

# Continuous Improvement According to the Japanese Kaizen Approach for Developing University Performance

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**Abstract** The current research aims to identify the theoretical foundations of the Kaizen approach in continuous improvement as an administrative philosophy that the administration can adopt in academic education organizations represented by universities, and then apply the kaizen requirements to improve and develop the performance of university organizations. The descriptive and analytical approach was used in the research, and the research reached that the application of continuous improvement requirements serves the educational process and the process of continuous improvement for students of the level of competence of higher education outputs, an understanding of the organizational objectives, as well as the participation and support of the administration, and the participation of all individuals working in the process of continuous improvement of their activities..

**Keywords:** Kaizen, continuous improvement, performance development

## 1. Introduction

Continuous improvement is one of the important entrances to get rid of waste in operations, as the Kaizen principle depends on all workers in the organization having the right to develop their activities, through small steps but with a large impact in the future. This is because every process must contain some waste, whether material, moral, or intellectual, and reducing this waste results in an added value for the process and the organization. The spread of the culture of continuous improvement in the organization requires setting up some arrangements in order to strengthen and establish this among the individuals working in the organization and developing their basic capabilities to improve and develop their performance at work, which requires the consolidation of the kaizen culture and its adaptation to the society and the environment in which it will be applied.

The higher education environment is an appropriate environment to apply the philosophy of continuous improvement by using the kaizen approach in order to achieve quality performance and improve the education system, because it is a new administrative entrance through which quality standards and academic accreditation can be achieved in university management and support continuous improvement processes, as competition is no longer limited to developing strategies Competitiveness. Rather, it went beyond the necessity of continuous development depending on the available resources in order to contribute to

achieving the requirements for academic accreditation, whether institutional or programmatic.

### 1.1 The research problem

The decline in activities and work procedures in light of the rapid change in global organizations is the main reason for urging all organizations, including universities, to carry out continuous improvement in all activities that they undertake, and all individuals working in the various departments and departments participate in this. The problem here is the extent to which continuous improvement approaches can be applied in order to advance the reality of Iraqi universities in general and the University of Kufa in particular, to assume its position among international universities, and through the practice of administrative work in advanced leadership positions and found that there are:

-Sagging staff that causes poor productivity at the university.

-Lack of coordination and integration across the various administrative levels.

- Not knowing many of the administrative leaderships at the University of Kufa about the entrance to Kaizen in continuous improvement.

-Not knowing the implications of applying the Kaizen approach to continuous improvement at the University of Kufa.

-There is an overlap in many of the specializations and administrative tasks at the university.

And based on the opinion poll conducted by the researcher, the research problem can be highlighted as follows:

-The lack of a clear vision and realistic working mechanisms that encourage university administrations at the University of Kufa to continuously improve their performance [1-4].

-The absence of decentralization in university administrations, which causes a great waste of effort and time.

-Departments depend on traditional methods known to them based on accumulated experience and the difficulty of change.

In light of this, the focus of the research was to clarify the concept of the kaizen approach to continuous improvement and the requirements for its application at the University of Kufa.

- What are the theoretical foundations for the entry of kaizen in continuous improvement?

-The extent of applying the Kaizen approach to continuous improvement at the University of Kufa.

- What is the institutional framework approved at the University of Kufa?
- What are the basic requirements for applying the Kaizen approach to continuous improvement in order to improve the performance of individuals working at the University of Kufa?
- How to deal with the waste of time and efforts of individuals working at the University of Kufa.

### 1.2 Objectives of the research

The research aims to achieve the following:

- Learn about the theoretical foundations of the Kaizen philosophy in continuous improvement at the University of Kufa.
- Identify the extent of application of the Kaizen approach at the University of Kufa.
- Learn about the institutional framework for managing university education at the university.
- Determine the requirements for applying the Kaizen approach to continuous improvement at the University of Kufa.
- Learn about the treatments put in place by the university to reduce the waste of time and efforts of individuals working at the university.

### 1.3 The importance of research:

The importance of research is represented in the following:

- It helps to implement a new approach in improving the processes practiced by university administrations and improving their performance.
- It helps to know the challenges that the university faces when applying the Kaizen approach and implementing it by university administrations.
- Contributing to improving the performance of university administrations at the University of Kufa and facilitating the process of administrative decision-making.
- Reducing job slack and waste in the efforts made by the various individuals working at the university.

### 1.4 Research limits:

The research was limited to the problems that the university faces when applying the kaizen approach to continuous improvement as a way to improve the performance of university administrations. This is by studying the reality of the situation and determining the requirements for applying the Kaizen approach in continuous improvement in its various departments.

## 2. Research methodology

Due to the nature of the research problem, the descriptive analytical approach was used to demonstrate the relationship between components, opinions and trends around them, and the processes involved.

Second: The theoretical aspect of the research

1- Kaizen philosophy as an entry point for continuous improvement:

This aspect discusses many important topics in continuous improvement through the introduction of kaizen, including identifying its origins, concept, and philosophy. So that we can identify ways to improve the performance of activities and simplify them in order to achieve a distinguished level in university performance.

A-The Kaizen philosophy arose

The roots of continuous improvement go back to Japan and mean change for the better, as it was adopted by some industrial companies for the purpose of achieving continuous reduction in production costs and achieving competitive advantage. This is by making gradual improvements and simple reforms in the operations activities that production units go through, especially since the main objective is its use is limited to reducing the costs and the sums that are spent during the year at agreed rates. And in order to achieve this, consideration must be given when conducting continuous improvement processes to reduce the costs of activities that add value and those that do not add value and the costs of loss and damage and reductions that can be made by shortening the period that it takes time to manufacture the product because this contributes to the attempt to achieve the required goals [5].

Kaizen approach came from Japan through (Masaki Emai), who is considered the godfather of kaizen, as he pointed out that kaizen is a very important concept in Japanese management, and it is the key to successful competition in Japan, as it is a continuous improvement of all activities of the organization starting from senior management to management Executive and employees.

The Kaizen principle appeared in the fifties of the last century and was transferred to Europe by the Japanese scientist (Masaki) through his book (The Key to Japan to Achieve Organizational Success), which is approach used by organizations to develop a culture of continuous improvement, and many people believe that building competence that calls for continuous improvement Organizational performance is the key to achieving and maintaining competitive advantages [6].

The kaizen philosophy in organizations is achieved by adding daily improvements to work activities, as many Japanese organizations were run in bad ways, ineffective practices, and without enthusiasm from workers, how they lacked the resources that would allow them to have comprehensive restructuring processes, and training experts were called in The field of industrialization in America, training programs were provided in the field of management, and Deming principles in quality were adopted, as the infrastructure of industry in Japan was destroyed, the Japanese economy was rebuilt, and production rates reached unprecedented levels of productivity [7].

B- The concept of the Kaizen approach or continuous improvement

Although "continuous improvement" was derived from American studies, it became popular in Japan because their industries responded to Deming ideas more than their competitors from American businesses. And the American organization believed that it was on the right track in the administrative field because of the successes they had achieved and realized later that there is always room for improvement. According to Ray Hall Varian, Kaizen or continuous improvement does not mean trying to work in new ways, but rather is a process of discovering, experimenting and following new approaches to doing work. Imai defines continuous improvement as continuous improvement that includes all those in the organization, including managers and workers [8]. Continuous improvement was defined as "a method for making continuous improvements in the cost vocabulary by studying the stages of manufacturing the product in a

manner that reflects on reducing the cost of the unit produced or the service provided" [9].

In contrast, kaizen as approach for continuous improvement is a Japanese word that consists of two parts. The first part (kai) means change, (zen) means good, and it means gradual or continuous improvement. Kaizen is approach that focuses on both the process and the results, and Kaizen is a process that, when done correctly in the workplace, eliminates unwanted hard work, whether physically or intellectually, as waste and waste in operations are eliminated [10].

In [11] indicates that Kaizen has two definitions, the most comprehensive one and includes various aspects of production and quality management, including management practices, philosophies and improvement methods. Kaizen is one of those philosophies. As for the other definition, it is a narrow concept concerned with improving the workplace that is derived from employees' suggestions based on the Quality Control Department and Suggestion Systems.

The integrative role of managers is the tool that gives the views of workers the importance in translating them into actions that serve the work and the organization. The field of the impact of administrative work is clear in the process of completing the work by invoking the authority, contributing and feeding with the necessary information and giving employees appropriate rewards and work allocations to make continuous improvement successful administratively to contribute to the important and basic continuous improvement activities. And management's contribution to improving projects motivates workers to exert maximum effort in the production process [12-14].

#### C-The Kaizen approach to continuous improvement

Reviewing the literature, we find that there is a great diversity in the Kaizen philosophy of continuous improvement; it may be one or all of these perspectives depending on the work environment, the type of organization, the nature of its work and its size:

- Strategic performance: It helps to achieve a general balance of resources through a set of interrelated processes that add value to the activity, and the result of changing one process in the course of activities may negatively affect the efficiency of another process within the system, and the intention is to highlight the activities of areas where improvement is a priority. And the removal of all activities that do not add value to the product or service provided, so the kaizen is a structure for organizing work that adds value so that it can be performed effectively and efficiently, and can be managed effectively, thus providing competitive potential [15, 16]

Documenting and analyzing current practices: The beginning of improvement is identifying the problem, so the kaizen approach emphasizes awareness of the problem, provides evidence to identify other problems, and offers proposals to solve the problem, and there must be a significant improvement, to reach the next stage of the required level of improvement, as you confirm. It focuses on continuous improvements on a periodic basis, and this is the core of the Kaizen approach [17].

- Moral strength: as each worker solves daily problems, appreciates the value of his work, and others see it as a philosophy of life, which may include personal and family spheres, respect and harmony with the environment through the balance between the individual and nature and is seen

as a principle of cooperation and improvement that has a rapid positive impact on society [18].

### 3. Results

#### D- The principles of the Kaizen methodology:

To determine the practices of kaizen activities, this requires identifying the principles on which the Kaizen approach depends, and a clear understanding of the processes that will be applied. Thus, the need for clarity of the basic principles of Kaizen leads to facilitate their application in organizations. There are basic principles that support the Kaizen approach that should be focused on [19]:

- Reliance on teamwork and active participation in submitting continuous improvement proposals.
- Focusing on human resources, in the field of administration and competition.
- Realizing that there is always room for improvement, and building a collective consensus.
- Focus on setting standards, and continually improving those standards to support higher standards.

#### 2- Application of the Kaizen approach in universities

Continuous improvement is the process of integrating improvement into the daily activities of individuals in the departments of educational institutions. The institution is described as participating in the continuous improvement of quality when its work is characterized by regularity and stability, as continuous improvement requires regularity and continuity. Thus, continuous improvement requires the development and improvement of quality in the daily activity. Continuous improvement focuses on processes, and this entails not doing the work differently, but rather doing a different work, which is setting activity problems as products and elements of the system, and working on developing proposed solutions for them, instead of looking at success or failure as the main product [20].

#### A- Challenges of applying the Kaizen methodology

It is noted that organizations may not succeed in implementing Kaizen, and many of them face problems, and among these problems:

- Lack of a culture of quality and improvement,
- Resistance to change in general.
- Short-term visions,
- Poor problem identification.
- Lack of resources.

There is also another issue, which is the formation of the Kaizen team at the administrative levels, as we find the scarcity of everyone's participation in the continuous improvement process, and it becomes just another burden for work. In some cases, continuous improvement is not a real priority, or is seen as a short-term project that ends on a certain date. Thus, implementing kaizen becomes a big problem, because managers do not have the time or the skills to improve [21].

Improvement programs and activities can be successfully implemented when individuals have the motivation to carry out work with high quality, and all neglected are aware of their work issues and problems, and they adopt an advanced implementation approach, such as the Kaizen approach as a starting point for them to make the required changes, which are not achieved in the following cases [22]:

- Reluctance to adopt a culture of continuous improvement (Kaizen), if implemented.

-Weak implementation effectiveness, and limited capacities to assume responsibility in the organization.

-The deficiency of effective change management at higher administrative levels.

-Lack of continuous evaluation and revision of operations, and weakness in identifying the added value to be achieved.

B- The factors that lead to the failure of the kaizen application

There are a number of factors that lead to the failure of the kaizen application, which are [23]:

- Lack of culture: There is no measure aimed at changing the behavior of individual workers or their value system.

-Cultural conflicts: Managers are more concerned about hiding flaws, there is no real will to switch to kaizen, and there is a fear of communication and making information available to everyone.

-Failure to identify problems: This is in the event of major problems with limited ability to divide them into smaller parts so that they can only be partially addressed.

-Failure to plan and implement: According to Deming's cycle of continuous improvement, what is required (a plan) is defined, then some actions are implemented (action is taken), then the obstacles are identified (verified) and the obstacles should then be removed and the system (action) redefined, which you fail with Most of the organizations. This type of failure in implementing the Deming cycle occurs when doing actions, whether right or wrong, and then there is no clear plan to work in order to correct these errors.

-Lack of resources: there is not enough time, or lack of skills to implement the Kaizen approach in an effective manner.

All of these matters require a solution to overcome these problems and obstacles, the most important of which is changing the culture of the organization, developing the work environment, training workers on the Kaizen methodology, and encouraging them to make their contributions in the field of continuous improvement.

C- Success factors of applying the Kaizen methodology

The factors that contribute to the success of the application of Kaizen are the following [24]:

A good improvement suggestion system that encourages effective communication between senior management and employees, leads to increased customer satisfaction, improved productivity indicators, and improved employee satisfaction.

- Senior management commitment to having a clear strategy for the organization, providing clear policies for good support and orientation towards implementing the Kaizen methodology, and allocating the most effective resources.

The presence of a kaizen leader in the organization, who has a good personal understanding in conducting kaizen, and a personal desire and commitment to lead continuous improvement activities, as well as possesses effective communication and knowledge management skills, because the leader's role in the Kaizen approach is the link between senior management and workers during the improvement processes.

- Encouraging and supporting employees by the management of the organization towards improvement activities carried out by the employees.

3- The institutional framework for university education departments

Talking about the rapid changes taking place within the sober university in the current historical era is known to all concerned. Many have written and are still writing about the qualitative differences between the performance of university administrations and their ability to provide serious cases to facilitate the tasks of their scientific faculties and departments and to improve the conditions of their professors and students in a way that makes university administration and management in colleges advanced models for the concept of modern scientific management in terms of efficiency of performance and speed of achievement Accurate decision-making, reducing administrative restrictions and building modern administrative relations between it and its affiliated colleges and institutes, as well as raising the efficiency of its departments, departments and departments for student registration, planning, statistics, follow-up, postgraduate studies, practical research, engineering and financial projects, personnel services and others.

Performance is a fundamental concept in the field of research, experimental and theoretical. Performance is a function of all activities in the organization, and it was and still represents the main dimension in the field of management. Therefore, attention to it and its measurement is still ongoing.

Also, the interest in the quality of education is constantly increasing due to the technological and informational revolution that calls for fundamental changes in educational curricula at all levels, and to keep pace with these changes in the business environment of all kinds, especially in light of the competition between university education institutions [15]. Accordingly [3] points out that the quality of university education is "the driving force required to push the education system to achieve its goals and mission entrusted to it by society and the many parties with an interest in university education", meaning that achieving quality education requires directing the efforts of all resources. Human, financial, infrastructure, policies, processes and curricula in order to provide the conditions conducive to innovation and creativity, and in meeting the educational product that ensures that the student reaches the educational level that everyone seeks to reach.

It is possible to benefit from the philosophy of (Crosby) in the field of education and the preparation of teachers with the need to educate and train them to improve their performance, and to spread enthusiasm and seriousness in them, and to say that quality in university education is the group of efforts made by all workers in the field of academic education to raise the level of the educational product (the student) And commensurate with the requirements of society. This is through the application of a set of educational standards and specifications necessary to achieve a significant change in the scientific level of students, by developing their ideas, skills, and behavior, so that students feel that there is a clear positive difference in their scientific level before and after their enrollment in the university.

Hence, the university education department is concerned with the decision-making processes that would direct the manpower and material available in the universities to achieve desirable goals in the best possible way and at the lowest cost within the context of the

surrounding environmental conditions. This includes the work to be done and the human resources that are dealt with and cannot be dispensed with.

A- University administrative levels concerned with the application of continuous improvement according to the Kaizen methodology

Kaizen means confronting changes, and it involves flexibility and adapting quickly to the surrounding environmental conditions in order to achieve a competitive advantage. Kaizen provides a management model in which the internal requirements of the organization, employees and management, as well as the external requirements of

customers and society are met. Through the techniques and practices used, with the support of workers at all administrative levels, some future tasks of the administration are still related to the appropriateness of the management activities. For example, it can be asked whether Japanese methods that emphasize discipline work better when implementing kaizen activities in managing academic institutions. Consequently, there is a need to conduct a study of cultural differences in the implementation of Kaizen activities, as in the following table 1:

Table (1) the hierarchy of participation in kaizen activation

Senior Management	Middle Management	Supervisors	Workers
Support Kaizen as an approach of work	Disseminating and implementing Kaizen goals as directed by the top management	Kaizen is used in job roles	Kaizen implementation through a proposed system
Allocating resources to support the implementation of the Kaizen methodology	Kaizen is used to raise functional capabilities	Provide guidance to workers on applying Kaizen	Exercising discipline at work
Establish cross-functional policies and targets	Establishing, maintaining and raising standards	Raise morale and improve communication	Self-development to solve urgent work problems
Achieving Kaizen goals through publishing policies and audits	Design intensive training programs to develop the awareness of Kaizen employees	Supporting the activities of the quality departments and encouraging individual proposals	Enhancing skills and job performance
Building the system and the steps and structures achieved for kaizin	Develop skills and tools to solve problems	Introduce discipline into workshops and make suggestions	

The above table shows the reality of kaizen's work and its ability to change cultures and attitudes, as well as changing methods and methods of work that are the real challenge in the educational organization, because breaking old habits is the core of the change process, and kaizen means improvement that includes all the activities of departments and workers at various levels.

B-: Continuous improvement in university education organizations:

Continuous improvement is a prerequisite for the success of TQM in most productive and service organizations, including the university that it seeks to achieve, because it effectively contributes to making the organization in a state of continuous excellence and excellence, as it is a continuous, renewed work with a comprehensive dimension in which all workers at all administrative levels participate. Quality improvement programs are among the basic concepts of total quality management.

(1) Principles of continuous improvement in university education:

There are a set of principles that are necessary in applying continuous improvement as stated by [5]:

- The awareness of all employees at their various levels of the concept of continuous improvement in university education.

- The existence of specific and clear goals set with the participation of all workers, and achieving the aspirations of all parties, including students, workers (academics and administrators) and clients.

- To have effective management leadership that works to establish an organizational culture and climate commensurate with quality management.

- The university administration's keenness to develop a culture of quality and implement its foundations.

Focusing on correcting the processes and working to prevent the occurrence of the error and not stop at its detection only.

- Respecting workers, meeting their needs and desires, and observing their rights in accordance with what is stipulated in the regulations, instructions and decisions issued.

-The honest presentation of information and data related to the umbrella business fields.

- Using the problem approach in implementing quality, and overcoming the obstacles as it is the appropriate approach to improving quality.

Designing educational programs and curricula and selecting appropriate educational methods in light of the needs of the labor market and the needs of clients in terms of the numbers required and the expected specifications.

-Integration between educational programs in the different departments.

-Adopting new strategies and methods for carrying out business at the university in a complete way.

- The optimal use of information systems and technology and the creation of integrated databases to ensure speed, accuracy and ease of retrieval of information.

-Openness to the external environment surrounding it.

-Training and continuous education for workers on Total Quality Management programs and the developments linked to them and improving work, through training, attending and holding seminars, workshops, meetings and conferences.

-Focusing on working in a team spirit so that cooperation, interdependence and collective coordination between all departments and colleges in the university is one of its features.

-Reducing cost as much as possible and realizing the importance of time.

- Reliance on self-control and its development through confidence in the employee instead of external control and ridding them of fear that works to frustrate the employee and thus reduces innovation, initiative, innovation and production in the correct, efficient and effective manner.

- There is a guidebook with instructions indicating how to apply continuous improvement at the university, explaining everything related to it.

(2) Justifications for applying continuous improvement in university education:

The higher education sector is witnessing competition between universities at the national level (governmental and private) and international (universities from outside the country), and it is constantly increasing with the increasing demand for higher education. Al-Najjar cited the most important justifications for the application of continuous improvement in higher education:

-Weak demand for university graduates in global markets.

-The deterioration and weakness of some university graduates in various fields.

-Lack of companies' participation in global markets due to the weakness of human resources represented by university graduates.

The increase in unemployment rates among university graduates, and thus the increase in the number of graduates offered to the demand for them from the faculties of engineering, agriculture, administration, economics, law, literature and others.

(3) Steps to achieve continuous improvement in higher education:

-Continuous improvement can be applied in higher education through a number of steps that are as follows [24]:

-Defining a philosophy for university education institutions that is commensurate with their goals and continuous improvement.

-Real understanding of the philosophy of continuous improvement and its goals to get rid of the fear caused by change.

- To have effective training on continuous improvement systems.

- Reliance on effective, efficient leaderships at all administrative levels.

-Staff participation and their contribution to achieving success in all stages of the process.

- Reliance on the strategic planning of the educational process in these institutions.

-Adopting realistic policies in administrative relations and eliminating obstacles between the two work.

-Working through teams and groups to accomplish work and move away from individualism.

- Moving away from the traditional performance evaluation based on comparing workers to each other.

-Activating the human resources, which is the important factor in the success of these institutions in achieving the goals they aspire to.

-Focusing on the student, who is the main focus of the educational process in university institutions.

From the foregoing, we conclude that the continuous improvement of the university educational client requires the participation of all university employees, as their responsibilities are all. And improvement in university education applies to the pillars of the educational process, namely:

-University Administration.

- Education institution.

-University students.

-Curricula and courses.

-Means, methods and activities.

- The surrounding environment.

4- Requirements for applying the Kaizen approach for continuous improvement

The ability to meet the requirements of kaizen in continuous improvement calls for careful study of all aspects of kaizen, and to identify the factors affecting its success, and how to use it skillfully and be able to achieve work procedures and practices, as well as the capabilities required to apply kaizen. When conducting continuous improvement activities through the kaizen methodology, it is necessary to collect and analyze data related to the implementation of the elements and systems of kaizen management in the work environment, study the possibility of departments and units to apply the kaizen methodology, and develop specific indicators from the technical standards for unit and department managers to apply in their units. This is to measure the potential for change resulting from the implementation of the Kaizen method [7].

There are also capabilities that should be available to support the Kaizen approach in continuous improvement, as follows [6]:

-Clarity of organizational goals: in order to align the organization's continuous improvement measures.

-Continuous Improvement Management System: Improvement programs should support the infrastructure, with regard to project selection and review, staff training and motivation, and the dissemination of lessons learned.

- Management participation and support: the administration must adopt activities for implementing continuous improvement programs.

- Participation of employees: continuous improvement is characterized by gradual procedures, so it requires significant participation of workers in order to achieve a good level of performance in the organization.

-Staff competency development: providing individuals with adequate capabilities to solve problems in their activities.

-A culture directed towards continuous improvement: it is the set of beliefs and values that drive individuals to be dissatisfied with the current state of their operations. The

organizational environment of this culture stimulates and evaluates knowledge exchange processes.

-Knowledge sharing: through improvement initiatives and their dissemination among individuals working in the organization and generating new improvement procedures.

#### 4. Conclusions and recommendations

And based on the opinion poll conducted by the researcher, the most important conclusions can be highlighted as follows:

The research reached a set of conclusions, which are as shown below:

1- The application of continuous improvement requirements serves the educational process according to the opinion of the individuals whose opinions were surveyed.

2- The necessity for the college to attract scientific competencies in line with its academic orientations, and to have an efficient and effective cadre due to its role in the continuous improvement process.

3- Curricula and academic courses need to be reviewed to ensure the extent of their objectivity and relevance, and then reformulated in line with the scientific progress witnessed by the contemporary world through activating the sectorial committee in the ministry and developing its activities.

4- The positive role in the process of continuous improvement of students in improving the level of efficiency of higher education outcomes.

5- The lack of suitable buildings for classrooms and laboratories, in addition to their lack of the supplies and equipment required to clarify the lecture delivered by the teaching staff.

6- The incompatibility of computers and laboratories with the number of university students, as well as their lack of adequate air-conditioning and comfort facilities, as well as their capacity and continuous improvement.

7- The weak demand for university graduates in the global markets.

8- The deterioration and weakness of some university graduates in various fields.

9- Increasing unemployment rates among university graduates, and consequently the increase in the number of graduates offered to the demand for them from the faculties of engineering, agriculture, administration, economics, law, literature and others.

10- Not putting the right person in the right place.

B - Recommendations:

Based on the findings of the research, the following recommendations can be presented:

1- Highlight the aspects that require continuous development and improvement

2- The need to work on forming a circle to follow up the process of continuous improvement linked to the Dean and consists of the heads of the scientific departments in the college in addition to specialists in the field of quality and continuous improvement, and the beginning is through the adoption of the Deming course.

3- Forming a working group that includes in its membership all parties and scientific frameworks to clarify the mechanism of applying continuous improvement and developing their skills.

4- Determine the required improvement projects through:

Planning for the process to be improved.

Study and document current operations.

Find ways to improve operations.

Process design and improvement.

Improved process implementation.

Evaluation of process improvement.

Documenting the improved process and communicating it to everyone involved.

5- Adopting the Kaizen approach for continuous improvement in the management of the educational process at the university

-Equipping classrooms with various supplies and equipment required to provide the necessary atmosphere for study.

-Designing educational programs and curricula and testing educational methods in light of studying the needs and requirements of the labor market and the local community with regard to the numbers and types of learners.

-Sending associate professors and employees in scholarships and academic fellowships, which is mainly for the benefit of the university and society, in addition to developing the cadres and increasing their loyalty to the university?

6- In addition to the possibility of activating the role of the teaching and university training development centers, the electronic computer center and the Kufa Studies Center, giving them material and moral support, engaging people with long experience and expertise in university work and directing them to carry out studies and research that would develop their work in a way that contributes to building the university professor and developing university work.

7- Applying the principles of continuous education and continuous training for workers to the process of continuous improvement.

8- Approving the percentages determined on the proportionality of the number of students in one class with the teaching staff in a manner that enables them to obtain knowledge and can benefit from the equation specified by the Ministry in this regard.

9- Computer literacy through serious interest in laboratories and the creation of sufficient space that allows the student to move freely and give him sufficient opportunity for scientific application and not being satisfied with the theoretical side because it is a sterile process and increasing the number of computers in laboratories to be a calculator for every student or learner.

10- The necessity of starting from society through studying it and identifying its needs as a first step preceding any academic approach aimed at achieving the desired benefit from the educational process, and this is what all parties have emphasized.

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