UDC: 378.4(569.5)

RECEPTIVITY OF JORDANIAN UNIVERSITIES "LECTURERS OF THE TOTAL QUALITY STANDARDS IN HIGHER EDUCATION" Field study / Universities in Jordan

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Abstract

The research aims to identify the receptiveness of the faculty members for the total quality standards in higher education (universities of Jordan). The most important results of the study were that teacher at Jordanian universities abide by the total quality standards in higher education . But he/she does not designed educational activities to help students independency, does not help students to make decisions in everyday life situations , and does not encourages students teamwork. does he/she helps the students solve their problems in life, Nor does not link education with student experiences and family cultural backgrounds. The most recommendations were that teachers should design educational activities that help students indepenancy, and the need to assist students to make decisions in everyday life situations , they should encourage university students to work in teams, help them solve their problems in life, and link education with student experiences and family cultural backgrounds.

Keywords : Total quality standards , University , Jordan , Al-omari

Introduction

One of the most important functions and duties of the modern education system in general is, to set up groups of individuals to acquire search tools and knowledge, to obtaint knowledge from sources and how to deal with what information it contains, how to understand and criticize thes information through their own continuous learning skills, self education cooperative education, scientific thinking and creative thinking persuasion and innovation, and understanding the principle application of TQM in the educational system is one of the most important challenges facing third world countries in order to achieve this task (developing countries), (Ali, 2002).

Some argue that "TQM is the missing thing for improving education, education strives to achieve a higher standard of living for individuals and communities through the use of total quality standards in education, the matter will become very expensive and difficult unless efforts are made to achieve this, and what is required is to a reassess and evaluate what is found in the educational and training institutions especially in schools and universities through full recognition of what is quality standards and its design in all educational components like preparing a faculty member at universities, formulating educational objectives and providing a class room educational climate throughout the educational institutions ….Etc.

In the report of the administrator of the local quality " Harry S.Hertz" (Cook WJ., JR, 1990) entitled: "the Bridge's challenge " stating: recently local environment is facing the introduction of new educational standards to assist organizations to meet the needs of faculty and achieving the educational goals through supporting the development of curricula and teaching methods and restructuring of the educational strrcture and revitalizing the role of the Internet and other, Harry Hertz finds that the use of standards for measuring performance rate is the basis for the theme quality through putting indicators for those educational quality elements for example scholars learning, customer satisfaction, educational design, funding, professional development for faculty members, and other processes that take place within the educational system, it also includes self assessment by the people who direct the educational process in the light of existing standards and evaluating the educational process, and this is to establish the educational goals efficiently and without waste, and there is a major standard of quality represented by knowing : Have we achieved progress in the educational process in the light of the needed objectives? This question must be answered by faculty members, leaders and employees, which requires feedback in achieving each goal in this particular area and to give it there attention, to ensure continuouity and success and thus ensure outstanding performance (Harr S.Hertz, 2001)

In the educational field, there is a set of standards and procedures designed to ensure continued improvement in the educational product, and refer to the specifications and characteristics expected in the educational service in the processes and activities that are realized through, those specifications of overall quality may provide integraed tools and methods to help educational institutions to achieve satisfactory results, (Canaan, 2005: 66. (Taylor and Bogdan 1997: 10) and some of the factors affecting faculty and work envirnoment are the criteria and evaluation, these criteria require modification in the

curricula, and reorganization of the time, were they constantly seeking to establish new practices to replace old, these practices do not only enrich or strengthen the place of vibrant work and activity but on the level of educational departments, in addition to providing faculty members who need to learn new skills , and they also need to study the contents of these standards and technological means for application, discussion and giving ideas and problems about it. (Wyman, 2001)

There were several attempts to establish standards for overall quality in education, including those done by BROWN,S S&RACE,PH" in their book "standards for evaluating quality of education" where they establish standards for teacher, student, instructional material, skills standards and professional and personal characteristics that should characterize workers

In the educational process, such as: educational group, very cooperative colleague, supervising new colleagues, assess the supporting faculty work...etc. and they developed a set of conditions for each of these criteria (Brown, 1997: 130), there are many criteria and indicators that are used in the field of quality in education, including:

1. Student-related criteria: in terms of selection, the ratio of students to class, the average cost of student services, students motivation and their readiness for education.
2. Faculty related criteria: in terms of teaching faculty size, their professional ability, their contribution to society and respect for students and colleagues.
3. Teaching curriculum related criteria: in terms of the adequacy of curricula, quality level of content way and method and extent of relevance in the field.
4. criteria associated with the Administration and faculty members: in terms of leadership commitment to quality and good human relations and managerial selection and training.
5. Criteria related to educational administration: in terms of leadership commitment to educational quality, good devolution of authorites and decentralization.
6. Criteria linked to materialistic potential: in terms of the building flexibility and adequacy, its ability to achieve the objectives and the extent to which students get benefits form library devices and tools and the size of the appropriations and financial allocations.
7. Criteria related to the relationship between education and society: in terms of the instituation fulfilling the needs of the community and participating in resolving problems "

(Ahmad, 2003: 175).

Finally it should be noted that there is no single model to be applied in the area of total quality standards, but there are several criteria that can be used, and the current study focuses on total quality standards in the area of faculty members, including: planning, learning and calss management strategies, curriculum, evaluation, professionality of the faculty members.

It express the receptivity of the faculty members for the total quality standards in education therefore demonstrates the steps necessary to achieve overall quality, where it is difficult to achieve success without knowing their acceptability and attitudes which is a fundamental pillar in this educational process.

Previous studies

Many studies dealt with the concept and application of total quality management in different countries of the world, some of these studies are as follows:-

An extensive literature review of the previous studies on TQM have examined what constitutes TQM and what are the key practices for the success of TQM (Sila and Ebrahimpour, 2002; Saraph et al., 1989; Antony et al., 2002; Sureshchandar et al., 2002; Al-Marri et al., 2007; Zhang et al., 2000). These studies have provided different sets of practices considered essential to the success of TQM implementation. This leads to inconsistencies in previous research which made it difficult to reach a conclusion on the practices of TQM (Ooi et al., 2008; Hoang et al., 2006). As such no study has identified a common set of practices for successful implementation of TQM. Though there are some Quality Award models such as Malcolm Baldrige National Quality Award (MBNQA, 2005); European Quality Award (EQA, 1994); The Deming Prize (1996); Kanji Business Excellence Model, which provide a useful benchmark framework for industries and help in implementing TQM as well as evaluating their business performance results. According to Bayraktar et al. (2008) study, the following critical success factors (CSFs) of TQM were identified: leadership, vision, measurement and evaluation, process control and improvement, program design, quality system improvement, employee involvement, recognition and award, education and training, student focus, and other stake holder's focus. Kanji and Wallace (2000) go on to identify ten TQM practices: top-management commitment, customer focus and satisfaction, quality information and performance measurement, human resource management, employee

involvement, teamwork, process management, quality assurance, zero defects, and communication.

In Brah's et al. (2000) study, the following 11 constructs of TQM were identified: top management support, customer focus, employee involvement, employee training, employee empowerment, supplier quality management, process improvement, service design, quality improvement rewards, benchmarking, and cleanliness and organization. Association for Supervision and Curriculum Development, devoted its entire issue n November, 1992 of its journal, Educational Leadership, to the quality movement in education. In support of the TQM initiatives in education, Crawford and Shutler (1999) applied Crosby (1984) model to suggest a practical strategy for using TQM principles in education. Their strategy focuses on the quality of the teaching system used rather than on students' examination results. They argue that examinations are a diagnostic tool for assuring the quality of the teaching system to satisfy the educational student needs and to continuo for improvement and efforts to be applied directly to curriculum and delivery of services. Their strategy focuses on the quality of the teaching system used rather than on students' examination results.

They argue that examinations are adiagnostic tool for assuring the quality of the teaching system to satisfy the educational student needs and to continuo for improvement and efforts to be applied directly to curriculum and delivery of services. From such a perspective, various root causes of quality system failure in education have been identified. These include poor inputs, poor delivery services, lack of attention paid to the standards and the performance and measurements, unmotivated staff and neglect of students' skills and performance (Ali and Zairi 2005). One of the weaknesses of such a perspective is in its concentration and participation on the student as a customer whereas TQM in education should concern the customer satisfaction and student performance. Literature available, points to a deep interest to apply TQM in education and for a many reasons (Thakkar et al. 2006; Temponi 2005). Some of the reasons include: pressures from industry for continuous upgrading of academic standards with changing technology; government schemes and policies with allocation of enough funds, to encourage research and teaching in the field of quality; increasing competition between both private and government academic institutions; and a reduction in the pool of funds for research and teaching, implying that only reputable institutions will have a likely chance of gaining access to various funds. Hunt and Ellis (2004, p.2) termed cognitive psychology as "the study of mental processes such as perceiving, remembering and reasoning." The Hunt and Ellis description is more

useful in that the word 'intelligence' is not easy to describe or define in any agreed way. In all thinking and learning, there is perception as the individual relates to the world around in some way. Incoming information has to be thought through and stored in some way in order that it may be useful on some future occasion. When observed warily, learning is something that happens quite naturally and goes by quite unnoticed in many cases. As educators go on their usual teaching day, introducing new and innovative styles, these educators would find satisfaction in the end on the way that a learner is able to do something, which previously, they could not. In addition, may then be amazed at the way a beginner or novice students developed over even a short period (Pritchard, 2005). It is very possible for educators to alter one's attitude by altering their mind set. Teachers can saturate students daily with motivational challenging and easy activities while monitoring positive self involvement and peer pressures, by conditioning their mind to be more positive on a daily basis, they will find that winning will be a daily reward. Youngless (2000), argued that rather than trying to inspect the quality of products and services after they have been completed, TQM instills a philosophy of doing the job correctly the first time. It all sounds simple, but implementing the process requires an organizational culture and climate that are often alien and intimidating Changes that must occur in the organization are so significant that it takes time and patience to complete the process. Just as the process does not occur overnight, the results may not be seen for a long period of time. Some experts say that it takes up to ten years to fully realize the results of implementing quality management. According to Bank, (1992), Total Quality Management(TQM) refers to management methods used to enhance quality and productivity in organizations, particularly businesses TQM is a comprehensive system approach that works horizontally across an organization, involving all departments and employees and extending backward and forward to include both suppliers and clients/customers (Barnard, 1999).

The problem of the study

Despite the efforts of the Hashemite Kingdom in the quantitative and qualitative dimensions in school education, higher education and education in general, the education current reality still far from achieving the objectives of overall development, therefore, the existence of integrated administrative unit plan of management development and development of manpower in the Ministry of higher education to develop organizational and administrative capacity of the Ministry through the organization and development of the

workers capacities to achieve the goals of the institution to enhance their role in contributing to the implementation of foreign policy objectives in addition to support private culture of the instituation through the development of human resources concepts, leading to finding a distinctive capacities and skills of the staff of the ministries. (Civil Service Regulation No. 1) and amendments up to 1/11/1999, issued under article 120 of the Constitution article (6)/b on the need to establish a unit for management development and training in each government department of the Kingdom which included in the context of its priorities the attention to quality in general education and vocational training, as well as the communications of the successive prime ministers, talk about education and its strategy and the importance of achieving a distinctive qualitative and quantitative growth through the goals, policies and programmes that focus on quality of education and promoting it, we find that strategy of the Ministry of higher education and scientific research in the Hashemite Kingdom of Jordan for the years 2004-2006 and the general policies of scientific research in institutions of higher learning and its action plan (November 2003)in the Kingdome, included in the context of its priorities, complying with total quality systems, in cooperation with the Ministry of planning and international cooperation, to put a total strategy for higher education and scientific research, and targeted operational action plan implemented during the years 2004-2006, under a timetable specifying actions and activities and the responsible authority for the implementation of each action, and time for implementation in light of the indicators and expected results . Strategy takes into account the current and future needs of Jordanian society and adapting it to the objectives and developmental plans, to produce qualified students, able to meet those needs, through policies, selection of the necessary actions to provide an appropriate environment for this development, and through the axes around which the strategy revolves, both in terms of University admission grounds, or in terms of curriculum programs or through the approval foundations,quality control or through encourging creation in the scientific researchs. In education in the private and public universities, which means that there is a general trend calling for a serious work to elevate the abilities and the effeciency of the educational system in Jordan, but this trend must give a fruitful results depending on the acceptance of the executors)the members of the mangerial and educational faculty)

The development of the higher educational system in the Kingdome of Jordan, promote the neccessity to put a proposal for a law for an approval instituation and quality insurance in the instituations of higher education, by the law of higher education and

scientific research No. (4) for the year 2005, then founding (the council of higher education approval), but the ambition to improve the quality of education and ensure its quality pushes for changing the council into (independent approval body) form the ministry of higher education and scientific research, and giving it the institutional quality so every body works for improving the total quality in the higher and primary education

From here you can formulate the problem of the study in following main question:

What is the extent of receptivity of the faculty members and the Department responsible for overall quality standards in higher education.

The importance of the study

The importance of the study is derived from the following:

1. the fact that the study will be applied to one of the most important sectors of the country with direct impact on the overall development and the higher education sector/Jordanian universities.
2. faculty member is a key element of the education system, which teaches young people and make them as future human capital of the nation, and this requires upgrading the performance of the faculty member and increase his/her effectiveness in the performance of his/her work, through the putting of standards for his/her practices in the areas of planning, teaching, learning and calss management, evaluation and others, TQM embodies the optimal method for advancing the process of higher education.

Study objectives

The main objective of the study is:

Learn how a faculty member accept the total quality standards in higher education/University of Jordan.

Subsidiary objectives of this study are as follows:

1. identify factors that encourage faculty member to accept total quality standards in education.
2. disclosure of how different the faculty members accept the total quality standards in education with different study variables (qualifier-type-nationality-expertise-school).
3. identify the constraints that limit faculty member acceptance for the total quality standards in education.

4. identify some proposals and recommendations needed to help a faculty member acceptance for the total quality standards.

Study Approach

From the objectives of the study and the data to be obtained to determine "the receptiveness of the faculty member for the total quality standards in education by Jordanian universities" the descriptive approach will be used, which relies on examining the phenomenon as it exists in reality and cares to discripes it accurately and express it quantitativly and qualitativly, also this approach works to explore and analyse the manifestations of the phenomenon.

Study questions:

This study seeks to answer the following questions:

1. what is the extent of the of the faculty members acceptance of the total quality standards in education by Jordanian universities?
2. what are the factors that encourages faculty member to accept the overall standards of quality in education?
3. to what extent the acceptance of the faculty member for the total quality standards in education differs according to (qualifier-type-nationality- experience-school) variables?
4. What are the key constraints that limit acceptance of the faculty member for the total quality standards in education?
5. what are the proposals and recommendations that helps the faculty member to accept the total quality standards in education?

Study community consists of administration and faculty members at Jordanain universities as one of the most important educational instituations in Jordan and contain large numbers of faculty members in all stages of education and scientific disciplines.

Sample study

Study was applied on (886) random sample of the Administration and faculty members at universities 13%, from faculty members at different stages of education, scientific disciplines, years of experience, quality of educational and non-educational

qualifications and different Jordanian non-Jordanian nationalites in universities, (64) questionnair has been excluded from measurements that cannot be utilized in data analysis.

The TQM procedural term in education

There is a tremendous attention to educational issues and problems, and has got much attention, both at the local or global level , and there are great efforts made by all sides some of them are international organizations such as UNESCO, and ALRSCO, and many other governmental and national institutions and associations, and overall quality got much of this interest to the extent that some of the writers and intellectuals call the twenty-first century an era of quality, as one of the pillars of the new educational management which reflect the enormous variables on all levels of economic, political, cultural, social, educational, and technological, leading to the implementation of quality process and trying to adapt with it ,the national and local community look at it as an element of total overall quality and educational reform as an essential component of TQM, therefore we can say that TQM is a real challenge in the decades to come, this does not mean neglecting other aspects which must keep pace with rapid development of all areas.

Tool stability

Aquestionnair that contains the study questions has been used for a number of faculty for a number of Jordanian universities and the questionnair has been displayed for three members of teaching staff with the rank of Professor and associate professor, to ensure data integrity and correctness and its appropriatness to the study, some modifications have been made based on the opinion of two of them, then the questionnair has been displayed for a second time to the same three members, the questionnair was approved and distribution then the data was collected and data statistical analysis was performed according to the tables shown in the following statistical analysis.

Tool stability hase been tested using chronbakh's alpha factor, looking at table (1) we can notice the following:

1. alpha value for the first dimension paragraphs was 0.69
2. alpha value for the second dimension paragraphs was 0.73
3. alpha value for the third dimension paragraphs was 0.84
4. alpha value for the foruth dimension paragraphs was 0.86
5. alpha value for the fifth dimension paragraphs was 0.66

6. alpha value for the sixth dimension paragraphs was 0.92
7. alpha value for the seventh dimension paragraphs was 0.78
8. alpha value for the eighth dimension paragraphs was 0.90
9. the value of all the paragraphs 0.89

All these values are greater than 0.60 i.e there is stability in the study tool.

Table N0(1)the value of Alfa kronbath for the study concepts

Axis	chronbakh's alpha
The first criterion	0,69
The second criterion	0,73
The third criterion	0,84
The fourth criterion	0,86
The fifth criterion	0,66
The sixth criterion	0,92
The seventh criterion	0,78
The eightieth criterion	0,90
total	0,89

Test first Hypothesis

The teacher at Jordanian universities compliance to the first standard related to planning, design and preparation of educational positions.

Table No. (2) shows:

1. with the exception of paragraphs 2 and 3, all other paragraphs got arithmetic mean greater than 3.00 and observation levels less than 0.05. I.e. it has moral significance and this refers to the teachers compliance with it . Paragraph No. 1 that measures "the teacher planning for teaching using his informtion about the shool topic" ranked first and with 4.59 arithmetic mean. Paragraph No. 5 came second, followed by paragraph 4 and paragraph 6 ranked last in statistically accepted paragraphs.
2. paragraph 2, although arithmetic mean is greater than 3.0 but observed significance levels is greater than 0.05. This indicates that it has no morals i,e the University teacher does not designe educational activities to help students to be independent.
3. paragraph No. 3 its arithmetic mean was 2.86 less than 3.00, i.e. it is not moral significance. university teacher does not help students to make decisions in life situations z-4343

4. with regard to the paragraphs total, arithmetic mean was 3.87 and 0.00 observed significance level, indicate the acceptance of the first hypothesis, i.e. the teacher at Jordanian universities bind by the first criterion related to planning, designing and preparation of educational positions**.**

Table (2) the arithmetic mean, standard deviation, t value and significance level of the value of t in relation to the first criterion,which explains the planning, design and preparation of educational situations

Item No.	Item	Arithmetic Mean	S.D	t- value	Significance level
1	Plans to teach according to his information about the subject	4,59	1,.3	31.86	0.00
2	designed the educational activities to help students autonomy	3,.3	P.,85	.,74	0.,46
3	Helps students to make decisions in everyday life situations	2,86	1,38	2..7	0,04
4	Plans to manage students behavior at classroom effectively	4,26	1,33	19,55	0,00
5	Choosing the teaching methods according to the nature of the objectives to be achieved	4,48	1,10	27,95	0,00
6	Engages students in various educational positions, including taking into account individual differences	3,97	1,51	13,23	0,00
	Total	3,87	0,65	27,42	0,00

Second Hypothesis

Teacher in Jordanian universities abid by the second criterion, related to the availability of adequate and appropriate educational climate for abiding with what it contained and preserved it.

From table 3 we notic:

1. With the exception of paragraphs 10 and 12 the other paragraphs arithmetic mean has greater than 3.00 and observation levels less than 0.05. I.e. which means that it has

moral significance and this indicates that the University teacher abid by it. Paragraph 14, which measure "commitment to regulations and instructions governing the educational performance" was ranked first with4.00 arithmetic mean. Paragraph No. 7 came in second place, followed by paragraph 9, and paragraph 13, then paragraph 11, and paragraph 8 ranked last within statistically acceptable paragraphs.

2. Paragraph 10 has got arithmetic mean less than 3.00, i.e. it is not moral significant. Which means that university teacher does not encourage students to work together.
3. Arithmetic mean for paragraph No. 12 less than 3.00, i.e. it is not moral significant. Which means that university teacher does not help students to solve their problems of life

To test the second hypothesis it was noted that all paragraphs got 3.53 arithmetic mean and 0.00 observed significans level i.e. it is moral accepted which means that the the teacher in the Jordanain university abide by the second criterion related to the availability of adequate and appropriate educational climate and abide with what it contained and preserved it.

Table (3) the arithmetic mean, standard deviation, t value andsignificance level of the value of t in relation to the first criterion, which explains the planning, design and preparation of educational situations:

Item No.	Item	Arithmetic Mean	S.D	t- value	Significance level
7	Respects students personalities and their character	3,99	1,45	14,14	0,00
8	Create a suitable environment in the classroom to support the forms of teaching and learning development.	3,47	1,62	6.05	0,00
9	Encourages students' achievements and contributions and supported them and appreciated their efforts	3,80	1,52	10,91	0.00
10	Encouraging students 'to work together.	2,77	1,65	2,92-	0,00
11	Directs students to respect the opinions of others even if they are differed in opinions.	3,70	1,54	9,45	0,00

12	Helps students to solve their life problems	2,70	1.68	3,72-	0,00
13	Concerned with their appearance exaggeration	3,79	1,,51	10,82	0,00
14	Adhere to rules and regulations and instructions governing the performance of educational purposes	4,00	1,45	14,17	0,00
Tot al		3,53	0,90	12,08	0.00

Third hypothesis

The teacher at Jordanian universities abide by the third criterion related to the extent to how much the sample members master the educational material and understand its nature and coherence with other materials.

Table No. (4) shows:

1. With the exception of paragraph No. 21 the rest of the paragraphs got arthimatic mean larger than 3.00 and observation levels less than 0.05 i.e moral significant, and this indicates that the University teacher abide by it. Paragraph No. 17 which measure " teacher infer new knowledge using any available information he has got" ranked first and with 4.32 arithmetic mean.Paragraph No. 20 came in second place, followed by paragraphs 23, 19, 16, 18, 15, respectively, paragraph 22 ranked last in the statistically accepted paragraphs.
2. Paragraph No. 21 got arithmetic mean less than 3.00, it's not moral significance. i.e university teacher does not link education with former student expertise and clutral family backgrounds .

Arithmetic means for paragraphs combined was 3.72, and 0.00 observation significance level, i.e. it is moral accepted, the third hypothsis is accepted where the teacher at Jordanian universities abide by the third criterion related to how much the sample members are capable of the scientific material and understanding its nature and coherence with other materials.

Table (4) the arithmetic mean, standard deviation, t value and significance level of the value of t in relation to the, third criterion that shows the extent to which the sample members of the scientific material and understand the nature and consistency with other subject:

Item No.	Item	Arithmetic Mean	S.D	t- value	Significance level
15	The mastery of course material and understand it's nature and their integration with other materials	3,28	1,59	3,62	0,00
16	Help students analyze the subject content and reach valid conclusions.	3,87	1,45	12,41	0,00
17	Infer new knowledge from the information available to him. explain and Shows the relationship between the subjects of its substance and other materials available .	4,32	1,24	21,95	0,00
18	Uses a variety of strategies to explain the concepts of the subject and skills.	3,39	1,57	5,15	0,00
19	Achieve the objectives of the lesson during the allocated time effectively.	3,94	1,43	13,68	0,00
20	Linking student's education and previous experience backgrounds and family culture.	4,29	1,24	21,52	0,00
21	Raises a variety of introductory questions to provoke students' thinking	2,97	1,63	0,36	0,72
22	Raises a variety of introductory questions to provoke students' thinking	3,26	1,67	3,25	0,00
23	Encouraged student's to scientific discovery and the creativity.	4,15	2,64	9,06	0,00
	Total	3,72	0,88	16,83	0,00

Fourth Hypothesis:

Teacher in Jordanian universities abide by the fourth criterion on the use of educational strategies and techniques.

Table No. (5) shows:

1. With the exception of paragraph 24, the other paragraphs arthimatic mean is bigger than 3.00 and observation levels less than 0.05. i.e it is moral significant, and this indicates that University teacher abide by these things. Paragraph No. 27, which measure "how modern technology is used as a tool to enhance student learning" ranked first and with 4.07arithmetic mean. Paragraph No. 29, came second, followed by paragraphs 26, 28, respectively, paragraph 25 ranked last within statistically acceptable paragraphs.
2. Paragraph 24 got arthimatic mean less than 3.00, it's not moral significance. i.e university teacher does not use modern teaching strategies.
3. Arthimatic mean for paragraphs combined was 3.73 and 0.00 observation significance level , i.e. it is moral to accepted, the fourth hypothesis is accepted which means that teacher in Jordanian universities abide by the fourth criterion on the use of educational strategies and techniques.

Table No.(5) the arithmetic mean and standard deviation, t value and the significance level of the value of t with relation to the fourth criterion, that shows the extent use of strategies and techniques of educational purposes:

Item No.	Item	Arithmetic Mean	S.D	t- value	Signif icance level
24	Uses modern teaching strategies such as: self-learning, collaborative learning and distance learning .... etc.	2,65	1,40	5,21-	0,00
25	Uses of available resources and equipment effectively to achieve the objectives of the subjects.	3,78	1,53	10,48	0,00
26	Designed audio-visual aids appropriate to the college and students environment.	3,98	1,43	14,19	0,00
27	Use of modern technology (computer, for example) as a tool to enhance student learning abilities to increase their performance	4,07	1,45	15,27	0,00
28	Provides a variety of ways to assist students into groups to improve their	3,93	1,44	13,35	0,00

	learning.				
29	Uses a certain methods to help students who with a special needs.	3,99	1,24	14,40	0,00
	Total	3,73	0,93	16,36	0,00

Fifth Hypothesis:

Teacher in Jordanian universities abide by the fifth criterion on related to evaluating students and follow-up to the outcomes of learning.

Table No. (6) shows that all paragraphs of this dimension got arthimatic mean larger than 3.00 and significance level less than 0.05. i.e it iss moral significant, and this indicates that University teacher complies with all these things. Paragraph No. 31, which measure "the diagnose of the strengths and weaknesses of students" ranked first with 4.51 arthimatic mean. Paragraph No. 33 came in second place, then paragraphs 34 and 32 respectively, paragraph 30 ranked last.

Arthimatic mean For paragraphs combined was 4.17 and 0.00 significace observation level, i.e. it is moral to accept which means that that teacher in the Jordanian universities abide by the fifth critiron related to evaluating students and follow-up the outcomes of learning.

Table (6) the arithmetic mean, standard deviation, t value and significance level of the value of t in relation to the fifth criterion, which shows the calendar and follow up on students learning outcomes:

Item No.	Item	Arithmetic Mean	S.D	t-value	Significance level
31	Used evaluation methods (such as student assessment, etc. ..) constantly to find out their level of their learning performance and abilities.	4,51	1,10	28,38	0,00
32	Diagnose strengths and weaknesses of the students	4,12	1,35	17,12	0,00

33	Sharing student's family in evaluating them in order to improve their performance level and abilities in a holistic manner and objectively	4,21	1,33	18,83	0,00
34	Uses dialogue and discussion in classroom as an important means to identify abilities of students.	4,18	1,36	17,92	0,00
Total		4,17	0,96	25,31	0,00

Sixth Hypothesis

Teacher in Jordanian universities abide by the sixth critiron related to self assessment

Table No. (7) shows:

1. paragraph 35, which measure "teacher using different methods and tools to evaluate his performance" got 4.33 arthimatic mean and 0.05 observation level i.e. it is moral significant and are ranked first. Paragraph No. 36 got 3.91 arthimatic mean and 0.00 observation level i.e. it is moral significant and it ranked second.
2. paragraph 37 got arthimatic mean less than 3.00, it's not moral significance which means that university teacher doesn't uses students views and evaluation for him to improve his performance.
3. for paragraphs combined it has got 3.75 arthimatic mean and 0.00 significance observation level , i.e. it is moral accepted which means that the sixth hypothsis is accepted and the teacher in Jordanian universities abide by the sixth criterion related to self assessment .

Table (7) the arithmetic mean, standard deviation, t value and significance level of the value of t in relation to standard VI, which shows the self-evaluation:

Item No.	Item	Arithmetic Mean	S.D	t-value	Significance level
35	Uses different methods and tools to evaluate student's performance.	4,33	1,25	21,95	0,00
36	Students are encouraged and able to evaluate themselves and each other.	3,94	1,48	12,69	0,00
37	Assisted by the views of students	2,98	1,66	0,29	0,77

	and their calendar and evaluation to improve his performance.				
	Total	3,75	0,99	15,37	0,00

Seventh Hypothesis:

Teacher at Jordanian universities abide by the seventh critiron concerning the cooperation of the teaching member with his superiors and his teammates for his students and their parents.

Table No. (8) shows:

1. with the exception of paragraph No. 38, the other paragraph got arthimatic mean bigger than 3.00 and observation significance level watch less than 0.05. i.e it is moral significant, and this indicates that University teacher abide by these things. Paragraph No. 39 which measure "how teachers help students identify sources and references from libraries and other" ranked first and with 3.72 arthimatic mean, paragraph 41 came in second place, followed by paragraph 40, then paragraph 42 ranked last with the statistically significant paragraphs.
2. paragraph 38 got arthimatic mean less than 3.00, i.e it's not moral significance. which means that university teacher does not communicates with parents of students continuously.

The arthimatic mean for all paragraphs combined was 3.39 and 0.00 observation significance level, i.e. it is moral acceptable and the seventh hypothsis is acceptable ,which means that the teacher at Jordanian universities abide by the seventh criterion concerning teaching member cooperation with his superiors and his teammates for his students and their parents.

Table (8) the arithmetic mean, standard deviation, t value and significance level of the value of t in relation to the seventh standard and demonstrates that the cooperation of a faculty member with his superiors and his colleagues for the benefits of his students and their parents:

Item No.	Item	Arithmetic Mean	S.D	t-value	Significance level
38	Communicate with parents of students on an ongoing basis	2,73	1,69	3,32	0,00

39	Help students to identify the sources and references from libraries and other sources	3,72	1,52	9,75	0,00
40	Students are encouraged to reflect their learning on their lives and their personal experiences	3,47	1,60	6,04	0,00
41	Listen to a different views of his colleagues and the choices of alternative	3,62	1,52	8,48	0,00
42	Committed to doing the work assigned to him by his superiors as required for his work interest	3,40	1,59	5,16	0,00
	Total	3,39	0,98	8,12	0.00

Eighth Hypothesis:

Teacher in Jordanian universities, abide by the eighth criterion related to proffesional develpment.

Table No. (9) shows that all paragraphs that this dimension have got arthimatic mean larger than 3.00 and observation level less than 0.05. i.e it is moral significant, and this indicates that University teachers complies with all these things. Paragraph No. 44 which measure "how much does the teacher cope with educational emerging theories and practices " ranked first and with 3.86 arthimatic mean. Paragraph No. 43 came in second place, then paragraph No. 45 ranked last.

For all paragraphs combined arthimatic was 3.64 and 0.00 significance observation level, i.e. it is moral acceptable, the eighth hypothsis is accepted that any teacher in Jordanian universities abide by the eighth criterion related to professional development

Table (9) the arithmetic mean, standard deviation, t value and significance level of the value of t in relation to the eighth standard, that shows the extent of professional development:

Item No.	Item	Arithmetic Mean	S.D	t-value	Significance level
	Participate in professional development	3,75	1,5	10,19	0,00

	activities appropriate to him on an ongoing basis.		3		
	Keep pace with the emerging educational theories and educational practices.	3,86	1,49	11,84	0,00
	Exchange experiences with colleagues and superiors.	3,31	1,61	3,94	0,00
	Total	3,64	1,09	12.14	0,00

Results

Study found the following results:

1. Teacher at Jordanian universities abide by the first standard related to planning, designing and preparation of educational position. Where he/she plans to teach according to his/her information about the class subject, and also plan to manage student classroom behavior effectively, and choose teaching methods according to the nature of the objectives to be achieved, and engages students in a variety of teaching positions, including taking into account individual differences. But he/she does not designed educational activities to help students independancy, and does not help students to make decisions in everyday life situations.
2. The teacher at Jordanian universities abid by the second criterion, relating to the availability of adequate educational climate abide to what itcontained and preserved. Where he/she respected students personality, creating the appropriate environment within the classroom to support advanced forms of teaching and learning, and encourages supportes and appreciated students achievements contributions, directs students to respect the views of others that disagreed with them, takes care about his appearance and body without exaggeration, and comply with regulations and instructions governing the educational performance. But he/she does not encourages students teamwork. Nor does he/she helps the students solve their problems in life.
3. The teacher at Jordanian universities abide by third criterion related the extent to which the sample article understand the nature of scientific coherence with other materials. he is able to understand the nature of the scientific material and its

integration with other articles, and helps students analyze the content of the lesson to reach correct conclusions, concludes new knowledge from the information available to him, clarify the relationship between article subjects and other articles, uses a variety of strategies to explain concepts and skills, achieve the objectives of the lesson during the allotted time effectively, poses introductory questions to students provoke thinking, encourages students to scientific discovery, innovation and initiating. But he/she does not link education with student experiences and family cultural backgrounds.

4. The teacher at Jordanian universities abide by the fourth criterion related to the use of educational strategies and techniques. Where he/she uses the available resources and equipment effectively to achieve the objectives of the lesson, designing appropriate audio-visual aids for the school environment, uses modern technology as a tool to enhance student learning, provides various methods of dividing students into groups to improve learning, and uses specific instruments to assist students with special needs. But he/she does not use modern teaching strategies.
5. the teacher at Jordanian universities abide by the fifth criterion on evaluating students and follow-up the outcomes of learning. He/she diagnoses strengths and weaknesses among students, engage the family in evaluating students with a view to improving learning and performance. evaluating students totally and objectively, and use dialogue and debate as an important means of identifying the experiences of students.
6. the teacher at Jordanian universities abide by the sixth criterion related to self assessment. Where he/she uses different methods and tools to assess his/her performance, and encourages students to evaluate themselves and each other. But he/she does not use the views of students and their evaluation to improve his/her performance.
7. The teacher at Jordanian universities abide by the seventh criterion concerning member teaching cooperation with his superiors and his teammates for his students and their parents. Where the teacher help students to identify sources and references from other libraries, encourages students to meditate and reflect on their lives and personal experiences, listen to different views from his colleagus and alternative choices, and committed to doing the work ascribed by his superiors as required by the work benifit. But he/she does not communicates with parents of students continuously.

8. The teacher at Jordanian universities abide by the eighth standard related to professional development. He/she Participate in continuously appropriate professional development activities, keeping pace with emerging educational theories and practices, and exchange experiences with colleagues and superiors

Recommendations

1. university teachers should constantly enhance the application TQM in university education.
2. teachers should design educational activities that help students indepenancy, and the need to assist students to make decisions in everyday life situations.
3. university teachers should encourage university students to work in teams, help them solve their problems in life, and link education with student experiences and family cultural backgrounds.
4. university teachers should use modern teaching strategies, and benefit from the students views and evaluation for him to improve his performance. And communicates with parents of students continuously.

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