, etc.) are interacted to achieve a high level of competence, scientific improvement and outlined knowledge satisfaction of the beneficiaries in governmental and private institutions." (Educational, Irfan, 2006, 76.)

While the National Authority for Quality Assurance and Accreditation of Education (2011) defines it as "the level of performance compared to internationally accepted standards of good practices for developing student learning, the management of educational institutions and the appropriate performance of what the university wants to achieve (goals and priorities), plus the extent to which the institution's goals and priorities are appropriate in the circumstances the institution operates and the societies it serves."

Procedural Definition: A set of processes, methods and procedures that a faculty implements with the aim of ensuring the achievement of quality and preventing error in inputs, processes and outputs of its educational system and academic programs.

Methodological Procedures:

1- Study type:

The study is an analytical and descriptive study that seeks to determine the characteristics of a specific phenomenon or situation over which the characteristic defines and relies on gathering facts and interpreting them and extracting their significance. We reach through this to issue instructions regarding the situation or phenomenon that the researcher is studying. This study aims to identify the obstacles that prevent the achievement of total quality in institutions of higher education institutions in Saudi society, from the viewpoint of faculty members.

1- Sample:

The sample frame includes faculty members in the Faculty of Arts at the University of Hafr Al-Batin, their numbers were (82) members, 14 were omitted because they are on special leave, and 8 were excluded for their refusal, and the total became 60 individuals, **and the sample was chosen according to the following conditions:**

A-Faculty members, whether (male or female), affiliated with the Faculty of Arts, Hafar Al-Batin University

B-The sample was randomly selected to assess the reliability of the work without bias

C-Agreeing to collaborate with researcher

Method

Social survey is a method for collecting social data through standardized interviews or through standardized questionnaires (Abdel-Baset: 1971). This study relies on the scientific method using: the social survey method was used for the sample of (60) faculty members in Faculty of Arts, Hafar Al -Batin - University

2- Tools:

The tools of the study are as follows:

A questionnaire was designed for members of the Faculty Arts, Hafr Al-Batin University, to determine the obstacles they face in achieving the total quality. The form included a set of dimensions of the following:

- a) Basic data.
- b) Academic obstacles that hinder the application of total quality standards.
- c) Technical obstacles that hinder the application of total quality standards.
- d) Organizational obstacles that hinder the application of total quality standards.

Validity and reliability

Virtual validity:

The form was presented to a group of experts in social work to judge the extent of its suitability for the field in which it was placed, including its linguistic

integrity and formulation. They were asked to delete, add or make amendments to what was deemed appropriate. More than 80% was adopted to determine the validity of the paragraph.

Content validity: -

Regarding total quality and the criteria for academic accreditation, the obstacles to academic accreditation were evaluated through reviewing a number of references and scientific books that deal with this topic. Many indicators were reached through which to identify the obstacles that prevent achieving total quality at the Hafr Al-Batin University.

The researcher also used test-retest by applying the form to a sample of (5) faculty members at their various academic degrees outside of the basic research sample. Vocabulary correlation coefficients were calculated within the dimension to which it belongs, and the correlation coefficients were calculated between the dimensions of the form and the total score using the Pearson equation.

Table (1) shows the correlation coefficients between the form dimensions and the overall score, using the Pearson equation

M	Dimension	Value of Alpha coefficient
1	Academic obstacles related to total quality	0.879
2	Technical obstacles related to total quality	0.868
3	Organizational obstacles related to total quality	0.887

Table (1) shows that all correlation coefficients between dimensions and the overall score ranged between (0.868 and 0.898) and all correlation coefficients are significant at a level of (0.01).

Reliability of the Study Tool

The stability of the form was calculated using the stability factor (Alpha-Kronbach), for the estimated stability values of the questionnaire for faculty members, for a sample of (10) vocabulary from the faculty members of the study community. The results are shown in the following table:

Table (2) shows the results of the consistency of the questionnaire for faculty members using the (Alpha Kronbach)

M	Variables Coefficient	(Alpha-Kronbach)
1	The consistency of the questionnaire for faculty members as a whole	0.87

Table (2) shows that most of the stability coefficients of the variables have a high degree of stability, and thus we can rely on their results and the tool has become its final form.

Statistical Analysis Methods:

The data was processed by computer using the program (spss.v.17.0); Statistical packages for social sciences. The following statistical methods were applied:

- 1- Frequencies and percentages in order to describe the characteristics of the study population.
- 2- Arithmetic mean: To judge the intensity of obstacles that prevent the achievement of the total quality in the Faculty of Arts, Hafr Al-Batin University. 'Yes' (three degrees), 'to some extent' (two degrees), 'not' (one degree). Then encode and enter the data into the computer.

- 3- Standard deviation is useful for knowing the dispersal or non-dispersal of respondents' answers and helps in arranging phrases with the mean.
- 4- Pearson correlation coefficient: to calculate the stability of the instrument using the test and re-test method.
- 5- Stability coefficient (Alpha Kronbach) for the estimated stability values of the study.
- 6- One-way A Nova: to identify the differences and their statistical indications between the respondents according to a specific variable.

Discussion of the Results of the Study:

The first Question:

Do the opinions of faculty members differ regarding the obstacles to achieve total quality, according to gender, specialization and academic rank?

Table (3) clarifies the statistical differences between the obstacles to achieve total quality standards, according to the opinions of the faculty members, attributed to the variables of gender, degree, and specialization using the ANOVA variance analysis test.

Variables		Source	Sum of squares	Degree of freedom	Average squares	Value of p	Significance level
Obstacles to achieve total quality standards	Type	Between groups	7.30	27	0.209	1.69	0.09
		Within groups	2.83	33	0.123		
		Total	10.13	48			
	Academic rank	Between groups	14.80	12	0.423	0.78	0.74
		Within groups	12.41	22	0.540		
		Total	27.2	38			
	Specialization	Between groups	7.2	27	0.20	1.68	0.09
		Within groups	2.82	33	0.12		
		Total	12.02	60	0.32		

Table (3) shows that:

- 1- There are no statistically significant differences between the opinions of faculty members regarding the obstacles to achieve total quality standards according to the different axes of the questionnaire attributed to the type variable.
- 2- There are no statistically significant differences between the views of faculty members regarding the obstacles to apply total quality standards according to the different axes of the questionnaire that are attributed to the variable of academic rank.
- 3- There are no statistically significant differences between the views of faculty members regarding the obstacles to apply total quality standards according to the different axes of the questionnaire that are attributed to the variable of specialization.

By this we conclude that the opinions of the faculty members regarding the obstacles to achieve quality are not affected by a variable such as gender, academic rank or specialization, and perhaps the previous result is due to the members of the Faculty of Arts having the competence and experience to enable them to identify weaknesses associated with the obstacles to achieve total quality. This result is consistent with the study of (Abu Samira and Al-Abbasi (2005),

which showed that there is no effect from gender, specialization, or academic rank, which indicates that there is consensus around the obstacles.

Second Question:

What are the obstacles to achieve total quality standards in the Faculty of Arts at Hafar Al-Batin University according to faculty members?

Table (4) shows the extent to which academic obstacles hinder the achievement of total quality standards

Obstacle	The response						SMA	Standard deviation	Arrangement
	YES		To some extent		No				
	K	%	K	%	K	%			
The lack of awareness among some faculty members of the culture of quality and the importance of its dissemination	28	55.3	22	28.9	10	15.8	2.39	0.75	6
The large number of teaching burdens for faculty members	39	76.3	11	18.4	10	5.3	2.71	0.57	1
Weak provision of sufficient information on methods of applying total quality standards to the faculty member	15	31.6	30	36.8	15	31.6	2	0.81	9
The lack of use of modern software in teaching curricula by some faculty members	39	76.3	6	10.5	15	13.2	2.63	0.71	2
Annual evaluation of programs and courses is scarce	23	34.2	12	26.3	25	39.5	1.95	0.87	10
Teaching proficiency is not a condition for the promotion of a faculty member	35	65.8	15	28.9	10	5.3	2.61	0.59	3
Lack of effort in reviewing and developing academic courses	26	42.1	27	44.7	7	13.2	2.29	0.69	7
Lack of sufficient time for a faculty member to do academic counseling for students	32	57.9	25	39.9	3	2.6	2.55	0.55	5
Omission of the applied side in many courses	35	65.8	21	28.9	4	5.3	2.61	0.59	(٣)
Weak social communication skills among some faculty members with students, colleagues, and university leadership	28	47.7	18	21.2	14	31.6	2.16	0.89	8
The variable as a whole							2.26	0.55	

Table (4) shows the extent to which obstacles affect academic standards as defined by faculty members, where the arithmetic average reached (2.26). The indicators according to the arithmetic mean arrangement were as follows: At the top came the phrase (The large number of teaching burdens for faculty members) with an arithmetic average of (2.72). Second was the phrase (The lack of some faculty members' use of modern software in teaching curricula) with an average of (2.63), and ranked last was (The rarity of evaluating programs and courses annually) with an average of (1.59). This result is consistent with the findings of the study of (Ramadan 2009), Dhiman, 1995) which showed that there are many challenges and obstacles that prevent the achievement of total quality standards and academic accreditation, including those related to the college, such as; the weak link between the academic courses and the needs of the labor market, inaction in the work of scientific research

by faculty members, the large number of teaching burdens for faculty members, the resistance of faculty members to accepting the principles and methods (TQM), the system of incentives and rewards, separation and independence of academic departments from other departments within the university.

Table (5) shows the extent to which technical obstacles hinder the achievement of total quality standards

Obstacles	The response						SMA	STD	Arrangement
	Yes		To some extent		No				
Poor capabilities (computers, laboratories, and teaching aids) for students to practice their class activities	30	52.6	26	42.1	4	5.3	2.47	0.61	3
Students accumulate in the classroom, which reduces the chances of using modern styles in teaching and learning	33	60.5	24	36.8	3	2.6	2.58	0.55	1
The equipment inside the faculty does not match the numbers of student	37	44.7	13	31.6	10	23.7	2.21	0.81	6
Lack of development of the faculty library in line with modern scientific and technological changes	38	47.4	12	34.2	10	18.4	2.29	0.77	7
Lack of teaching aids available for use by the faculty member	34	62.3	12	7.9	14	28.9	2.34	0.91	5
The poor capabilities of the faculty to participate in community service	30	50	19	28.9	11	21.1	2.29	0.8	8
The lack of laboratories and the weak capabilities provided with them	36	42.1	14	28.9	10	23.7	2.24	0.82	9
The ineffectiveness of the university's website in meeting the needs of the college, faculty members, and administrators	23	34.2	30	52.6	7	13.2	2.21	0.66	10
Inadequate provision for extra-curricular activities (halls, gyms)	35	65.8	20	26.3	5	7.9	2.58	0.64	2
The faculty infrastructure does not suit the needs of female students	26	42.1	30	52.6	4	5.3	2.37	0.59	4
The variable as a whole							2.3	0.52	

Table (5) shows the extent to which technical obstacles hinder the achievement of total quality standards as determined by faculty members, where the arithmetic average reached (2.3). The indicators according to the arithmetic mean arrangement were as follows: At the top came two phrases: (The accumulation of students inside the classroom, which reduces the chances of using modern patterns in teaching and learning) and (Inadequate provision for exercising extra-curricular activities such as halls and gyms) both with an average arithmetic of (2.58). At the lowest ranking was (The ineffectiveness of the university's website in meeting the needs of the college, faculty and administrators) with an average arithmetic of (2.21). This is consistent with the study of (Al-Hakimi, Abdul Latif, 2013) which confirmed the existence of a set of challenges facing higher education institutions in the Kingdom of Saudi Arabia.

Table (6) shows the extent to which organizational obstacles hinder the achievement of the total quality

Obstacles	The response						SMA	Standard deviation	Arrangement
	Yeah		To some extent		No				
	K	%	K	%	K	%			
Lack of qualified human resources to work in the Quality Assurance and Accreditation Unit	24	36.7	22	34.2	14	28.9	2.08	0.82	7
Central to university policymaking and decision-making	20	34.2	25	39.5	15	26.3	2.08	0.78	6
The lack of opportunity for faculty members to participate in university decision-making	26	42.1	23	34.2	11	23.7	2.18	0.8	5
Lack of harmony and compatibility between administrators and academics	20	31.6	15	28.9	25	39.5	1.92	0.85	10
Lack of training courses from academics and administrators in the field of quality	30	50	20	39.5	10	10.5	2.39	0.68	1
The allocations and financial resources available to the college are insufficient to implement the necessary quality and accreditation standards	26	50	23	36.8	11	13.2	2.37	0.71	2
Failure to meet the requirements of the Department of Quality Assurance and Academic Accreditation	21	42.1	19	21.1	20	36.8	2.05	0.9	8
Difficulty dealing with some leaders at the university	30	52.6	20	32.7	10	23.7	2.29	0.84	4
Not providing enough time to complete quality-related tasks	22	39.5	30	52.6	8	7.9	2.32	0.62	3
Lack of rules and regulations to implement comprehensive quality standards	16	31.6	28	36.8	16	31.6	2	0.81	9
The variable as a whole							2.06	0.62	

Table (6) shows the extent to which organizational obstacles hinder the achievement of total quality standards as determined by faculty members, where the arithmetic average reached (2.06). The indicators according to the arithmetic mean arrangement were as follows: At the top came the phrase (Lack of training courses from academics and administrators in the field of quality) with an arithmetic average of (2.39). Second was the phrase (The allocations and financial resources available to the college are insufficient to implement the necessary quality and accreditation standards) with an average of (2.37), and last was (A lack of harmony and compatibility between administrators and academics) with an average of (1.92). This is consistent with the study of (Dickeson, 2009) which emphasized some of the academic accreditation problems in universities, the most important results were the following: the faculty does not provide quality coordinators with the information they require, the lack of some available information for transparency, accreditation takes the traditional approach containing many administrative levels that negatively affect the effectiveness of applying standards, and unsustainable accreditation costs.

Table (7) shows the overall extent to which obstacles affect the application of total quality standards in the Faculty of Arts at the Hafar Al-Batin University

N	Obstacles	SMA	Standard deviation	Arrangement
1	Academic obstacles	2.26	0.55	2
2	Technical obstacles	2.3	0.52	1
3	Organizational obstacles	2.06	0.62	3
obstacles as a whole		2.19	0.53	

Table (7) shows the obstacles to achieving total quality in the Faculty of Arts Hafar Al-Batin University in the Kingdom of Saudi Arabia as identified by faculty members. The arithmetic average was (2.19), and indicators according to the arithmetic mean arrangement were as follows: The obstacles related to the technical aspect came first, with an arithmetic average of (0.52). Second were the obstacles related to the academic aspect, with an arithmetic mean of (0.55), and third were organizational obstacles, with an arithmetic average of (0.62).

Discussion

In light of the study's treatment of the issue of total quality, we find that important global and societal changes and obstacles represent critical and clear challenges for educational organizations, particularly universities. This is confirmed by the results of previous studies and the results of this study which have demonstrated the importance of applying total quality (in concept and practice) and the need to improve quality in universities because of their great influence in building a strong generation of graduates capable of advancing their homeland. The questions of the study were answered through the following:

1. The results of the study confirmed that the extent to which obstacles affected achieving total quality in Saudi universities, as defined by faculty members, reached the arithmetic average of (2.19). Technical obstacles came top, with an arithmetic average of (0.52), This result is consistent with the findings of the study of along with the study of (Al-Anzi, 2010) and the study of (Ramadan, 2009) which both confirmed that one of the most important technical obstacles that impede the achievement of quality standards is that the university's equipment does not match the numbers of students and the university library's failure to meet the needs of students and faculty members, second were academic obstacles, with an arithmetic average of (0.55), This result is consistent with the findings of the study of along with the study of (Al-Warthan, 2013, 45) concluded that there are a set of obstacles that prevent the achievement of quality and accreditation. The first were those related to scientific research and a high degree, and faculty members who resist the principles and methods (TQM), the system of incentives and rewards in higher education, and the separation and independence of academic departments with other departments in higher education institutions. Higher education institutions, and third were organizational obstacles, with an arithmetic average of (0.62). This result is consistent with the findings of the study of along with the study of (Dickeson, 2009) which emphasized some of the academic accreditation problems in universities

2. The results of the study also showed that there are no statistically significant differences between the views of the faculty members regarding the obstacles to applying total quality standards according to the questionnaire variables (gender - academic rank - specialization). Thus, we conclude that the opinions of the faculty members regarding the obstacles to achieve quality are not affected by a variable such as gender, academic rank or specialization. Perhaps the previous result is due to the fact that faculty members have the competence and experience to enable them to identify weaknesses associated with obstacles to achieving total

Quality. This result is consistent with the study of Abu Samira and Al-Abbasi (2005), which showed that there is no effect from gender, specialization, or academic rank, which indicates that there is consensus around the obstacles

3- **The researcher benefited from the ecological theory in this study as follows**

a - The necessity of training programs and strategic planning to work efficiently in the educational institution

b- Focusing on the deficiencies of educational institutions in achieving comprehensive quality

c- Attention to the need to develop and implement a strategic plan to achieve the objectives of the study

Finally, in light of the results of the current study, and the results of previous studies, the researcher have developed a set of recommendations that help to overcome academic, technical and organizational obstacles in Saudi universities. This can be explained in the light of the ecological perspective, with the effect of the university as a system on the society in which it lives as a larger system than it, Including culture, people, and services.

Recommendations of study:-

First: - Recommendations related to overcome academic obstacles that prevent achieving total quality standards:

- Provide faculty members with the necessary information on quality in a way that enhances their quality culture.
- Take into consideration that the teaching burdens of the faculty members are compatible with the teaching tasks in a way that allows for quality work.
- Provide the Teres member with sufficient information about the methods of applying total quality standards.
- Train faculty members in the use of modern software within teaching curricula.
- Consider proficiency in teaching as a condition for promotion.
- Provide the faculty with sufficient opportunity to perform tasks of academic guidance.
- Ensure that the program and course descriptions are matched to ensure the achievement of total quality standards.

Second: Recommendations related to overcome technical obstacles that prevent achieving total quality standards:

- Reduce the number of students in the classroom, so as to allow opportunities to use modern styles in teaching and learning.
- The facilities inside the faculty should be proportional to the numbers of students.
- Develop the faculty library and provide it with modern references in line with modern international changes.

- Provide capabilities (computers, laboratories, and teaching aids) for students to practice their class activities.
- Work to expand the internet service network at the university in order to achieve effective communication.
- Provide facilities and equipment to meet students' needs in non-class activities.

Third: Recommendations related to overcome organizational obstacles that prevent achieving total quality standards

- Attention should be paid to holding training courses periodically for both academics and administrators in the field of quality.
- Provide an opportunity for a faculty member to participate in university decision-making.
- Achieve harmony and compatibility between the administrators and academics at the faculty and university levels.
- Allocations and financial resources should be made available to implement quality and accreditation standards altogether.

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