The impact of the quality assurance system on improving the performance of employees in Iraqi higher education institutions: An exploratory study for academic and administrative bo…

Article · April 2022

4 authors, including:

Wameedh Khadair
University of Basrah
12 PUBLICATIONS **7** CITATIONS

International Journal of Research in Human Resource Management

Wameedh A Khdair
Department of Business Administration, College of Administration and Economics Almaaqal University, Basrah, Iraq

Muslim Alawi Shebli
Department of Business Administration, College of Administration and Economics Almaaqal University, Basrah, Iraq

The impact of the quality assurance system on improving the performance of employees in Iraqi higher education institutions: An exploratory study for academic and administrative bodies

Wameedh A Khdair and Muslim Alawi Shebli

Abstract
The research aims to reveal the level of impact of the quality assurance system in improving the performance of employees in (academic and administrative bodies) institutions in Iraqi higher education. Bearing in mind the positive and negative effects of the Iraqi higher education environment on the impact of the level of performance. The research procedures and study method were organized according to the descriptive approach, where (presentation, analysis and conclusion on the theoretical side, and the quantitative method based on statistical methods on the field side). The research adopted a main hypothesis that (there is a statistically significant effect of the implementation of the quality assurance system on the level of performance of academic and administrative bodies in Iraqi higher education institutions). A sample of lecturers at the University of Basra was selected as a field of study. Because the University of Basra includes a group of highly experienced and experienced lecturers in the field of higher education. The study sample included a group of lecturers who are well-known for their reputation and scientific competence at the university. The research used for data collection purpose a checklist, which was prepared for this purpose. The research adopted some statistical methods that are compatible with the nature of the analysis. The research reached a set of results and the most important of which was the existence of a gap between the theoretical perceptions of the quality assurance system in Iraqi higher education. The extent to which the requirements for field implementation of the system were provided. As well as the variation in the level of awareness of the sample members in the ability to compare between theory and implementation.

Keywords: Quality assurance system, performance employees of academic and administrative bodies, Iraqi higher education institutions

1. Introduction

Iraqi higher education institutions need advanced methods to develop their systems and improve their performance, to meet the requirements of development, and quickly respond to the current and future needs of society. It has become clear that dealing with quality issues and quality assurance systems in the fields of (education and scientific research) and contribute to improving the overall performance of the university educational institution because it encourages an understanding of quality improvement systems in higher education and enhances global cooperation on the quality assurance system (Akhiko & Kawaguchi, 2012) [3]. Quality in higher education means (a multidimensional concept that should include all educational functions and activities such as (curricula, educational programs, scientific research, students, buildings, facilities and tools, providing services to the local community, internal self-education, and setting comparative standards for quality). And what applies to education in general) (Abd Al-Muti, 2015). It means the quality assurance system within this direction (any activity related to the evaluation and improvement of the merit or the value of the intervention in the field of vocational education and training or its compliance with the given standards) (Oecd & Paris, 2010) [19]. The impact of the implementation of the quality assurance system appears in three elements: (education and teaching, management and organization, and other academic perceptions about quality assurance). Trust Nyenya and Benson Gabi (2016) [16], report that the means that the quality assurance system in higher education institutions must cover all functions and activities approved by the university education system.

Corresponding Author:
Wameedh A khdair
Department of Business Administration, College of Administration and Economics Almaaqal University, Basrah, Iraq

In light of the foregoing the researcher believes that it has become necessary to focus the attention of higher education institutions in Iraq on the practical concepts of the quality assurance system in higher education. The possible ways to implement it in the Iraqi higher education environment, and its role in improving the joints of the comprehensive university educational process, especially the academic and administrative bodies. The clarify this orientation was the justification for choosing researcher (the effect of the quality assurance system on improving the performance of employees (academic and administrative bodies) in higher education) a title for the study. A sample of lecturers at the University of Basra was selected as a field of study because the University of Basra is one of the reputable universities in Iraq and the region and it includes a group of highly experienced and experienced teachers in the field of higher education. It also has practices in implementing the quality assurance system at the university. In order to organize the research methodology and procedures. A major hypothesis has been adopted is (there is a statistically significant effect of the implementation of the quality assurance system on the level of performance of academic and administrative bodies in Iraqi higher education institutions). In order to organize data collection a checklist has been developed in accordance with the terms of implementing an assurance system (which is included in the Iraqi Quality Assurance Manual). The manual of association of Arab Universities), for the purposes of distributing the checklist a selected sample of (40 lecturers who hold a PhD) was selected. This is due to the need to identify the specialized lecturers who are most interested and aware of the requirements for implementing the quality assurance system in higher education. In its field study, the research used some statistical methods that fit with the study method.

2. Literature Review
The concept and importance of the quality assurance system in higher education. Many countries of the world are trying to work towards the transition to the globalization of higher education, but according to different methods imposed by situations (location, population, history, and language). This requires working in accordance with the total quality management systems, which are characterized by their global nature, and are originally designed according to the requirements of quality globalization, including quality in higher education. The quality assurance system is the basis for improving the quality of higher education at the global level and strengthening global cooperation on the implementation of the quality assurance system in higher education (Akhiko & Kawaguchi, 2012) [3], because the quality assurance system in university institutions means (the design and implementation of a system that includes policies and procedures to ensure that quality requirements are met which matches the standards set by accreditation organizations in general (Akhiko & Kawaguchi, 2012 & Mehmood, Mohd-Rashid, Ong, & Abbas, 2021) [3, 13]. It can be concluded from the aforementioned definition that the quality assurance system in higher education includes two main components they are (commitment to internationally designed quality standards), (Achieving a targeted level of quality at the level of the educational institution in the country (Abdul Moati, 2015: 24). For more details on the level of the educational process. The quality assurance system includes (any activity related to the assessment and

improvement of the competence or the value of the intervention in the field of vocational education and training or its compliance with the given standards) (Oecd & Paris, 2010) [19]. To Achieving standards of educational programs set by institutions, professional organizations and government/or standard setting bodies established by government. Quality assurance mechanisms are the processes that measure the extent to which these standards are achieved). These are organized within a (planned and systematic pattern of all necessary procedures to provide sufficient confidence that the item or product complies with the established technical requirements) or (a set of activities designed to evaluate the process by which products are developed or manufactured in compliance with quality control standards) (Daniel Galin, 2004) [6]. The higher education system constitutes the basis for the development of the state and society. It is a complex system that involves the various activities of education, research, the expansion of unity of awareness and global cooperation, the moral values, and technologies that jointly contribute to achieving excellence. Since the academic and administrative bodies are the effective part of the educational system in higher education. Therefore, the quality of the higher education system determines the quality of the academic and administrative bodies in higher education institutions (Sanjaya & Mishra, 2006) [15] because the quality assurance system in higher education is a multidimensional concept. It includes all educational functions and activities including (curricula, educational programs, scientific research, students, buildings, facilities and tools, provision of services to the local community, internal self-education, and the like), (Abdullah et al., 2021 [2]; Abd al-Muti, 2015). Kefalas et al. (2003) [9] added other activities (classrooms, program, curricula, staff, learning methods, technology, services, organizational and administrative structure). All of these activities have an impact on (education and teaching, administration and management, and other academic perceptions of quality assurance). (Trust Nyenya, Benson Gabi, 2016) [16]. From what was mentioned above, the relationship of exchange and interaction between the implementation of the quality assurance system and the level of performance of academic and administrative bodies in higher education institutions can be deduced. Because the quality assurance system directs and regulates the process of implementing the requirements of academic and administrative bodies. The level of its performance is determined by its ability to accurately implement the requirements of the system. What confirms this fact is that the quality assurance system in higher education covers four levels in the education system: (university, college, and program, unit of study (semester or teaching subject model). Each level has its own tasks, responsibilities, processes and tools to improve it. This also requires providing an open atmosphere to achieve the maximum possible participation of academic and administrative bodies and students in implementing the requirements of the quality assurance system in higher education institutions (University of Twente, 2014) [21]. The following can be deduced from the quality assurance system in higher education is a set of activities designed to direct and organize the education system in higher education institutions to achieve a target level of quality in these institutions. The education system in higher education institutions covers four main areas (the university or college, the program, the study unit (a

semester, or the teaching subject model). The role of (administrative and academic bodies) appears in all educational activities covered by the quality assurance system, including the three main activities (the educational process, management and organization, and scientific research). All this indicates the interaction between the quality assurance system, and the level of performance of academic and administrative bodies and each of (Al-Obaidi, 2009, & Idris *et al*., 2012) [8] pointed to the importance of implementing the quality assurance system at the level of performance of academic and administrative bodies, as shown below: The implementation of the quality assurance system helps in correcting, revising and developing the curricula. It also helps focus the efforts of higher education institutions to achieve an effective response to the needs of society and the labor market. The implementation of the quality assurance system in higher education institutions results in the development of a unified set of organizational structures that focus on quality in all areas of the educational institution's work. It enables the academic and administrative leaders in educational institutions to control the problems facing the educational and administrative processes in these institutions and to limit their expected impact. Ensures an effective response to the needs of society, ensures the security of graduates with high quality specifications, and addresses problems that may hinder this response. Preserving the reputation of the educational institution by improving the educational process, in accordance with international quality standards in education. Achieving a high degree of transparency and accountability with regard to satisfying the needs of students and their families on the one hand, and all educational institution employees on the other. The implementation of the quality assurance system in higher education institutions directs, regulates, and improves the performance of academic and administrative bodies in these institutions. Implementation of the quality assurance system in higher education and its relationship to the performance of academic and administrative bodies. There are two important issues that should be taken into consideration to reveal the impact of the implementation of the quality assurance system on the level of performance of academic and administrative bodies, they are (implementation requirements and procedures), because requirements describe what must be decided for successful implementation, The procedures describe what the educational institution can do to provide the appropriate environment to meet the implementation requirements. Various views have been presented about the requirements for implementing the quality assurance system in general, and in higher education institutions in particular, (Hisham & Abdel Muti, 2015) [7] summarized these requirements with (Supporting senior management to achieve the desired goals. Cultivating awareness and conviction among all employees. A clear and specific operational system (Aman-Ullah, Aziz, Ibrahim, Mehmood, & Abbas, 2021) [5, 21]. Comprehensiveness and continuity of follow-up. Involving all workers in all areas of work. Planning, implementation, problem solving and improvement processes. Changing the attitudes of all employees what consistent with the application of total quality management to reach the desired goals, and presented more practical implementation requirements, which she identified with each of them; establishing a quality center, proposing mechanisms that meet the requirements of quality assurance and approving

them before the national commission for academic accreditation and evaluation, develop mechanisms and models that describe the process of implementation and initial self-evaluation in accordance with the standards approved by the national commission for academic accreditation and evaluation, fulfilling the requirements of the national commission for academic accreditation and evaluation for institutional accreditation). While Saliha and Ragad (2014) identified it with (Quality culture with its concern for standards and a desire to achieve them to the highest possible levels and away from personal judgments, support for the higher management of the quality assurance system, the need to train both functional and academic frameworks on the requirements of implementing the system the new). We concluded that the differing views on the requirements that should be taken into account when implementing the quality assurance system in Iraqi higher education institutions. The reason for the difference is due to the nature of the implementation field, some focus on the implementation environment, and others are concerned with the practical aspects of implementation. Accordingly, the requirements for successful implementation should be based on providing realistic aspects of implementation that are compatible with the nature of the implementation environment. In the area of implementation procedures, it has been relied on (the British standard for quality systems – BS 5750), which are as follows Linda & Wedlake (1992) [11] (1: Defining the responsibilities of the organization and its quality system: it includes the job description and the quality guide, 2: Formation work team: defining the tasks and objectives of the team, 3: Determining responsibilities for the agreed procedures: training the team on writing procedures, 4: Preparing draft procedures, 5: Procedures review and approval: Training the workforce to implement the agreed procedures, 6: Issues or problems arising from the procedures: Training the auditors to help for detect problems when implementing the procedures. 7: Internal Audit Procedures, 8: Take corrective actions).

3. Research Methodology
Strengthening the orientations of the Iraqi ministry of higher education in achieving the successful implementation of the quality assurance system in Iraqi higher education institutions. The possibility of employing the requirements of implementing the quality assurance system in improving the performance level of the academic and administrative bodies in the Iraqi higher education institutions. Rapid development and growth in Iraqi higher education institutions by employing the requirements of the quality system in improving the basic joints of the comprehensive educational process. Developing a work guide to guide the leaders of Iraqi higher education institutions in the implementation of the quality assurance system. The theoretical conception of the implementation of the quality assurance system in higher education institutions is summarized in (the necessity of the quality assurance system in higher education institutions covering all functions and activities included in the university education system), but the problem is in this orientation focuses on the different policies of higher education among the different countries of the world. As well as the difference in the nature of the educational environment and the availability of its requirements, As the theoretical perceptions constitute a reliable framework in revealing the quality problem in the

Iraqi higher education institutions, but what is noticeable in Iraqi higher education, is the ministry's interest in the need for Iraqi higher education institutions to implement the quality assurance system, according to evidence designed for this purpose. However, the ministry's efforts in this field did not show tangible results in the field of improvement on the ground. This is due to a set of challenges, the most important of which are (resistance to change, and the lack of seriousness of university higher administrations in supporting the implementation of university quality assurance standards). Focusing on the formal aspects rather than the substantive aspects in the procedures for implementing the university quality assurance system. All this reveals the need to review and develop new mechanisms to implement the quality assurance system in Iraqi higher education institutions. The research summarized its problem with the following questions: Is it possible to develop new mechanisms to implement the quality assurance system in higher education institutions. What is the impact of implementing the new quality assurance system on improving the performance of employees (academic and administrative bodies) in higher education institutions? The research objectives are the exploring new mechanisms for implementing the quality assurance system in Iraqi higher education institutions. Expose the fundamental obstacles that hinder the implementation of the quality assurance system in the Iraqi higher education environment. To explore the extent of the impact of the implementation of the quality assurance system in its new form on the level of performance of employees (academic and administrative bodies) in Iraqi higher education institutions. The research importance includes that the scientific importance: providing researchers, students, and professional managers with information and data on the mechanisms for implementing the quality assurance system in higher education, and helping to eliminate, as much as possible, implementation obstacles. Practical importance: providing a formula that can be implemented for the quality assurance system in higher education institutions, and perhaps it can be used after modification in other non-educational institutions. Economic importance: achieving the expected financial savings from improving quality in higher education institutions. The determinants of the study include the: The resistance of some deanships and lecturers to implementing the quality assurance system in their educational institutions. Most university educational institutions focus on the formal aspects rather than the substantive aspects in the procedures for implementing the university quality assurance system. Some university administrations often avoid spending money on the aspects required to implement the quality assurance system in their institutions. The variation in understanding the mechanisms for implementing the quality assurance system among Iraqi educational institutions.

4. Result and Discussion

The procedures included in (British standards for quality systems) are almost the same as the procedures used in quality management systems According to the international standard (ISO 9000). The procedures contained in the two quality manuals (Iraqi, and the Association of Arab Universities) comply with the above procedures. The administrative elements that bear the responsibilities of

selecting and defining requirements, and working in accordance with the specific implementation procedures are (academic and administrative bodies). Often the quality steering committee and implementation teams are formed for this purpose. The qualifications and capabilities of the quality teams at their different levels are positively reflected on the quality of the implementation of the quality system. This necessarily leads to improving the quality of the overall performance of the educational institution, results from this the internal and external public's satisfaction with the expected results from the implementation of the quality assurance system. It contributes to improving the performance of academic and administrative bodies on the one hand, and in enhancing the reputation of the educational institution with the community and external stakeholders, on the other hand. Thus, the implementation of the quality assurance system helps the academic and administrative bodies to achieve the targeted performance in the best possible way. Based on clearly defining their jobs that agreed with the achievement of the educational institution's goals, and on the discussion during the closing meetings of the review and audit procedures that help everyone to reveal the main problems, and developing solutions that contribute to improving the overall performance of the educational institution. Dill (2000) emphasizes that audits as one of the quality assurance processes, simplify (discussion, cooperation, and improvement of teaching and learning processes related to academics) (Trust Nyenya *et al*., 2016) [16]. Accordingly, full compliance with the requirements of implementing the quality system in accordance with the recognized accreditation standards, as a result, it leads to improving the performance of the academic and administrative bodies in the Iraqi educational institution. The qualifications and capabilities of academic and administrative bodies that are guided by the requirements and procedures for implementing the quality assurance system positively reflected on the quality of the overall performance of the educational institution. Choosing a proposed model to organize the relationship between the implementation of the quality assurance system and the performance of academic and administrative bodies. Different organizations use different methodologies, approaches, and tools to implement the quality assurance system, and to develop quality improvement programs with a view to achieving continuous improvement, programs and standards are likely to differ in their naming, but they meet with a common goal of improving quality, Examples of these are the total quality management (TQM) program, the six sigma program, the business process reengineering (BPR) program, continuous improvement programs, and quality management systems (ISO9000). Quality assurance programs, including quality assurance programs in higher education. Regardless of the methodology, the approach, the tool, or the name of the improvement program, every organization will definitely need to use the proper selection and combination of various approaches, tools and techniques in the implementation process (Source: European rules of excellence article 6), However, most of the literature interested in studying quality improvement in higher education often refers to working according to quality assurance systems in higher education. Some of the systems and requirements for quality improvement in higher education are shown in the table 1 below: -

Table 1: Some of the Systems and Requirements for Quality Improvement in Higher Education

Association of Arab Universities: qualitative and quantitative standards, including the Iraqi standards for quality	Quality Assurance (BS 5750 'quality System' ISO9000)	TQM	Quality assurance in European higher education
Vision, mission and goals	management responsibility	Strategic perspective on quality	Quality assurance policy and procedures
Leadership and organizing	Resource management	Customer driven quality	Certification, monitoring, and periodic review of programs and awards
Resources	Product realization	Top management leads the quality program	Student evaluation
Faculty members	Measure, analyze and improvement	Quality includes all activities and functions of the organization	Quality assurance for teaching Staff
students Affairs		Quality at source	Education resources and student support
Student services		Quality cost analysis	Information systems
Academic programs, teaching method, and university textbooks			General information
Scientific research			
Community service			
Evaluation			
University ethics			

It is clear from the above table that the common goal of all the above systems is to improve the quality of educational institutions regardless of the country and the higher education system. They all meet in three main requirements: (strategic perspective on quality, quality assurance, and monitoring and controlling). They differ from each other in the number of requirements for the field covered by the specific quality system. The items of the quality assurance system of the association of Arab universities cover nearly the requirements of other quality systems on the one hand. It also matches the requirements of the Iraqi quality assurance system on the other hand, for these reasons, it was chosen for the purposes of implementing the quality assurance system in Iraqi higher education institutions, and to test the extent of its impact on the level of performance of academic and administrative bodies. The requirements of the quality assurance system for the association of Arab universities include the following items: Vision, mission, and goals these clarify the strategic direction of the educational institution, through which comprehensive efforts are united and directed towards achieving its future vision. Responsibility of the higher management it means the responsibility of managing the educational institution (the deanship and the higher departments in the organizational hierarchy in higher education). It includes the commitment to implement the quality program, planning for the quality system, and administrative review. The strategic perspective of quality it means the comprehensive perception of quality at the level of the educational institution, and it includes quality is the responsibility of all, comprehensiveness of quality for the whole organization, customer orientation. Quality at the source such as resources (human, material, and technical) it means all the educational institution's resources that are employed for the successful implementation of the quality assurance program in the institution itself, and it includes (administrative, academic and financial staff). The educational process: it focuses on the main components of the comprehensive educational process, and its availability contributes to the success of the process itself, and it includes: curricula, methods and

outputs of educational institutions. Scientific research, the research and authoring activities in the educational institution. University ethics, the ethical values and rules adopted in the educational institution. In light of the foregoing, the items have been reorganized and formulation in accordance with the requirements of the implementation of the Iraqi quality assurance manual, which is an exact copy of the quantitative and qualitative standards developed by the association of Arab universities. It is the closest to the Iraqi higher education environment. The results on the practical side, depend on the requirements of the association of Arab universities guide, because it is applied in Iraqi higher education institutions. The research followed the case study approach, and the field of study was a selected group of lecturers at the University of Basra. And those who have experience and interest in improving quality at the university. The research attempted to answer the two main questions of the problem: (1 - Is it possible to develop new mechanisms to implement the quality assurance system in Iraqi higher education institutions? (2 - What is the impact of implementing the new quality assurance system on improving the performance of (academic and administrative bodies) in Iraqi higher education institutions?), the purpose of collecting data is to answer the two questions. The second part of it has been designed and organized in accordance with the criteria for evaluating the level of performance of academic and administrative bodies. For the purposes of the analysis, some appropriate statistical methods were used. The field study is answering the question: Is it possible to develop new mechanisms to implement the quality assurance system in Iraqi higher education institutions (Basra University) as a model.

Table 2: Application Criteria Matrix

Standard	Applied	Relatively applied	Not applied
Arithmetic average	3.5 - 5	1 .7 - 3 .4	> 1.7

A - Presentation and analysis of data (according to the terms of the quality assurance system in higher education): Vision and mission clause:

Table 3: Assessing the Level of Commitment to Implementing the Vision and Mission

Variable number and description	N	Mean	Std. Deviation	Typical value	Actual value	Application level
VAR00001: (Availability of a statement of the vision and mission of the university)	40	4.45	1.10824			perfectly applied
VAR00002:(statement of vision and mission written and announced)	40	3.35	1.56156	5%	3.57	applied
Valid N (listwise)	40					

Result (1): Commitment to write the vision and mission and announce it on a board at the entrance to each of the university's colleges.

Table 4: Assessment of the availability and use of resources

Variable number and description	N	Mean	Std. Deviation	Typical value	Actual value	Application level
VAR00003: Availability of the recruitment system	40	4.2000	1.18105			applied
VAR00004: Availability of a job description	40	4.1500	1.00128			applied
VAR00005: Formal evaluation of all employees	40	3.9000	1.35495	10	7.4	applied
VAR00006: Building development and maintenance plan.	40	2.7500	1.12660			relatively applicable
VAR00007: Assessment of resources to determine the necessary financial allocations.	40	3.9744	1.20279			applied
VAR00008: Preparing an estimated budget for resources	40	3.3500	1.27199			applied
VAR00009: Expenditures are controlled by the Audit Bureau	40	3.7000	1.32433			applied
Application rate = 86%						
Valid N (listwise)	39					

Result (2): good attention to human resources, compared to relatively less interest in building maintenance.

Table 5: Evaluation of the Level of Teaching Staff In Terms of Adequacy of Number and Qualifications

Variable number and description	N	Mean	Std. Deviation	Typical value	Actual value	Application level
VAR000010: The faculty member is selected according to the specified normative characteristics	40	4.1500	1.00128			applied
VAR000011: Annual development and training plans	40	3.1000	1.27702			relatively applicable
VAR000012: My colleges adopt evaluation and reports forms for faculty members.	40	3.7000	1.39963	%12	9.62	applied
VAR000013: Organized statistics are available about the number of faculty members and their scientific and professional characteristics.	40	5.0000	.00000			perfectly applied
Valid N (listwise)	40					Application rate = 75%

Result (3): Weak interest in developing, training and evaluating the teaching staff according to quality standards

Table 6: Student Evaluation in Terms of Student Affairs and Student Services

Variable number and description	N	Mean	Std. Deviation	Typical value	Actual value	Application level
VAR00014: Availability of the general requirements for students (regulations and instructions for admission, registration, transfer, transfer and vacations.)	40	4.6000	.81019			perfectly applied
VAR00015: Availability of examination regulations and instructions.	40	5.0000	.00000			perfectly applied
VAR00016: Availability and documentation of student results records (manually and automatically).	40	4.1500	1.00128			applied
VAR00017: Availability of forms for acceptance tests, competency assessment, education quality assessment, faculty performance, and services.	40	3.7000	1.39963			applied
VAR00018: Availability of records and tables of various statistics about students.	40	5.0000	.00000	14%	11	perfectly applied
VAR00019: Keeping samples of some surveys aimed at identifying the needs of students.	40	3.1000	1.27702			relatively applicable
VAR00020: Availability of the guide for each college.	40	5.0000	.00000			perfectly applied
VAR00021: Availability of a psychological and educational counseling unit,	40	2.1500	1.35021			relatively applicable
VAR00022: Availability of special units (student services and creativity development),	40	2.2500	.98058			relatively applicable
VAR00023: Announcing the student sanctions regulations on a special board, and documenting them in the records	40	4.3500	.94868			applied
Valid N (listwise)	40					Application rate = 70%

Result (4): There is a need for a document preservation system that matches the requirements of the quality assurance system in higher education, as well as the need for educational supervision units.

Table 7: Evaluation of Academic Programs

Variable number and description	N	Mean	Std. Deviation	Typical value	Actual value	Application level
VAR00024﹕Advance preparation of detailed annual plans for teaching programs.	40	2.8500	1.31168			relatively applicable
VAR00025﹕Availability of guidelines for registration procedures in each study program.	40	4.2000	.99228			applied
VAR00026﹕Maintaining curricula improvement and development reports.	40	3.2000	1.09075	16%	9.4	relatively applicable
VAR00027﹕There are forms for graduate evaluation in my colleges, and files for keeping evaluation results.	40	1.5000	1.08604			Not Applicable
Valid N (listwise)	40					Application rate = 25%

Result (5): Weak interest in developing and following up the implementation of teaching plans and curriculum development

Table 8: Evaluation of Teaching Methods and Learning Resources

Variable number and description	N	Mean	Std. Deviation	Typical value	Actual value	Application level
VAR00028﹕Availability of written instructional plans for each subject	40	4.3500	.94868			applied
VAR00029﹕Availability of equipment, devices and tools required by the teaching method.	40	2.8500	1.31168			relatively applicable
VAR00030﹕Review and analysis of teaching methods for improvement.	40	4.2000	.99228	10%	7.6	Applied
Valid N (listwise)	40					Application rate = 67%

Result (6): Weakness in providing modern requirements for teaching methods

Table 9: Evaluation of Scientific Research

Variable number and description	N	Mean	Std. Deviation	Typical value	Actual value	Application level
VAR00031﹕Availability of scheduled annual plans for scientific research	40	4.0500	1.10824			applied
VAR00032﹕Availability of statistics on the number and fields of published research.	40	4.6500	.76962			applied
VAR00033﹕Availability of a budget for scientific research activities	40	2.5500	.84580			Relatively applicable
VAR00034﹕The university owns a recognized scientific journal or journals	40	4.6000	.81019	%16	12.68	applied
Valid N (listwise)	40					Application rate = 75%

Result (7): The lack of financial allocations for scientific research activities

Table 10: Evaluation of Community Service

Variable number and description	N	Mean	Std. Deviation	Typical value	Actual value	Application level
VAR00035﹕Availability of an annual programmed plan to serve the community.	40	2.8500	1.31168			relatively applicable
VAR00036﹕Availability of samples of agreements and contracts concluded with community institutions.	40	2.8500	1.31168	%6	3.42	relatively applicable
VAR00037﹕Availability of statistics on the number of activities implemented with community institutions.	40	2.8500	1.31168			relatively applicable
Valid N (listwise)	40					Application rate = 0%

Result (8): The lack of development and programming of community service activities

Table 11: Evaluation Clause

Variable number and description	N	Mean	Std. Deviation	Typical value	Actual value	Application level
VAR00038﹕Availability of a detailed system on examination procedures and requirements.	40	4.6500	.76962			applied
VAR00039﹕Reviewing and evaluating samples of the quarterly and final examination questions.	40	3.2000	1.09075			relatively applicable
VAR00040﹕Documenting the results of the comprehensive performance evaluation of the university.	40	4.2000	.99228			applied
VAR00041: Analysis of success and failure statistics to diagnose strengths and weaknesses.	40	2.5500	.84580	5%	3.21	relatively applicable
VAR00042: Work according to a specific mechanism to follow up the graduates.	40	1.5000	1.08604			Not Applicable
Valid N (listwise)	40					Application rate = 40%

Result (9): Weak commitment to most of the comprehensive university assessment items

Table 12: University Ethics Assessment

Variable number and description	N	Mean	Std. Deviation	Typical value	Actual value	Application level
VAR00043: Samples of the approved ethical charters are available in the medical group colleges.	40	4.3500	.94868			applied
VAR00044: Commitment to (principles of justice, transparency, integrity, and accountability) when dealing with stakeholders (inside and outside the university).	40	2.5500	.84580	%3	2.07	relatively applicable
Valid N (listwise)	40					Application rate = 50%

Result (10): Weak commitment to university charters and ethical principles

The overall result of the evaluation (summary evaluation of all clauses). Evaluation of the level of implementation of the quality assurance system at the University of Basra, or (the overall evaluation of the level of implementation at the University of Basra (the subject of the study).

Table 13: Evaluation of the Level of Implementation of the Quality Assurance System at the University Of Basra

Item	Fully Applied	Actually Applicable	Rating
Faisal Al-Hajjaj and others, 2008: 30-31	100%	71% 34	Rating: 70 – 80 Good and acceptable: because the ratio of strength aspects is acceptable
Modification by using the arithmetic mean for analysis purposes	5	5.3	Rating: (3.5 - 4): (Good and acceptable: because the ratio of strength aspects is acceptable)

Arithmetic mean = the actual weight of the clause = the arithmetic mean score is attributed to the weight of the clause (x %) and multiplied by (20).

The total actually applied by the quality assurance system at the university of Basra = 34. 71% of the full application estimates (100%). The phrase (implemented) in the university in question included clause (clarity of vision, availability of human resources in the required numbers and perhaps more, relatively good attention to documentation procedures and in all areas that require documentation, including plans for development and training courses and annual plans for scientific research, good commitment with the instructions and procedures of annual and quarterly exams, follow-up to university instructions regarding some ethical controls that regulate students' behavior). Indeed this application was not in accordance with the requirements of the clauses of the quality assurance system in the university faculties, but they related to the implementation of the instructions of the higher education ministry, which is identifying in result with some requirements for implementing the quality assurance system). These require review and reorganization of documentation to match the requirements of implementing the quality assurance system at the university. The phrase (relatively applied) in the university, the subject of the research, included clauses (Building maintenance plan, training and development plans, survey forms, educational supervision unit, preparation of teaching plans and programmers, program development and improvement reports, modern aids, scientific research activity, community service plans, contracts and agreements for community service, documentation of activities provided to the community, analysis and evaluation questions, analysis of the results of success and failure, the mechanism of dealing with stakeholders). The truth is these topics are officially required from the university, and also according to the requirements for implementing the quality system, but some of them are dealt not serious, and there are no documentation procedures for any of them. This needs a review of its numbers, organization, and re-documentation. The phrase (not applied) in the university in question included clause: (graduate evaluation models, graduate follow-up mechanism), and the fact that these topics are not covered mainly in the university in question (Basra university). The overall implementation of each clause of the quality system at the university included the following research topic: (Vision and mission clause: good and complete implementation of the resource clause: good implementation of the requirements of resources of all kinds (human, material and technological). The faculty clause: good implementation of the axis against the lack of improvement and development of the performance of the faculty, the student clause: good implementation of the clause, in response to the need for a document preservation system, and the establishment of educational supervision units, academic programs clause: weak implementation of the clause as a result of poor attention to all the items of the clause, the clause of teaching methods and learning resources: relative implementation of the clause as a result of the poor provision of some modern requirements for teaching performance The scientific research clause: the implementation of some aspects of the clause as a result of the lack of allocations for scientific research activities., Community service clause: not all community service activities were implemented in accordance with the requirements of the quality assurance system. Assessment clause: weak implementation of the clause as a result of the lack of commitment to most of the comprehensive university assessment items. The clause of university ethics: implemented in medical faculties, and weak implementation in other faculties of the university as a result of weak commitment to university ethical documents and principles.

The answer to the first question: yes, it is possible to develop new mechanisms to implement the quality assurance system in the Iraqi higher education institutions (Basra University) as a model, by strengthening the positions of strength and reducing the weaknesses, according to the results of the aforementioned analysis. Part two: What is the impact of the implementation of the new quality assurance system on the performance level of (academic and administrative bodies) in higher education

institutions? In order to answer the question, the indicators of the checklist were modified according to indicators (high, medium, low), to be homogeneous with the indicators of the quality system clauses, the results of the multiple regression analysis showed at the following:

Table 14: The Results of the Multiple Regression Analysis

Commitment	Sig	F	R2	R	Multiple regression of the dependent variable (quality assurance system) on the independent variables
The clear and strong significant effect of the independent variable (45) on the dependent variable (Quality Assurance System)	0.00	7.7	0.75	0.85	Var45: university leadership satisfaction
The clear and strong significant effect of the independent variable (46) on the dependent variable (Quality Assurance System)	0.00	4.9	0.64	0.80	Var46: Satisfaction of academic bodies
The clear and strong significant effect of the independent variable (47) on the dependent variable (Quality Assurance System)	0.001	4.4	0.61	0.78	Var47: Satisfaction of the administrative bodies
The clear and strong significant effect of the independent variable (49) on the dependent variable (Quality Assurance System)	0.00	6.46	0.69	0.83	Var49: Satisfaction of students and their families
The clear and significant effect of the independent variable (61) on the dependent variable (Quality Assurance System)	0.07	1.98	0.41	0.64	Var61: The performance of academic and administrative bodies

Final result: A clear impact of the implementation of the clauses of the quality assurance system on improving the performance of the academic and administrative bodies in the university under study.

5. Conclusions and Recommendations
5.1 Conclusions
- Most of the applied and documented paragraphs in accordance with the directions of the quality assurance system are those that are in accordance with the university orders and instructions in force at the university. The positive effects of the application of the system resulted from.
- Everyone desires to work in accordance with the requirements of the quality assurance system, but this desire lacks realistic implementation.
- The lack of review and evaluation of many elements that have a fundamental impact on the performance of academic and administrative bodies (curricula, teaching methods, examinations, resource needs, documentation) and the like.
- The lack of ethical charters in most of the university's faculties, and of binding instructions regarding the actual implementation of the principles of (integrity, accountability, justice, and transparency).
- There is a need to provide the supplies required by the teaching process, and the technologies used in teaching methods.
- The need to work in accordance with the strategic plan included in the quality assurance system and which includes the comprehensive development of the comprehensive educational process.
- There is a good effect of the implementation of the quality assurance system in improving the performance of human resources at the university under study.

5.2 Recommendations
The first recommendation: the formal commitment to implement the quality assurance system through: - Taking the necessary procedures and approvals to adopt the quality assurance system (according to the Iraqi standard) at the university under study.
- The official announcement of the start of implementation and conducting development courses related to the concepts and procedures for implementing the system.
- Completing the organizational formation of the unit (quality and performance evaluation) at the university, and forming leadership and implementation teams.

5.3 Second recommendation: Documentation procedures: Preparing and completing the requirements of the three quality manuals in accordance with the terms of the quality assurance system at the university
- Quality manual.
- Procedures manual.
- Instruction manual.

5.4 The third recommendation: review and evaluation: includes
- Forming a self-assessment team and defining its tasks and his specialties.
- Developing the initial evaluation form for the current university system to indicate its strengths and weaknesses, and preparing a new improvement plan.
- Evaluate each step to be implemented according to the improvement procedures before moving on to the next step.
- Preparing the final report indicating the university's readiness to obtain a quality certificate.

5.6 Fourth recommendation: Measurement, analysis and improvement: It includes the following procedures

- Analyzing all obtained results, to identify variation from the correct implementation line of system requirements.
- Take corrective procedures where necessary.
- Follow up the implementation of corrective actions during the specified time periods.

6. References

1. Abdullah A. Quality assurance and accreditation council; quality assurance and accreditation guide for Arab universities. 2008.
2. Abdullah Y, Ahmad-Zaluki NA, Abd Rahim N. Determinants of CSRD in non-Asian and Asian countries: A literature review. Journal of Global Responsibility. 2021;12(1):114-135.
3. Akhiko K. Quality assurance for higher education in Japan; Niad-UE. 2012.
4. Al-Saad, Muslim A. Total quality and the environment: concepts - approaches - cases; Al ghadeer national printing and publishing company Ltd., Basra. 2014.
5. Aman-Ullah A, Aziz A, Ibrahim H, Mehmood W, Abbas YA. The impact of job security, job satisfaction and job embeddedness on employee retention: an empirical investigation of Pakistan's health-care industry. Journal of Asia Business studies. 2021. Doi:10.1108/JABS-12-2020-0480.
6. Daniel G. Software quality assurance: From theory to implementation; Pearson education limited, Harlow. 2004.
7. Hisham AM. The impact of quality and dependence on the development and improvement of educational institutions; the seventh annual conference: The impact of quality and accreditation in education, Casablanca / Kingdom of Morocco. 2015.
8. Idris. The possibility of applying total quality management to higher education services for continuous improvement, ensuring the quality of outputs and obtaining reliability: A case study of the branch of Taif University in Khurmah; Amar Abak. 2012.
9. Kefalas. Quality assurance procedures and E-Odl. 2003. http/www.hsh.no/menu.
10. Kis V. Quality assurance in tertiary education: Current practices in OECD countries and literature review on potential effects. Tertiary review. 2005.
11. Linda J, Wedlake. An introduction to quality assurance and a guide to the implementation of BS 5750; translating and the computer 14. Papers presented at a conference. 1992.
12. Asilan JA. Ensuring the quality of higher education outputs within the framework of the community's needs; for the twelfth conference of ministers responsible for higher education and scientific research in the Arab world. 2009.
13. Mehmood W, Mohd-Rashid R, Ong CZ, Abbas YA. Factors driving IPO variability: Evidence from Pakistan stock exchange. Journal of Economics, Finance and Administrative Science. 2021. Doi 10.1108/JEFAS-04-2021-0036.
14. Rgad S. Implementation of the quality assurance system in Algerian higher education institutions: prospects and constraints; thesis submitted to obtain a Ph.D. in Economic Sciences. 2014.
15. Sanjaya M. Quality assurance in higher education: An introduction; national assessment and accreditation, Bangalore, India. 2006.
16. Trust N, Benson G. The impact of the quality assurance unit on quality improvement in Zimbabwe open university. International Journal of Humanities Social Sciences and Education. 2016, 3.
17. Enqa. Report on standards and guidelines for quality assurance in the European higher education area; European Association for Quality Assurance in Higher Education, 2009, Helsinki, 3rd edition
18. Hyperlink:http://www.cicic.ca/510/fact-sheet-no-5.canada#top February. 2016, 88-96pp.
19. Oecd Paris. Adapted from glossary of key terms in evaluation and results based management. 2010. Hyperlink:http://www.oecd.org/dataoecd/29/21/2754804.pdf.
20. Quality assurance practices for postsecondary institutions in Canada, fact sheet no. 5
21. University of Twente; bms policy plan on quality assurance of education; 2014: 11-British standard; quality systems: part 8;bs5750-8:1991.