

## Study of Influences on Total Quality Management and Academic Accreditation Standards Application in Nursing Program at Saudi Universities

Wafaa M.A.Shokry (1). Hanan F.A.Soliman (2)

<sup>(1)</sup> Lecturer of nursing administration, Faculty of nursing Monoufia University. Egypt

<sup>(2)</sup> Lecturer of maternity and obstetrics nursing, faculty of nursing Ain shames university. Egypt

---

**Abstract:** Today, educational institutions are compelled to deliver total quality management (TQM) and academic accreditation standards (AAS) application for their consumers to survive in competitive educational markets.

**Aim of the study:** to Study the Influences on Total Quality Management and Academic Accreditation Standards Application in Nursing Program at Saudi Universities.

**Design:** A comparative descriptive- analytical study was used.

**Setting:** the study was conducted in applied medical sciences college at Shaqra University and applied medical sciences college at Taif University, KSA.

**Sample:** A convenience sample of nursing educators who were participated in the present study, total number were 64 nursing educators recruited in the study.

**Tools:** A Structured interviewing questionnaire and Likert scale.

**Results:** Most of the study samples nursing educators at Shaqra and Taif universities rated the importance for TQM and AAS application for the nursing program institutions as moderate. However, both groups nursing educators different significantly in their rating of TQM and AAS influences related dimensions, including employee involvement ( $t=3.11$ ,  $p\leq 0.03$ ), Administrative practices ( $t=5.10$ ,  $p\leq 0.001$ ), Organizational characteristics ( $t=2.22$ ,  $p\leq 0.03$ ), and program measures ( $t=2.59$ ,  $p\leq 0.01$ ), while there were no statistically significant differences in Culture appropriateness and external influences dimensions.

**Conclusion and Recommendation:** A wide range of influences that shape the TQM and AAS application in the nursing programs institutions. Training nursing educators on the concepts and criteria of TQM and AAS through seminars, workshops, publications and guidelines to raise awareness of the importance and benefits of implementing them. Decentralizing of administrative work; encouraging collaborative work; and getting rid of the monotony of hierarchy impeding the entrance to the application of Total Quality Management.

**Keywords:** TQM: Total Quality Management; AAS: Academic Accreditation Standards.

---

### I. Introduction

The educational institutions of today are concerned with quality. With the emergence of competition among universities, the identification of the academic institutions that have a high level of quality has become a crucial issue. For this reason, the researcher declared that today, quality is the single most important issue in higher education. <sup>(1)</sup> The nursing education is very important due to close ties with people health and should lean toward total quality management and academic accreditation. However, the quality of the nursing program should be evaluated by the local, national, and international evaluation systems continuously. Nursing education had faced with some challenges, including the competency of graduate nurses and quality of nursing education. The main challenges of managerial issues in nursing education evaluation were elicited as inefficacy of management; inadequacy of strategies and policies and, ineffective planning. <sup>(2)</sup>

Nursing program accreditation can be granted by the Commission on Collegiate Nursing Education (CCNE), which evaluates and sets standards for baccalaureate, graduate, and residency programs in nursing. In order to become accredited, a nursing program must meet a set of standards applying to the overall quality of institution as well as the ultimate effectiveness of the program. <sup>(3)</sup> Accreditation is considered one of the terms that have emerged recently as a strategy for quality assurance in education; it was defined as “an evaluative process for academic institutions and programs in order to help them achieve quality and recognition”. Based on the previously mentioned, under the framework of the attention being paid by the Kingdom to education and the focus on the issue of quality assurance in the colleges of higher education. Planned efforts to develop higher education have been marked out by the National Commission for Academic Accreditation. <sup>(4)</sup> Total Quality Management(TQM) and academic Accreditation Standards have witnessed significant successes at the academic levels. TQM has been applied widely in the higher education because it adopts advanced managerial methods to manage quality, and it seeks continuous improvements in the inputs, processes, and outputs. <sup>(5)</sup>Total Quality

Management is approach that seeks to achieve long-term organizational success by encouraging employee participation and feedback, satisfying client needs and expectations, respecting societal values and beliefs, and obeying governmental regulations and laws.<sup>(6)</sup> Total Quality Management is one of the most popular management processes adopted by many educational institutions.<sup>(7)</sup> The applicability of TQM in the higher education has attracted the interest of many researchers and practitioners. They identified that institutions of higher education have turned to TQM for improving their performance and provide proper services and high quality program.<sup>(8, 9, 10)</sup> Application of TQM in universities is faced with many barriers as insufficient incentives for faculty members, incompetency of teaching staff and lack of university facilities.<sup>(11)</sup> Other barriers to TQM success include lack of consistent managers' and employees' commitment to and involvement in TQM application, lack of a quality-oriented culture, poor management and leadership, inadequate training, poor leadership and management, and lack resources.<sup>(12)</sup> In addition, higher education institutions face many pressures and challenges resulting from rapid expansion in student enrolments, shortage of funding, declining quality of graduates, and increasing competition between various public and private colleges and universities.<sup>(13)</sup> Elements for the success of quality and academic accreditation in Arab Universities were; promoting quality culture and academic accreditation among workers, adopting standards of competence, experience in the selection of leaders working to ensure quality performance and developing training plans to educate workers.<sup>(14)</sup>

### **Justification of the Study**

Currently many problems are facing the higher education systems; It becomes a lot of college graduates are not able to take responsibility, and the lack of willingness to be active citizens in the community, therefore it was necessary to develop education by professional experts and trainers are able to apply a new management works to improve the quality of education and be able to competition in a global education sophisticated, especially expansion of university education and increasing demand on it.

Universities seek to obtain academic accreditation, which entails the fulfillment of quality standards. So, performance in terms of administrative processes, academy specialization, program facilities, equipment, supplies, techniques and technologies generally fails to meet the necessary accreditation standards. Likewise, the nursing program's outputs will not meet the required level of qualification and skills, leading to a performance gap in many fields as a result of not applying all principles of TQM and AAS. To date, and despite the fact that many Saudi universities and colleges began to adopt TQM principles and AAS in the last fifteen years or so, few researches have been conducted to study the influences of TQM and AAS application in nursing program. Therefore, this study aims to study the influences on Total Quality Management and Academic Accreditation Standards Application in Nursing Program at Saudi Universities.

**Objectives of the study:** *a*) Investigate nursing educators' perceptions toward importance of the total quality management (TQM) and academic accreditation standard (AAS) application in nursing program; *b*) Determine the influences affect the total quality management and academic accreditation standard application in the nursing programs at Shaqra and Taif universities.

### **Research Questions**

- 1- How do nursing educators perceive the importance of TQM and AAS application in the nursing program?
- 2- What are the influences affect TQM and AAS application in the nursing program at Shaqra and Taif universities?

## **II. Subjects and Methods**

### **1- Research design and setting.**

A comparative descriptive- analytical design was conducted in applied medical sciences college at Shaqra University and applied medical sciences college at Taif University, KSA. During the academic year 2015-2016.

### **2- Sample size and technique.**

A total of 64 nursing educators who were working in nursing program at Shaqra university (N= 38) and Taif University (N = 26). They participated in the present study by using convenient sampling technique.

### **3- Tools for data collection.**

A Structured interviewing questionnaire was designed by researchers after reviewing the relative literature. The questionnaire sheet was consisted of 43 items categorized in; **Part I:** demographic characteristics of the study samples including (age, academic position, and participation in quality workshop and related activities or not). **Part II:** perception of importance of TQM and AAS application in nursing program, it consisted of 7 items. **Part III:** influences affecting TQM and AAS application, it consisted of 36 items categorized in 5 subscales namely; employee involvement (7 items), administrative practices (6 items),

organizational characteristics (9 items), Cultural appropriateness (5 items), program measures (5 items) and external influences (4 items). Responses were measured in Part II on 5-point Likert scale ranged from strongly agree (5), to strongly disagree (1) and in Part III Responses were ranged from strongly influential (5), to not at all influential (1)

#### **4- Content validity and reliability.**

Tools were submitted to a panel of five experts in the field of quality and administrative nursing to test the content validity. Modifications were carried out according to the panel judgment on clarity of the sentences and appropriateness of the contents. Reliability analysis was conducted to investigate the internal consistency of the instrument used in this study. Internal consistency describes the extent to which all the items in a questionnaire measure the same concept or construct. <sup>(15)</sup> Cronbach alpha coefficients were calculated to examine the reliability of the scales because it's considered as the most accepted formula for assessing reliability of a measurement with multipoint items. The acceptable values of Cronbach alpha coefficients range from 0.60 to 0.95. <sup>(16, 17)</sup> The questionnaire items of the present study were proved reliable where  $\alpha = 0.797$ .

#### **5- Pilot Study.**

It was conducted on 10% of the study sample, were selected randomly and included in the study sample. Its aim was to evaluate the simplicity and clarity of the tools. It also helped in the estimation of the time needed to fill in the forms. According to the results of the pilot study, simple modifications were done as rephrasing questions or cancelling some questions.

#### **6- Ethical consideration.**

An official permission was granted from the deans of applied medical science colleges at Shaqra University and Taif University. The researchers introduced themselves to the participants and informed them about the purpose of this study in order to obtain their acceptance to share in this study. The researchers ensured that, their participation in the study is voluntary and asked them for verbal consent to confirm their acceptance, and all events that occurred during data collection were considered confidential.

#### **7- Procedure.**

The researchers developed a questionnaire based on accreditation standards and quality accredited by the Accreditation Commission of Higher Education as a tool to collect data and information to know participants' perceptions the importance of TQM and AAS application and their views of the influences affecting TQM and AAS application in institutional nursing program, through (43) paragraph. Likert scale has been used to determine the weights of paragraphs devoted to measure. The questionnaire was distributed to nursing educators in the colleges of applied medical sciences at Shaqra University and Taif University. They were delivered through emails to the participant's email address along with a cover letter introducing and explaining the aims of the study, stressing the confidentiality of responses and enlisting the response of the respondents. It took a period of three months during the academic year 2015-2016.

#### **8- Statistical design.**

All statistical analyses were carried out using SPSS version 20. Initially, the internal consistency coefficients were examined to ensure the instrument used in this study was reliable for the present sample. Frequencies, means and standard deviations were calculated to describe the sample as a whole. T-test, was also used to compare means of two different groups. Statistical significance was considered at p-value <0.05.

### **III. Results**

#### **Table 1. Demographic characteristics of the study samples.**

Nearly half of nursing educators (42.3%) at Taif University were less than 30 years old age, while most of educators (60.5%) at Shaqra University were aged from 31-40 years old age. The largest proportion (52.6%) at Shaqra University held doctorates in nursing, while the largest proportion (61.6%) at Taif University held master in nursing and the majority of the nursing educators were sharing and attending TQM and academic accreditation seminars or workshops of both groups.

#### **Figure 1. Perceptions of the nursing educators toward importance of the TQM and AAS in the nursing program.**

Nursing educators rated the importance TQM and AAS application in the institutional nursing programs as moderate at Shaqra and Taif Universities (60.5%) and (76.9%) respectively, with no statistically significant differences between both groups ( $t=0.88$  and  $p=0.38$ ).

**Table 2. Influences affect the application of TQM and AAS in the nursing program.**

Overall and in all dimensions, there was a wide range of influences that shape the TQM and AAS application in the nursing programs at Shaqra and Taif Universities , However in both groups; nursing educators different significantly in their rating of influences related dimensions which affecting TQM and AAS application; including employee involvement ( $t=3.11, p\leq 003$ ), administrative practices ( $t=5.10, p\leq 001$ ), organizational characteristics( $t=2.22, p\leq 03$ ),and program measures ( $t=2.59, p\leq 01$ ), while there were no statistically significant differences in culture appropriateness and external influences dimensions.

It was found that the higher mean scores of influences were identified by nursing educators at Shaqra University than Taif University; the influences related dimensions which included organizational characteristics ( $35.2 \pm 6.2$  and  $32.07 \pm 4.3$ ), employee involvement ( $27.2 \pm 5.0$  and  $23.8 \pm 2.75$ ), administrative practices ( $21.7 \pm 3.0$  and  $18.3 \pm 1.89$ ) and program measures ( $19.8 \pm 3.59$  and  $17.88 \pm 1.6$ ) respectively.

Furthermore, the majority of nursing educators rated the employee involvement elements as positively influenced the application of TQM and AAS in nursing programs; including employees' qualification, communication, confidence, awareness with total quality, accreditation' benefits and proper leadership, while the resistance for change and increase workloads influenced negatively. Also, majority of nursing educators reported that administrative practices influenced positively including, presence of transparency, accountability and clarity of responsibility. Meanwhile, centralized decision making and increase bureaucratic level influenced negatively on TQM and AAS application in the nursing program at Shaqra and Taif Universities.

Regarding organizational characteristics dimension; availability of human and financial resources, training, strategic plans, structure, internet networks, and performance evaluation, were identified as positive influences while traditional methods as negative influence. The study findings revealed that, most of the nursing educators reported the cultural appropriateness, program measures and external influences as major influences affecting positively on an application of TQM and AAS in nursing program at Shaqra and Taif Universities.

**Table 3. Influences affect the application of TQM and AAS according to nursing educators' educational level.**

The result indicated that, there was a statistically significant difference between nursing educators' educational level and the influences affect TQM and AAS application at Taif University include; employee involvement, organizational characteristics, culture appropriateness and program measures. Meanwhile, there was no statistically significant difference at Shaqra University except for administrative practices dimension.

**Table 1.** Demographic characteristics of the study sample.

Characteristics	Shaqra University N= 38	Taif University N=26
	n (%)	n (%)
<b>Age</b>		
≤ 30	3(7.9)	11(42.3)
31-40	23(60.5)	8(30.8)
41-50	10(26.3)	6(23.1)
> 50 years	2(5.3)	1(3.8)
<b>Educational level:</b>		
PhD	20(52.6)	10(38.5)
Master	18(47.4)	16(61.5)
<b>Current academic position:</b>		
- Associate professor	0(0)	1(3.8)
- Assistant professor	20(52.6)	9(34.6)
- Lecturer	18(47.4)	16(61.6)
Sharing in TQM and accreditation standards application process.		
- Yes	37(97.4)	21(80.8)
Attending TQM and academic accreditation seminars or workshops		
- Yes	33(86.8)	19(73.1)

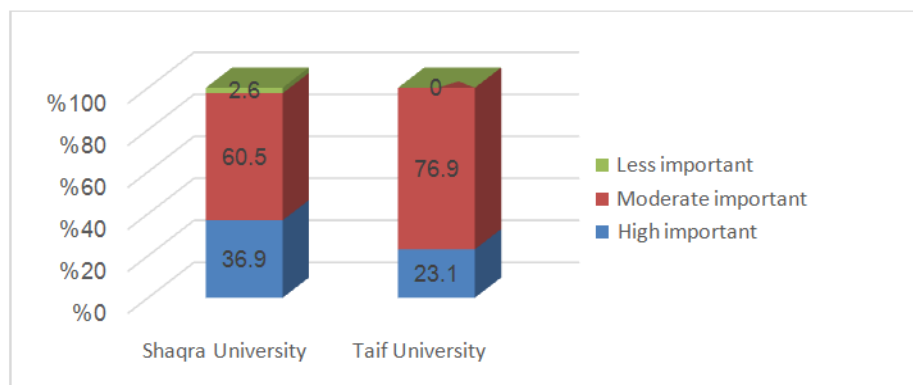


Fig 1. Nursing educators' perception toward importance of TQM and AAS application in the nursing program.

Table 2. Influences affect the application of TQM and AAS in nursing programs at Shaqra and Taif Universities.

Influences related elements	Shaqra University	Taif University	t	p-value
	N= 38 M±SD	N=26 M±SD		
Employee involvement	27.2 ± 5.0	23.8 ± 2.75	3.11	0.003**
Administrative practices.	21.7 ± 3.0	18.3 ± 1.89	5.10	0.000**
Organizational characteristics.	35.2 ± 6.2	32.07 ± 4.3	2.22	0.03*
Culture appropriateness.	19.36 ± 3.2	19.26 ± 2.2	0.13	0.89
Program measures	19.8 ± 3.59	17.88 ± 1.6	2.59	0.01*
External influences	14.07 ± 3.1	13.65 ± 1.5	0.63	0.52

\*Statistically significant at  $p \leq 0.05$ .

Table 3. Influences affect the application of TQM and AAS according to nursing educators' educational level.

Influences related elements	Educational Level			
	Shaqra University		Taif University	
	N= 38		N= 26	
	Master	PhD	Master	PhD
Employee involvement	25.6±5.59	28.6±4.07	22.6±2.7	25.8±1.1
	t = 1.862	p = .071	t = 3.419	p =.002**
Administrative practices.	20.6±3.0	22.6±2.7	18±2.2	18.8±1.1
	t = 2.120	p = .041*	t = 1.05	p =.30
Organizational characteristics.	33.9±7.0	36.3±5.2	30.1±4.5	35.1±1.1
	t = 1.199	p = .238	t = 3.3	p =.003**
Culture appropriateness.	19.1±3.7	19.5±2.8	18.56±2.47	20.4±1.0
	t = .360	p = .721	t = 2.207	p =.037 *
Program measures	18.9±4.3	20.6±2.6	17.1±1.5	19±0.94
	t = 1.482	p = .147	t =3.3	p =.003**
External influences	13.4±3.1	14.6±3.0	13.3±1.8	14.2±0.63
	t = 1.185	p = .244	t = 1.48	p =.152

#### IV. Discussion

Total quality management is an organizational and cultural philosophy that strives to achieve excellence and respond to the desires and expectations of the clients as a key element in the thinking of the organization as in universities. The intention of this study is to Study the Influences on Total Quality Management and Academic Accreditation Standards Application in Nursing Program at Saudi universities. Findings of the current study are discussed within the following frame of references; importance of the TQM and AAS application and Influences affecting the application of TQM and AAS in the nursing program at Shaqra and Taif universities.

**Regarding to; nursing educators` Perceptions toward importance of the TQM and AAS at the nursing program.** The present study indicated that nursing educators rated the importance TQM and AAS application in the institutional nursing programs as moderate at Shaqra and Taif Universities, with no statistically significant differences between groups. In the same line with *Mohamed et al. (2015)* who revealed in their study that, institutional quality of the faculty of nursing was rated as moderate by nursing educators. This finding was also supported with *Hamdatu, Siddiek and Al-Olyan, 2013* which their reports have pointed

out that quality assurance and accreditation is important for higher education institutions, because it can help universities to achieve goals and objectives.

Moderate rating of the importance of TQM application in the nursing program at the present study may be related to inappropriate awareness of the importance of total quality management in the academic institutions and related programs and still there are members against change. But the proportion of rating was more at Taif University than Shaqra University, because Taif university considered the oldest university with more academic experience.

**Concerning the Influences affect the application of TQM and AAS in the nursing program.** In all dimensions, there were a wide range of influences that shape the TQM and AAS application in the nursing programs institutions at Shaqra and Taif Universities , However in both groups; nursing educators different significantly in their rating of influences related dimensions which affecting TQM and AAS application; including employee involvement, Administrative practices, Organizational characteristics, and program measures, while there were no statistically significant differences in culture appropriateness and external influences dimensions.

The present study findings are consistent with *Mohamed et al. (2015)* who revealed significant differences among nursing educators across academic departments regarding their perception of overall institutional quality and its dimensions. Institutional quality could offer a useful feedback to administrators in their efforts to improve service quality in the Faculty of Nursing, Alexandria University. Also, *Isabella, (2015)* revealed that Influential factors on accreditation processes in small universities are assumed to have significant influence on the progress and outcomes of the studied accreditation processes.

Our findings analysis indicated that the nursing educators at Shaqra University reported influences positively affect TQM and AAS application; employee involvement, administrative practices organizational characteristics, and program measures with higher mean scores than Taif University. The difference in findings between two groups may be related to Shaqra University considered one of the emerging universities and faced challenges to achieve its goals as lack of facilities, funding and resources, lack of quality oriented culture, all of these working as obstacles for success of TQM and AAS.

As regard the **employee involvement** dimension, the present study revealed that the majority of nursing educators expressed that employees' qualification, communication, confidence, awareness with total quality and accreditation' benefits and proper leadership were influences affected positively as strengths, while resistance for change and increase workload elements influenced negatively on TQM and AAS in the nursing programs at Shaqra and Taif Universities.

This finding was consistent with the findings of *Zakuan and Muniandy (2012)* who identified that employees' involvement was critical success factor of total quality management (TQM) implementation in higher education institutions. However, employee involvement is a process for empowering employees to share in managerial decision-making and improvement activities appropriate to their levels in the organization. Also, *Leung et al. (2013)* indicated that increased staff engagement and communication, good leadership and staff awareness of quality improvement were perceived positively as internal strength factors that may facilitate the successful implementation of accreditation programs, While, Internal negative factors included organizational resistance to change and increased staff workload. *Pratasavitskaya and Stensaker (2010) and Oruma, (2014)*. This may be related to in the universities, older employees who had spent their work life being rewarded on good job, may think that any change will perceive a threat to their positions of authority, so they were resistance to change as application of total quality management in universities.

According to the present study findings, respondents were responded positively on **administrative practices** as one of the influences affecting application on TQM and academic accreditation. Where the majority of nursing educators reported highly centralized decision making, increase bureaucratic level, presence of transparency, accountability and clarity of responsibility. Also, they identified teamwork and delegation of authority at medium ratio. The previous findings were compatible with *Modoukh (2008)*, who showed that administrative body is major factor of TQM implementation in the universities, the researcher reported that percentage of respondents at medium (57.41%) acknowledged the existence of constraints in this area, and on top of these constraints "and a high degree of centralized decision-making in the university.

Another study carried out by *Mosadeghrad (2014)* indicated that Centralization and bureaucracy are important barriers to effective quality management. Also, the author found that accountability coupled with

transparency of information were improved the quality of care delivered. In addition, *Mustafa (2005)* reported that the centralization of authority, which contributes to reduced worker enthusiasm and motivation. Moreover, *Alsubait, (2014)* pointed out that transparency and integrity are employed when recruiting staff in the academic college.

Most of the nursing educators in the present study reported the **organizational characteristics** dimension as major influence affecting application of TQM and AAS in nursing program at Shaqra and Taif Universities. Regarding to its elements, the present findings revealed highly responses for availability of human and financial resources, training, strategic plans, structure, internet networks, and performance evaluation as positive influences, meanwhile traditional methods as negative influence. These findings are consistent with *Zakuan et al. (2012)* who indicated that most of the studies had focused on the critical success factors on implementation of TQM. The factors included strategic quality planning and employee training. However, Training is an important factor that helps in making efforts toward quality improvement. According to *Jamali et al. (2010)*, employee training is one of the most important requirements in a successful TQM implementation. Another study carried out by *Baer et al. (2008)* has revealed that availability of financial, human and facilities resources has an impact on the progress of accreditation processes.

Inconsistent with *Boateng (2014)*. The author has indicated that academic staff reported weaker emphasis on strategic planning and improvement as well as lack of training were barriers that adversely affected the implementation of internal quality assurance in private tertiary institution. Another author added that the lack of financial and human resources actually hampered the progress of accreditation processes *Isabella (2015)*. Regarding the **cultural appropriateness** dimension, the findings of the present study revealed that majority of faculty members reported that quality culture, values of Islamic based, awareness with quality standards, intercession and courtesy and separation in education are major influences affecting application of TQM and AAS in nursing program at Shaqra and Taif Universities. These findings are compatible with *Wanderi (2014) and Jamali et al. (2010)* who founded that organization quality culture affects the employee's beliefs in implementation of TQM. An organization needs to create organization culture where employees understand and are encouraged to participate in quality management programs. Organizational quality culture influences TQM implementation process as it communicates quality practices and norms. Although many studies consider the modernity of TQM, it is considered an original and deep-rooted concept in Islamic culture. (*Alsubait, 2014*).

So, Islam encourages Muslim to be courteous; courtesy is part of good manners are required of each Muslim to follow through. However, the emphasis on the culture of perfection and the value of courtesy contributes to a more holistic quality management system. *Ibrahim et al. (2014)*. According to *Isabella, (2015)* the absence of perceptible quality culture caused some years of delay in the scheduled accreditation processes.

Concerning to **Program measures** dimensions, the current study findings indicated that majority of nursing educators reported that understanding the concept of TQM and accreditation standards, Expert quality staff, clarity of quality standards and practices, research and independence of the National Commission Accreditation are major influences affect positively on the application of TQM and AAS in nursing program at Shaqra and Taif Universities. In agreement with *Al-Tarawneh and Mubaslat (2011)* who found that there was a high awareness from the top management to adopt the TQM concept. Another study pointed out by *Mosadeghrad, (2014)* has revealed the most important factors influence the quality of work are knowledge, expertise and commitment.

As regard the **external influences** dimension, the present study finding revealed that majority of nursing educators identified positively that government budget, increase number of students, government political vision and academic freedom are major influences affecting application of TQM and AAS in nursing program at Shaqra and Taif Universities. On the contrary, the present study findings are in disagreement with *Al-Zamany et al. (2002)*. In their study revealed that lack of government support such as financial support and providing necessary strategic studies to help the organizations to develop the work are impeding ISO 9000 standard's implementation in organizations. Another study carried by *Boateng (2014)* has indicated that financial barriers are in the form of lack of direct funding from the government unlike the public universities.

According to *Sharif, (2005)*, the government can play an essential role in encouraging quality in their organizations by establishing quality regulations, import and export restrictions, adoption of different quality standards and stability of government itself and the degree of international economic involvement. However, Legal regulations and technological limitations are some of the impediments in QMS implementation (*Karaszewski, 2004*).

Furthermore, the findings of the present study indicated that educational level significantly affect the nursing educators' perceptions of influences affect TQM and AAS application at Taif University. This finding is in agreement with the results of most TQM researches in higher education which consistently report that level of education have significant relationships with TQM philosophy and principles (e.g., Al-Mallah, 2005; Ritter, 2005; Yeung & Armstrong, 2001).

Conversely, the present study findings revealed that educational level didn't significantly affect the nursing educators' perceptions of influences on application of TQM and AAS at Shaqra University. The present study findings are consistent with Zabadi, (2013) who revealed that academic rank and education level didn't significantly affect the faculty members' perceptions of TQM implementation. The difference in finding between Shaqra and Taif universities may be related to that Shaqra is new emerging university, and Taif is older than it. Shaqra begins taking its first steps to apply TQM and accreditation standards.

## V. Conclusion

Total Quality Management holds great promise for becoming powerful instructional criterion that develops faculty members' performance. Following the standards of TQM proves significance in developing teaching skills of faculty members that can better meet the different needs of students found in most classrooms. One should emphasize again that TQM criteria are considered as a reliable standard for improving the faculty members' performance at the university level. The results showed that, most of the study sample of nursing educators at Shaqra and Taif universities rated the importance for TQM and AAS application in the nursing program institutions as moderate. However, both groups nursing educators different significantly in their rating of TQM and AAS influences related dimensions, including employee involvement, administrative practices, organizational characteristics, and program measures, while there were no statistically significant differences in culture appropriateness and external influences dimensions. The mean score of the influences dimensions reported as positive was higher at Shaqra than Taif Universities. Furthermore, the nursing educators' educational level affected significantly the most of influences at Taif but not at Shaqra.

## VI. Recommendation

In light of results of the study, the researchers recommend the following: **Firstly**, training nursing educators on the concepts and criteria of TQM and AAS through seminars, workshops, publications and guidelines to raise awareness of the importance and benefits of implementing them. Working to provide human and material resources that support the application of TQM standards according to the appropriate standards, computers, laboratories, sport fields and library where diverse sources of knowledge are available. **Secondly**, evaluating the nursing program offered by the University in accordance with the labor market continuously; and receiving feedback from various community organizations, and assessing the output of the program. **Thirdly**, gearing attention to the members of the nursing program in terms of type and insufficient numbers in harmony with the standards of total quality management; and following objective criteria in the evaluation of university personnel, especially in standards of recruitment and promotions for members of the program. **Fourthly**, providing the requirements of scientific research; encouraging researchers, and motivating them to conduct field studies on the processes that serve the educational learning process; in addition to comparing studies in higher education institutions that have implemented total quality management standards and other similar institutions that do not apply these standards in order to know the differences in the outputs of the two categories to correct errors that hinder performance; and **finally**, decentralizing of administrative work, encouraging collaborative work, and getting rid of the monotony of hierarchy impeding the entrance to the application of Total Quality Management.

## References

- [1]. Pineda, A. P., (2013). Total Quality Management In Educational Institutions: Influences on Customer Satisfaction. *Asian Journal of Management Sciences and Education*. 2(3), 31-46.
- [2]. Pazargadi, M., Yaghmaei, F. and Bikmo, A. (2012). Identifying challenges for effective evaluation in nursing education: A qualitative study. *Journal of Research in Medical Science*. 17(7), 710-717.
- [3]. <http://www.coloradotech.edu/resources/blogs/november-2015/what-is-accreditation-and-why-is-it-important-for-nursing-programs>.
- [4]. Samman R.A, and Abualnoor F. (2013). Quality assurance and accreditation requirements of the college of science and arts in Yanbu' in light of the standards of the National Commission for Academic Accreditation and assessment. *1 st Annual International Interdisciplinary Conference, AIIC*, 24-26 April, Azores, Portugal.
- [5]. Al-Nagar, S., and Guad, M. (2013). Study Barriers of Total Quality Application at public and private universities. *Journal of University Heritage*. (14), 21-48.
- [6]. Charantimath, P. M. (2003). *Total quality management*. Delhi, India: Pearson Education Pte. Ltd.
- [7]. Ritter, J. M. (2005). *The applicability of total quality management to higher education: A comparative study of perceptions of community college chief academic officers and chief financial officers*. Unpublished doctoral dissertation, Kent State University, Ohio, USA.



- [8]. Becket, N. Brookes, M. (2006). Evaluating quality management in University departments. *Quality Assurance in Education*, 14(2), 123–142. DOI.
- [9]. Sabet, H., Saleki, Z., Roumi, B., & Dezfoulian, A. (2012). A study on total quality management in higher education industry in Malaysia. *International Journal of Business and Social Science*, 3(17), 208–215.
- [10]. Zabadi, A. M. (2013). Implementing total quality management (TQM) on the higher education institutions: A conceptual model. *Journal of Finance and Economics*, 1(1), 42-60.
- [11]. Alsubait, N.A. (2014). Obstacles to the Application of Total Quality Management in King Faisal University, *Interdisciplinary Journal of Research in Business*, 3 (7), 7-12.
- [12]. Mosadeghrad, A.M. (2013). Obstacles to TQM success in health care systems. *International Journal Health Care Quality Assurance*.26 (2):147-73.
- [13]. Ariff, M. S., Zaidin, N., &Sulong, N. (2007, April). *Total quality management implementation in higher education: Concerns and challenges faced by the faculty*. Paper presented at the 12thInternational Conference on ISO 9000 and TQM. Taiwan, RoC.
- [14]. Hamdatu, M. A, Siddiek, A. G, and Al-Olyan, F. R. (2013). Application of Quality Assurance & Accreditation in the Institutes of Higher Education in The Arab World. *American International Journal of Contemporary Research*. 3(4), 104-116.
- [15]. Cameron, K. S., and Quinn, R. E. (2006). Diagnosing and changing organizational culture: Based on the competing values framework. San Francisco: John Wiley & Sons
- [16]. Sun, W., Chou, C.P., Stacy, A.W., Unger, J., and Gallaher, P. (2007). SAS and SPSS macros to calculate standardized Cronbach's alpha using the upper bound of the phi coefficient for dichotomous items. *Behavior Research Methods*, 39 (1), 71-81.
- [17]. Tavakol, M., &and Dennick, R. (2011) Making sense of Cronbach's alpha. *International Journal of Medical Education*. 2:53-55. ISSN: 2042-6372.
- [18]. Al-Mallah, M. A. (2005). Achievement extent of total quality management standards at Palestinian universities in the West Bank Districts as seen by the teaching staff. Unpublished Master thesis, Al-Najah National University, Palestine.
- [19]. Al-Tarawneh, H. A. &Mubaslat, M. M. (2011). The implementation of total quality management (TQM) on the higher educational sector in Jordan. *International Journal of Industrial Marketing*, 1(1), 1-10. DOI: 10.5296/ijim.v1i1.771
- [20]. Al-Zamany Y., Hoddell E. and Savage B., (2002), "Understanding the difficulties of implementing quality management in Yemen", *The TQM Magazine*, 14(4), 240-247.
- [21]. Alzhrani, KH.,Alotibie, B and Abdulaziz, A. (2016). Total Quality Management in Saudi Higher Education. *International Journal of Computer Applications (0975 – 8887) 135(4)*,6-12.
- [22]. Baer, L., Duin, A., and Ramaly, J. (2008). Smart change. *Planning for Higher education*, 36(2), 5- 16 Boateng J.K. (2014). Barriers to Internal Quality Assurance in Ghanaian Private Tertiary Institutions. *Research on Humanities and Social Sciences*.4(2), 1-9.
- [23]. Ibrahim, Zakaria and Mohamed, SaifulBahri and Abdullah, Abdul Hakim (2014) *Strengthening of Islamic Quality Management Practices Through Culture of Perfection (Itqan) and the Value of Courtesy (Ihsan) Toward the Business Performace of Muslim Entrepreneur*. *Advances in Natural and Applied Sciences*, 8 (4), 237-243. ISSN 1995-0772.
- [24]. Isabella, S. (2015). Internal influential factors affecting accreditation processes in small universities: a conceptual framework based on the case of Curaçao. *Regional Conference on Institutionalizing Best Practice in Higher Education*, UWI, St. Augustine, Trinidad and Tobago, 24-26 June.
- [25]. Jamali G., Ebrahimi M and Abbaszadeh A. M. (2010). TQM Implementation: An Investigation 25 of Critical Success Factors. *International Conference on Education and Management Technology*.
- [26]. Karaszewski R., (2004), "Factors Limiting Diffusion of Quality Management Systems", 9th International Conference on ISO 9000 & TQM, 5-7 April 2004 at the Siam-City Hotel, Bangkok, Thailand.
- [27]. Leung G.K, Johnston J. M, and Cowling B. J. (2013). Factors affecting implementation of accreditation programs and the impact of the accreditation process on quality improvement in hospitals: a SWOT analysis *Hong Kong Med J*;19(5):434-46.
- [28]. Modoukh, N.H. (2008). Impediments of the application of total quality management (TQM) in the Palestinian universities in Gaza Strip and ways to overcome them. Master Thesis, Islamic University, 1-199.
- [29]. Mohamed R. A., Abou Hashish E. A., and El-Bialy G. (2015). Academic nursing educators and students' perception of institutional quality. *Journal of Nursing Education and Practice* 5(12), 111-121.
- [30]. Mosadeghrad, A.M (2014). Factors influencing healthcare service quality. *International Journal of Health Policy Management*, 3(2), 77–89.
- [31]. Mustafa, M. (2005). *Quality of the believer* (1st ed.). Al fajr House for Heritage, Cairo.
- [32]. Oruma, W.B. (2014) Factors Influencing Implementation of Total Quality Management In Construction Companies In Kenya: A Case of Nauru County. *A Research Project Report Submitted in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Arts in Project Planning and Management of the University of Nairobi*. 1-75.
- [33]. Pratasavitskaya, H., and Stensaker, B. (2010). Quality Management in Higher Education: Towards A Better Understanding of an Emerging Field. *Quality in Higher Education*, 16(1), 37-50.
- [34]. Sharif, I. (2005). The Barriers Affecting the Implementation of Quality Management System-ISO 9000 in Libyan Manufacturing Public Sector Organizations. Management Research Institute School of Management.
- [35]. Wanderi E. (2014). Factors Influencing Implementation of Total Quality Management in Construction Companies in Rwanda: A Case of Fair Construction Company.
- [36]. Yeung, V. W. & Armstrong, R. W. (2001). The effect of education level on the adoption of total quality management principles and practices among Hong Kong managers. *International Journal of Management*, 18(2), 213-221.
- [37]. Zakuan, N. and Muniandy, S. (2012). Critical Success Factors of Total Quality Management Implementation in Higher Education Institution: A Review. *International Journal of Academic Research in Business and Social Sciences*.2(12), 19- 32. ISSN: 2222-6990.