

## Evaluating the organizational culture and its suitability with the requirements of total quality management

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### ABSTRACT

The aim of the research is to evaluate the scientific principles that underpin organizational culture and training in the institutions of the Ministry of Education, where teaching staff are trained and rehabilitated, and the extent of the reflection of the quality of the training process on the quality of education. The research also aims to clarify the concept of total quality management and the extent to which it can be adopted in the work of educational institutions. For this purpose, the educational preparation departments in the education directorates in al-Karkh and al-Rusafa affiliated with the Iraqi Ministry of Education were chosen. The research included a theoretical study on the concept of organizational culture and training, its principles and components, its compatibility with the requirements and the concept of total quality and a field study of the training reality and the level of organizational culture in the directorates. Through it collecting data, analyzing it statistically and testing hypotheses, the research reached several conclusions, the most important of which is that the evaluation process for the trainees is an incomplete process as it is limited to the post evaluation, i.e. after the end of training. The research pointed to several recommendations, the most important of which is the interest in determining training needs in a scientific manner, preparing training and educational programs on the concepts of quality and total quality, and making changes aimed at adopting the approach of total quality management in the directorates of the Ministry of Education.

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comprehensive analysis of the organization, the individual and the business. These levels constitute aintegrated approach to identifying training needs. Therefore, when determining the training needs of the trained groups, it is necessary to take into account the development of teaching professions, the increase in the accuracy of specialization, the renewal and development of educational requirements, and the addition of new human capital to educational institutions calls for the establishment of continuous training courses.

### First: the research problem

Previous academic studies in this field have proven that lack of training has major negative consequences, such as a decrease in the level of service provided, low cost-effectiveness of technology, in addition to the expenses and additional costs incurred by organizations that are essentially indispensable.

Through an exploratory study of the reality of the training process that takes place in the training departments of the Al-Karkh and Rusafa directorate in question, the research problem can be formulated as follows:

1- The low level of educational work and the related manifestations of dissatisfaction, neglect, chaos and lack of experience are the result of neglecting the

### Introduction

The training process is one of the most important measures of development and success that classifies organizations, and this explains the financial budget that smart organizations allocate for the training process, and for the training process to succeed, a clear and accurate concept of training must be available to the parties to the training process, including a trainer, a trainee, and a training official , because this has an impact on the correct preparation and proper implementation of training programs, and the adoption of modern methods in the training process that meet the needs of human resources working in educational institutions and develop their knowledge and skills, and the adoption of a comprehensive quality system in training in particular, in a way that transforms work in educational institutions into a comprehensive quality system Which would raise the level of educational level in general . therefore, the analysis of training needs should be carried out in accordance with the general objectives and strategies of the concerned organization. This step is the cornerstone of planning the training process because it helps in determining the objectives and contents of the training program, training methods in addition to determining the appropriate time and place, and methods of evaluating training programs . training needs are determined based on a

implementing and evaluating the training process, as well as the lack of organizational culture in this field.

1- There are no fundamental differences between the scientific and applied concepts of training principles and the level of organizational culture and their methods currently prevailing in the educational preparation departments in the Directorate of Education in Al-Karkh and Al-Rusafa under study and between the scientific principles and concepts to be applied.

2- There are no fundamental differences between the quality of the training process and the quality of the teaching performance that must be met by using the approach of total quality management in training and the level of organizational culture.

#### **Fifth: The method of collecting and analyzing data**

To achieve the objectives of the research and test hypotheses, the descriptive analytical approach was relied upon by dividing the research into two parts: The first is theoretical that clarifies the concept of training, its principles and components, and the concept of quality through Arab and foreign books and periodicals, the second part is practical and includes a field study that was conducted in the educational preparation departments of the Al-Karkh and Rusafa Education Directorate of the Iraqi Ministry of Education, The questionnaire, which was prepared for research purposes, was distributed to the trainers and those in charge of the training process, including teaching professors and educational supervisors. Descriptive statistics were used to calculate the averages of the answers of each sample, which are related to the research hypotheses.

The second topic: organizational culture

#### **First: the concept of organizational culture**

**Culture:** It is the set of values, beliefs, customs, traditions and patterns of behavior that individuals and groups acquire in societies and overcome their behavioral practices in life in an emotional or subconscious way (Al-Adili, 2009, 44).

**Organizational:** It defines the organization in several respects, most notably as an independent moral entity, which is an administrative process, a function, and a system. It can also be defined as a structure for relationships that exist between specialized groups that seek to achieve a specific goal through coordination and integration of efforts. (Merai, 2011, 87)

**Organizational culture:** means something similar to the culture of the community, as the culture of the organization consists of values, beliefs, perceptions, assumptions, rules, standards, man-made things and common behavioral patterns, and that the organization's culture is its personality, climate or feeling, and the

training process, lack of interest in its scientific concepts when identifying needs and designing, 2- The absence of the concept of quality and the failure to apply a training quality system that would improve the quality of the training process and thus improve the quality of the training process, improve the quality of the teaching performance, improve the educational process, and reach a clear concept of organizational culture.

#### **Second: The importance of research**

The importance of this research stems from the importance of the studied sector, which is the educational sector, especially the training departments in which the teaching cadres are trained and prepared in various categories of teachers, educational supervisors and school directors. This does not mean that training is limited to teaching professors and the like. Rather, training must continue in all stages of educational work, which is called continuous education. On the other hand, the training process would improve the quality of the educational work provided in all educational institutions, and therefore it is necessary to adopt a quality system in the training process that is reflected in the teaching performance and its efficiency.

#### **Third: Research objectives**

Given the importance of the level of organizational culture as well as the training process in the educational sector, the research aims to:

- 1- Clarify the concepts of organizational culture and training and its components in general, the concept of quality and the approach to total quality management.
- 2- Evaluating the extent of harmony of the organizational culture and the training process in the educational preparation departments - subject of study - with the scientific principles of the training process.
- 3- Evaluating the components of the training process in the educational preparation departments of the districts of Al-Karkh and Al-Rusafa affiliated with the Ministry of Education.
- 4- Evaluating the quality of the training process and its impact on improving the quality of the teaching performance provided in educational institutions.
- 5- Evaluating the changes made by the educational departments to adopt the approach of total quality management in their work.
- 6- Presenting a proposed approach to implement Total Quality Management in the educational preparation departments in the directorates of Al-Karkh and Al-Rusafa affiliated with the Ministry of Education.

#### **Fourth: Research hypotheses**

Research hypotheses can be formulated as follows:

5- The extent of employee commitment to the general image that the organization presents for itself within the community.

6- Things that employees are proud of being members of the organization.

7- The employees' feeling towards the organization and the image they carry and convey to the outside public.

8- Policies and procedures for the work of the organization.

9- The reason for the existence of the organization.

Organizational culture exists in all organizations: it is known that no organization, no matter how small or large, is devoid of a specific organizational culture. However, organizations in general do not work to create their culture with awareness, awareness and prior planning, and the organizational culture of these organizations is formed based on the nature of their work and their internal procedures. And the policies of higher departments in it ,and these policies and procedures turn over time into a set of practices and experiences for employees, which are directly the culture of the organization. However, the presence of organizational cultures in this way will not enable these organizations to keep pace with the surrounding rapid developments, nor will they enable them to carry out successful transformation and development processes (Atkinson, 2009, 67)

Who is responsible for developing and developing the organizational culture: This responsibility rests on the higher management, and it must contribute clearly to establishing, defining and shaping the organizational culture of the organization and the set of core values, behaviors and behaviors that are consistent with the higher goals of the organization and the common interests of the owners, management, individual employees and the society in which the organization is located. Atkinson, 2009, 68)

culture of the organization determines the behavior and competing ties and motivates individuals. (Harem, 327,2014) , each organization has its own culture: just as it is the case for any of us to have his independent personality that distinguishes him from others, each organization has its own culture and personality that distinguishes it from other organizations. Profit organizations differ from non-profit organizations, and universities differ from institutes and hospitals that differ from hotels and theaters ... etc. Also, organizations that work in the same field and the nature of work differ from each other. You will not find a bank with a similar personality to another bank or university with a similar personality to another university. (Hobeish, 2009, 288) .

Second: The Factors Constituting the Organizational Culture: (Al-Azzawi, 2019, 53(

Tangible factors and variables:

1- Products and services of the organization.

2- The name and logo of the organization, and any other connotations or shapes.

3- Buildings, offices and branches of the organization, its internal and external furniture and designs.

4- Advertisements, brochures and publications of the organization of various kinds.

5- Contributions and services of the organization in community service.

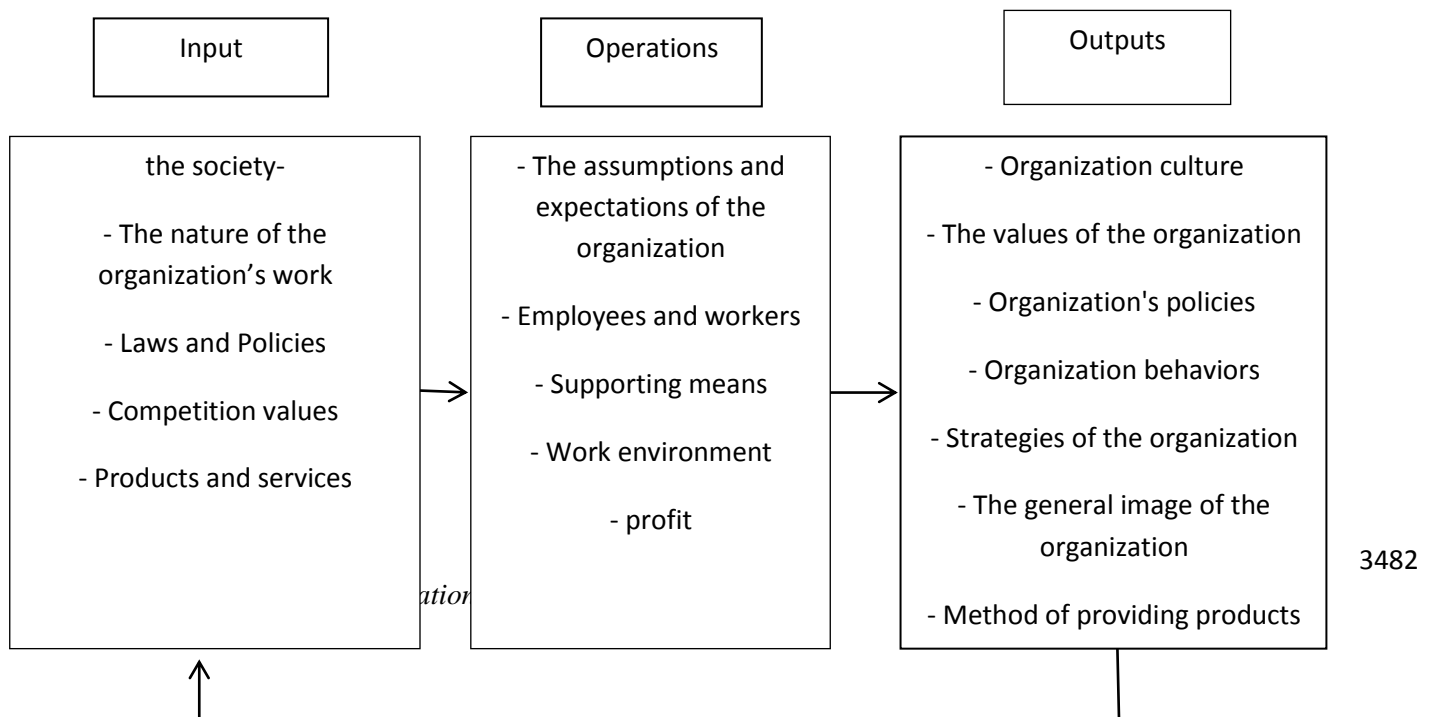
Intangible factors and variables:

1- The behavior and behavior of the employees.

2- The manner and manner of employees dealing with the public and society in general, both inside and outside the working hours.

3- The method of employees in presenting the products and services provided by the organization to the community.

4- The opinions, ideas and attitudes of the employees regarding social issues.



and any deviation from this system. It is a deviation that must be corrected.

They usually face transformation and development processes with rejecting groups, as this either conflicts with their personal interests, or they pursue conservative and traditional policies. Therefore, before starting the transformation processes, it is necessary to work on creating a conscious, aware and active culture at all levels of the organization.

(Arcaro, Janice, 2011, 124)

Transformation and an inclusive rebuilding 'scarcity'

Transformation or re-engineering of work systems:

Defining transformation: as a fundamental and fundamental rethinking and radically redesigning administrative processes with the aim of achieving substantial, substantial improvements, not marginal, incremental, critical performance standards: cost, quality, service and speed.

Transformation is not a reform process: that transformation is starting over and not repairing and restoring the existing situation or performing cosmetic operations that leave the infrastructure as it was, nor is it patching holes in the existing systems and procedures in order to work better.

Transformation means abandoning old business procedures: A successful transformation is a transformation that takes place on the basis of abandoning traditional work procedures, the traditional method of performing services and thinking in a new, different and innovative way in how to prepare and provide products and services to meet the desires, needs and expectations of customers and society. (Said, 2014, 257)

### **The second topic: training**

First: The concept of training and the need for it

Training concept: Management scholars differed in the definition of training, but they agreed that as a concept it is an organized, continuous and purposeful administrative process. In order to clarify the concept of training, we quote some of the most important acquaintances contained in academic studies of management scholars:

Frederick Tyler says, "After we study the worker and know his potential, we continue together as friends in an effort to develop each of our employees to achieve the maximum benefit and train them to enable them to do more important and profitable work than the ones they used to do in the past." (Nasrallah, 2009: 197)

And a second definition: Training is "those efforts aimed at providing the working individual with

Source / (Saeed, 2014, 250)

Figure (1)

Organizational Culture Model

### **Third: Organizational culture and its importance**

1- Organizational culture is the strong and stable base on which organizations stand to face the rapid changes in local and global markets in light of market openness, technological development, global trade agreements, economic blocs and regional groupings, and the merging of organizations.

2- The organizational culture works as an equation in which the personality and the momentum of individuals fuse with the higher goals of the organization, and so that shared values form the interaction equation of this fusion, so that the individual's self-realization becomes the goals achieved by the organization within the system of values prevailing in society.

3- Organizational culture The framework that contributes to building and developing the organization and its advancement and keeping pace with changes and developments, and in return it is the basis for the organization's decline, decline and exit from the market if this culture is negative.

4- The organizations during one of the stages failed miserably, since the organizations 'administrations did not realize, recognize and define their existing organizational culture, and also did not work to create their own organizational culture or work to develop it in the context of the transformation processes that they undertook. (Al-Azzawi, 2019: 35)

Organizational culture is the core and basis of transformation and development processes:

Organizational culture is the basis for the success of transformation and development processes at any levels and on any scale, no matter how large or small, to meet the challenges of rapid changes and make optimal use of available opportunities. This transformation experts focus on defining the existing organizational culture in the organization as a basis for implementing the targeted transformation and development plans and programs.

The organizational culture is the one that creates acceptance at all levels in the organization to adopt the processes of transformation, development and renewal positively and convinced that the goals and personal interests of individuals have been consistent with the culture of the organization and its higher goals, so that the individual's self-realization is through achieving the goals of the organization and according to its culture,

and services. The possession of modern technology is not the measure of the success of the organization, in the field of educational institutions it is not permissible to measure its development by expanding educational facilities, and by supplying them with modern equipment and requirements only, but this is supplemented by the level of human performance of teachers and trainers, and this appears as a basic output from the outputs of training and continuous educational education through its programs Effective.(Tonsend& Gebhardt, 2008, 87)

The importance of training in educational work increases for many reasons, the most important of which is: the permanent expansion of education and teaching. Every day there is something new in terms of working methods and educational specialties, permanent change in working conditions, and the many problems, as educational work is characterized by vitality and high sensitivity. The percentage of problems encountered by workers in this sector of various groups and types of work may increase, and to avoid these problems lies in training and continuing education through which teachers are trained on all that is new. (Harastani, 2010, 39)

General principles of training: Management scholars have developed a set of basic principles through which the objectives of the training process can be achieved, and these principles are summarized as follows:

- 1- The necessity of training and its continuation: it is a continuous function to meet the requirements of development and change, and it is a basic need for any organization to develop its human cadres. It "begins with appointment and ends only with retirement.
- 2- Training is an integrated system: it is a non-random activity, but rather integrated with its inputs, systems and outputs on the one hand, and integrated with other activities of the human resources department, and training can be represented as an integrated system in Figure (2):

information and knowledge that would gain him a skill in performing the work or developing skills, knowledge and experiences in the direction of increasing the current and future efficiency of the individual worker." (My Godly, 201,2020)

Training is "providing individuals with specific skills that help them correct deficiencies in their performance. Through the previous definitions of training, it is clear to us that:

1- Training is an organized and continuous planned activity aimed at raising the capabilities and capabilities of the individual.

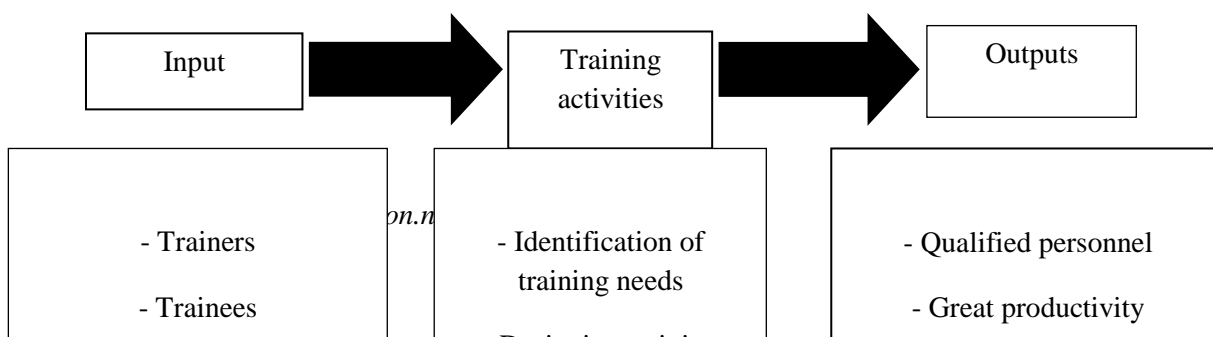
2- Training leads to the modification of an individual's information and experiences and a change in his behavior and attitudes to improve his performance and work quality.

3- Training leads to providing the individual with new experiences and the skills necessary to improve his work on the one hand and improve the organization's performance on the other hand, as a result of providing the organization with competent individuals who are able to adapt to the nature and work conditions that they perform, which is what modern organizations seek, that is, to improve their work in a way that contributes to their introduction in Quality record.

Thus, it can be said: Training is an organized, continuous and scientifically based activity aimed at strengthening the competencies of individuals at various organizational levels, expanding their knowledge and skills, and directing their behavior towards achieving the goals of the individual and the organization simultaneously.

Second: The importance of training: Training has become the modern language of education, development and performance and has become a strategic choice in the human resource investment system.

Training is an effective way to improve the organization's work and the quality of its production





Training needs express the difference between the level of performance to be achieved and the actual level of performance by the working personnel. That is, the training need is the gap between the work requirements of knowledge and skills and those enjoyed by the individual doing the work. The training need appears

As a result of changes that occur to the individual on the one hand, such as transfer, promotion, performance evaluation, work injuries, and new employment. On the other hand, it occurs to the organization in terms of changing policies and objectives, acquiring modern technology, or creating new services and products...therefore, the analysis of training needs should be carried out in accordance with the general objectives and strategies of the concerned organization. This step is the cornerstone of planning the training process because it helps in determining the objectives and contents of the training program, training methods in addition to determining the appropriate time and place, and methods of evaluating training programs. Training needs are determined based on a comprehensive analysis of the organization, the individual and the business. These levels constitute an integrated approach to identifying training needs. therefore, when determining the training needs of the trainee groups in the directorate, it is necessary to take into account the development of professions, the increase in the accuracy of specialization, the renewal and development of equipment, and the addition of new human capital to the directorate requires the

Source (Watchmaker, 2008, 83)

Figure (2)

Training is an integrated system

3- Training is a changing and renewable activity: in view of the renewal and changing attitudes of the individual and his behavior and the development of technology, it is necessary to be constantly prepared to update and develop training and its methods.

4- Training is an administrative and technical activity: On the one hand, training is an administrative activity in which the conditions of administrative work are met, including clarity in policies, objectives, plans and programs ... and on the other hand, training is a technical activity that requires specializations and scientific and practical experiences in the field of training.

5- Training has administrative and organizational elements: in terms of progression in the training process, linking training with material and moral incentives, taking into account the disparity between trainees, and paying attention to practical application, as well as the careful selection of trainees and their follow-up after the training ends, encouraging them to participate, and finally linking the training process with real work needs.

Stages of the training process: When planning the training process, it is necessary to take into account the sequencing in the planning process, as the training process goes through the following stages:

-1Identifying Training Needs: Training Trends

trainers is also measured.” Thus, the evaluation process aims to: (Shawish, 2009, 251)

- Knowing and developing strengths and weaknesses in the training program.
- Determine the extent to which the trainees benefit from the training program.
- Measuring the efficiency of the training process elements, including trainer and trainee, and training methods and methods.
- Deciding whether to continue or change the program.
- Improve and develop training programs.

**The third topic:** organizational culture and overall quality in training and its impact on improving the quality of education

Quality in training is what the trainee expresses in terms of satisfaction, which means access to training services at a level that meets the trainees' desires, aspirations and goals, and satisfies their actual needs for training. (Hilal, 2013, 53)

The quality of training is the best guarantee for improving the quality of education, as improving the quality in the training process leads to raising the efficiency of the training performance of the Training Administration, which leads to a kind of integration between what the trainee learns and what he actually needs in developing his performance and improving his capabilities, which increases the effectiveness of education and training. In practice, training leads to improved performance, reduces errors, and performs work correctly the first time, and this leads to lower costs, which is important in the field of the educational process, as the costs of education increase in the event of a lack of educational and teaching experience, noting that the quality of education is not specified Landmarks are affected by many things. (Jad Lord, 2014, 249) , the success of quality improvement efforts depends mainly on the human factor, hence the importance of the role of the Training Department in adopting any change that would contribute to the development and improvement of quality, given that training is mainly focused on improving, developing and developing the capabilities, skills and attitudes of the human element , The definition of quality differed according to its use and the entity that expresses it. By reviewing the studies and researches that have been concerned with this topic, we can define quality as a pioneering step towards improving performance to reach global standards through which the needs of customers of various categories are met, in order to achieve the satisfaction of these desires and achieve the objectives of the establishment, whether it is material or moral profit.

establishment of continuous training courses. (Al-Salem, 2012, 250)

**Designing training programs:** The process of designing a training program is the process of producing educational and training materials that form the content of the training program in light of the training objectives that are a reflection of the pre-defined training need. When designing the training program, a scientific methodology must be adopted based on the following steps: (Al-Fares, 2020, 187-188)

A- Defining the objectives of the training program.

B - Defining the topics of the training program.

C- Determining and preparing training materials.

D- Defining training methods

E - Determine the training methods and supplies

L - determine the time and place.

G- Selection of trainers.

H- Selection of trainees.

I- Estimating the training budget.

**3- Implementation of the training program:** It represents the practical application of what was previously done, as the implementation process is determined in light of the data and contents of the program itself and its objectives, which include educational and training attitudes and procedures aimed at developing and expanding knowledge, skills and behavioral values of the trainee. The implementation process is affected by a set of factors, including: (Nour Allah, 2009, 179)

- Timing: the start and end date of the program, and the allocation of time allocated to training materials.

- Place and other supplies for training.

- Supervision by scientific specialists and by an administrative apparatus capable of organizing training and providing

Staff with the necessary supplies.

- The trainer plays his role as a key factor in the success of the implementation process.

Thus, we see that this step is the practical application of what has been prepared for, and the success of the training program depends on the proper and scientific implementation of the training work steps, by transferring the training material information to the trainee in order to achieve the goal of the training program, which is to bridge that gap in the trainees' information.

**-4Evaluating the training process:** The evaluation process is defined as those “measures by which the efficiency of training programs and their success in achieving their set goals are measured. The efficiency of the trainees and the extent of training success in changing them are also measured. The efficiency of

techniques, and thus the organization's choice of a comprehensive quality management method turns it into an educational organization that provides high-quality services in less time, (Al-Azzawi, 2019, 54)

Adopting the comprehensive quality management approach as a system in training: The application of the comprehensive quality approach starts from one of the preparation and training departments, and over time it is spread to all departments, as TQM encourages the integration process between the various departments in order to improve the quality of education, the quality of support services, and the quality Administrative system. (Atkinson, 2009, 23) , since training is one of the main activities in the preparation and training departments, which provides training services for workers in the educational field with various specializations, it is the nucleus for implementing the approach to total quality management and spreading the culture of quality in educational institutions. On the main system components (inputs - operations – outputs):

1- Inputs: It depends on the efficiency of previous training needs determination with the most effective methods that enable identifying performance deficiencies.

2- Operations: It uses the inputs in dealing with the components of the training process, namely: individuals working in the field of training, the topics of training programs. Training methods and aids for the training process. The training environment that plays an important role in investing the previous elements.

3- Outputs: They are the result of the interaction between the inputs through conducting operations, and access to services and products that satisfy the trainees and their desires, so that these outputs represent inputs to the system again that contribute to the development of the training process and so on .. OMEZ, 2011, 260).

#### **The fourth topic: Research methodology and field procedures**

First / Research Methodology:

To achieve the objectives of the research and test hypotheses, the descriptive analytical approach was relied upon by dividing the research into two parts: the first is theoretical that clarifies the concept of training, its principles and components, and the concept of quality through Arab and foreign books and periodicals. The second part is practical and includes a field study that was conducted in the educational preparation departments in the Directorate of Education of Al-Karkh and Al-Rusafa affiliated with the Iraqi Ministry of Education , where the questionnaire prepared for the purposes of the research was distributed to the trainers and those in charge of the training process. Descriptive

Total Quality Management is also known as "the philosophy and broad lines and principles of the show and guide the organization to achieve continuous improvement so that is an essential task for all members of the organization in order to add value to satisfied customers internal and external by providing what they expect or exceed their expectations." (Al-Azzawi, 2019, 54)

The application of total quality does not depend on industrial activity only, but extends to the service sector, especially the educational sector, where this approach has become a prominent topic in educational research. Several definitions of total quality management in the educational field have been mentioned, as they are: "An attribute through which the improvement in teaching performance levels is expected after taking into account the balance between the gains and losses that accompany the teaching work." (Al-Ahmadi, 2014, 125)

The interest in the quality of education has increased as a result of the increase in the demand for educational institutions that have good outputs from outstanding students, in addition to the increase in community awareness and their interest in the quality component of education. Also, total Quality Management assists educational institutions in determining appropriate standards to ensure quality, and optimal utilization of the available capabilities, especially educational institutions that are a mirror of the level of civilization that the country has reached, and which provide a diverse mix of staff, cadres, educational, training and research, and thus it contributes to raising The level of education in general for the country. (Aliwa, 2010, 79) , total quality management in educational institutions differs from others in other institutions in terms of accepting a lower level of performance, especially in training, because any error in preparation may lead to serious material and moral consequences. These errors. Here comes the role of the Training Department in adopting the application of the comprehensive quality approach through the identification and deep awareness of the content of TQM, and the identification of the necessary and desirable skills and trends to contribute to a good and effective application of this method.

In order for the Training Department to be able to adopt the Total Quality Management System, it must play a new role through which it works to develop and develop human resources by providing the necessary inputs to the process of modifying or changing the culture prevailing in the organization, and paying attention to the training process through the acquisition of everything that is modern in the field of training And its



sample t test was used, noting that the average value of the scale used is (3.5), given that the scale is. The following scale is used in all the questionnaire questions:

1	2	3	4	5	6
Absolutely disagree	disagree	Disagree somewhat	Somewhat agree	agree	Absolutely agree

3- A questionnaire addressed to the training staff. 70 questionnaires were distributed, of which 65 were retrieved.

4- A questionnaire directed to the administrative staff in the directorates, and the distributed number was 25 questionnaires, of which 22 questionnaires were retrieved.

Fourth / Hypothesis testing: To test the hypotheses, the questionnaires retrieved from the samples of the research community were analyzed according to the groups studied.

Table No. (1) shows the results of the first hypothesis test for the sample of trainers and those in charge of the training process:

statistics were used to calculate the averages of the responses of each sample, which are related to the research hypotheses. To test the hypotheses, a one-

#### Second / Research community and its sample:

The research community consists of educational institutions concerned with training teaching staff and affiliated with the Iraqi Ministry of Education. The educational preparation departments were selected in the Directorate of Education of Al-Karkh and Al-Rusafa. As for the research sample, it was randomly selected from the trainees, trainers, and administrators responsible for the training process. The questionnaires were distributed as follows:

1- A questionnaire addressed to those in charge of the training process: 35 questionnaires were distributed, of which 33 were retrieved, all of which were valid for study.

2- A questionnaire addressed to the trainees, where 40 questionnaires were distributed, 35 of which were retrieve.

**Table No. (1) The first hypothesis test - the trainees**

Average Mean	standard deviation Std. Deviation	Standard error of the mean Std. Error Mean	t	Degrees of freedom df	Sig (2-tailed)	The differences
3.01	1.04222	.18143	-2.686	32	.011	Moral

differences are of significant significance, and therefore we reject the first hypothesis that represents the null hypothesis and accept the alternative hypothesis.

It is evident from Table No. (1) that the value of the calculated t-test Sig (2-tailed) is less than the level of significance used (0.05) and this means that the

**Table No. (2) averages of scores for the questionnaire items related to the first hypothesis**

Item No	Clause	average	T	Sig (2-tailed)	The differences
1	Training is an ongoing process for the various employees of the Directorate.	2.75	-3.166	.003	Moral
2	Training is a temporary solution to an urgent problem.	2.36	-6.565	.000	Moral
3	The department's training integrates with other HR activities.	3.76	1.098	.280	Not moral
4	Renewal continues in the department's training activities.	3.06	-2.064	.047	Moral
5	The department's training methods are constantly being updated	2.94	-2.690	.011	Moral

6	Training is an administrative and technical activity	4.21	5.238	.000	Moral
7	Training has organizational and administrative elements in terms of progression in the training process	3.03	-2.097	.044	Moral
8	Linking training to specific incentives	2.66	-4.022	.000	Moral
9	Trainees are followed up after the training in the directorate.	2.33	-7.252	.000	Moral
10	The training method used in the directorate achieves the general training objectives.	3.06	-3.053	.005	Moral
11	The training methods available in the directorate are modern and varied	3.00	-2.708	.011	Moral
12	The department has the necessary capabilities to use modern training methods.	2.52	-4.924	.000	Moral
13	The department's training needs are scientifically determined to achieve its training and educational objectives.	2.97	-2.834	.008	Moral
14	The training objectives are determined in the directorate in light of the actual needs of the trainees.	3.42	1.923	.003	Moral
15	Most of the trainers are full-time teaching staff	2.48	-5.637	.000	Moral
16	Trainers are selected on the basis of scientific and practical knowledge in the field of training.	4.21	3.051	.005	Moral
17	The training content is determined on the basis of compatibility with the different capabilities of the trainees	3.1	-3.398	.022	Moral
18	The directorate takes into account the scientific rules for implementing the training program	3.06	-2.156	.039	Moral
19	The training process is evaluated in all training stages	2.30	-6.774	.000	Moral

activities in the directorate ,Likewise, the average of items (7) and (17) increased over the average of the scale used (3.5), and the differences were significant.

From the table we note the high averages of items (4) with a non-significant difference, and therefore work must be done to activate this item by improving cooperation between the various human resources

**Table No. (3) The second hypothesis test**

Average Mean	standard deviation Std. Deviation	Standard error of the mean Std. Error Mean	t	Degrees of freedom df	Sig (2-tailed)	The differences
2.84	.88368	.15383	-4.279	32	.000	Moral

It is evident from Table No. (3) that the value of the calculated t-test Sig (2-tailed) is less than the level of significance used (0.05), that is, the differences are significant, and the second hypothesis is rejected.

**Table No. (4) averages of scores for the questionnaire items related to the second hypothesis - the training staff**

Item No	Clause	Average	T	Sig (2-tailed)	The differences
20	The directorate adopts a plan to improve the quality of training	3.18	-1.750	.090	Not moral
21	Training effectively affects the quality of the educational process in the directorate.	4.15	4.706	.000	Moral
22	The directorate adopts modern methods of training.	3.09	-2.324	.027	Moral
23	The directorate administration applies the comprehensive quality approach in training	1.79	-16.396	.000	Moral
24	The directorate has all the necessary specializations to achieve comprehensive quality	2.54	-6.062	.000	Moral
25	The directorate has the necessary equipment to provide quality training services	2.85	-3.337	.002	Moral
26	The directorate's place is suitable for achieving quality in the educational process.	2.64	-4.249	.000	Moral
27	The cadres working in the Directorate cooperate to achieve comprehensive quality in training.	3.21	-1.783	.084	Not moral
28	In the Directorate, training courses are held on the concepts of quality in the educational process	2.12	-9.240	.000	Moral

encourage cooperation among its cadres to achieve the required quality in its services. In addition, the average for item (22) was higher than the average for the scale, and the differences were significant.

It is evident from Table No. (4) that the differences between the average of items (21) and (28) are not significant, and this calls for the Directorate to prepare a better plan to develop its training services, and to

**Table No. (5) The first hypothesis test - studies students**

Average Mean	standard deviation Std. Deviation	Standard error of the mean Std. Error Mean	T	Degrees of freedom df	Sig (2-tailed)	The differences
3.19	1.00536	0.16995	-1.821	34	0.027	Moral

significant and the null hypothesis is rejected for the sample of trainees from students.

It is evident from Table No. (5) that the value of the calculated t-test Sig. (2-tailed) from the level of significance used (0.05), that is, the differences are

**Table No. (6) averages of scores for the questionnaire items related to the first hypothesis of the trainees sample**

Item No	Clause	Average	T	Sig (2-tailed)	The differences
1-	I take a training program on an ongoing basis.	4.51	11.833	.000	Moral
2-	The training in the directorate corresponds to a specialist.	4.2	5.756	.000	Moral
3-	The training in the directorate fulfills my actual needs	3.11	-2.172	.037	Moral
4-	Training objectives can be achieved in light of the Directorate's capabilities.	2.94	-2.777	.009	Moral
5-	The content of the training program corresponds to a specialist.	4.03	4.712	.000	Moral
6-	There is no balance between the theoretical and practical content of the training program.	2.91	-2.731	.010	Moral

7-	The training period is appropriate in terms of timing and hours specified for training	2.68	-3.769	.001	Moral
8-	The training places and the equipment and laboratories they contain achieve the goal of training.	2.54	-4.385	.000	Moral
9-	Training places meet occupational safety requirements	3.00	-2.543	.016	Moral
10-	The training methods suit my needs	2.74	-3.532	.001	Moral
11-	The training methods prevailing in the directorate are varied and modern.	2.91	-3.33	.002	Moral
12-	Training aids are available throughout the training period in the directorate.	2.97	-2.849	.007	Moral
13-	Trainers possess the scientific and practical experiences necessary for training.	3.88	1.972	.057	Not moral
14-	The length of time for the training program is convenient for a specialist.	2.91	-3.09	.004	Moral
15-	The performance evaluation in the directorate is continuous throughout the training period (before, during and after)	2.54	-4.939	.000	Moral

medical schools, so they possess the necessary qualifications for training. As for the averages of the other items, they decreased from the average of the scale (3.5), and the differences were significant.

It is evident from Table No. (6) that the averages of items (1), (2) and (13) are higher than the average of the scale, as the training of postgraduate students is the basis of their studies and according to their specialization. Also, most of the trainers are teachers in

**Table No. (7) The second hypothesis test - the training staff**

Mean	standard deviation	Standard error of the mean	t	Degrees of freedom Dof)(	Sig (2-tailed)	The differences
2.7	0.92411	0.15620	-5.048	34	0.00	Moral

the value of the calculated t-test Sig (2-tailed) is less than the level of significance used (0.05).

Based on the results of Table (7), the second hypothesis is rejected, as the differences are significant, because

**Table No. (8) averages of the scores of the questionnaire items related to the hypothesis  
The second - the training staff**

Item No	Clause	Average	T	Sig (2-tailed)	The differences
16-	The directorate adopts a plan to improve the quality of its services.	2.25	-7.740	.000	Moral
17-	The training has an effective effect on improving the quality of the educational process that I offer in the directorate.	4.80	18.951	.000	Moral
18-	The directorate adopts modern methods of training	2.97	-2.606	.014	Moral
19-	The directorate administration applies the comprehensive quality approach in its training services.	1.885	-12.597	.000	Moral
20-	The directorate has all the necessary specializations to achieve comprehensive quality in the directorate's training services	2.54	-4.549	.000	Moral

21-	The directorate has the necessary equipment to provide quality training services.	2.77	-3.548	.001	Moral
22-	The directorate's place is suitable for achieving quality in the educational process.	2.74	-4.095	.000	Moral
23-	The cadres working in the Directorate cooperate to achieve comprehensive quality in training	2.89	-3.140	.003	Moral
24-	The training process in the Directorate is of high quality.	2.31	-7.283	.000	Moral
25-	undergo training courses on total quality, its culture, and ways to improve it in the directorate.	1.94	-12.046	.000	Moral

of the scale used (3.5), and that the differences are significant.

It is evident from Table No. (8) that the averages of the items of the first hypothesis are lower than the average

Table No. (9) The first hypothesis test - the trainees

Mean	standard deviation	Standard error of the mean	T	Degrees of freedom (Dof)	Sig (2-tailed)	The differences
3.02	1.15701	0.14351	-3.323	64	0.001	Moral

than the level of significance used (0.05). Therefore, we reject the null hypothesis and accept the alternative hypothesis with substantial differences.

From the previous table, it becomes clear that the test result gave  $t = -3.323$  with a probability of 0.001 less

Table No. (10) averages of scores for the questionnaire items related to the hypothesis  
The first - apprentices

Item No	Clause	Average	T	Sig (2-tailed)	The differences
1-	I take regular training courses.	2.11	-12.193	.000	Moral
2-	I undergo training courses as needed.	3.01	-3.819	.000	Moral
3-	A specialist is suitable for training in the directorate	4.43	6.714	.000	Moral
4-	The training objectives can be achieved in the directorate in light of the available capabilities.	2.85	-4.049	.000	Moral
5-	The content of the training program matches my needs at work.	2.63	-6.468	.000	Moral
6-	The training period is appropriate in terms of timing and hours specified for training.	2.83	-4.210	.000	Moral
7-	The training places and the equipment and laboratories they contain achieve the goal of training.	3	-2.944	.005	Moral
8-	Training places meet occupational safety requirements	3.05	-2.337	.023	Moral
9-	The training methods suit my needs.	3.15	-2.429	.018	Moral
10-	The training methods in the Directorate are modern and varied, and achieve the purpose of training.	3.16	-2.461	.017	Moral
11-	Training aids are available throughout the training period in the directorate.	2.81	-4.713	.000	Moral
12-	Trainers possess the scientific and practical	4.05	-2.887	.005	Moral



	experiences necessary for training.				
13-	The training period covers my needs at work.	2.62	-6.035	.000	moral
14-	The performance evaluation in the Directorate is continuous throughout the training period.	2.61	-5.667	.000	Moral

From the table, it can be seen that the averages of most of the questionnaire items decreased below the average of the scale (3.5), and the differences were significant .

Table No. (11) The second hypothesis test - training staff

Mean	standard deviation	Standard error of the mean	T	Degrees of freedom (Dof)	Sig (2-tailed)	The differences
2.70	.94259	.11691	-6835	64	0.000	Moral

primary hypothesis and accept the alternative hypothesis .

From the table it becomes clear that the value of the calculated t-test Sig (2-tailed) is less than the level of significance used (0.05). Therefore, we reject the

Table No. (12) averages of scores for the questionnaire items

The second hypothesis - the training staff

Item No	Clause	Average	T	Sig (2-tailed)	The differences
15-	The directorate adopts a plan to improve the quality of its services.	2.49	-6.428	.000	Moral
16-	Training effectively improves the quality of the teaching process that I offer.	4.75	9.950	.000	Moral
17-	The directorate adopts modern methods of training	2.77	-5.423	.000	Moral
18- 1	The directorate adopts the approach of total quality management in its training services.	2.03	-15.807	.000	Moral
19- 2	The Directorate has all the necessary competencies to achieve comprehensive quality in its services	2.23	-10.609	.000	Moral
20- 2	The directorate has the necessary equipment to achieve total quality in its services.	1.97	-18.976	.000	Moral
21- 2	The directorate's place is suitable for achieving comprehensive quality in the educational process.	2.43	-9.221	.000	Moral
22- 2	I undergo training courses on total quality, its culture, and ways to improve it in the directorate.	2.53	-9.333	.000	Moral
23- 2	The cadres working in the Directorate cooperate well to provide high quality services.	2.31	-7.283	.000	Moral
24- 2	The training process in the Directorate is characterized by high quality.	1.94	-12.046	.000	Moral

higher than the average scale, and this indicates the positive effect of training on the quality of the educational process provided by the directorate .

From the table it becomes clear that all the item differences were significant, and the averages of the items were lower than the average of the scale used (3.5), and we note that the average of the item (16) is

Table No. (13) The first hypothesis test - the trainees

Mean	standard	Standard	T	Degrees of	Sig	The differences
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	deviation	error of the mean		freedom (Dof)	(2-tailed)	
2.96	0.93327	0.19897	-2.696	21	.011	Moral

the null hypothesis and accept the alternative hypothesis

We notice that the calculated t value is less than the level of significance used (0.05) and therefore we reject

Table No. (14) Average scores for the questionnaire items

The first premise - the trainees

Item No	Clause	Average	T	Sig (2-tailed)	The differences
1-	I am subject to continuous training sessions.	2.59	-5.808	.000	Moral
2-	Undergo training as needed.	2.54	-4.430	.000	Moral
3-	A work specialist is suitable for training in the directorate.	2.68	-3.859	.001	Moral
4-	Training objectives can be achieved in light of the Directorate's capabilities	2.95	-2.693	.014	Moral
5-	The content of the training program is commensurate with the nature of my work.	4.36	3.706	.001	Moral
6-	Trainers possess the scientific and practical experiences necessary for training.	4.05	3.542	.002	Moral
7-	The training places and the equipment and laboratories they contain achieve the goal of training.	2.59	-3.883	.001	Moral
8-	The training methods are modern and varied	2.50	-3.830	.001	Moral
9-	My performance is evaluated continuously to determine the extent of the training benefit.	2.32	-6.6.9	.000	Moral
10-	The training period is appropriate in terms of timing and hours specified for training.	2.68	-3.685	.001	Moral

the best. As for the mean for the remaining items, it was less than the average of the scale used, and the differences were significant .

From the results of the table, we note that the average of items No. (5) and (6) has risen above the average of the scale used (3.5). Therefore, work must be done on continuous improvement of these two items to achieve

Table No. (15) The second hypothesis test - the training staff

Mean	standard deviation	Standard error of the mean	T	Degrees of freedom (Dof)	Sig (2-tailed)	The differences
2.65	.82966	.17688	-4.805	21	.000	Moral

From the test result it is found that the calculated t value is less than the level of significance used and the second hypothesis is rejected

Table No. (16) averages of scores for the questionnaire items

The second hypothesis - the training staff

Item No	Clause	Average	T	Sig (2-tailed)	The differences
11-	The directorate adopts a plan to improve the quality of its services	3.04	-2.244	.036	Moral
12-	Training effectively improves the quality of the learning process I offer.	4.73	9.121	.000	Moral
13-	The directorate adopts modern methods of training	2.77	-2.861	.009	Moral
14-	The directorate adopts the approach of total quality management in its training services.	1.82	-10.767	.000	Moral
15-	The Directorate has all the necessary competencies to achieve comprehensive quality in its services	2.09	-7.516	.000	Moral
16-	The directorate has the necessary equipment to achieve total quality in its services.	2.32	-5.573	.000	Moral
17-	The directorate's place is suitable for achieving comprehensive quality in the educational process.	2.27	-6.521	.000	Moral
18-	The personnel working in the directorate cooperate well to provide high quality services.	2.91	-2.853	.010	Moral
19-	I undergo training courses on the concept of quality, its culture, and ways to improve it.	1.86	-13.700	.000	Moral
20-	The training process in the Directorate is characterized by high quality.	1.86	-3.533	.002	Moral

- D. The lack of scientific requirements in places of training and their equipment, and occupational safety rules.
- 2- With regard to identifying training needs, despite the management's awareness of the importance of this principle, it is not applied scientifically.
  - 3- The evaluation process for the trainees is incomplete as it is limited to the post evaluation process.
  - 4- The trainers have the necessary experience in training. However, the directorate suffers from a problem of complete discharge of trainers, as most of them are trainers in addition to their own work.
  - 5- From the results of the study, it was found that the quality of training reflected positively on the quality of the educational process. The trainers and trainees confirmed that the training led to an improvement in the quality of education.
  - 6- The directorate's plan for developing its services needs to be strengthened and improved or a better plan adopted (such as adopting the comprehensive quality approach).
  - 7- Directorates do not adopt the approach of total quality management in their training work, and

We notice from the table that the average of item No. (12) is higher than the average of the scale used (3.5) with significant differences, and this is a positive indication of the impact of training on improving the quality of training. As for the averages of the remaining items, they decreased below the average of the scale, and the differences were significant .

#### **The fifth topic: conclusions and recommendations**

##### **First: the conclusions**

Through the above, we conclude the following :

- 1- Those in charge of the training process do not take into account some of the scientific principles of the training process nor the primary concepts of organizational culture:
  - A. With regard to continuity in training, as it was found that most workers in educational institutions do not undergo training courses after joining work.
  - B. Failure to take into account innovation and development in the concepts of organizational culture, training activities and methods, and concepts of organizational culture.
  - C. Reliance on a specific method in the concept of organizational culture and training. The practical application is the prevailing method in the directorates.

B - The lack of all modern scientific equipment  
 C- The directorate's location is not appropriate in the city center, where noise and congestion hinder the provision of appropriate quality and timely courses.

standards and indicators to apply the comprehensive quality approach in training departments, monitor them and measure their results, and organize special training courses To spread and clarify the culture of quality.

- 6- Work to start making the necessary transformations towards adopting the comprehensive quality approach in educational institutions in general and in training in particular through the formation of quality departments, and restructuring as an urgent necessity required by the circumstances of the age and its data.
- 7- Adopting the Total Quality Management approach in training as the nucleus through which the cadres working in educational institutions are trained and rehabilitated by determining the stages of the training process that need improvement and planning for each stage with the participation of all the elements of the training process, then work on training the trainers and those in charge Training in methods of applying this approach. They will pass this information on to the trainees for approval in their work. Then we must work to measure the results of these processes and their impact on the level of training quality in the directorates in particular and on the quality of educational institutions, and documenting them in case they have a positive impact, for their approval and generalization.

no changes are being made towards adopting this approach at present. The results of the study indicated that there are a number of obstacles that do not help in adopting this approach, including :

A - Not having all the necessary specializations

- 8- Unavailability of training programs for spreading the culture of quality and comprehensive quality training in the directorate.
- 9- It was noticed during the study that there is a large number of trainees under the supervision of one trainer, and this affects the quality of the training process that the trainees will provide .

### **Second: Recommendations:**

- 1- Continuity in training, especially for the teaching staff, which clearly affects the quality and quality of the educational process, as well as for teachers to adhere to training and continuing education programs.
- 2- Paying attention to determining training needs in a scientific manner, by relying on scientific means to assist in identifying these needs that form the basis of planning the training process.
- 3- Providing all appropriate factors for the development of the training process and remedying the deficiencies that appear during the implementation of the training programs.
- 4- Linking the training process with material and moral motivational factors that will lead to increased interest in training by trainers and trainees.
- 5- Preparing training and educational programs that clarify the concept of quality, spreading the culture of quality among all workers in educational institutions, and working to create a department to monitor the quality of training in directorates and to develop the necessary

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