

Requirements for the Application of Total Quality Management in Faculties of Physical Education and Sports Sciences

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Abstract

Quality management in the Faculties of Physical Education and Sports Science depends on the awareness of those in charge of the philosophy of total quality management, which is considered one of the modern management philosophies to apply the total quality requirements in the Faculties of Physics. The educational and mathematical sciences are blurry, the lack of clarity and the absence of scientific reasoning, and this makes matters related to the implementation of total quality by virtue of developments and conditions in the political, economic and social reality very difficult, and the ability to strategically plan for the future is very difficult. Weak and risky. Which prompted researchers to study this problem through knowing the quality requirements in the college, and the study aimed to renew the quality requirements at the level of foundations and apply them in the Faculties of Physical Education and Sports Sciences, and the research procedures included determining the quality of colleges. Department of Physical Education and Sport Sciences and the contents and themes of Total Quality Management. The researchers concluded that the application of Total Quality Management in the Faculties of Physical Education and Sports Sciences is beset with a number of errors and faced a number of difficulties and obstacles that limit access to its benefits. Respecting and appreciating the sciences of education and sports and a positive mental image among community members. The researchers recommended providing good care, appropriate incentives and continuous training, given that these human resources are the backbone of colleges of physical education and sports sciences. .

Chapter

Introduction and the importance of the research

Quality management in the Faculties of Physical Education and Sports Sciences depends on the awareness of officials of the philosophy of total quality management, which is considered one of the modern management philosophies, as it is a general plan that includes all levels of management. The administration calls for the application of quality and makes it the responsibility of all employees, and aims to achieve excellence in the quality of performance. The organization by meeting the needs of the beneficiaries and workers and managing total quality has been defined as (a philosophy and a set of guiding principles that are pillars of continuous improvement of the institution, whether in resources, services or processes (Attia - 2005 - p. 322). Therefore, it is a wide-ranging process to strengthen the faculties of Muzal consistently includes improvement and overcoming errors during the performance of sports work, and it means "excellence in sports achievement or achieving any level. E required digital security or effective administrative level", although good effective performance is a result of the

professional, scientific and technical preparation of workers in the activities of Different in the Faculties of Physical Education and Sports Sciences The total quality management is taken in the Faculties of Physical Education and Sports The sciences are formed when several are associated with the presence of alignment specifications in all fields of activity or physical education and sports and to exert their best efforts must be within the limits of the capabilities available to achieve the goals of sports activities. In addition to the importance of proportionality with the cost of preparing the hero or activity in relation to the intended achievement, as the quality focuses on distinction and distinction, it seeks to distinction and distinction of the Athletes as a result of receiving the correct training during their preparation, which must keep pace with the continuous development and effective participation in the mathematical sciences and in dealing with and benefiting from information. Therefore, the urgent need to search for ways to improve the quality of colleges has become urgent to satisfy the needs of society and the labor market and its requirements, and that this depends on the quality of the level of the administrative structure. Therefore, the Faculties of Physical Education and Sports Sciences witness great interest at various levels and a continuous development towards the best to keep pace with the needs of the individual and society and the scientific and technical characteristics of the era, and accordingly, they are viewed on the basis of the distinguished role they meet in the progress of societies And its development, by preparing the technical, scientific, cultural and professional human energies as well as preparing leaders. In various sports fields.

Research problem

The problem of applying comprehensive quality requirements in the Faculties of Physical Education and Sports Sciences is blurry, and the lack of clarity and absence of scientific logic in many of its components and components, forcing some to rely on personal experience or implicit policies that are evident through the practice of their work and directions for its development, and this makes matters important. The application of total quality due to developments and conditions in the political, economic and social reality is very difficult, and the ability to strategically plan for the future is weak and fraught with risks and all these reasons called for the necessity of providing a high level of quality through the application of modern successful management methods and concepts and adopting the Z concept of total quality management which means A positive system for the athlete. If we view sport as the excitement of its inputs and outputs, then the quality of the system means that this output is good and is compatible with its objectives in terms of the needs and requirements of society.

Research aims

1. Apply the requirements of total quality management in the Faculties of Physical Education and Sports Sciences by following modern and advanced management methods and concepts.
2. Renewal of application requirements at the level of policy-making and appropriate decision-making in order to reach an integrated picture of the reality of the Faculties of Physical Education and Sports Sciences in its various aspects.

Research Topics

Quality of Faculties of Physical Education and Sports Sciences

Attention to the quality of the Faculties of Physical Education and Sports Sciences in Iraq as an integrated system that has not been applied in them until now, so it is necessary to make changes that restore many transformations by adopting the principles of Deming and the proposed paragraphs in addition to improving quality, satisfaction and competitive position (1994: 1, Kornsky). Professor Edward Deming, Professor of Quality at New York University, suggested that the 14-point program could be an approach to quality management in the Faculties of Physical Education and Sports Science, namely.

1. Setting fixed goals to improve student numbers and provide them with enjoyable educational experiences that develop their personality in an integrated manner.
2. The college's administrative leadership adopts a new philosophy that raises the challenge so that students learn to take responsibility and initiative.
3. Not to rely on the grading system alone as a basis for determining the level of students.
4. Documenting the link between the different educational stages with the aim of improving students' performance during each stage and when moving from one stage to another, with attention to comprehensive documentation of the transition process.
5. Continuous improvement of educational services provided in colleges in order to improve the performance of teachers and students.
6. Paying attention to continuous training in the field of improving the quality of performance for each of the administrative leaderships, faculty members and students.
7. Attention to finding effective leadership to help employees improve the use of technologies and capabilities to achieve better performance that helps students to innovate and create.
8. Avoid feeling fear so that everyone can perform his work in an educational environment characterized by freedom and the ability to face problems.
9. Breaking down barriers between academic departments and forming work teams in different departments in a cooperative and constructive manner.
10. Abandoning direct slogans and advice and replacing them with preparation and research by various methods.
11. Encouraging the effective leadership behavior of individuals stemming from their own motives to improve performance.
12. Improving and activating the relationships between the administrative leadership, the teaching staff and students, in a way that helps them enjoy their work and their colleagues for each other.
13. Establishing an integrated program to pay attention to training and self-education for everyone.
14. Training community members to pay attention to the various change processes needed to achieve quality in the fields of work, with change and the pursuit of quality the responsibility of everyone in society (Mustafa and Al-Ansari, 2002: 47-48)

It is possible to add some suggested paragraphs to Deming's argument, including

1. Establishing a higher council for quality for colleges and departments of physical education and Iraqi sports sciences to undertake planning, monitoring and improving quality in them.
2. Achieving huge savings of information in performance through scientific research, measurement and tests to solve problems of quality deterioration.
3. Quality is the conformity with the standard specifications agreed upon in advance.
4. The quality system means preventing and avoiding deviations.
5. Less errors in performance.
6. Measuring quality through standards that reflect the nature of performance.

The interest in the philosophy of total quality management in the Faculties of Physical Education and Sports Sciences is through defining the following goals:

1. Improving the academic curricula and introducing the concepts of quality and the arts related to it as courses that the student will take
2. Making the quality that serve the administrative leadership and educational operations of all Iraqi colleges
3. Improving the quality of the content and requirements of school subjects, methods and targeting students during the educational process.
1. Colleges engage with relevant organizations and institutions for the purpose of enabling them to

adopt the philosophy of total quality management , and this will be reflected in improving the quality of the content of the Iraqi colleges of physical education and sports sciences through the use of TQM methods, by organizing activities aimed at promoting reform processes in them, developing a twin program and implementing agreements on Recognizing college studies and certificates, and adapting teacher training and curricula at all levels to the changes occurring in society, especially the changes associated with the increasing use of modern communication and information technologies (UNESCO, 2000, 29-31)

2. " 2-3Justifications for Accreditation of Total Quality Management in Faculties of Physical Education and Sports Sciences" The adoption of TQM in the faculties of Physical Education and Sports Science has many justifications and motives that motivated colleges Alyy a Atmadha Among the most prominent of these justifications for the following:

Costs

The low levels of spending make colleges seek to control costs and that TQM is the means that possesses the tools and principles to control costs during service (1991: 3, Decosmo) for the increasing costs of education, and you should return to these expenses, and the best return is that we believe That the colleges function as an effective development of the truth and contribute to the advancement of the realities of civilization (Abraham 2001: 339), through the quality of their performance.

Competition

Colleges must be keen to maintain their students, their affiliation with them, and their registration with them (1995: 10, Sims), especially since the competition between strong colleges as it seeks for all its students to obtain the largest number of students by obtaining international standards, and that the college's sustainability is achieved through By better meeting the needs of students and society, and that accreditation of total quality management colleges will give credibility to meet performance requirements that lead to improving their competitive position among other similar matters. Colleges (1994: 1, Korninski)

Quality and dependability of education

Governments are keen to evaluate the quality of education at the present time more than ever before and are trying to know its quality and reliability more broadly in the development of society, and that comprehensive quality management is achieved with a high level of quality to develop the Faculties of Physical Education and Sports Sciences.

Directing the service

The public tries to participate in the structure of public institutions so that it can provide a better service by adopting quality standards, after the planned audience has paid attention to the port of jn, and the standard of education quality regardless of its nature, is a standard capable of the emergence of a quantity of quality that characterizes the educational service provided For students, we mean educational verbs. (Teaching, learning and assessment processes), educational climate (policies, laws, relationships, models and expectations) and educational content (knowledge, skills, and values). (Wahba, 2003: 118) Therefore, the Faculties of Physical Education and Sports Sciences have become essential to respond to contemporary societal trends, as the 21st Century College must work to prepare its students for the real world that emphasizes the continuous change of business (1995: 11, Sims). Now colleges have to produce students with a great deal of knowledge that enables them to perform their tasks effectively.

The contents of total quality management in the Faculties of Physical Education and Sports Sciences

The most prominent TQM content in Faculties of Physical Education and Sports Sciences is a recipient of Z trauma and satisfies his desires and aspirations for exploration, because many of the beneficiaries and students come mainly (1997: 420, Morgatruid and Morgan) so their satisfaction is crucial to the success of the colleges, and students should be Trauma Z and its development is the central point in all TQM practices in the college, and in the educational process contemporary trends are planned including gross. Quality management, which confirms great gains by involving the university institution for its students in planning for the new ideas that they propose because they are the affected party in the implementation of the various academic plans, and scientific experiences have shown that the participation of students achieves gains that have been added to the college, its members and other students at Su DONC, in addition to Involving faculty and administrative staff in the college's development. (Saeed 2001: 37) Therefore, colleges need to work to meet the needs of their beneficiaries through the effective design of the educational system and the educational process itself. The guardian must focus on the following:

1. Full understanding of the needs and requirements of the beneficiaries by adopting feedback for continuous improvement and development
2. Linking students' needs to the design of the educational process at the university and college.
3. Collaboration and interaction in the college between students and faculty through a system of exchanging experiences, advice and assistance.
4. 4Measuring trauma Z for students and faculty members from the university service by adopting criteria for comparison between the college and related outputs and other colleges within its jurisdiction, which is the adoption of the comparative reference and the adoption of this technique for continuous improvement in the college (Abu Nafoura and Massaad 2000: 144)

The integration of the staff of the second college, which is important for the implementation of TQM, has ensured a prominent role in the rapprochement between the administration and the college and solving work problems in a creative and creative manner through their work to participate in the flow of information and encourage people to do so. Contribute to their opinions. Teamwork efforts do not reduce one's creativity, but rather drive collective creative participation within the group. The first responsibility for total quality management in the college is the top management, because without it the NH integration of the college staff cannot be achieved, and the leadership responsibility must be fully distributed, and this requires a personal commitment to Mai Qa and a shared commitment to quality that outweighs all other short-term personal concerns to be solid and strategic By its nature, this means a fundamental change in the culture of the college (1995: 7, Sims) The culture should be centered on the benefactor and his satisfaction, and if it does not work with continuous improvement and integration among workers, then TQM does not go beyond being a management approach similar to that of other management. In order for Total Quality Management to play its required role in improving the performance of colleges and the quality of their outputs, the following steps must be followed

1. Knowing the main beneficiaries of the outputs of the concerned colleges.
2. Developing the college's mission to be able to compete through the quality of its performance, the quality of the educational program, the experiences of students in the educational service, the service of the beneficiaries, and the distinction and encouragement of faculty members. To give their best and to provide services to the surrounding environment.
3. Establish internal procedures to achieve quality.
4. Determine the individuals and groups responsible for adhering to the selected criteria.
5. Granting incentives to those who achieve quality.
6. Forming teams to take responsibility for the quality program.
7. Recording high-quality achievements according to the selected criteria, recognizing them and

granting rewards and incentives according to them (Al-Khafaji and Berman J. 1995: 62)

Total quality axes in the Faculties of Physical Education and Sports Sciences

Total quality in the colleges is divided into eight axes as follows:

The first axis: students

The student is considered one of the main axes of the educational process, and it is one of the components for which the college was established and the quality of education requires that learners reach specific educational levels with a national and measurable goal (UNESCO 2004: 63) and the multiplicity of quality indicators associated with it. With this axis as follows:

The first indicator: student choice is represented in the student admission policy, which is a common practice in colleges. Because the colleges that choose their students are distinguished from the less selective colleges. (1985: 538, Nordal and Braxton)

Student selection and acceptance is the first step in the quality of education, followed by a positive interaction between students, faculty members and administrative leadership in the college, and this interaction includes classrooms, society and activities from the methodology of Lalla, and selection is made through study preparation tests to determine the extent of their scientific and mental readiness to understand the educational process and benefit Of which.

The second indicator: the ratio of the number of students to a faculty member. This ratio must be within the acceptable limits in which the educational process is effective and efficient.

The third indicator: the average cost of the student and the quality of the spending rate is measured on each student, and this indicator is important for quality, but it is not the only indicator for quality measurement because the quality of management, operation, guidance, control, activation, motivation, society, efficiency and institutional is all that is included in the factors affecting the type of tunnels. (Hasan, 1994: 48) (1987: 54, Psacaropoulos)

Fourth Indicator: The services provided by the college to its students, including health services, internal departments, financial aid, guidance and counseling, and transportation.

The fifth indicator: motivating students and their readiness for education is one of the factors on which the quality of education depends, because this leads to strong motivations to start learning, pursue, motivate and master learning and create appropriate conditions for learners before the start of the study. The school stage.

Sixth indicator: the percentage of college graduates to the total admitted during the regular period and the percentage of those enrolled in postgraduate studies.

The seventh indicator: a link for student admission, according to the faculties, specializations, and requirements of the country, provided that it is in a planned manner that ensures the flow of graduates in quantity and quality within a specific time frame and a link to the closure of the state's economic and social policies.

The eighth indicator: evaluating university educational performance, and raising the efficiency and quality of education to clear and specific evaluation criteria that facilitate their use and measurement, and then the activities and events must be structured according to those standards and performance levels. (Mustafa, 1997: 370)

The ninth indicator: the level of the graduate The level of graduates ranges between good, average and weak in the scientific and practical aspects, and the percentage of excellent and very good is very little compared to the size of students, and this indicator indicates the low output of university education, and the lowest estimate should be the distribution of the normal curve on its output as an acceptable indicator For its quality.

The second axis: faculty members

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The third axis: curricula

The balance between originality and contemporary in preparing the curriculum in terms of level, content, style and style is one of the factors associated with the quality of university education, and this part of the standards relates to the extent of the curriculum's ability to develop the student's ability to recognize and solve his problems, understand and appreciate the characteristics of the profession and its practices, and the ability to retain it with a professional skill. Whereas, the priority of quality education calls for improving curricula, teaching methods, assessment and the learning environment (UNESCO, 2004: 63) (Hassan, 1994: 48) (Al-Tuwaijri, 2003: 175)

The fourth axis: administrative leadership in the college

The administrative leadership in the college is imperative to its quality and depends to a large extent on the leader, and includes the quality of leadership, the quality of strategic planning and the follow-up of activities that lead to a culture of quality and among its most prominent indicators.

The first indicator: leadership commitment to quality and senior management by T. Performance quality stops college.

The second indicator: the climate of good human relations between students, faculty members, department leadership and college leadership leads to efficient performance, and this requires good communication between faculty members.

The third indicator: the selection of administrative leaderships and their training according to standard standards in light of need and specialization. (1997: 8-1: Davis &Goitch (1994: 61-32, Senge)

Fifth Axis: Financial Capabilities

The college has many financial capabilities, including buildings, lighting, ventilation, seats, sound, libraries, laboratories, workshops, and financing.

The quality of physical capabilities includes the following indicators

The first indicator: the flexibility of the building and the capabilities available in it to fulfill the mission of the faculty and the specialization it adopts, and its efficiency to accommodate the number of students according to the standard units of what the student needs in spaces. In the lecture hall, laboratory, library and other service facilities units. The second indicator: the extent to which faculty members and students from the college library are able to provide specialized resources, non-specialized books, journals, periodicals and scientific references to read supplementary educational programs and research, the extent of support for the library's staff, the extent of their assistance and ease of access to the material required for reading and the availability of computers for students and faculty members. The ultimate test of a college's potential is how well it uses computers in the teaching and learning processes. The third indicator: the extent of faculty and students' access from stadiums, squares, gyms, laboratories and workshops, to reflect the requirements of educational programs provided by the college, supporting devices, tools and equipment, and measuring quality and high quality to ensure effective and successful performance. The fourth indicator: the size of financial allocations: Education financing is a very important indicator and it is

considered the most important input from the educational system. Without this, the education system remains unable to perform its basic tasks and when financial financing is sufficient, its problems are reduced and easy to solve, and the quality of education is a variable that depends on the capacity of financial financing. (Al J died 200418182)

The sixth axis: the college's relationship with the local community

Community service and advancement is one of the main functions of the college, and achieving this function requires the college to position itself with its material and human capabilities in serving the community, including the surrounding environment from which it receives support and support to achieve the maximum possible extent. The results are within their capabilities, and this axis includes some indicators, namely:

The first indicator: linking specialization in the college with the needs of the surrounding community.

The second indicator: linking scientific research with the problems of the surrounding community in order to find solutions to them.

The third indicator: the interaction of the college with its human, research and intellectual resources, and the society with its productive and service sectors. (1994: 40-36, Senge)

The seventh axis: the independence of the college

Among the indicators of the quality of university education is independence and freedom from pressures, in terms of granting the college freedom to make decisions, freedom to research and publish, freedom of thought and expression for the sake of creativity and innovation in the launch and scientific efforts to free it from restrictions, because external control reduces the efficiency of the college and its educational activities, especially oversight. On the economic side. There must be a balance between the requirements for the independence of the faculty, which are required by the freedom of scientific research and the freedom of expression of opinion, and between the requirements of government supervision related to funding and observance of community traditions.

The eighth axis: diversity and disparity between colleges

College graduates must have the specializations and specifications that society really needs so that there is no shortage of these competencies that results in a deficit or surplus that results in unemployment, and the disciplines are linked to the requirements of the local development plan, and this requires the diversity of colleges and their differences in their specializations and the mismatch of images to be taken into consideration. The needs of the local environment. (Mustafa, 1997: 367)

Form of Instructions for Total Quality Management for Faculties

The application of the Alymat Model of Total Quality Management requires multiple basic elements that represent the main requirements for a successful business plan to implement TQM programs in Faculties of Physical Education and Sports Sciences, and these elements are:

Preparing and clarifying the vision

The administrative leadership in the college must realize the extent of the necessity and need for change, the importance and belief of the leadership in the real desire to implement this modern administrative approach, and the possibility of leadership in the integration of workers in the process of change and development, and that all capabilities are available in the service of change. Strategic planning to support

and finance comprehensive quality management programs.

Choosing the appropriate method for total quality management

This is done by defining a clear vision for the college represented by its leadership that makes this vision a reality, adopting an integrated system for development and improvement by investing the faculty's material and human potentials, training the workforce and defining its responsibilities precisely with the adoption of appropriate motivational systems for excellence and creativity to meet the needs and aspirations of society.

Creating the appropriate climate for the application of Total Quality Management

This is done by providing the material and technical resources and facilities necessary to implement comprehensive quality management programs, preparing all faculty members psychologically and accepting concepts and practices that achieve the set goals.

Adopting leadership styles that are commensurate with the TQM philosophy

The appropriate leadership style to implement the idea of total quality management is the style (+9, +9) that aims to work in a one-team spirit through participation, teamwork and team building. It is a leadership style that gives great attention to both work and production, as well as the same attention to the human element. Use of technology and development of the organizational structure.

Continuous training and qualification

This is through the development of the cognitive competencies and technical skills necessary for all faculty members in order to implement programs and events consistent with the plan, so the focus on training related to comprehensive quality management programs is one of the basic necessities that develop behavior and skills to support the plan's directions and help achieve its goals.

Determining the needs and desires of the beneficiaries

The needs of all individuals in the college must be recognized and from all social, cultural, psychological, economic and other aspects, as well as the needs of the college and the integration of the needs of individuals and the needs of the college without conflict, and work to develop social relations within the college and between it and other colleges so that the internal and external work environment works together to achieve sustainable development in Light requirements of the educational process.

Adopting a media program to spread awareness of the comprehensive quality management methodology

This is done through training courses, seminars, guide books, research and field and procedural studies on Total Quality Management, publishing its results in scientific journals and exchanging experiences with other colleges. (Alimat, 2004: 173-174)

Tools for measuring total quality management in the Faculties of Physical Education and Sports Sciences

In order to support and encourage the process of continuous improvement, colleges need a set of methods and tools that have proven positive results in improving the performance of many colleges in various countries of the world, and perhaps the most important of them is

1- Self-Assessment-SELF

It is one of the effective tools for directing the administrative leadership in the college on how to invest its resources efficiently to improve its qualitative performance compared to the international standard or with the college itself by evaluating the implementation of its annual plan with the previous year. This method helps:

Reaching the required accurate judgment about (efficiency and effectiveness). The college invests its material and human resources.

Measuring the college's progress against its goals

Among the methods of this administration are

- Individual evaluation: The College's administrative leadership chooses one of its qualified and experienced staffs to conduct a partial or comprehensive self-evaluation process for the college.
- Group evaluation: It is conducted by a group of college affiliates from different specialties, where it presents the results and proposals that the group has reached for another group to study, analyze and discuss with its authors and reach unified opinions that include the required improvement measures and priorities for approval.
- The efficiency, effectiveness and results of the self-evaluation procedure depend first and foremost on the breadth of the minds and skills of those who do so, and secondly on the implementers' keenness, motivation and enthusiasm to achieve university excellence by improving the quality of its outputs.
- Accreditation of this department provides the following benefits:
 - Easily and accurately prioritises improvement opportunities
 - It represents the correct entrance to the self-evaluation process of the management system as a whole in the college in terms of comprehensiveness and integration
 - Enables the full maturity of the college's performance by following up on its results with the required effectiveness.

Benchmarking Bench Marking

It is a continuous and regular process that is carried out to compare the results of work in the college with the results of work itself in a college of the same specialization, taking into account the focus on activities, functions and internal processes.

(Walton, 1985: 36) (Al-Qazzaz et al., 2001: 129)

This method is one of the most appropriate techniques, and proponents of this method believe that benchmarking leads to:

- Define primary values and goals and monitor improvement by providing objective measurements.
 - The kidneys adapt to mitigate resistance to change.
 - Forming an image of the organizational structure of the external evaluation.
 - The effectiveness of the new work communication networks and their role in the exchange of experiences between the Faculties of Physical Education, Sports Sciences and Strategic Autism.
- (Sanial, 1998: 36)

Northwest Missouri State University Northwest Missouri State University (NMSU) applied this method in agreement with the ideas of both professors and students in order to create a quality culture on campus, as

cross-reference comparisons were made of multiple sources of professors and students. It was adopted with other universities that were proactive in improving their performance, and data on students' characteristics and opinions were collected and compared to national quality standards, and through the results of the TQM implementation plan in that college (Sims, 1995: 16).

ISO

After the colleges are accredited for Total Quality Management, they must work towards obtaining the standards approved by the International Organization for Standardization (ISOT) in order to ensure quality at the global level. This is the reason why many colleges in the United Kingdom and elsewhere in the world have implemented the ISO series (more than 20 colleges were registered with ISO (9002), and Sandwell College was the first college in the world to achieve registration in this system, and from the benefits it achieved This college, through its ISO accreditation, includes

- Curricula evaluation, review and development through a unified organizational system for quality control that focuses on the quality of education.
- Broad and responsible delegation of authority while maintaining central strategic management.
- Development of administrative and professional skills for work teams.
- More attention to opportunities to develop workers' capabilities and capabilities.
- To practice and improve good administrative techniques within the college.
- Effective communication within the college.
- It is a marketing department that increases the college's competitive advantage.
- A means of cultural change among college staff.
- Providing the best services for college students.

Benefits of implementing a quality system in the field of sports (Abu Nafoura and Massad 2000: 149150)

1. Development of the administrative system in the sports institution as a result of clarity of roles and specification of responsibilities.
2. Raise the level of sports services provided to players, which are reflected in the aspects of their personalities
3. Increasing sports competence and raising the level of performance of all administrators and coaches.
4. Meet the requirements of players, society and scientific research and reach their satisfaction.
5. Providing an atmosphere of understanding, cooperation and sound human relations between workers in the sports institution.
6. Enabling the sports facility management to solve problems using correct scientific methods and deal with them through corrective and preventive measures to prevent their occurrence in the future.
7. Raising the level of awareness among the beneficiaries of the services of the sports institution by demonstrating commitment to the quality system.
8. The implementation of the quality management system gives the sports institution respect, appreciation and a positive mental image.

Difficulties and obstacles to implementing quality management in the sports field

The application of quality management faces a set of difficulties and obstacles that limit obtaining its benefits, including

1. Centralizing decision-making with the support of the Quality Department, with an emphasis on participation.

2. Relying on traditional methods of application and not moving towards non-traditional methods, information and methods of measurement.
3. Failure to obtain adequate funding to implement quality management.
4. Not accepting the methods of development, improvement and resistance to change for fear of revealing defects.

Conclusions and Recommendations

Conclusions

1. The application of total Quality Management in the Faculties of Physical Education and Sports Sciences is shrouded in a number of errors and faces a number of difficulties and obstacles that limit obtaining its benefits.
2. Total Quality Management is based on a cornerstone of concern for human resources.
3. The application of quality Walsh management system of religion gives the faculties of Physical Education and Sports Science recognized and respected and a positive mental image among members of the community.
4. The priority of quality education in colleges calls for improving curricula, teaching methods, assessment and the learning environment.
5. Among the indicators of the quality of university education is independence, freedom from pressures in decision-making, freedom of research, publication, thought and expression of opinion in order for creativity and innovation to take off.
6. Due to the developments and circumstances in the country's current political, economic, social and sports reality , the implementation of Total Quality Management in the Iraqi Faculties of Physical Education and Sports Sciences will face difficulties and problems in achieving its requirements ,

Recommendations and proposals

1. Providing quality care, appropriate incentives and continuous training is a fundamental issue, given that these human resources are the backbone of the Faculties of Physical Education and Sports Sciences
2. The application of quality management in the Faculties of Physical Education and Sports Sciences is a pre-requisite. Requisite - Pre Because these educational institutions are the ones that are relied upon in the formulation of the human being, developing his skills and developing his personality so that his high quality levels are positively reflected in his performance in his work to serve the requirements of his society, his progress and his well-being.
3. Adopting a comprehensive and integrated quality system for development and improvement by investing the financial and human potentials of the college, training the workforce and defining its responsibilities precisely with the adoption of appropriate incentive systems for excellence and creativity to meet the needs and aspirations of society.
4. Adopting a media program to spread awareness of the TQM methodology through training courses, seminars, manuals, research, and field and procedural studies on TQM, publishing its results in scientific journals and exchanging experience with other colleges.
5. Not relying on traditional methods of applying total quality, and moving towards adopting unconventional information and measurement methods.
6. Focusing on training related to total quality management programs to develop behavior and skills to support the plan's directions and help achieve its goals
7. The necessity of having administrative leaderships in the Faculties of Physical Education and Sports Sciences the strategic planning dimension to support and finance total quality management

programs.

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