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The extent to which the quality of university education meets the requirements of the quality management system "ISO 9001:2000" An (Applied study in the College of Administration and Economics / Maysan University).

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Abstract

Universities' possession of effective education quality systems is evidence of their scientific achievements and their keenness to provide the best educational services with what the student requires and provide the best outputs (graduates), to meet the labor market, which increased their enthusiasm towards quality education systems that meet the requirements of the present and focus their efforts towards preparing those systems well to reach levels Advanced in the global specifications of quality. This research aims to match the quality of education with the requirements of ISO 9001 in the College of Administration and Economics at the University of Maysan. This research focused on four axes, which are the responsibility of management, resource management, product achievement, measurement, analysis and improvement. With the requirements of ISO 9001, the researchers reached the following conclusions, the most important of which are: The administration shirked its responsibility to improve the reality of the quality of education in the college by following a clear and specific program to raise the level of quality of education. standard (neutral) and ratio (22.16) in standard (agreed). The research recommendations indicate: attention should be given to the quality of education and the provision of a study environment, based on the provision of material requirements of advanced equipment and test and measurement tools, the need to spread the culture of quality education through means of publication and awareness, the use of academic expertise from outside the university in order to improve the educational process in the college, providing Qualified professors with experience, specialization, and scientific and practical practice, working on preparing programs and studies to measure the level of their graduates in institutions, working on introducing the applied aspect in the fields and curricula of the college.

Keywords: education quality , human resources, responsibility , specializations,

Introduction

The subject of the quality of university education has been of wide interest by education specialists and researchers in this field because of the role played by educational institutions in spreading awareness and culture in the society that surrounds them and supplying governmental and non-

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governmental institutions with human resources with competence and experience in their fields of specialization, as it is the main goal in the development of Peoples to reach a high level of scientific progress in the ranks of developed countries. Therefore, it is the responsibility of these universities to direct all human resources, educational processes and activities (faculty, students, teaching curricula) in creating outputs that are able to practice their specializations well and with a quality that is able to keep pace with scientific and technological developments. How do we make this student be the seed that is planted in society, so that he has a prominent role in the changes of his society for the better? It has competition in all fields, one of which is the field of education. Educational institutions are required to review their outputs and ensure their quality Through the level of its graduates, it does all this through the Education Quality Improvement Program and the creation of an organizational culture among the administration, its professors, employees and students towards everything new that motivates their talents and abilities. Administration and economics at the University of Maysan alike face a challenge with the low level of its outputs and the lack of compatibility of some of its specializations with the labor market, so it must develop its curricula with the requirements of the work. The near future leaders of the country and administrators who manage the reins of affairs of companies and government departments in addition to other important specializations of engineers, teachers and others, and here comes the importance of research that shows the future foundations of the researched organization.

Research problem

The University of Maysan suffers from the poor quality of education in its colleges, especially in the College of Administration and Economics, the study community, as a result of following weak procedures to improve the quality of education, which made it unable to satisfy the student's scientific and educational needs and the needs of the labor market to create outputs that meet the requirements of the times. The research problem can be summarized in the following question: Is there a compatibility between the educational quality procedures used in the researched organization with the requirements of the ISO 9001:2000 quality management system?

Research importance:

Among the most important ways taken by contemporary societies (as a step on the path of development and knowledge progress) is to follow systems to improve the quality of education, especially the ISO 9001: 2000 quality management system, and the education sector in Iraq suffers from a noticeable decline in recent years as a result of adopting ineffective measures to improve the quality of education Which indicates an urgent need to change these procedures in accordance with the ISO 9001:2000 quality management system.

Research aims:

1-Clarifying the procedures followed with regard to the quality of university education in the researched organization.
2-Clarification of the ISO 9001:2000 quality management system attempt
3-Determine the extent of compatibility between the educational quality procedures used in the researched organization with the ISO 9001:2000 system.

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Research assumes:
The main hypothesis includes that there is no agreement between the quality of university education and the requirements of the ISO 9001:200 quality management system. A number of sub-hypotheses emerge from the main hypothesis, which are limited to the following:

1-There is no agreement between the quality of university education and the requirement of management responsibility in the ISO 9001: 2000 standard in the researched organization.

2-There is no agreement between the quality of university education and the resource management requirement in ISO 9001: 2000 in the researched organization.

3-There is no agreement between the quality of university education and the requirement to achieve the product in the ISO 9001:2000 standard in the researched organization.

First: ISO 9001:2000 specification
The International Organization for Standardization (ISO) has presented many specifications, and the ISO 9001 series is one of the most prominent because of its interest in the marketing and commercial aspect at the international level. Standards that will be concerned with the field of quality in industry and services. It was clear from the outset that the organization aimed through this series to achieve a number of goals, foremost of which is to encourage coordination and unification in national standards with the introduction of new international standards and to arrange the process of exchanging information on standards towards raising standards and setting standards. Standards, foundations, tests and certificates related to them in order to encourage trade in goods and services internationally. **(Al-Jubouri: 216, 2008-217)**
This standard gives the requirements of the quality system that must be applied and established in institutions that need to show their ability to provide products that meet specific needs, and this is done by preventing cases of non-conformity at all stages, i.e. ensuring quality in all stages, starting with design and development, then production, installation and ending with service. **(Salti, Elias: 1999, 41)** It is the standard that suits those companies whose scope of work is more comprehensive, and the standard contains twenty elements. **(Al-Azzawi: 2004, 35)**

ISO 9001 is related to the quality system in production and service organizations whose work includes designing in addition to production and after-sales services, and it includes 20 paragraphs **(Al-Taei, Qudada, 2008, 352)** The standard with ISO 9001 includes a model for quality assurance in design, development, production, examination, testing, installation and service, and includes all elements. which are adopted in this regard **(Muhammad: 68, 2010)**

Standard 9001: 2000 identified the quality management requirements that apply in the organization, the need to prove the organization's ability to provide a product that meets the customer's requirements and the regulatory requirements on an ongoing basis, **(Botros: 2005, 3)** the orientation towards enhancing customer satisfaction through the effective application of the system and the continuous improvement of its performance in order to continuously ensure the process of conformity with the requirements The customer and regulatory requirements **(Abdul-Hadi, Hussein: 18, 2006)**

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Second: the quality of education

The concept of education quality is multidimensional and deals with all the functions of this education and its basic elements such as academic programs, scientific research, faculty members, students, buildings, facilities and equipment, community service and others. As for the specific mechanism that is relied upon in order to enhance the quality of education, **(Salamah, Marshaq: 2010, 17)** it is based on evaluation The internal self-evaluation and the external evaluation, which must be carried out by independent experts, and it is also possible with the participation of international experts, here with the importance of taking into account the specificity of society at the national and regional levels in order to take into account diversity and avoid stereotyping in evaluation criteria. The quality and relevance of higher education institutions, **(Shibli: 2014, 218-219)** their programs, and their certificates cannot be judged on the basis of specific international models, i.e. the degree of perfection of these models. It is also stressed on the need for stakeholders to be an integral part of the evaluation process, led by faculty members and students. **(Zaitoun: 2008, 5)**

And that quality in education is "the totality of features and characteristics related to the educational service, which can meet the needs of students, as well as the totality of efforts made by workers in the field of education to raise and improve the unity of the educational product and in accordance with the wishes of the beneficiary and with its capabilities and Characteristics of the educational product unit **(Ibrahim, Al-Badawi: 2014, 232)**

Third: Quality objectives in education:

1-Developing the performance of all employees by developing the spirit of collective cooperative work and developing teamwork skills in order to benefit from all the energies and all employees of the educational facility

2-Establishing the concepts of quality under its constant motto "to do things right the first time and every time. **(Abdul Hadi, Hussein: 18, 2006)**

3-Achieving a quantum leap in the education process based on documentation of programs and procedures, activation of regulations and directives, and raising students' standards. **(Mallouk 2010, 59)**

4-Attention to the level of performance of administrators, teachers, and staff in schools through effective follow-up, finding the necessary corrective measures, and implementing standardized and continuous training programs and good qualification, with a focus on quality on all activities of the components of the educational system.

5-Take all preventive measures to avoid errors before they occur and work to improve performance continuously**.(Mohsen: 2005, 220-221)**

6-Standing on educational and educational problems in the field, studying these problems and analyzing them with known scientific methods and methods, proposing appropriate solutions and following up on their implementation in schools that apply the quality system while reinforcing the positives and working to avoid the negatives. **(Othman: 2010, 1-2)**

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Fourth: The most important concepts related to the ISO 9001: 2000 quality management system in educational institutions.

a-The quality policy and objectives are established to give focus on the management of the educational institution by defining the desired results and helping the institution to employ its resources to achieve these results

b- The quality policy defines the general framework for achieving quality objectives.

c-Quality objectives must be consistent with the quality policy and pledge to continuous and measurable improvement.

d-Achieving the quality goals has a positive impact on the quality of the graduate, the activities of the educational and administrative processes, and thus satisfying the community's confidence and the needs of the labor market.

The Applied side:

First: an overview of the researched organization

The College of Administration and Economics at the University of Maysan is a scientific institution established according to the order issued by the Ministry of Higher Education and Scientific Research / Department of Studies and Planning No. 3/2988/27/5/2007 working in the field of university education specialized in the economic and administrative fields, and aspires to work in Accounting, statistical, financial and banking sciences, in order to provide university service that contributes to improving the economic and social reality of the local community and the country through developing and improving its teaching, research and administrative capabilities, and providing the country with scientifically and technically qualified staff in its various fields of specialization, and discreet research directed at solving problems and improving performance In the various work joints, in a way that helps to enhance development plans and activate reconstruction activities.

This structure consists of the Deanship of the College, which includes the dean and his assistants for scientific and administrative affairs. The College Council is the main responsibility and decision-maker in managing the college affairs, which decides on scientific and administrative issues. Data and auditing that follow directly the deanship, and the Personnel and Accounts Division, and the services that follow the administrative assistant, while the scientific assistant is responsible for the library, the free, scientific affairs, postgraduate studies, and scientific periodicals, and the work of the administrative and scientific departments and divisions combine to raise the pace of research, teaching and its requirements in the college.

Second: Describe and diagnose the variables of the study and test its hypotheses.

Table (1) shows the most important characteristics of the study sample according to gender, age groups, and educational stage.

Table No (1) Description of the characteristics of the research sample

Variable	Category	Frequency	Percentage
		39	46%
Sex	males		

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		45	54%
	females		
	the total	84	100%
variable	class	Repetition	percentage
	19and under	6	7%
The age	20- 25	71	85%
	26- 29	7	8%
	the total	84	100%
variable	class	Repetition	percentage
Stage Tuition	The first	11	13%
	the second	16	19%
	Third	22	26%
	fourth	35	42%
	the total	84	100%

Table (2) indicates the characteristics of the research sample, as follows:
1-Gender: With regard to sex, the results in Table (1) indicated that the percentage of females was greater than the percentage of males, reaching (45%), while the percentage of males was (38%)

2-Age: It appears from table (2) that most of the respondents were (20-25) years old, as their percentage was (85%), while the category (26-29) was (8%) and the category (19 and less) was (7%).
3-The academic stage: Table (2) indicates that the largest percentage was for the fourth stage, which amounted to (41%), while the third stage was (27%), and the second stage was (19%), while the first stage was the lowest, amounting to (13%)
Third: Description and diagnosis of the study variables:
This research deals with the description and diagnosis of the variables of the study through the four axes that represent the responsibility of management, management and resources, product realization, analysis and measurement, using frequency distributions, percentages, arithmetic mean and standard deviations for each of the four axes.
The first axis: description of the management responsibility variable: Table (2) shows the frequency distributions, the arithmetic mean, and the standard deviation of the paragraphs of the management responsibility component.

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Table No. (2) Frequency distributions, arithmetic mean, and standard deviation for the items of management responsibility

dimensional	Agree		Neutral		Disagree		Deviation	Mean
	repeatability	%	repeatability	%	repeatability	%		
X1	31	37.3	28	33.7	24	28.9	0.814	2.08
X2	10	12	19	22.9	54	65.1	0.704	1.46
X3	13	15.7	33	39.8	37	44.6	0.724	1.71
X4	20	24.1	15	18.1	48	57.8	0.845	1.66
X5	18	21.7	38	45.8	27	32.5	0.732	1.89
pointer total		22.16		32.06		45.78	0.764	1.76

Where the data of table (2) indicate that a rate of (45.78%) at the level of (does not agree) of the respondents affirm that the administration has shirked its responsibility to improve the reality of the quality of education in the college by following a clear and specific program to raise the level of quality of education. 22.16% at (agreed) level, with an arithmetic mean (1.76) and a standard deviation (0.764).

The most prominent paragraphs contributing to the enrichment of this dimension was paragraph (x2), which states:

Does the college administration have the ability to meet the student's cognitive requirements)) supported by an arithmetic mean (1.46) and a standard deviation (0.704). While the least contributing paragraphs were paragraph (X1), which states (Is the college administration committed to improving the quality of education based on a clear belief in the need to enhance that quality) and this is indicated by an arithmetic mean of (2.08) and a standard deviation of (0.814). Accordingly, the hypothesis was proven that there is no compatibility between the quality of university education and the requirement of management responsibility within the requirements of ISO 9001.

The second axis: Description of the resource management variable: Table (3) shows the frequency distributions, the arithmetic mean, and the standard deviation of the paragraphs of the resource management component.

Schedule (3) Frequency distributions, arithmetic mean, and standard deviation of the items of resource management

dimensional	Agree		Neutral		Disagree		Deviation	Mean
	repeatabilit	%	repeatabilit	%	repeatabilit	%		

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	y		y		y			
X6	18	21.7	25	30.1	40	48.2	1.73	0.797
X7	29	34.9	22	26.5	32	38.6	1.96	0.861
X8	11	13.3	9	22.9	53	63.9	1.49	0.722
X9	29	34.9	31	37.3	23	27.7	2.07	0.793
pointer total		26.2		29.2		44.6	1.81	0.793

Where the data of table (3) indicate that the percentage (44.6%) at the level of (do not agree) of the respondents confirm that there are no sufficient and efficient (human and material) resources to ensure the achievement of quality, and on the other hand, the percentage of (26.2%) is at the level of (agreed). That is with an arithmetic mean (1.81) and a standard deviation (0.793). The most prominent paragraphs contributing to the enrichment of this dimension were paragraph (x8), which states

Are buildings, classrooms, and technical computer laboratories available in the college to provide the best educational service. supported by an arithmetic mean (1.49) and a standard deviation (0.722), while the least contributing paragraphs were paragraph (X9), which states (Is there a good relationship and understanding between teachers and students? Away from the problems and continuous objections to secure a positive learning environment) This is evidenced by an arithmetic mean of (2.07) and a standard deviation of (0.793). Accordingly, the hypothesis was proven that there is no compatibility between the quality of university education and the requirement of resource management within the requirements of ISO 9001.

The third axis: Description of the product realization variable: Table (4) shows the frequency distributions, the arithmetic mean, and the standard deviation of the items of the product realization component.

Table (4) Frequency distributions, arithmetic mean, and standard deviation of the items of product realization

dimensional	Agree		Neutral		Disagree		Deviation	Mean
	repeatability	%	repeatability	%	repeatability	%		
X10	14	16.9	38	45.8	31	37.3	1.79	0.711
X11	13	15.7	32	38.6	38	45.8	1.69	0.728

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X12	32	38.6	23	27.7	28	33.7	2.04	0.854
X13	23	27.7	18	21.7	42	50.6	1.77	0.86
pointer total		24.7		33.4		41.8	1.82	0.788

The data of table (4) indicate that a rate of (41.8%) at the level of (does not agree) of the respondents affirm that preparing and qualifying the student, meeting his needs, building and planning curricula, study materials, and accepting teaching methods do not meet the requirement to achieve a product. In contrast, his percentage is (24.7%).) at the level (agreed), and this came with an arithmetic mean (1.82) and a standard deviation (0.788).

The most prominent paragraphs contributing to the enrichment of this dimension was paragraph (x13), which states:

Does the college follow effective teaching methods and use different clarification methods in) lectures in order to increase and improve the student's absorptive capacity?) Supported by an arithmetic mean (1.77) and a standard deviation (0.860). While the least contributing paragraphs were paragraph (X12), which states (Has the preparation of students been accepted on objective grounds and according to the capabilities of the college and the resources it possesses). This is indicated by an arithmetic mean of (2.04) and a standard deviation of (0.854). The hypothesis is that there is no agreement between the quality of university education and the requirement to achieve the product within the requirements of ISO 9001.

The fourth axis: Description of the variable of measurement, analysis and improvement: Table (5) shows the frequency distributions, the arithmetic mean, and the standard deviation of the items of the product realization component.

Schedule (5)Frequency distributions, arithmetic mean, and standard deviation for the items of measurement, analysis, and improvement

dimensional	Agree		Neutral		Disagree		Deviation	Mean
	repeatability	%	repeatability	%	repeatability	%		
X14	24	28.9	31	37.3	28	33.7	1.95	0.794
X15	12	14.5	25	30.1	46	55.4	1.59	0.733
X16	26	31.3	29	34.9	28	33.7	1.97	0.811
X17	25	30.1	36	43.4	22	26.5	2.03	0.756
X18	28	33.7	35	42.2	20	24.1	2.09	0.758
X19	11	13.3	15	18.1	57	68.7	1.44	0.719
pointer		25.		34.3		40.3	1.84	0.762

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total		3		3		5		

The data of table (5) indicate that (40.3%) at the level of (do not agree) of the respondents confirm that there are no effective systems for measuring, analyzing and developing the teaching and educational process, including the examination system, analysis of failure causes, corrective actions, university performance evaluation and continuous improvement. Its percentage is (25.3%) at the (agreed) level, with an arithmetic mean (1.84) and a standard deviation (0.762).

The most prominent paragraphs contributing to the enrichment of this dimension were paragraph (x19), which states:

Does the college administration review, evaluate and know the scientific and practical performance of graduates in institutions in addition to activating feedback) supported by an arithmetic mean (1.44) and a standard deviation (0.719). While the least contributing paragraphs were paragraph (X18), which states (Does the college administration from time to time conduct an internal audit by following up and controlling its operations and educational activities.) This is indicated by an arithmetic mean of (2.09) and a standard deviation of (0.758). The hypothesis that there is no compatibility between the quality of university education and the requirement of measurement, analysis and improvement within the requirements of ISO 9001.

Finally, the basic hypothesis proved that there is no agreement between the quality of university education and the requirements of the ISO 9001 quality management system.

Conclusions and recommendations:

Conclusions:

1-The results of the descriptive analysis showed that most of the answers regarding the requirements of ISO 9001 focused on the lack of approval of most of the paragraphs related to these requirements in the college of administration and economics in the study population, and this indicates a lack of agreement between those requirements and the quality of education.
2-The results of the descriptive analysis showed that the college administration did not pay attention to the quality of education and its weak ability to meet the student's knowledge requirements by providing a study environment that fulfills the scientific purpose. Perhaps one of the reasons lies in its being a young university.
3-It was also clear from the results of the descriptive analysis that the buildings, classrooms, and laboratories are lacking the crisis technology to achieve the best educational service provided to the student. All that is required is that technology is used to convey a simple image in the mind of the student, and the required scientific library is not available in the college departments, in addition to the lack of spaces required to build those Halls and expansion of the college library.
4-It also became clear through the results of the descriptive analysis that the teaching methods enjoyed by the teachers are ineffective in conveying a clear picture in the mind of the student. Flexible methods of illustration were not used except rarely to improve students' comprehension and their suffering from the lack of teaching staff.

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5-It became clear that the college administration has no knowledge of the practices of its graduates and does not review and evaluate those practices and know their performance and the direction of its feedback is ineffective.
6-Through theoretical framing, it was confirmed that the requirements of ISO 9001 in education include a number of items, the most important of which are management responsibility, resource management, product realization, measurement, analysis and improvement.

7-From the theoretical side, it appears that the quality of university education means the quality of interest in curricula, study materials, teaching methods, academic programs, scientific research, facilities and technology, as well as the university environment.
8-From the theoretical side, it was found that the ISO 9001 quality management system in university education means the requirements that are supposed to be established by any university or college that needs to formulate its capabilities in a manner that is stable or provide the best graduates that meet the requirements of the labor market.

Recommendations:
1-Attention should be given to the quality of education and the provision of a study environment that meets the requirements of the times by updating the curricula in line with the scientific development, as some of the courses composed since the eighties and nineties do not suit the requirements of the present.
2-To provide the material requirements of advanced equipment and test and measurement tools to increase the absorptive capacity of students to pursue development for the outcome and to reject the classical methods.
3-The need to spread the culture of quality education through the necessary means of publication and awareness, and to make it a requirement for university work.

4-Using academic expertise from outside the university in order to improve the educational process in the college.
5-Providing qualified professors with experience, specialization, and scientific and practical practice who are empowered with awareness methods and methods and develop the current ones through training and holding seminars, which enhances their ability to communicate concepts smoothly to students.
6-Work on preparing programs and studies to measure the level of its graduates in the institutions in which they work and whether it is compatible with what those institutions require, all through feedback.
7-Work to introduce the practical aspect in the fields and curricula of the college in relation to administrative and economic studies, because the college lacks this important aspect.

8-Universities around the world, including Iraqi universities, have been affected by the results of the information revolution, and it is expected that they will witness great developments as a result. Therefore, attention must be paid to quality in higher education and the practice of modern quality systems for the purpose of improving educational quality and achieving the satisfaction of the

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student beneficiaries, the labor market and society, and access to the competitive situation.

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