

The Role of Total Quality Management in Higher Education Institutions in Kuwait

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Abstract: This study mainly aimed to identify the reality of the application of total quality management in higher education institutions in Kuwait. This is achieved by addressing the the concept of total quality and its management in higher education institutions, the application of total quality management in higher education institutions on the basis of the experiences of some countries. Finally, this study manifested the reality of the application of total quality management in higher education institutions in Kuwait. The study concluded with highlighting the importance of awareness of the philosophy of total quality and its effective role in improving the quality of the educational process.

Keywords: Quality, total quality management, higher education institutions, the quality of the educational process, Kuwait.

Introduction

The successive developments, rapid changes, and continuous progress in various fields, especially in relation to globalization, informatics and intense competition, have made institutions, with different activities and forms, face many risks. Thus, these challenges that the world is witnessing imposed on the different countries the necessity of upgrading their educational systems, so as to keep pace with competition and face the challenge in order to survive. The leaders were interested in improving education outcomes, and controlling its quality, through preparing human capital that is capable of participating in the international competitive environment. The challenges that higher education faces in many countries, including the low quality of educational outputs, the lack of compatibility of these outputs with the needs of the labor market, in addition to its high cost, all of this makes it urging for higher education institutions to strive hard to improve the efficiency of education. The latter can be achieved only by adopting comprehensive programs for development and modernization that guarantee educational institutions to overcome their problems and weaknesses, and to be able to provide educational service at a world level of quality. By doing so, such institutions also become able to fulfill the requirements of their customers in a way that matches their expectations, and achieves their satisfaction and happiness. Moreover, by considering the total quality management as part of the modern management concepts that emerged as a result of the intense global competition between the

Japanese, American and European production establishments, and also by looking at the great success achieved by this management approach in the industrial field, interest began to use it in various fields, and it created a strong and powerful justification for its application in educational institutions in many countries. Moreover, evaluation of higher education at the global level has become an integral part of the educational process, and that has become the center of a debate about ensuring quality in the field of education as one of the most pressing issues, in the world that is characterized by a fierce global competition between institutions to penetrate the markets, and the formation and attraction of competencies capable of guaranteeing quality.

The first axis: The concept of total quality and its management in higher education institutions:

1- The concept of total quality management:

The researcher will try to address in this regard the concept of quality up to the total quality management, giving an overview of the last stages of its development, the goals that it seeks to achieve, in addition to defining the stages and foundations of its successful application, as follows:

A- Definition of Total Quality Management:

We often encounter confusion between the terms quality and total quality management, as one of them is often used to denote the other, and the difference between them can be clarified through the following:

- **Definition of quality:**

Quality means the nature of the person, or *Qualitas*, as it is derived from the Latin word *Qualité*. The term quality refers to the thing and the degree of hardness, and it used to mean accuracy and perfection. In recent times, after the emergence of the industrial revolution, the increase in competition, and the development of management science, many and varied definitions of quality were presented. In addition to this multiplicity, David restricted the different definitions of quality into five entry points that he presented in his book "David Garvin" in 1988, and these approaches are represented in *Managing Quality*:

1- Ideality:

Quality is an absolute concept that expresses the highest levels of excellence and perfection, and therefore quality can be recognized and felt. Among the definitions that fall within this entry we find:

- Quality is defined as the degree and level of superiority in quality. It also means gradation in the levels of the good or service, and it may express the homogeneity of the product and service (Marson, 2017.7).
- Larousse defines the word quality as the characteristic that determines the nature of something, and adds some innovations to its meaning, defining it as superiority and distinction in something (Ahmed Ibrahim, 2016, 25).

2- Product:

Quality is defined according to the product as measurable characteristics that can be determined accurately. For the product, it represents the level of containing a characteristic or an element of the elements and characteristics that make up it, and in light of this aspect, multiple definitions of quality were presented, including (Hixon, 2018, 24).

The American Institute of Standards and Technology (ANSI) defines quality as the overall characteristics of a good or service that makes it capable of fulfilling certain needs. On the other hand,

the **International Organization for Standardization (ISO- 9000-2000)** defines quality as the ability of a set of intrinsic qualities to satisfy requirement (Ahmed Al-Khatib, 14, 2016).

- **Joseph Juran** defines quality as the suitability of the product for use, i.e. presenting the product to the best performance and the most honest qualities. (Marginson, 2018, 2).

3- User: According to this aspect, the quality is what is seen by the customer in the product, this is, the latter must satisfy the needs of the beneficiary, which makes it effective, and since the desires and needs of the customer differ from one person to another, the good thing is what achieves the preferences that the customer sees, and for this approach it includes many definitions, including (Ayman Ahmed, 2017, 132):

- **Kaouro Ishikawa** defines quality as the ability to satisfy the customer, while **Armand Feigenbaum** defines it as a moving goal towards the best, i.e. achieving the best conditions for a customer.

4- Price: According to this aspect, the definition of quality is based on cost and price, and on the product; the good product achieves the specifications at a reasonable cost, or the one that provides a specific performance at a reasonable price, and among the definitions included in this part we find (Marginson, 2017, 2):

- **Edward Deming** defines quality as continuous reduction of losses, with continuous improvement of quality in all activities.

Therefore, we note that there is a difference between these definitions, due to the difference of reference frameworks. But despite the difference, this does not negate the existence of agreement between them, that customer satisfaction is the main axis of the institution's work.

- **Definition of total quality:**

The concept of total quality management is one of the most intellectual concepts that have received great attention from the side of writers, interested persons and researchers in the fields of administrative knowledge aiming at continuous development and improvement in the performance of various institutions. There have been many and varied definitions that dealt with the topic of total quality management, with the intent of setting a specific and accurate definition of its meaning, and these definitions can be classified according to the following groups (Hayat Al-Omari, 2016, 145):

1- The first group: This category is based on the segmentation of the term total quality management according to the following:

-**Management:** It means the development and maintenance of the organization's potential, through forecasting, planning, organizing, leading, coordinating and controlling, and using all these functions and directing them towards the achievement of a particular goal.

- **Quality:** It is the set of distinctive characteristics of the unit, which give it the ability to satisfy expressed and implicit needs.

- **Total:** It is intended to search for quality in any aspect of work, starting with identifying the needs of the beneficiary, and ending with evaluating his satisfaction with the products provided.

2- **The second group:** This presents some definitions that are based on the principles of total quality management. Among such definitions are the following (Prashanthi, 2018.63):

- Philip Crosby defines TQM as an organization's approach to ensuring the progress of activities that are planned in advance, as it is the best method that helps prevent and avoid the occurrence of problems, by working to stimulate and encourage optimal administrative and organizational behavior in performance and the use of material and human resources efficiently and effectively.

The International Standardization Organization, on the other hand, defines total quality management as a belief or custom that is rooted and comprehensive in the leadership and operating style of an organization, with the aim of continuous improvement in long-term performance by focusing on the requirements and expectations of customers, without ignoring the requirements of stakeholders and all other stakeholders.

Based on the previous definitions, it can be said that total quality management is a comprehensive administrative approach, and a distinct organizational culture, not limited to only one person, or a specific administrative level, but includes all of the organization in order to reach the highest level of quality at the lowest possible cost, in order to achieve customer happiness and satisfaction.

2- Principles of Total Quality Management:

TQM has a set of principles on which its philosophy and system are based. Moreover, its achievement leads to increased efficiency and effectiveness when applied in contemporary organizations, and these principles can be addressed as follows (Ayanda, 2016, 156):

A- Focus on the Customers:

TQM puts the customer at the forefront of its concerns and from it begins the stages of identifying the needs and desires of the customer and then translating them into the processes of product design, operations and after-sales services. Moreover, TQM considers customers as partners because they contribute to the decision-making process, and also seeks to achieve their satisfaction by providing the following conditions: quality, size, time, place and cost. The customer means not only the external work of the company, but also the internal customers; all departments, sub-departments and employees within the company. Therefore, the departments and offices within the company are viewed from the side of a supplier and a customer at the same time, as the department that manages the process of what is a customer of the department that precedes it and is also a supplier of the department that comes after it. The word customer includes the external customer and each customer of the organization from outside, as well as the internal customer and whoever uses the product within the organization as input to its activities and operations.

b- Continuous improvement:

Total quality management is not a program that its beginning and its end are known. It is an effort to improve and develop continuously without stopping, because it is based on the principle that opportunities for development and improvement do not end with reaching the efficiency and effectiveness of performance, and that the level of quality, desires and expectations of the beneficiaries are not constant, but changing, so the quality of information must be evaluated in a complex form and work on it periodically to improve it. The basis of the philosophy of continuous improvement is focused on making each aspect of the operations accurate and within the scope of the daily duties of the individuals.

C- Participation of workers and formation of work teams:

TQM is the human element; the most important element of this new methodology and therefore the most important element in the organization. He is the important means to achieve quality and excellence. Moreover, the human element is the responsibility of taking over the process of leadership and implementation of this methodology, so he must be treated as a partner and not as an employee, and this leads to the cultivation of loyalty and belonging to the direction of the institution and leads to motivating him to creativity and innovation and achieve job satisfaction. This is reflected in improving performance and thus achieving quality, in addition to forming work teams and activating their role within the organization.

d- Support of senior management:

Among the most important factors that include the successful application of total quality management is the support of the senior management and those who stem from its conviction and belief in the necessity of continuous development. So that the decision to implement the TQM approach is considered a strategic decision to be taken by the administrative leaders at the level of the senior management of the organization, therefore, it is not expected that this decision will be taken without stemming from conviction and support with full support, which possesses the decision-making and has the ability to develop and disseminate the organization's vision, mission, strategies and objectives. Therefore, the support required from the senior management is represented in announcing the implementation of total quality management in front of all administrative levels and employees at their different levels, commitment to plans and programs at all levels, allocating the necessary capabilities for the application from financial and human resources, defining the authorities and responsibilities and finding the necessary coordination.

e-Prevention of errors before they occur

This principle emphasizes the quality of the performance of processes and results both as an indicator to prevent cases of non-conformity with specifications, because it achieves the principle of prevention of errors before they occur, and this requires the use of acceptable standards for the purposes of measuring the quality of goods and services before, during and after production.

f- Making decisions on the basis of facts

This principle requires reliance on techniques and resources to create the necessary channels to enable individuals to communicate what they possess of information that speaks the facts to where this

information must reach in order to benefit from it in order to achieve quality. Information forms an important basis in the philosophy of total quality management, and its availability to senior management reflects the extent to which these organizations can apply it. This is because the availability of information for the various employees broadens their horizons and aspirations in accordance with the new tasks that the Total Quality Department has placed on their shoulders.

g- Feedback Information:

This principle is considered a major contributor to the principles of total quality management by providing a communication network that achieves the process of obtaining the required transactions at the appropriate time, which is considered one of the main factors that contribute to preparing and increasing the chances of success and creativity in the company, as well as the feedback that helps in the process of modernization and continuous improvement of quality.

Second: The Importance and Objectives of Total Quality Management:

1- The importance of total quality management:

The importance of quality management for different institutions is evident through the roles that they play as follows (Prashanthi, 2018.63):

A- Establishing the thought and culture of commitment: Competitive advantage establishes the thought and culture of commitment, documenting everything current in the institution, emphasizing good morals, and setting a model for values, and then the success of the practices of management authority for the process, whoever is in charge of this authority, and achieving the effectiveness of the accountability system.

b - Improving transparency and achieving clarity: It is used as a tool to enlighten and shed light on the various aspects existing in the institution, so that there is nothing that would reduce the ability to have a comprehensive vision of what is happening in institutions, i.e., that the competitive advantage limits ambiguity, confusion, and lack of clarity.

c - Achieving credibility and increasing the elements of trust: This is especially in the data and information that are published about the institutions, and then improving the effectiveness and ability of the accounting system to clarify what is happening and taking place in the institutions without changing or fraud, which helps to increase the confidence in the institutions and give them credibility.

d- Achieving justice and applying the principle of equality: In this field, it creates opportunities available to all, thus increasing the sense of justice, hope and fairness, and therefore the absence of any wrong practices, cases of manipulation, or showing conditions that are not true, and working to achieve justice and provide the opportunity for all parties and treat everyone on an equal level.

e - Providing elements of attraction for the institution:As total quality management is not targeted in itself, but it is a means and tool to achieve multiple goals, the most important of which is providing good elements to attract interested and businessmen to the institution in order to follow up and contribute to the implementation of improvement plans, and find solutions to the challenges of this improvement to reach the desired quality.

f- Improving performance:Here the competitive advantage improves the management of institutions, especially with regard to the processes of planning, organizing or following up, and then the administrative efficiency of the institutions increases.

g - Increasing effectiveness and performance: It plays a very important role in increasing the effectiveness of institutions and making their present and future promising through several main means, the most important of which are: the means of increasing quality and improving the quality of the product.

2- Objectives of total quality management:

The main objective of total quality management is to strive to satisfy the customer, meet his desires with a high degree of quality, and plan it permanently. But in practice, it is not possible to achieve this goal without sifting through an integrated strategy, whose main objective is to achieve a high quality level of products, in order to achieve the satisfaction and the happiness of customers, in order to ensure the survival, continuity and development of the institution, and that the comprehensive quality management seeks to achieve a number of goals, the most important of which are the following (SaadBassiouni, 2019, 120):

- Understand the needs and desires of the customer to achieve what he wants.
- Adaptation to technical and economic changes to serve the achievement of the required quality.
- Anticipating the needs and desires of the customer in the future, and making this a continuous work.
- Keeping abreast of the development and improvement of methods of providing products, and stepping forward to reach international levels.
- Maintaining existing customers and attracting new ones.
- Excellence in performance through continuous development and improvement of the product.
- Making production efficiency high while reducing the cost to the minimum possible, but not at the expense of quality, but through rationalizing spending and reducing the percentage of defective production, as well as working to improve quality continuously.

The objectives of total quality management are desirable objectives on the part of the managers, and the management of the organization must have the necessary competence to be able to manage these objectives in the right direction, at the right time, and to have the ability to balance these objectives according to their relative importance, in addition to working to address the weaknesses in

the organization. This requires the management of the organization to learn the values and practices that must be followed. The institutions that depend on the application of the comprehensive quality management approach must take into account the various factors that have a negative impact on these goals and that prevent them from being achieved (Brewster, 2017, 56).

Third: The stages and foundations of the application of total quality management:

1- Stages of applying total quality management:

The application of total quality management goes through many stages, which are (Sinclair, 2016, 17):

A - Preparation stage: Jablonsky called it the zero stage, as it precedes the building stages that follow, and the main objective of this stage is to consider the overall quality as part of the culture of the institution, and to focus on the full support of the senior management. This stage includes carrying out the following activities:

- Strengthening the importance of continuous development in order to improve the level of the institution.
- Determining the needs of the beneficiaries, their requirements, trends and desires, and considering them as an important basis for formulating the objectives of the institution.
- Introducing the organization's leaders to the foundations of total quality management.

b- Planning stage:

This stage begins with laying the foundation stone for the change process within the institution, where the individuals who make up the Quality Council, using the data developed during the preparation stage, to begin the process of accurate planning, and the planning stage includes several activities, the most important of which are (Adel Al Saadi, 2016, 132):

- Analyzing the external environment to know the available opportunities as well as the potential threats, and then analyzing the internal environment to know the elements of strength and weakness.
- Setting long-term strategic goals that must be achieved.
- Choosing a quality coordinator, that is often chosen from the top management levels and has strong support for the quality issue, and acts as a liaison between all levels in the organization.

c- Implementation stage:

At this stage, the individuals who will be entrusted with the implementation process are selected, and they are trained on the means related to total quality management, through (Chiam, 2017, 21):

- Choosing and training trainers.

- Training of management team and workers.

d- Monitoring and Evaluation Phase:

This stage includes four steps (Elloumi, 2018):

- Self-evaluation: The process of self-assessment begins with a number of important questions, which can be answered in light of the improvement of the application of total quality management.

- Organizational evaluation: This process focuses on the need to understand the institution, where the current status of the institution is evaluated, and the various factors that can lead to its success are evaluated.

- Customer study: This process aims to identify the extent of customer satisfaction, and what they suggest in the areas of improvement and development, through business meetings or through communications.

- Feedback: This enables the institution to identify the reactions of the participants in the training courses; the employees, managers and members of the work teams, and their opinions and suggestions on the possibility of improving performance.

e- The stage of exchanging and disseminating experiences: It is the advanced stage of the application of total quality management, in which the institution may be an example to follow in front of other institutions, if it is to implement the approach of total quality management with success. It invites the trainers who have contributed to this application, in addition to all other partners such as employees, customers, suppliers and other institutions interested in total quality management, to inform them of the results of this application, and to view the achieved achievements and methods of improvement used in its activity. That is, the institution at this stage seeks to spread its experiences and successes in total quality management, as well as exchanging its experiences with other institutions with the aim of benefiting from them.

2- The pillars of the application of total quality management:

A successful application requires total quality management in an organization, whether industrial or service, that provides a set of requirements or pillars that are integrated to achieve the desired goals. Among the most important requirements that should be met when applying the total quality management methodology are the following (Amer Muhammad Al-Lafi, 2017):

A-Culture of the organization:

The success of total quality management mainly depends on the creation of an organizational culture that makes the values and trends prevailing in the organization in harmony with the environment, and supports the continuation of work in accordance with its objectives, through the adoption of values and concepts based on collaborative work with the participation of all employees.

B- Support of the senior management:

The success of the institution in the application of total quality management depends on the support of the senior management and its commitment to adopt this philosophy in the activities, operations and departments of the institution. The senior management plays as a leader in coordinating and unifying efforts in order to achieve the objectives of the institution, as decisions related to quality are considered strategic decisions, and therefore the commitment of the senior management to support and revitalize the movement of those in charge of quality is one of the essential tasks that undoubtedly lead to the success of the system.

C- Focus on the customer:

The main objective of applying the quality management methodology is to achieve customer satisfaction and achieve his happiness, and consequently the conviction of management and employees towards the customer is a basic requirement (Nur, 2017, 45).

D-Prevention of errors before they occur:

Managers believed that they could check the quality internally, and when there was an error in the production of some goods or services, they intensified the inspection process by increasing the number of examiners. However, this method drains a lot of human energies and financial resources, in order to detect defects or errors in the production process, which is the opposite of what happens in the overall quality management, as it relies on the use of acceptable standards to measure the quality of goods and services during the production process, instead of using these standards after errors occurred.

E- Collective cooperation and team work:

Team work and the participation of each individual in the institution is one of the most important activities that should be focused on as it helps to increase loyalty and belonging to it. That is, teamwork is an effective tool for diagnosing problems and finding optimal solutions, through direct communication between the various departments and sections, and the continuous connection between the individuals of the same institution. Forming work teams and relying on them is also important, since it brings together harmony in work, reduce turnover, and increase workers' satisfaction with their work, which leads to an increase in productivity.

F- Focusing on human resources and individual competencies:

The human resource of the institution is considered one of the most important factors responsible for its success in penetrating the markets and owning a competitive advantage. The focus on this resource is to develop it, train it, provide it with the right skills, motivate it and provide a work environment that positively affects his morale. It is one of the most important pillars of total quality management, considering that those human resources and competencies are responsible for taking and implementing strategic and executive decisions for total quality, so that the organization can take advantage of opportunities to achieve competitive advantage. Therefore, the loss of efficiencies and their weakest performance is a major reason for the failure of the overall quality strategy.

G- Relying on facts in making decisions:

Organizations that implement TQM must make decisions based on valid facts and data, not just suggestions or expectations based on opinions. That is, the influential decisions are those decisions based on confirmed data and information, facts and realistic studies. (Nicholls, 2016,625):

H- Information and feedback system:

The feedback is information about the efficiency and effectiveness of the outputs, so that it is maintained at the same level if the information is positive, or changed if the information is negative. And this principle allows the aforementioned principles to be achieved, because making the right decisions is closely related to the availability of the correct data and information that is required for the targeted success. Continuity of improvement and development is effectively associated with information auditing and effective retrieval systems.

The second axis: The application of TQM in higher education institutions in light of the experiences of some countries:

First: The nature of higher education institutions and their role in development:

Higher education is the process of making future generations, and investing this type of industry is the best and most beneficial type of investment, because educational institutions work to nourish society with future leadership in all fields (Mansour Al-Imam, 2017). The role of the university in this field varies from one environment to another. Universities in developed countries, for example, which are located in an industrial environment, are interested in industrial specializations, while universities in an agricultural environment are interested in specializations and research and are interested in the field of agriculture. This indicates the importance of what universities can do in developing society at various levels, and what they do for the environment in which they are (NawalSaadi, 2017, 103). Hence, it can be said that the importance of the university is not only in the field of teaching and scientific research, but is based on the importance of the university and its role in society and the production of its leadership and new staff. In order for the university to play the best role in community service, the university must create a clear vision of how to meet the needs of the individual and society and think about the programs it offers through the various departments. This leads us to the requirements and needs of the market to form a fundamental and decisive part of the requirements and development of society and its needs, tools and methods in an accelerating manner (Aitken, 2018.69). In addition, the role of the university is represented in activating the qualitative mechanisms necessary for labor markets in order to enable them to modernize their economic, technological and scientific structures (Chiam, 2017, 21).

Second: The main pillars of the application of TQM in higher education institutions:

It is urging for the management of educational institutions, including universities, to shift towards total quality management, which requires boldness on the part of the senior leadership in those institutions towards change for the better away from traditional education. This requires the application of the six basic approaches, which are the basic pillars of the application of total quality management, and it consists of (FaridRagheb, 2017. 48):

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1- **Strategy:**It is that the senior leadership will have an idea about the future of the institution in the coming 3-5 years, and training is the most appropriate solution for the institution to do so.

2- **Structure:**It means restructuring the organization with changing responsibilities, functions and roles with the appointment of staff for that.

3- **System:** It means preparing a new system to improve outputs and increase the efficiency of operations while adding new innovations that contribute to improving the effectiveness of the system.

4- **Staff:** Staff means treating individuals appropriately while satisfying their needs through the use of the human relations method at work.

5- **Skills:** Skills means improving human capabilities and competencies through continuous training, in order to devise new methods of work capable of competition.

6- **Shared values:**This refers to a new organizational culture with defining the prevailing values and replacing them with a preventive culture that suits continuous development.

Third: The reasons and elements for applying TQM in higher education institutions:

The interest in quality in education had many reasons, the most important of which were (ShebelBadran, 2018, 5):

1- Most societies are interested in expanding education as an important factor in community development.

2- Developed countries discover low levels of academic achievement among their students and the situation is worse in developing countries.

3- Increasing global desire to reach new standards of quality and interest at both the theoretical and applied levels.

4- The need to face global changes in the future by preparing the individual to confront them and coexist with them.

5. Reach the world through quality to mitigate the contradictions that have emerged in the twenty-first century:

- Between the global and the local, by asking the individual to be global without being separated from his roots.

-Between the total and the private, in how to preserve special traditions and culture amid the current developments.

6- The comprehensive technological revolution, based on the flow of unprecedented science, represents a challenge to the human mind, which made societies compete in improving their educational systems.

Fourth: The experiences of some countries in the application of TQM in higher education institutions:

Many developed and developing countries have implemented total quality management in their school and higher education institutions. In this context, the experiences of two developed countries, which are considered among the most developed and developed countries in all fields, will be presented, and then one of the developing countries in the field of higher education that tried to catch up and develop:

1- Total Quality Management in America:

Higher education institutions in the United States of America have faced many challenges since 1999, especially since the reduction of their budget. Hence, it was necessary to re-evaluate and review the curricula and the demand in order to contribute to the economic development program, as some problems appeared in the budget in the state of (California). Whereas, the assessment and its various systems were established to measure the impact of institutions with regard to student education by focusing on universities and university student education to meet the ever-changing job requirements as well as providing students with skills and knowledge. The success of companies in using total quality management has encouraged many higher education institutions in the United States of America to adopt it, in order to face a crisis during the last half-decade, and this was shown by the reports of education bodies such as the National Institute of Education, as they realized that it was not appropriate. Hence, it was necessary to urgently intervene in education, and to take advantage of the multiple sectors in the economy to stop the decline in the quality of university graduates. The first application of total quality management in higher education was at the College of Technology (Fox Valley), as it became more efficient in the areas of graduates, employers' satisfaction and improving the educational environment. Besides, many institutions have begun to implement total quality management, as happened at the University of Wisconsin-Madison, the University of North Dakota, Delaware Community College and Oregon State University. Buchalter also reported in 1996 that there are (160) universities in America that include the principles of quality improvement, and about (50%) of them have established an organizational structure for quality" (Abdullah Boubatana, 2018, 100). By using the principles, elements and organizational methods of quality, it is possible to increase customer (student) satisfaction and reduce costs. The Total Quality Engineering model in America also uses the elements of total quality management in directing its products. On the other hand, the Malcolm Baldrige Award provides a model and standard for the success of total quality management, and total quality management focuses on achieving results on: (customer, planning process, operational management, and improvement).

2- Total Quality Management in Japan:

At first, the total quality movement in Japan encountered many difficulties, until the emphasis on Japanese statistical tools increased through attention to senior management. Thus, TQM becomes tangible and people feel themselves and their effort at work. In this context, Deming's Fourteen Principles or the Juran Trilogy, or the thought of Kaoru Ishikawa, emphasize the presence of four pillars of TQM in education (AbdulfattahTurki, 2017, 123):

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- The organization focuses mainly on its customers in total quality management, as the students must live in the world of work as a collaborative team.
- Everyone in the organization should devote his personality to continuous and collective improvement.
- Schools that have adopted total quality management, its principles and uses, invest key resources in discovering new ways that help realize the potential of each person, with system, processes, and improvements bearing the bulk of quality.

3- Total Quality Management in Malaysia:

The Malaysian educational sector underwent basic growth as a result of the efforts that made the Ministry of Education expand and view education as an industry and investment. The enrollment of students in higher education institutions increased by (9%), where the number of students in 1996 was (17,569) students, and then increased in 1997 to (28,344) students after the significant openness to higher education. The number of higher education institutions that apply total quality management has reached (11) eleven public universities and (6) six private universities, and the allocation of (30%) of the budget has increased for education starting from the year 1997. Besides, the government spends on (50) fifty thousand students studying outside Malaysia. Therefore, the Malaysian government allocated more than (100) one hundred million dollars to the National Education Syndicate to support the students in higher education institutions (Hassan Muhammad, 2017). An American-European-Malaysian study found that there are factors for the success total quality management in Malaysian education, which are (Ahmed Ibrahim Ahmed, 2016, 25): Leadership, Continuous Improvement, Prevention, Measurement of Resources, Internal and External Customer Satisfaction, People Management, Teamwork. On the Arabic level, many conferences were held that aimed at how to develop Arabic societies in the light of recent trends in total quality management, its advantages and its role in improving education in a theoretical manner based on the success in many modern countries and some developing countries. The conferences put forward many recommendations for the application of total quality management in the field of Arab school and university education, and some attempts have begun to implement total quality management in some Arab schools. In Saudi Arabia and Kuwait, some schools began to adopt this concept, and these two countries also subjected a number of their programs to quality control standards to develop educational development and thus their societies developed. They also carried out scientific studies to evaluate that application. The United Nations Development Program in 2001 contributed to the promotion of quality assurance in institutional planning in Arab universities with the aim of urging Arab universities to implement quality assurance systems (Ahmed Ghoneim Abu al-Khair, 2017, 145).

The third axis: The reality of the application of TQM in higher education institutions in the State of Kuwait:

First: A general overview of higher education in the Kuwait:

The philosophy of higher education in Kuwait is based on the integrative view of the human being, which believes in the necessity of achieving balanced growth for the various aspects of his personality. In order to achieve this growth, the educational process is based on the holistic approach, which requires that education include various educational activities in a way that ensures the provision of areas that allow learners to acquire practical skills and requires at the same time that theoretical

experiences and information be available so as to enable them to acquire mental abilities and ways of sound thinking. Based on this, the higher education program in Kuwait comes with all the basic elements and at the same time retains its special character that is consistent with the philosophy of the holistic curriculum (Ali Al-Salami, 2018.118). On the other hand, higher education in Kuwait is based on eliminating the differences in the social outlook between theoretical academic education, achieving integration between theory and practice, and raising the value of practical activity, and emphasizing that theory is confirmed by experience and work. Moreover, the combination of application and horizons is often to deepen and develop theory, because the combination of the theoretical side and the practical side stimulates interests in the systematic study. In addition, work experience can facilitate the student's transition from a scientific life to a profession at the end of higher education, as the combination of theory and practice allows students to form a tangible idea about the various types of jobs and professions, which helps them to make a rational choice for their next profession. Organizing the participation of students in business would reduce the psychological isolation of young people (Ali Al-Salami, 2018, 121). The objectives of higher education in Kuwait are based on the general principles of education, which includes the development and modernization of education by creating integration between the types of academic and professional education. There are several goals it seeks to achieve, which are (Ali Al-Salami, 2018, 154):

- 1- It prepares students for citizenship as it prepares them for life, career and higher studies. It is an integrated stage that reflects the pulse of life and society.
- 2- It provides an opportunity for integrated education that brings students together in a common general culture that removes illusory barriers between the academic and applied aspects, so that education in the era of knowledge, and the successive technological development, is educational, technical and comprehensive at the same time.
- 3- Providing a wide range of cultural, general, technological and professional courses commensurate with the difference and disparity among students, including different abilities, tendencies and readiness, to provide the opportunity for each student to learn through practice his capabilities and skills and to be able, in a system of efficient educational guidance, which higher education can only do, to choose in the light of practice based on his true potential and capabilities.
- 4- It provides the opportunity for optimum use of equipment, devices, teachers and educational mentors in a way that provides students with better and richer opportunities.
- 5- It is keen on cohesion with the local community, and benefiting from its experiences in enriching the required diversity in the courses it offers, in a way that prepares students for the world of profession and work.

Second: The extent to which higher education institutions in Kuwait apply the principles of total quality management:

The philosophy of higher education in Kuwait stems from its belief in the democracy of education and the right of every citizen to pursue his higher education. It has sought, and still is, to contribute to building the Arab human being for the development of society and the enrichment of human civilization. And to compare the goals that higher education seeks to achieve in Kuwait with the

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goals of quality management in general and educational institutions in particular, we try to identify the goals of higher education in Kuwait, as they aim to (Abdullah Farghali, 2018, 185):

- 1- Providing opportunities for higher education, training and scientific research in various fields of knowledge to the largest possible number of people who have missed opportunities for higher education in their places of residence, by enrolling in open education and distance learning.
- 2- Deepening the belonging to the nation within the framework of the national belonging to the Arab nation.
- 3- Enhancing the supreme human and scientific values that represent the Arab and Islamic civilization, and reviving the Arab and Islamic heritage, leading to the progress of Arab society in general and Kuwaiti society in particular.
- 4- Providing continuing education services and field vocational guidance in various fields in order to serve the community.
- 5- Community development by developing the student's personality and good citizenship and positively directing the service of his community while enhancing his self-reliance and then training him on self-employment projects.

Universities in Kuwait can also achieve the following goals (Mansour Al-Imam, 2017):

- 1- Contribute to the realization of the principle of democracy in education.
- 2- Providing continuous learning and training opportunities during the service, in order to keep pace with the successive developments in the fields of knowledge, and to develop competencies and raise the level of performance and production for employees.
- 3- Contribute to an educational role and general training by selecting courses in certain fields that are beneficial to him.
- 4- Preparing the student through study programs designed in the light of the university's philosophy to graduate as an independent person who possesses knowledge and skills, and is characterized by a spirit of initiative, leadership, effectiveness, organization and the ability to absorb the surrounding circumstances and interact with them.

Among the goals achieved by Kuwaiti universities (Mansour Al-Imam, 2017):

- 1- Developing good national minds that participate in the process of national social and cultural change so as to assume responsibilities and face the challenges of the future.
- 2- Meeting the needs of society to keep pace with the changes taking place in it by providing students with the necessary knowledge that helps them to live a decent life.

3- The development of the individual, his traits, and his moral and religious values on the basis of human appreciation and respect, taking into account the standards of integration between the individual and society.

4- Develop the individual's mental and cognitive abilities so as to direct the performance of individuals in an appropriate manner to serve the community and solve its problems.

Universities have also contributed and continue to contribute to achieving the following goals (Abdullah Farghali, 2018, 195):

1- Providing higher education opportunities for the general public.

2- Contributing to community service and development.

3- Supporting scientific research.

Based on these goals achieved by the Kuwait University, some of the goals that total quality management seeks to achieve in any administrative organization when applied are the following (Abdullah Farghali, 2018, 199):

1- Increasing the development capacity of the institution.

2- Increasing the efficiency of the institution in satisfying the beneficiaries and excelling over competitors.

3- Increasing the productivity of every element in the organization.

4- Increasing the organization's mobility and flexibility in its interaction with the changes.

5- Ensuring the improvement of comprehensive communication for all sectors, levels and effectiveness of the institution.

6- Increasing the overall ability of the institution for continuous growth.

7- Increasing profitability and improving the economics of the institution.

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Based on this, the objectives of total quality in university education are (Ali Al-Salami, 105):

1- Adjusting and developing the university's administrative system as a result of describing the specific roles and responsibilities of each individual in the university system, according to his abilities and his level.

2- Raising the students' academic, emotional, social, psychological and educational level as they are one of the outputs of the university system.

3- Improving the competencies of academic supervisors while raising the level of performance for all administrators through continuous training.

4- Providing an atmosphere of understanding, cooperation and human relations among all workers in the university system.

5- Developing the university's administrative structure in a way that facilitates the learning process away from bureaucracy, allowing participation in educational decision-making.

We can conclude that there is a similarity between the goals of Kuwaiti universities and the goals of quality management in the educational field, where the goals of total quality and the goals of Kuwaiti universities focus on:

- Adopting democracy in the education process in terms of selecting the required courses according to the abilities and capabilities of the students.

- Focusing on the student and improving the quality of his learning and developing him to a sound degree in all areas of growth, since the student is the most important educational output required.

- Focusing on the student's self-education, since the role of the university and the academic supervisor is to facilitate the process of self-learning through the approach and philosophy of the Open University.

- A holistic view of the education process without creating a fragmentation of it.

- Focusing on continuous in-service training for all employees, and this is considered one of the basics of total quality management.

- Focusing on understanding, cooperation and human relations among all employees to a degree that contributes to the success of the work.

- Focusing on the relationship between the university and the development of the local community, which Kuwait University and Total Quality Management seek to achieve.

Third: The relationship between the culture of total quality and the outstanding performance of Kuwaiti higher education institutions:

Quality in university education is directly related to the clarity of goals and objectives, the existence of a strategy for developing and preparing curricula, the professional growth of faculty members, including testing and evaluating professional performance, and the presence of means and tools to identify the views of students and employers in evaluating the curriculum, in addition to the internal self-evaluation method. Therefore, higher education institutions do the following (Farid Ragheb, 2017, 98):

1- Excellence: This means that educational institutions have to pay attention to the desires and needs of society and its institutions and expectations through feedback information, in order to provide outputs that fit these desires and needs so that they design their educational plans and strategies that are compatible with this matter.

2- Focusing on quality in its broad sense: This requires knowledge of the measurable characteristics of the outputs provided by the educational institution, which meet acceptance in the labor market and various community organizations.

3-Continuous Improvements: This requires the educational institution to move away from improvements at intervals and focus on continuous improvement in all operations and in the various administrative, academic and service areas.

4- Focusing on cooperative team work and making room for human energies in the educational institution to highlight what they possess of talents and capabilities for the purposes of development.

5- The decision-making process shall be in the light of carefully recorded and documented data and data for the purpose of analyzing them to ensure continuous development and improvement in the educational institution.

6- Giving powers to the heads of administrative and scientific units and avoiding centralization in decision-making.

7- Paying attention to training for all working individuals, professors, their assistants, and employees, in order to provide them with the appropriate skills and abilities to improve the quality of their work.

8- Finding a system of incentives and rewards that guarantees more giving and creativity by individuals working in the educational institution.

9- The presence of effective leadership that represents a good example for workers and is characterized by objectivity and is more interested in field work than raising slogans.

10- Financial and moral support for all operations and activities of various scientific, social and cultural types that enhance the academic work in the educational institution.

Conclusion and Recommendations:

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In order to improve the quality of education and its educational outcomes, which is the goal of the Ministry of Higher Education and its educational institutions, whether schools or universities, and in light of the theoretical analysis of this study, the researcher recommends the following:

- 1- Increasing the interest of the higher educational leadership, whether in the Ministry of Higher Education or universities, in the issue of continuous improvement and development of the education process in a way that keeps pace with modern changes and developments.
- 2- Predicting the factors and forces that affect education in the future, due to the possibility of absorbing them quickly to serve the community without causing an imbalance in the quality of the required education or the culture of the community.
- 3- That our various educational institutions be characterized by flexibility and the possibility of renewal in their programs, objectives, organizational structure and administrative operations, to accommodate any new variable that affects the education process and societal development.
- 4- Modifying the university organizational structure in a way that defines the functions and responsibilities of the total quality management system, and the method, quality and methods of training required for the team, which depends mainly on innovation and renewal.
- 5- In the case of adopting total quality management in education, the researcher also recommends the formation of a specialized apparatus for total quality management first in schools and then universities, with that apparatus being able to implement and evaluate the required educational outcomes on an ongoing basis, with defining the job of each individual in this team.
- 6- Giving the opportunity for more democracy at work and avoiding excessive centralization and routine that weaken performance.
- 7- Creating the general atmosphere inside and outside educational institutions to understand the culture of total quality and its impact on improving the quality of education and the acceptance and absorption of that change by society and its institutions.
- 8- Focusing on quality more than quantity for students, while making competition between educational institutions not limited to bringing in the largest number of students, but rather on the quality of the student and his ability to bring about future development in society, given that society does not grow or develop if universities and educational institutions do not produce students of the required quality.

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