

The Effect of applying Quality Standards in Assessing the Performance of Iraqi Universities (An Applied Study)

تأثير تطبيق معايير الجودة في تقويم اداء الجامعات العراقية (دراسة تطبيقية)

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Abstract:

Performance evaluation process aimed at achieving the basic elements (efficiency, effectiveness and economy) in the work environment, expressed in the inevitable result of the control procedures that the Federal Office of Financial Supervision sought to achieve. Therefore, the results of a Research conducted in the University of Karbala showed that the application of quality standards of education is weak. The total application proportion is 32. 6% and the mean are 6. 44; less than half of the average standards; that is 20 degrees with 0.892 correlations. This shows an impact relation between the performance evaluation and the application of comprehensive quality standards.

Several recommendations were drawn, the most important of which is the need to focus on improvement and development in the areas of the quality of education and scientific research via evaluating the performance of Iraqi universities in general and the University of Karbala in particular, according to the accredited quality standards in the QS ranking of the performance of the universities.

Key words: performance evaluation, quality standards, QS ranking.

المستخلص:

تهدف عملية تقويم الاداء الى تحقيق العناصر الاساسية (الكفاءة والفاعلية والاقتصادية) ، ويعبر عنها بالنتيجة الحتمية لإجراءات الرقابة المالية ومن اهم اعمال ديوان الرقابة المالية الاتحادي ، ومن ذلك بينت النتائج من دراسة جامعة كربلاء هناك ضعف في تطبيق معايير جودة التعليم اذ بلغت نسبة التطبيق 32,6 % وبمتوسط درجة تطبيق 6.44 اي ما يعادل اقل من نصف تطبيق المتوسط القياسي للمعايير والبالغ 20 درجة، وبدرجة ارتباط 0.892 وهذا يدل على وجود علاقة تأثير بين تقويم الاداء وتطبيق معايير الجودة الشاملة .

وتم التوصل الى التوصية بضرورة الاهتمام بالتحسين والتطوير في مجالات جودة التعليم والبحث العلمي من خلال تقويم أداء الجامعات العراقية بشكل عام وجامعة كربلاء بشكل خاص، وفق معايير الجودة المعتمدة في تصنيف QS لتحقيق مراكز متقدمة من التصنيفات العالمية.

Introduction

Iraqi universities are considered the most important institution that supplies the labor market with technical, academic and professional cadres according to agreed criteria that should be adhered to and applied. The most important Criteria are the total quality standards. No doubt this improves the efficiency of performance and the effectiveness in doing tasks, as well as improving the quality of the universities' outputs. To achieve the greatest efficiency, effectiveness and economization of the Iraqi universities, their performance must be evaluated in accordance with agreed standards. Hence, the scope of the control process changed from the traditional control whose role is limited to accounting controls only to the overall control that include environmental, social, performance, and other types of control processes.

Moreover, the process of evaluating performance has greatly changed from a process connected to the works of the institution and in several areas to a scientific specialization that needs rules and standards that organize its work and efficient persons to apply its standards using scientific criteria.

Evaluating performance is considered an organized control process that helps the institution to achieve its previously laid goals via achieving the basic elements (efficiency, effectiveness and economy) by comparing between what has already been achieved from what has been previously planned pointing out deviations and finding solutions in order to improve the performance of the institution. This can be achieved by the adoption of the set criteria and procedures that raise the level of performance and uniform the efforts of the institution staff in accordance with group work in all levels of the institution so that quality will be achieved in the output of the institution for the benefit of the institution and the community.

1: Methodological framework of the Research:

First: Research Problem: The Iraqi universities are considered the most important institutions that supply the work market with technical, academic, and professional cadres. To perform this role effectively and efficiently. The universities should apply the standards of the particular total quality laid down in the World Ranking of universities (QS). Thus the research problem is the weak application of the comprehensive quality standards in Iraqi universities, which leads to their isolation from prestigious world universities.

Second: Research Objectives: This Research sought to achieve the main goal which is improving the performance of Iraqi universities in general and the University of Karbala, in particular, through the application of total quality standards to improve the performance of the Iraqi universities. There is a set of sub-goals achieved from the main goal the most important of which are:

A. Identify the measurable total quality standards accredited by prestigious universities according to the World Ranking of Universities (QS).

B. Evaluation of the performance of the research sample by adopting the necessary indicators.

C. Evaluating the performance of the research sample under the application of the overall quality standards.

Third: Research Significance: The significance of this Research is due to the importance of the application of total quality standards in Iraqi universities in general and in the Research sample in particular, to bring them up to the ranks of prestigious universities, according to the world rankings (QS). Also, the Research significance is derived from the modernity of the Research subject in the Iraqi higher education literature, and what it can add to the efficiency and effectiveness of performance and the quality of the outputs.

Fourth: Research Hypothesis: This Research is based on the following hypothesis: (there is a statistical significant relationship between the application of total quality standards and the evaluation of the performance of the University of Karbala).

Fifth: Research Methodology:

To test the research hypothesis, the analytical method was adopted; several studies, research papers, journals were reviewed in the theoretical part of this paper. A form containing the basic quality indicators according to measurable standards to assess the performance of the University of Karbala was accredited, as well as interviews to get the required data, and propose recommendations for assessing the performance of the university.

Sixth, the study sample: The Ministry of Higher Education and Scientific Research was chosen as a research society as the sponsoring institution for the academic and technical minds factory and the University of Karbala for Sample search for a year (2014-2015).

2. The Performance evaluation and quality standards in universities:

First: Performance evaluation:

A: the Concept of Performance assessment: Assessment means modifying and fixing after evaluating and appraising [1]. Sharma defines performance assessment as a necessary process that the institution should perform to measure its performance and progress towards achieving the set goals through auditing and following-up[2].

From the above- mentioned it can be concluded that the concept of performance assessment is a control process aimed at helping the institution to achieve their previously set goals according to the

basic elements of assessment (efficiency, effectiveness and economy) via comparing between what has already been achieved and what was planned in advance to pinpoint deviations and find appropriate solutions for the required performance.

B: the Significance of performance assessment: The performance assessment process is significant in institutions from different perspectives that can be highlighted as follows:

- Making use of the productive resources or services in the best way, and the extent to which the institution has achieved its set goals in the light of the relative capacity of those resources and see whether the standards stemming from the economic evaluation are right or wrong and making the necessary modifications [3].
- Assessing the performance of the institution shows its ability to implement its targets by comparing the results obtained with what has been planned to detect deviations and propose appropriate solutions which enhances the institution' opportunity to go on[4].

It is clear from what has been said that performance assessment shows the nature of the interrelationships between the different departments in the institution, as assessing performance helps the institution to make those departments perform their functions with greatest possible efficiency. Furthermore, assessing performance leads to increased efficiency in the institution and helps to identify the foundations of control process.

C: the Objectives of performance evaluation: Aims of assessing performance are various according to the type of the activity of the institution and within each section of its department and can be summed up as follows:

- Checking the level of performance of the institution in achieving the assigned tasks and comparing its performance with the tasks assigned in advance.
- Checking the institution efficiency in using the available resources in a rational manner and achieving greater revenue with less cost and greater quality.
- Finding out points of weaknesses and shortcomings in the institution and conducting a thorough analysis of the causes, in order to develop the appropriate solutions to them and guide the implementers to the means of avoiding them in the future. [5]
- Determining the responsibility of each center or department in the institutions of the shortcomings and weaknesses in performing the assigned task by measuring the productivity of each department and shedding light on its achievements. thus competition will be raised between the departments towards raising the level of performance of the institution[6].
- Correct the planned budgets and putting their indicators in a path that keeps a balance between ambition and possibilities, as the results of evaluating the efficiency of the performance are considered a large database when laying down the future policies and the scientific plans away from any unrealistic estimates.
- Provide information and data about the performance of the institution which help when drawing future policy and research, thus raise the efficiency of the patterns of performance [4].
- Showing the strength and weaknesses of the administration in adopting corrective decisions for the emergent deviations and the extent of the follow- up that the administration make , as well as the ability, efficiency, and personal visions of the administration that have significant impact in the clarity of the decisions issued for correcting deviations[7].
- Activate the work of the supervisory entities through the information gained from the performance assessment so that they can check that the institution is doing its activity and is achieving its laid goals efficiently as required, as performance reports are used to follow and develop the administrative, economic, and financial requirements of the institution[6]

D: Basic Elements in assessing performance:

- **Efficiency:** means the implementation of plans and policies designed to achieve the goals at the lowest possible costs without affecting the level or quality of the service provided, that is, it includes measuring the relation between the products and services and the resources used in the production to determine the productivity degree and the extent of efficiency in managing the

resources of the units under inspection whether human or material resources to see what has been achieved and whether it has been achieved in good quality and quantity and at the lowest level of the cost.[8]

- **Effectiveness:** means achieving goals; that is the realization of goals and targets in effect through the effective use of the accredited procedures in implementing the previously agreed plans and policies within the time schedule and according to the specifications set out in advance with the least cost. This means checking out whether the goals have been achieved and the methods used to achieve them agree with the objectives that were set, if there were positive or negative deviations, make proposals that will support the continuation of the positive results in performance, and finally dealing with the negative ones to prevent them in the future.
- **Economy:** means to reduce the costs of resources used for an activity, taking into account the adequate quality, or access to the needed resources at the least cost, and the required quantity and quality, on time in order to avoid wastefulness, extravagance, loss and misuse.[9]
Thus, it is clear that efficiency means to achieve the greatest output using the same input or achieve the same output with less input. On the other hand, effectiveness is the achievement of goals, whereas economy is the optimum use of the available resources by saving expenditure in the light of the scarcity of resources.

E: performance Assessment in educational institutions: Education, in general, is facing great challenge which is the need to contribute effectively to the efforts that aim to make educational institutions able to compete with the educational progress in the world countries. Such competition requires the provision of high quality education to ensure that students receive the science and knowledge as well as skills that will qualify them to become effective elements in society [10]. Most educational systems in various world countries paid great attention to the assessment element in its institutions because of its importance as well as its significant effects in the learning process and in achieving the highest levels of quality. Many world organizations concerned with education recommended that states should conduct periodical assessment to its education [11].

Second: Quality standards in education:

A: the Concept of Quality:

The term "quality" means relative excellence and is derived from excellence which means good the opposite of bad. To excel in something is to be good at. "Quality" is an English word derived from the Latin word "Qualia's" which means excellence and superiority [12]. Comprehensive quality means the policy of an administration that are set to make the best use of all the human, financial and technological resources in educational institutions [13].

It is evident from what has been previously said that quality is an approach that improves the performance of the institution through the continuous development of its activities. This is can be achieved by the adoption of the laid standards and procedures that raise the level of performance and unite the efforts of the institution staff in accordance with group work in all levels of the institution so that quality will be achieved in the output of the institution for the benefit of the institution and the community.

B: the Comprehensive quality in education:

The concept of comprehensive quality moved from industrial enterprises to educational institutions in the United States at the hands of Malcolm Balderj (Malcolm Balding), the Minister of Commerce at that time in the Reagan government in 1981. He continued to call for the application of comprehensive quality in education till his death in 1987. The application of comprehensive quality in education, became areal fact when Ronald Brown in 1993 announced that Malcolm Prize in quality would be extended to include the education sector as well as the giant US companies[14]. According to what was agreed upon at the UNESCO Conference for Education which was held in Paris in October 1998, the concept of the quality of education is a multi-dimensional concept that should include all the functions and activities of education (curricula, educational programs, scientific research, students, buildings, facilities, tools, and provide services to the community, internal self-education, and set standards for comparing the internationally

recognized standards of quality. Thus quality is the degree of performance offered by the educational product of what we expect from him; they are qualities and characteristics needed to improve the qualitative and quantitative performance of education. [15]

C: the Significance of comprehensive quality in education: [16] that comprehensive quality is of great importance both at the personal level or institution level with its different activities, as quality is one of the key factors that determine the size of the institution. The institution derives its reputation from the quality of its output, and then from its ability to rival similar institutions or sectors in which it operates. Quality then becomes important, so every institution seeks to achieve this quality to reach to global competitiveness and improve the economy in general.

D: Obstacles facing the application of comprehensive quality in higher education institutions: There are obstacles that face the application of comprehensive quality systems in institutions of higher education at the optimal level and these obstacles are summarized in the following points:

- Senior administration does not care about the concept of quality as well there is as a lack of conviction about the need for the change.
- Lack of potentials or financial allocations necessary for the universities such as buildings, equipment, and general budgets.
- The weak coordination between departments within the institution towards achieving goals.
- Poor work of quality teams in educational institutions. [17].
- Poor follow-up and assessment systems through which the efficiency and efficiency of the institution in achieving its goals can be tested.
- The slow response of universities to the demands of change and the ongoing development and improvement in the educational process in all the world institutions.
- Universities are limited to the local space and do not start in dealing with the global sources, whether at the level of student enrollment, or teaching staff or sources of knowledge.[18].

E: Quality standards in education: [15] The indicators and criteria of quality assurance and accreditation may vary in their preparation, formulation, depth, and scope according to the countries and world classifications. However, most of them are consistent in content and directions.

Experiments done by some foreign and Arab universities to apply the comprehensive quality standards to improve the performance of their universities show that there is a need to prepare comprehensive standards to assess the performance of Iraqi universities to suit the environment, its value, and characteristics to improve the level of university performance and improve the quality of the outputs to achieve the competitive advantage with their counterparts in prestigious universities, the most important standards adopted by prestigious universities are:

- **The Standard of the Quality of Education:** [18] The quality standard in education is one of the main standards of quality that shows the level of university education for faculty members and students. These standards include a set of indicators of the quality of the educational process, including measuring the number of students admitted to the total members of the faculty staff, and the level of participation in forums and conferences by faculty and from outside, the amount of scholarships and degrees granted to the teaching staff as well as the number of teaching staff holding degrees in the university.

- **The Standard of student service:** [19] According to this standard, the educational institution must provide its services to current students and graduates including providing places to rest, sports clubs, and entertainment places, libraries for reading and study, as well as follow –up affairs for graduates. This standard is based on indicators such as the availability of religious, study, entertainment places, department buildings, student housing, and what is needed to prepare and qualify student for the labor market.

- **The Standard of scientific research:** [7] The basis for the success of universities is the amount of progress they have achieved in the scientific research including sources and composed books. Scientific research is the most focused standard which is the source of strength to the educational institution in enhancing its scientific reputation and its prestige. The standard relies on indicators on how to measure the amount of research published in local and global journals and the extent of

popularity those journals enjoy. This indicator also displays the number of scientific awards and patents obtained in a way that enhances the value of the university.

- **The university's relationship with society:** [7] This standard represents the peak reached by the universities through its outputs of students, research, literature, laboratories and workshops. The relationship between the university and the society is complementary and requires the university to form a link between it and the society. The standard is based on several indicators such as what the university can do in providing books, school books, guiding pamphlets to the society, and the amount of revenues that the society receives from the university.

- **The Global Relations of the University:** [11] In the light of globalization and the great development of international universities, most universities seek to achieve several indicators, including the counting the proportion of foreign students to the total number of students, the number of foreign professors to the total teaching staff, and the world conventions and strategies it has signed.

F: Global Rankings:

The global ranking of universities is among the most important indicators that can be relied on in the development of the university and its prestige. Universities that seek to improve their performance adhere to the standards laid down in these rankings that reflect a large part of the quality of higher education as well as to define the place of the university in these rankings at the global level and to know the development of their performance and efficiency[20].

University rankings systems are defined as a process to arrange universities according to specific evaluation elements, to compare universities with each other on the basis of performance, as well as to provide information on the quality of universities. The idea of ranking universities appeared in the United States but was a local idea to compare universities and colleges with their counterparts and soon spread until this idea became in most countries of the world leaving the form of local image to the global image. The most prominent of these rankings [21]:

- Ranking (THE-QS): [22]

Ranking (THE-QS) is a rating issued by the British Institution Quacquarelli for Higher Education (Symonds Times) founded in 1990. Quacquarelli Symonds (Times) aims to shed light on universities that live up to global levels by their national performance and local mission in their communities to compare and rank them among the world's top universities. The Times QS Ranking has achieved global fame among educational institution and scientific research by adopting evaluating standards that deal with the structural component when ranking universities. The most prominent standards are: quality of research - employment of graduates - the worldview of the university - the quality of education.

Table(1) shows the QS Standards and Indicators

The Standard	The Indicator	Description	Ratio
The quality of education	evaluating the counterpart	The score of this standard depends on evaluating the counterpart	40%
		The rate of published researches per faculty member	20%
employment of graduates	Assessment of Recruitment agencies	The score is based on a survey of the views of the recruitment agencies	10%
the worldview of the university	Foreign staff members	The proportion of foreign staff members to the total faculty staff	5%
	Foreign students	The proportion of foreign students to the total number of students	5%
the quality of education	The proportion of staff members to the number of students	Depends on the proportion of staff members to the students	20%

The source: universities.roro44.com/ar/iraq/113/university-ofBaghdad-htm

- The Times Ranking: [23]

The annual ranking of the Times is one of the most distinguished ranking in the world academic community. The first appearance of these rankings was in 2004. It was also known as the 'Times Higher Education'. It was published in cooperation with QS in the field of higher education and scientific research until 2009. In 2010 The Times has adopted new standards for the international rankings of universities after a detailed review carried by the magazine about the kind of information it collects about world universities and methods of evaluation. The magazine has developed various methods to increase the accuracy, consistency, and transparency of the annual information tables about universities. The magazine also added realistic indicators of performance and sophisticated methods to analyze data, as well as reliance on information provided by the global academic community. In order to increase credibility in its rankings of universities, the magazine relied heavily on its close cooperation with Thomson Reuters, the first firm in the world in the field of scientific research and analysis.

Table (2) shows indicators and Standards of Times Ranking

The Standard	Indicator	Description	Ratio
Learning Environment	Quality of education	Evaluating the educational institution and the view of the evaluation concerning research and teaching quality	15%
	Employment	How appropriate is the proportion of employees to the number of students	4.5%
	Higher Degrees	Percentage of PhDs to bachelors awarded by each institution	2.25%
	The university commitment	the university commitment to support new generations of academics and its ability to attract postgraduate students	6%
	The university income	The income of the institution compared to the income of the teaching staff	2.25%
The Scientific research	The reputation of the university among its counterparts and singularity of its researches	Measured by questionnaires that are distributed, and this indicator takes a relative weight	18%
	Research Revenues	Scientific research has more material value than research in the field of social and human sciences	6%
	The amount compared to the number of teaching staff	comparing the amount of published research and the number of faculty members of the university and the size of the university	6%
Citations	The impact of published research	is the leading indicator in the ranking and most influential in that it shows the role of the university in the spread of knowledge and new ideas	30%
The industry revenue	Innovation	The University's ability to contribute to industry and innovation has become an essential task of universities in the contemporary world.	2.5%
World view of universities	An indication of the diversity in the university campus.	The degree of cooperation with international bodies concerning research projects, as well as the university's ability to attract students from all over the world in the first and higher levels of education. It is measured by comparing the proportion of international students to locals	2.5%
	Competition between universities	The proportion of foreign to local staff members	2.5%
	University research papers	Papers that have received at least a prize or world rewards	2.5%

The source: universities.ror44.com/ar/iraq/113/university-ofBaghdad-htm

3. Applied Section of the Research:

First: Description of the research sample: This section presents an overview of the research population (higher education in Iraq), in general, and the research sample University of Karbala, in particular. This section also sheds light on the goals and mission of the university under study, the quality of the university performance, as well as the ranking of the university at the local, Arab and international levels.

A: Higher education: is the final stage in the formal education, which seeks to provide the person with knowledge, skills and abilities that help him and his community. University is the highest institution known in higher education and its affiliated institutions are called college, institute, academy, and higher School. These names may cause confusion because they differ in their meanings from one country to another.

B: Goals of higher education:

- 1- Preparing specialized competencies via educational process to contribute in the process of construction and development.
- 2- Providing services and technical and scientific consultations to the community both at the level of individuals and institutions in order to develop the real life.
- 3 - Publishing scientific research through academic work to address problems and provide the requirements and climate appropriate to apply it.
- 4 - The establishment of the scientific approach and its application, as well as the use of scientific thinking when dealing with problems in the development of modern scientific knowledge.
- 5 - Appreciating the roots of modern science in the ancient civilizations in the Arab world, and particularly in the Arab Islamic civilization and develop this civilization by the adoption of scientific thinking in observation and experimentation.
- 6 - Give scientists, researchers and workers in universities and scientific research institutions their due respect and care to enable them to achieve their mission in spreading and developing science in the framework of scientific and cognitive construction.
- 7 - Establishing the foundations of modern technology, development of human competencies, providing financial and regulatory requirements and adapting them, in accordance with the characteristics of the structure and the needs of the community to support the methods of production in agriculture, industry, trade and services.

C: The University of Karbala:

The University of Karbala is one of the Iraqi universities, located in the holy city of Karbala. It was founded in 2002 and although it is newly established it has its contribution in the process of development in the field of education and scientific research within the educational system in Iraq. Throughout the previous years, the University of Karbala has its share. As it was a real gate to restore the actual role in establishing and providing the community with scientific capabilities and expertise of various specializations, and later on became a pillar of knowledge that contributes to the building of Iraq in general and the holy province of Karbala in particular.

The Role of the university since its establishment was not easy at all as the university had to work in difficult circumstances. The university was destroyed during the dictatorship and the fall of the regime in 2003 and this requires bold steps in the field of construction and reconstruction and to work hard and continuously to re-connect the university with the movement of progress in knowledge in the world and to work for the welfare of the society. This was what the university able to achieve on the ground according to quantitative and quality criteria. But the greatest and real achievement is the university's diligent and free pursuit with strength and steadfastness towards cognitive development. This is what the university seeks to achieve through the adoption of advanced educational programs, including comprehensive quality programs, e-government programs, the use of educational technology and other programs.

One of the most prominent achievements of the University of Karbala in the last four years is its absorption of the number of students enrolled in the university. The number of students who joined the university was 14935 students. The university expanded the institutional base to provide the

educational opportunities to the ultimate number of students. The number of colleges in the university increased till it became 12 colleges in 2010, while the number of colleges in the years (2011 -2014) increased to 16 colleges with an average increase of 45% and the newly established colleges were Faculty of Dentistry, College of Nursing, Faculty of Applied Medical Sciences, Faculty of Tourism Sciences, College of Education, and Faculty of Education for Human Sciences.

During the years 2011-2014, the expansion included a number of scientific and administrative departments such as the Department of Jurisprudence and Assets in the Faculty of Islamic Sciences, the Departments of Livestock and Field Crops in the Faculty of Agriculture, and the Departments of Artificial limbs, Architecture, Medical Engineering, and Oil and Petrochemicals in the Faculty of Engineering. The Unit of Continuing Education, the Electronic Computing Unit, Higher Education Affairs, and the Safety and Security Unit were also added in the Faculties of Administration, Economics, the Faculty of Humanities, Applied Sciences, and Faculty of Engineering.

Second: Distribution of Degrees on Standards and indicators

The standards were distributed according to the QS Ranking as well as the proportions of the Federation of Arab Universities were used, which are originally based on the above ranking. They are accredited by the Ministry of Higher Education and Scientific Research as well as the Federal Board of Financial Audit in Iraq:

A - Quality Standard in Education: This Standard was given 20 points according to the Rankings of QS and Times distributed according to the following indicators:

- The number of qualified professors and faculty members carrying scientific titles (Professor and Assistant Professor) .This indicator was given 5 points distributed according to the percentages shown in the table below:

Table (3) shows the percentages and degrees of qualified teaching staff and those carrying academic titles

level	1	2	3	4	5
Percentages	11-16	12-17	18-23	24-29	30 and above

- The participation of faculty teaching staff in seminars, conferences and forums in and outside the country. This indicator was given 5 points distributed according to the percentages shown in the table below:

Table (4) shows percentages and degrees of the participation of teaching staff in seminars and conferences

level	1	2	3	4	5
Percentages	9-5	10-14	19-15	20-24	25 and above

- Scholarships obtained by faculty members inside and outside the country. This indicator was given 5 points distributed according to the percentage shown in the table below:

Table (5) shows the percentages and degrees of scholarships received by faculty members

level	1	2	3	4	5
Percentages	1-5	6-10	11-14	15-19	20 and above

The percentage of students admitted to faculty members. This indicator was given 5 points distributed according to the percentages shown in the table below:

Table (6) shows the percentages and grades of students admitted to faculty members

level	1	2	3	4	5
Percentages	45 and above	35-44	25-34	15-24	Less than 15

B: Student Service: This standard was given 15 points according to the rankings of QS and Times distributed at to the following indicators:

- The number of libraries, internet halls, and religious and entertainment places in the university was an indicator. This indicator was given 5 points distributed according to the percentages shown in the table below:

Table (7) shows percentages and number of libraries located in the university

level	1	2	3	4	5
number	500 and above	400-500	300-400	200-300	Less than 200

- University buildings & floors and their suitability in preparing students. This indicator was given 5 points distributed according to the percentages shown in the table below:

Table (8) shows the proportions and number of buildings and floors of the University

level	1	2	3	4	5
number	65 and above	56-65	46-55	36-45	Less than 35

- The number of internal departments and rooms and whether they are appropriate with the numbers of students. This indicator was given 5 points distributed according to the proportions shown in the table below:

Table (9) shows the proportions of internal departments and the number of rooms.

level	1	2	3	4	5
number	15 and above	11-15	6-10	0-5	0

C: Scientific Research: This standard was put according to the rankings of QS and Time. The indicator was given 30 scores distributed as follows:

- The number of researches published in local and world journals as well as the prestige of those journals. This indicator was given 20 scores distributed according to the percentages shown in the table below:

Table (10) shows percentage and scores of published research

level	4	8	12	16	20
Percentages %	15-29	30-44	45-59	60-74	75 and above

- The number of patents and scientific awards obtained by the teaching members. This indicator was given 5 points distributed according to the percentages shown in the table below:

Table (11) shows percentages and score of patent and scientific awards

Level	1	2	3	4	5
Percentages %	3-5	8-6	9-11	12-14	15 and above

- Number of books written by faculty staff. This indicator was given 5 points distributed according to the proportions shown in the table below:

Table (12) shows the percentages and number of the books

Level	1	2	3	4	5
Percentages %	2-3	4-5	6-7	8-9	10 and above

D: The relation between the university and the society: This standard was put according to the Rankings of QS and Times 15. This relation is classified according to the following indicators:

- Number of journals and issues that the university publishes. This indicator was given 10 points distributed according to the percentages shown in the table below:

Table (13) shows percentages and number of journals in the university

Level	2	4	6	8	10
Percentages %	20-39	40-59	60-79	80-99	100 and above

- The amount of revenues that the university gets from labor market. This indicator was given 5 points distributed according to the percentages shown in the table below:

Table (14) shows percentages and amount of university revenue

Level	1	2	3	4	5
Percentages %	1-15	16-30	31-45	46	More than 60

E: The university external relationship: This standard was put according to the Rankings of QS and Times. The degrees were distributed according to the indicators as follows:

- Number of foreign professors. This indicator was given 5 points distributed according to the percentages shown in the table below:

Table (15) shows percentages and degrees of foreign professors

Numbers	1	2	3	4	5
Percentages %	1-5	6-10	11-15	16-20	More than 20

- Number of foreign students: This indicator was given 5 points distributed according to the percentages shown in the table below:

Table (16) shows the percentages and number of foreign students

Numbers	1	2	3	4	5
Percentages %	1-5	6-10	11-15	16-20	More than 20

- The number of staff members and students who obtained scholarships to world universities. This indicator consists 5 points distributed according to the percentages shown in the following table:

Table (17) shows percentages and number of teachers and students who obtained scholarship

Number	1	2	3	4	5
Percentages %	1-5	6-10	11-15	16-20	More than 20

- Number of international conventions with world universities. This indicator consists of 5 points distributed according to the percentages as follows:

Table (18) shows numbers and percentages of world conventions with universities

Number	1	2	3	4	5
Percentages %	1-5	6-10	11-15	16-20	More than 20

Third: Evaluation results, and analysis:

Standard 1: the quality standard of education:

- **Number of qualified faculty members holding degrees:** calculated according to the following equation:

$$\text{Percentage} = \frac{\text{number of professors with academic titles}}{\text{the total number of teachers}}$$

And as shown in the following table

Table (19) shows the percentages and number of faculty members with academic titles:

N	Faculty	Number of professors with academic titles	Total number of professors	percentage	Degree
1	Administration and Economics	37	114	32	5
2	Physical Education	19	41	46	5
3	College of Education and Human Sciences	64	150	42	5
4	Faculty of Dentistry	6	30	20	3
5	college of Education for Pure science	24	95	25	44
6	Pharmacy	12	50	24	3
7	Science	34	150	22	2
8	Islamic sciences	9	66	13	4
9	Applied Medical Sciences	8	27	29	2
10	Engineering	14	97	14	4
11	faculty of nursing	2	8	25	3
12	Veterinary Medicine	8	37	21	3
13	Agriculture	12	61	19	3
14	Medicine	22	94	23	2
15	Tourism Science	5	28	17	5
16	Law	17	47	36	5
Means					3.5

Data Source : Department of University Performance at the University of Karbala

It is evident from table (19) that the mean score is 3.5 out of 5. This shows that the number of teaching staff with academic titles is low, especially in the faculties of Tourism Science, Islamic Sciences, Engineering, and others, this calls for the need to provide these colleges with cadres holding academic titles or upgrading the current cadres to improve the university performance.

- **The Participation of teaching staff in symposia, conferences and seminars inside and outside the country:** This means that the role of the university is strengthened via the participation of faculty members in seminars and scientific conferences inside and outside the country. This can be expressed in the following equation:

$$\text{Percentage} = \frac{\text{number of conferences and seminars}}{\text{the total number of teachers}}$$

Table (20) shows percentages and amount of participation of faculty members in seminars and conferences

N	Faculty	Seminars and Conferences	Total number of professors	percentage	Degree
1	Administration and Economics	18	114	15	3
2	Physical Education	24	41	58	5
3	College of Education and Human Sciences	24	150	16	3
4	Faculty of Dentistry	0	30	0	0
5	college of Education for Pure science	47	95	50	5
6	Pharmacy	12	50	24	4
7	Science	27	150	18	3
8	Islamic sciences	15	66	22	4
9	Applied Medical Sciences	14	27	52	5
10	Engineering	5	97	5	1
11	faculty of nursing	4	8	50	5
12	Veterinary Medicine	24	37	65	5
13	Agriculture	8	61	13	2
14	Medicine	27	94	28	5
15	Tourism Science	11	28	39	5
16	Law	17	47	36	5
Means					3.75

Data Source : Department of University Performance at the University of Kerbala

The table above is an indicator that the participation of the university teaching staff in symposia and conferences is very weak compared to the preparation of professors, with mean score of 3.75 out of 5. This negatively affects the performance of the university and its scientific rank.

- **Scholarships received by faculty members inside and outside the country:** It is clear that the university did not provide any scholarships in 2015; this negatively indicates a decline in the performance of the university.
- **Students admitted to the faculty teaching staff:** This indicator shows the percentage of students who are actually admitted and were enrolled during the school year. The proportion is expressed in the following equation:

Number of students per professor = (the number of students accepted ÷ total number of professors)

Table (21) shows the percentages number of students admitted in proportion to professors

N	Faculty	Number of students	Total number of professors	percentage	Degree
1	Administration and Economics	3229	114	28	3
2	Physical Education	516	41	12	5
3	College of Education and Human Sciences	1959	150	13	5
4	Faculty of Dentistry	363	30	8	5
5	college of Education for Pure science	982	95	10	5
6	Pharmacy	351	50	7	5
7	Science	972	150	6	5
8	Islamic sciences	1452	66	22	4
9	Applied Medical Sciences	311	27	11	5
10	Engineering	606	97	6	5
11	faculty of nursing	175	8	21	4
12	Veterinary Medicine	256	37	7	5
13	Agriculture	651	61	10	5
14	Medicine	513	94	5	5
15	Tourism Science	378	28	10	5
16	Law	964	47	20	4
Means					4.6

Data Source : Department of University Performance at the University of Karbala

Table (21) shows that the mean score of admitting new cades to the university is 4.6 out of 5, which is a positive indicator of the increase in university staff compared to the number of students who were admitted in 2015.

Standard 2: Student service:

- The number of libraries, internet halls , religious and entertainment places:

This indicator is significant because it is directly related to service of students as of libraries, Internet halls, religious and entertainment places are important to students. The percentage is calculated by the following equation:

Number of students per place = (Number of students admitted ÷ Number of places that deliver service to students)

Table (22) shows the percentages of students admitted to the service places

N.	Details	Admitted students	Service places	The proportion	Score
1	Number of libraries	13478	21	641	1
2	Internet halls	13478	3	4492	1
3	Number of clubs	13478	6	2264	1
4	Number of religious and entertainment places	13478	4	3369	1
Mean Score					1

Data Source : Department of University Performance at the University of Karbala

The table above shows that the mean score is 1 out of 5. This is very weak considering the significant elements of this indicator. This shows that there is a lack of interest in scientific libraries, Internet halls and entertainment places, and sports clubs, which greatly affects the assessment of the performance of the University.

- **University buildings and floors and their suitability for student preparation:** This indicator shows the appropriateness of the academic classrooms of each college for the number of students admitted. The capacity for student admission is calculated in the following equation:

Classrooms capacity =(the number of students admitted ÷ the number of classrooms)

Table (23) shows the capacity of the classrooms

N	Faculty	Number of students	number of classrooms	capacity	Score
1	Administration and Economics	3229	35	92	1
2	Physical Education	516	7	73	1
3	College of Education and Human Sciences	1959	25	78	1
4	Faculty of Dentistry	263	3	87	1
5	college of Education for Pure science	982	17	57	2
6	Pharmacy	351	5	70	1
7	Science	972	4	243	1
8	Islamic sciences	1452	33	44	4
9	Applied Medical Sciences	311	4	77	1
10	Engineering	606	16	37	4
11	faculty of nursing	175	2	87	1
12	Veterinary Medicine	256	2	51	3
13	Agriculture	651	15	43	4
14	Medicine	513	6	85	1
15	Tourism Science	278	9	30	5
16	Law	964	19	50	3
Means					2.1

Data Source : Department of University Performance at the University of Karbala

It is noted from Table (23) that the number of classrooms is not sufficient. The mean was 2.1 out of 5, which affected level of the university in the evaluation of performance.

- **Number of internal departments and the number of rooms in proportion with the numbers of students:** This indicator provides an insight to the appropriateness of housing to students coming from other governorates or abroad. The increase is calculated by the following equation:

$$\text{Rate of increase} = (\text{increase} \div \text{absorptive capacity}) \times 100$$

Table (24) shows the absorptive capacity of the internal divisions

Number of students resident in internal departments	Available absorptive capacity	The increase	Rate of increase	score
1909	1170	739	63	0

This table shows that there is a significant increase in the number of students admitted to the university from the other governorates. The mean score is 0 out of 5.

Standard 3: Scientific research:

- **The number of researches published in local and world journals as well as the rank of these journals:** This indicator is a key index that is related to enhancing the evaluation of the university. This indicator points out the researches published in journals both at the local and international levels and its score is calculated as follows:

$$\text{Ratio} = (\text{Number of published researches} \div \text{total teachers}) \times 100$$

Table (25) shows the number of published researches to the total professors

N	Faculty	Number of Researches	Total number of professors	Percentage	Score
1	Administration and Economics	16	114	14	4
2	Physical Education	17	41	41	8
3	College of Education and Human Sciences	50	150	33	8
4	Faculty of Dentistry	9	30	30	8
5	college of Education for Pure science	12	95	12	4
6	Pharmacy	11	50	22	4
7	Science	25	150	16	4
8	Islamic sciences	7	66	10	4
9	Applied Medical Sciences	0	27	0	0
10	Engineering	13	97	13	4
11	faculty of nursing	6	8	75	20
12	Veterinary Medicine	9	37	24	4
13	Agriculture	11	61	18	4
14	Medicine	16	94	17	4
15	Tourism Science	17	28	60	16
16	Law	9	47	19	4
Mean Score					6.25

Data Source : Department of University Performance at the University of Karbala

Table (25) indicates that this index is not given due interest. The mean score is 6.25 out of 20. This indicates the poor application of quality standards of education, which lowers the rank of the university.

- **The number of patents and scientific awards obtained by the faculty teaching staff:** This indicator reflects the scientific development of the university through what professors get from patent or scientific prizes. The ratio is calculated as follows:

The ratio = (number of patents and scientific awards ÷ total number of professors) × 100

Table (26) shows patents and scientific awards

N	Details	Number of patents and awards	Total number of professors	Percentage %	Score
1	University of Karbala	6	1095	0.5	1
Mean score					1

Data Source : Department of University Performance at the University of Karbala

Table (26) shows that the mean score is 1 out of 5 and this negative result directly affects the evaluation of the performance of the university, as well as the colleges and scientific departments compared to the patent or scientific awards the university wins.

- **Number of written books:** This indicator shows the number of books composed by members of the faculty in colleges and is an important indicator of the library supply of valuable information, The ratio is calculated as follows:

Ratio = (number of books composed ÷ total teachers) × 100

Table (27) shows the books composed in proportion to the total number of professors

N	Details	Number of books	number of professors	Percentage %	Score
1	University of Karbala	47	1095	4	1
Mean score					2

Data Source : Department of University Performance at the University of Karbala

It is notable from Table (27) that mean score was 2 out of 5. This indicates that the scientific side in writing books was neglected and this has its negative effect on the performance of the University.

Standard 4: the Relation between the university and the society:

- **Number of Journals Issued by the University and the amount of Publications:** This indicator shows the possibility of issuing scientific journals in the university and for each faculty during the year and is calculated as follows:

The ratio= (number of journals ÷ what is agreed on) × 100

Table (28) shows the number of journals and publications

N	Details	Number	The measured	Percentage %	Score
1	Number of journal issued in the university	11	16 colleges	70	6
Mean score					6

Data Source : Department of University Performance at the University of Kerbala

Table (28) shows that the mean score is 6 out of 10 degrees, which is a bad indicator. This affects the performance of the university and its rank.

- **The amount of the university's revenues from its relation with the labor market:** This indicator represents the services that the university offers to all segments of society which enhances the role of the university in society. The percentage is calculated as follows:

The ratio= (projects offered to the community ÷ segments benefited from those projects) ×100

Table (29) shows the services provided to the community

N	Details	The number of entities that benefit from those projects	The measured	Percentage %	Score
University of Kerbala	Number of journal issued in the university	14	346	4	2
Mean score					2

Data Source : Department of University Performance at the University of Kerbala

It is clear from the table above that the indicator of the community service index is not positive because the services provided to the community are not sufficient, which negatively affects the level of performance of the university.

Standard 5: The relation of the university with the world:

- **Number of foreign professors:** This indicator refers to the presence of foreign teaching staff at the university and this enhances the exchange of experiences with international universities and in the following format:

Percentage (= number of foreign and Arab professors ÷ number of professors) × 100

N	Details	Number of books	number of professors	Percentage %	Score
1	University of Kerbala	47	1095	4	1
Mean score					2

Data Source : Department of University Performance at the University of Kerbala

The above mentioned data about foreign professors at the university shows that there are no foreign professors. This is a negative sign, indicating that there is no exchange of experience and scientific cadres between the university and world universities, which reduces their performance.

- **Number of foreign students:** This indicator refers to measuring the number of foreign students or Arabs in the university and this enhances the exchange of experiences between universities as follows:

Percentage (= number of foreign and Arab students ÷ number of students) x 100

Table (30) shows the number of foreign students

N	Details	Number of foreign and Arab students	number of students	Percentage	Score
1	University of Karbala	1	13478	0	0
Mean score					2

Data Source : Department of University Performance at the University of Karbala

Table (30) shows that there are no foreign students at the university. The mean score is 0 out of 5. This is a negative indicator indicating the lack of exchange of experiences and scientific cadres between the university and world universities, which affects the performance of the university.

- **Number of students enrolled in international universities:** This index refers to the number of students studying outside the country in international universities in proportion to the total number of students as follows:

Ratio = (number of students studying outside the country ÷ Total number of student) x 100

The university data reveals that there are no students studying outside the country during the year 2015, which is a negative index indicating the lack of interest in providing opportunities to their students.

- **The number of international conventions with world universities:**

By examining this indicator, it became clear that no agreement signed by the university in 2015 with world universities was implemented and this is an indication of the weak performance of the university and reduce its rank.

Fourth: Analyzing the Results and Testing the Research Hypothesis:

performance of the University of Karbala can be summarized in the following table:

Table (31) shows the rates of application of the international classification criteria of the University of Karbala

N	The Standard	Mean Score	Standard degree	Application ratio
1	quality of education	11,85	20	59%
2	Services offered to students	3,1	15	21%
3	Scientific Research	9,25	30	30%
4	The relation of the university with the community	8	15	53%
5	The relation of the university with the world universities	0	20	0%
	Total	-	100	-

Note from Table (31) that the application of most quality standards for education is poor. This evident from the ratio of application 0%, 21% and 30% of it, we need to adhere to the world ranking standards to enhance the rank and the status of the university.

Table (32) shows mean score, standard deviation and coefficient correlation for Karbala University

correlation coefficient	average scores	The University
0.892	6.44	Karbala

The above table shows that the average degree of application at Karbala University is 6.44 from the average score of 20 degrees, which indicates weak application in quality standards. And the correlation coefficient between the quality standards of the universities and the impact of their application on the performance of the University of Karbala amounted to 0.892, which indicates the existence of a relationship of positive correlation is high and thus accept the hypothesis of research (there is a relationship statistically significant between the application of quality standards and the performance of the University of Karbala): The previous results showed poor performance Karbala University for failing to implement the quality standards adopted in international classifications in general and the classification of QS in particular.

4: Conclusions and Recommendations:

First: Conclusions:

- A. Performance assessment is an input to re-evaluate the work, to distribute responsibilities, and to give an opportunity to the capabilities and potentials in the educational institution.
- B. The process of assessing the performance, in accordance with the standards adopted in the Rankings of QS, contribute to the diagnosis of strengths and weaknesses within the sample institution.
- C. The study of Karbala University shows that there is a poor application of the quality standards of education adopted globally, whereas the total application rate is 32.6% with an application mean of 6.44. Thus the application of quality standards is less than half of the world adopted application of the standards; that is 20 points.

Second: Recommendations:

- A. The Board of Financial Supervision should take into account the follow-up of the application of scientific standards of comprehensive quality in education.
- B. There should be effective follow - up by the Federal Audit Bureau to assess and evaluate the performance of universities in accordance with the quality standards adopted in the Rankings of QS.
- C. Karbala University must abide to the globally adopted quality standards to enhance its position and ensure its rank among world universities.
- D. The need to focus on the improvement and development in the areas of quality in education and scientific research and the openness to world universities by activating cooperation among them to achieve advanced ranks in the global ranking.

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