

Analysis and Job Evaluation: Ways to Support Academic and Administrative Excellence at Accredited Higher Education Institutions to Ensure Continuous Quality Improvement.

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Abstract

The research aimed at designing a training program for analysis and job evaluation contributes to support academic and administrative excellence at accredited higher education institutions to ensure continuous quality improvement; by identifying training program's objective, program content, appropriate training methods, training tools, appropriate evaluation strategies, and program implementation time period. The research sample was chosen using stratified random sampling and consisted of (50) faculty staff member, (17) Quality Assurance Unit Managers, (90) faculties administration (Deans, vice-deans), 157 questionnaires were distributed in total, 143 questionnaires returned to the researcher. Descriptive approach was used due to its relevance to study nature. A questionnaire designed by the researcher was used as the key data collection tool. Appropriate statistical treatments were used. The research concluded proposed training program for jobs analysis and evaluation contribute to preparation of effective academic and administrative leaders adopt continuous development of competitive capabilities of higher education institutions through innovative and effective practices in human resources planning.

Key words: job analysis, Job Description, Job Specification, Job Evaluation, Excellence Support, Higher Education Institutions, Total Quality management .

Introduction:

Total Quality Management is one of the most common administrative processes adopted by many institutions, using this process in education sector has attracted the attention of many studies, such as Kwan (1996), Sirvanci (2004), Currie, Krbec & Higgins (2005), Becket & Brookes (2006), Venkatraman (2007), Salameh, Alzyadat, & Alnsour (2011), Sabet, Saleki, Roumi, & Dezfoulia (2012), T.Sudha (2013), Zabadi (2013), which indicated that higher education institutions have turned to total quality management in order to improve performance and provide high-quality programs and services

Therefore national strategy for development of higher education in Egypt is based on total approach philosophy. National strategy began in February 2000. 25 projects have been specified to be carried out in three five-year stages, quality stage 2002/2007, accreditation stage 2007/2012, and the Excellence competitive projects stage 2012/2017. With starting third phase implementation 2012/2017 proposed projects fields were specified in three main aspects namely: academic and administrative excellence competitive projects for higher education institutions, governance and the legislation development

including projects to support and follow-up operational plans for quality assurance centers at universities, and scientific research support and development including competitive awards for faculty staff members for international scientific research publishing to ensure raising international publication capabilities level. Supporting academic and administrative continuous development is a key factor to raise educational institutions competitiveness capabilities at national, regional and international level, this support could be done through providing a mechanism for self-development, sustainable development for standardized criteria and effective development of academic, administrative and technical staff capacities and achieve effective links between higher education institutions and society and labor market through its excellent services. (<http://www.heep.edu.eg/mse/index.php/download-center>)

Research problem

Human resource planning is one of the most important human resource management processes, whether at national level or institutions level. Jobs analysis is the first stages of human resource planning. It is agreed that jobs analysis is stressful and process, therefore it is not a routine procedure that is done periodically; like annual

evaluation of employee performance, but institutions perform job analysis at time of its first start where job analysis is required, as well as when designing new jobs, or when fundamental change occurred in the job as a result of using new methods, procedures or technology. (Gouda 1998, p85)

Job analysis includes description and specification. Job evaluation is to determine the organization jobs relative values to each other, depending on the description and specification data, which allow arranging jobs in categories or grades in light of burdens, responsibilities and qualification requirements for each job (Gouda 1998, p119). Therefore analysis and job evaluation are necessary and important; especially that organization structure is one of accreditation standards of National Authority for Quality Assurance and Accreditation of Education. This require availability of a description and specification guide for academic and administrative leadership, In addition to that accredited institution should seek continuous development and improvement to ensure education quality by participating in the third stage of the national strategy for higher education development in Egypt, which is the stage of competitive projects for Higher Education institutions Excellence 2012/2017. Thos stage aims to develop the institutional capacity through developing scientific departments organizational structures, administrative departments and units, and human resource development for academic and administrative leaders, faculty staff members, staff assistants, administrative workers and technicians to raise academic and administrative efficiency. (<http://www.heep.edu.eg/mse/index.php/download-center>)

The researcher noted - through access to training plan proposed by Training Department at National Authority for Quality Assurance and Accreditation of Education - that these training programs aimed at academic leaders (Deans, vice –dean - academic departments heads – administrative), institution’s self-study and accreditation application files preparation teams, faculty staff members and staff assistants, internal and external auditors. Training programs include variety of training courses which had been prepared to cover topics could develop knowledge and skills required for the course. These programs have been classified into four main areas namely: of accreditation systems mechanisms, quality management systems and mechanisms within the institution, quality assurance in corporate management, quality assurance methods of teaching, learning and Evaluation (Gouda 1998), but it did not include training programs contribute to provide academic and administrative leaders with knowledge and skills necessary for job analyze and evaluation so that they can

assume this responsibility within their organizations to adopt the continued development of higher education institutions competitive capabilities. All this prompted the researcher to conduct this research.

Research objective

Designing a training program for analysis and job evaluation contributes to Support Academic and Administrative Excellence at Accredited Higher Education Institutions to Ensure Continuous Quality Improvement through:

- Define training program’s objective
- Define training program’s content
- Determine the appropriate training methods
- Identify training means and tools
- Determine appropriate evaluation strategies
- Determine program implementation’s time period

Research queries:

- What is objective of the training program?
- What is content of the training program?
- What are the appropriate training methods?
- What are the training means and tools?
- What are the appropriate evaluation strategies?
- What is the program implementation time period?

Previous studies

- 1- **Chang & Kleiner (2002) "How to Conduct Job Analysis Effectively"** Outlines the purpose of job analysis and the way in which it is carried out? Identifies the main steps within the process and discusses each in turn. Considers job evaluation, looking at ranking and point systems as well as factor comparison. Covers the management of compensation as an integral part of any effective management system. Provides a basic approach to the subject involving identifying needs, determining objectives, developing and implementing programs and revising procedures.
- 2- **Asare, & Longbottom (2002) "The need for education and training in the use of the EFQM model for quality management in UK higher education institutions"** This paper describes the findings of a case study undertaken to investigate the status of total quality management in a UK higher

education institutions using the self-assessment methodology developed by the European Foundation for Quality Management (EFQM). The study concluded the need to encourage implementation of staff development strategies which provide education and training to deans, assistant deans and all personnel involved in quality management in higher education institutions

3- **Sayed, Amal Farouk (2004): "Proposed administrative training programs as one of sports specialist developing methods at Youth care department, Alexandria University"**. The study arrived to design three training programs for the three levels of sport specialists

4- **Hendawi, Raafat. S. (2009) : "Using Goal Programming Model in Jobs Analysis of Sports Activity Management in Egyptian Sports Clubs"** The Study concluded descriptive and classification card for director of sports activity in Egyptian sports clubs, and arrived to mathematical model that enable the director of sports activity and whose making decisions in the big Egyptian sports clubs to choose from among the alternative in the allocation of resources towards its goal where the result of solution of goal programming model by the computer

5- **Kim, Sin-Young & Lee, Jee Yeon (2011) "Study on the development of Korean academic libraries' duty model based on the job analysis"** The purpose of this paper is to analyze the jobs and duties involved in Korean academic libraries and to provide a clear picture of relative issues. This research will assist universities with the HRM and institutional development that are essential for appropriate role division, organizational diagnosis and rational reform, and increasing the expertise of librarians. Through this study, perceived levels of frequency, importance, and difficulty of duties related to academic libraries were surveyed and average values for each duty were

compared and analyzed to formulate a duty model and action plan.

6- **Haqee, Sarwar & Yasmin (2013) "Teachers' Perception towards Total Quality Management Practices in Malaysian Higher Learning Institutions"**. The main purpose of this study was to identify the factors influencing the level of TQM practices in the Malaysian higher learning institutions based on the teacher's perceptions. This study has pointed out that there is still room for improvement that affects the level of TQM practices in the Malaysian educational institutions. Therefore, there is a need to clarify the TQM policies that can significantly improve the TQM practices among the employees. Furthermore, determining the problems and the obstacles in the way of successful TQM implementations and to take necessary measures to remove these obstacles

7- **Althayneh (2014) "Implementation of Total Quality Management in Colleges of Physical Education in Jordan"** The findings of this study indicated that TQM principles were poorly implemented in Jordanian colleges of physical education. In addition, the findings revealed that academic rank, years of experience, and education level did not significantly affect the faculty staff members' perceptions of TQM implementation

Procedures

Methodology: Descriptive approach was used due to its relevance to study nature

Research society: Accredited higher education institution from National Authority for Quality Assurance and Accreditation of Education (NAQAAE) total to 22 institutions accredited between 2010/2015 in 15 universities out of the 24 Egyptian governmental universities as shown in figure (1)

Figure (1) accredited universities in Egyptian universities

Egyptian Universities		Number of accredited colleges	Egyptian Universities		Number of accredited colleges
1	Cairo University	11	9	Monofia University	2
2	Assiut University	8	10	Suez Canal University	2
3	Alexandria University	6	11	Minia University	2
4	Ain Shams University	5	12	Banha University	2
5	Mansoura University	5	13	October 6 University	1
6	Helwan University	4	14	Port Said University	1
7	Zagazig University	3	15	Tanta University	1
8	Sohag University	2	Total		55

Sample: The research sample was chosen using stratified random sampling and consisted of (50)

faculty staff member, (17) Quality Assurance Unit Managers, (90) faculties administration (Deans, vice-

deans), 157 questionnaires were distributed in total, one describes research sample
143 questionnaires returned to the researcher, table

Table (1) Sample description

No	Sample category	Research society		Pilot study sample		Main study sample	
		Frequency	%	Frequency	%	Frequency	%
	Accredited faculties	55	100%	5	9.1%	20	36.4
1	Faculty Administration	60	33.3	10	12.8	46	79.4
2	Quality assurance unit managers	20	11.1	3			
3	Faculty staff members	100	55.6	10			
Total		180	100 %	23	12.8 %	143	79.4%

Questionnaire standardization

1- Validity

Internal consistency validity was uses by finding out the correlation between each phrase and total of its aspect, as shown in table (2) where correlation value ranged between (0.419 and 0.985)

Table (2) Correlation between phrases and total of its aspect (n=23)

No	Aspects	Phrases	Correlation factor
1	Training program objective	1	0.899**
		2	0.937**
		3	0.937**
		4	0.759**
		5	0.827**
		6	0.869**
		7	0.950**
2	Training program content	8	0.913**
		9	0.808**
		10	0.932**
		11	0.883**
		12	0.932**
		13	0.930**
		14	0.868**
		15	0.883**
		16	0.796**
		17	0.913**
		18	0.808**
		19	0.936**
3	Appropriate training methods	20	0.510**
		21	0.883**
		22	0.744**
		23	0.883**
		24	0.510**
		25	0.883**
		26	0.798**
4	Training means and tools	27	0.873**
		28	0.558**
		29	0.873**
		30	0.746**
		31	0.873**
		32	0.679**

No	Aspects	Phrases	Correlation factor
		33	0.558**
5	Appropriate evaluation strategies	34	0.891**
		35	0.419*
		36	0.847**
		37	0.847**
		38	0.847**
		39	0.874**
6	Program Implementation time period	40	0.845**
		41	0.985**
		42	0.939**
		43	0.961**
		44	0.985**
		45	0.985**

Table (2) results reveal existence of significant correlation between phrases and its aspects where values of correlation factors ranged between (0.419 and 0.985) which proof questionnaire internal consistency validity

5	Appropriate evaluation strategies	0.891
6	Program implementation time period	0.978
Total		0.987

2- Reliability

Reliability was ensured using Cronbach's Alpha reliability factor which give estimated values for the lowest correlation between questionnaire's aspects as shown in table (3), Cronbach's Alpha factor ranged between (0.917 and 0.967)

Table (3) Correlation between Aspect total and questionnaire total (n-23)

No	Aspects	Cronbach's Alpha
1	Training program objective	0.945
2	Training program content	0.974
3	Appropriate training methods	0.877
4	Training means and tools	0.867

Table (3) results reveal existence of significant correlation between aspects total and questionnaire total where values of correlation factors ranged between (0.917 and 0.967) which proof questionnaire reliability

Statistical work:

Researcher used (percentage and chi square), and used dual Likert scale (Yes-No) while designing the questionnaire, values was treated using weighted average where average towards no ranged between (1-1.5) and towards yes between (1.51-2), SPSS program was used for all statistical work.

Results and discussion

First aspect: Training program objective

Table (4) Statistic significance or research sample responses for training program objective aspect (n=143)

Phrases	Yes		No		Mean	Chi square	Contribution percentage	Rank
	Frequency	%	Frequency	%				
1	120	83.92	23	16.08	1.84	65.8**	91.96	6
2	129	90.21	14	9.79	1.90	92.4**	95.11	4
3	134	93.71	9	6.29	1.94	109.2**	96.86	2
4	130	90.91	13	9.09	1.91	95.7**	95.46	3
5	137	95.80	6	4.20	1.96	120.5**	97.90	1
6	124	86.71	19	13.29	1.87	77.1**	93.36	5
7	129	90.21	14	9.79	1.90	92.4**	95.11	4

Chi square significant at 0.05 = (3.84)

Table (4) results for analysis and job evaluation program's objective reveal existence of significant differences at 0.05 level where chi square values ranged

between (65.80 and 120.01) which is more than chi square significant value at 0.05 level, statements (5), (3), (4), (2) and (7) ranked first with contribution percentage ranged

between (95.06 and 97.90) which reflect the object of performing analysis and job evaluation program at higher education institutions which is acquiring academic and administrative leaders knowledge and skills necessary for analysis and job evaluation to enable them to take charge in their institutions to build up fair standard to be used when filling performance reports to guarantee harmony and coordination between all workers , guarantee promotion decrees correctness, define experiment and skills required for each job, developing appropriate training program which contribute to limit overlapping in responsibilities and terms of reference, and ensure personal and work safety for workers in educational institutions

Hassan (2008, p146) argues that training function is of one the core functions of human resources management, it is a complementary function for many other functions such as recruitment and selection, transportation and promotion, and workers social and health care. Regards recruitment from attraction, selection and employ, it is not enough for human resources management to carry out these functions, but it is necessary to be followed by development of training programs to help to develop and increase workers'

skills, improve their ability to perform work assigned to them, and deepen their ideas and develop their motivation, Consequently raising human wealth and let it contain the necessary competence to exploit material resources and develop it in raising production efficiency.

Researcher agrees with Darwish and Hassain (2004, p173) that institutions should not adopt fixing manpower policy as that would lead to a wide gap between individuals abilities and capacity within the organization on the one hand and quickly changing global market competitiveness requirements on the other hand. So institutions must work to bring outstanding labor and constantly trying to maintain them through developed policies towards training and employment development, and putting fair system of employee's compensation

Therefore, Parkhouse (2001, p112) argues that identifying gaps between current capacity of the institution and it need to achieve its established goals is one of the most important objectives of human resource planning, where these gaps used in planning process to develop plans in order to achieve specific goals and this process helps to develop specific competitive advantages for the institution in the world market

Aspect (2): Training program content

Table (5) Statistic significance or research sample responses for training program content aspect (n=143)

Phrases	Yes		No		Mean	Chi square	Contribution percentage	Rank
	Frequency	%	Frequency	%				
8	126	88.11	17	11.89	1.88	83.08**	94.06	5
9	138	96.50	5	3.50	1.97	123.70**	98.25	1
10	125	87.41	18	12.59	1.87	80.06**	93.71	6
11	114	79.72	29	20.28	1.80	50.52**	89.86	8
12	124	86.71	19	13.29	1.87	77.10**	93.36	7
13	126	88.11	17	11.89	1.88	83.08**	94.06	5
14	137	95.80	6	4.20	1.95	116.37**	97.55	2
15	111	77.62	32	22.38	1.78	43.64**	88.81	10
16	112	78.32	31	21.68	1.78	45.88**	89.16	9
17	135	94.41	8	5.59	1.94	112.79**	97.21	3
18	138	96.50	5	3.50	1.97	123.70**	98.25	1
19	127	88.81	16	11.19	1.89	86.16**	94.41	4

Chi square significant at 0.05 = (3.84)

Table (5) results for analysis and job evaluation program's content reveal existence of significant differences at 0.05 level where chi square values ranged between (43.64 and 123.70) which is more than chi square significant value at 0.05 level, statements (9), (14), (17), And (19) ranked first with contribution percentage ranged between (98.25 and 97.21) which indicates the necessity to include in the program: job and job holder concepts (duty, task, responsibility, authority), knowledge and skills

necessary for analysis and job evaluation (definition, evaluation objectives and methods), analysis and job evaluation role in developing organizational structures, statement (15) ranked last which indicates that program should include job analysis and evaluation usage area with (88.81) agreement percentage.

El- Serafy (2006, p186) indicates that there is set of concepts associated with job which are used in analysis

and job evaluation such as duty, task, responsibility, authority, which should clarify the difference between them. Job is the range of duties. The duty is a set of tasks while the profession is about a group of business

In this regard, mention Gouda (1998, pp83-85) mentions that job is the first step which constitute the organization, it is an organizational unit consists of a balanced set of authorities and responsibilities, its nature does not change whether it is occupied or vacant, as many persons may occupy it over time, and may be more than one person doing the same job. What distinguishes job at any given time is the authorities and responsibilities which are not rigid, but may change from time to time depending on factors like changes of organization's activity, such as add or cancel some specialties or create new jobs or to cancel or integrate or divide functions list, The modifications occur in some jobs authorities and responsibilities, either formally or informally. If the change is formal, it is necessary to make organizational amendment.

Abdul Baki et al. (2006, p138), Gomez et al (2004, p56), Harvey & Robert (1996) Fisher et al (1993, p136), John Ivancevi John M. Ivancevich (1992, p172) all agreed that that job analysis is a methodology process to collect information used decisions taking about jobs that would describe responsibilities, duties and main tasks of the job as well as minimum of skills, knowledge, abilities and qualifications required for job holding.

Gouda (1998, p119) indicates that job evaluation is methodology process follow job analysis phase and **Aspect (3): Training methods**

Table (6) Statistic significance or research sample responses for training methods aspect (n=143)

Phrases	Yes		No		Mean	Chi square	Contribution percentage	Rank
	Frequency	%	Frequency	%				
20	143	100	0	0.00	2.00	0.00	100	1
21	41	28.67	102	71.33	1.29	26.02**	64.34	7
22	131	91.61	12	8.39	1.92	99.03**	95.81	3
23	52	36.36	91	63.64	1.36	10.64**	68.18	6
24	142	99.30	1	0.70	1.99	139.03**	99.65	2
25	57	39.86	86	60.14	1.39	6.72**	69.58	5
26	99	69.23	44	30.77	1.69	21.15**	84.62	4

Chi square significant at 0.05 = (3.84)

Table (6) results for training methods in analysis and job evaluation program reveal existence of significant differences at 0.05 level where chi square values ranged between (6.72 and 139.03) which is more than chi square significant value at 0.05 level, statements (20), (24), (22), And (26) ranked first with contribution percentage ranged between (100.00 and 84.82) which indicates that the most

defined it as identifying organization job values relatively to each other, depending on description data which enable to arrange jobs in categories or grades in light of burdens, responsibilities and qualification requirements of each of them.

Gomez et al (2004, pp 329-343), Al-Selmy (1999, p194) are consistent that the direct objective of job evaluation is to achieve internal and external equity in wages and salaries paid by the project. While the study of labor market achieve foreign justice, and knowledge of minimum and maximum salaries criteria achieve individual justice.

Gomez et al (2004, p346), Al-Selmy (1999, p198), Gouda (1998, p130) agreed that job evaluation based on four key factors namely: the skill which includes knowledge, expertise and innovation, the effort which includes physical effort, mental effort, responsibility which includes responsibility for equipment, materials, safety of others and others' work, and working conditions, including work environment and risks.

With respect to job evaluation methods; Gouda (1998, pp121-136), Al-Selmy (1999, pp31-201), Kishway (2002, pp148-153) confirmed multiplicity of job evaluation methods, but there agreement on number of methods namely: simple arrangement, evaluation by points, factors comparison and grading or marks methods.

appropriate methods for analysis and job evaluation programs are lectures, case study, discussion and workshops.

These findings are consistent with what reported by Aly (2008, p172) that there are more than 20 technique used in training and management development programs, each

with its own use, which can bring in the best results, as the effective programs are which use more than one style, choosing a training style depends on the purpose of training, training material, trainees level, time, number of trainees and instructor qualifications and experience

Gohar (2006, pp374-377) adds that training and management development techniques in training program should be determined in line with trainees nature, as well as program topics, and perhaps the most important of these methods is lecture, discussion, as well role-playing and case study.

Current study results are in line with Al-Beily (2005), and Omar Qaizi (1999) study results, which indicated the

Aspect (4): Training means and tools

Table (7) Statistic significance or research sample responses for training means and tools aspect (n=143)

Phrases	Yes		No		Mean	Chi square	Contribution percentage	Rank
	Frequency	%	Frequency	%				
27	46	32.17	97	67.83	1.32	18.19**	66.09	6
28	143	100	0	0.00	2.00	0.00	100	1
29	37	25.87	106	74.13	1.26	33.29**	62.94	7
30	133	93.01	10	6.99	1.93	105.80**	96.51	4
31	50	34.97	93	65.03	1.35	12.93**	67.49	5
32	138	96.50	5	3.50	1.97	123.70**	98.25	3
33	141	98.60	2	1.40	1.99	135.11**	99.30	2

Chi square significant at 0.05 = (3.84)

Table (7) results for training means and tools in analysis and job evaluation program reveal existence of significant differences at 0.05 level where chi square values ranged between (12.93 and 135.11) which is more than chi square significant value at 0.05 level, statements (28), (33), (32), and (30) ranked first with contribution percentage ranged between (100.00 and 96.51) which indicates that Data show, Internet, Microsoft Office program, Computer are required tools to perform the training program.

Researcher attribute this to the importance of the role played by training means in success of management training programs as the choice of training means should be based on several considerations, including trainees level, trainer efficiency, number of trainees and program content, but it must be diversification in using training means in order to achieve training program objective as the diversification in using training means help attract the attention of the trainees and raise their absorption. Researcher in this regard agrees with Mohamed (2013),

importance of selecting appropriate training methods and techniques in addition to diversity in using training methods because of its positive benefit for the individual, instructors knowledge of different styles of administrative training will work to raise their performance level and thus a higher level of their organizations.

Amer (2003, p27) argues that training methods are varied, and the instructor has to choose what commensurate with training nature, scientific and practical trainees level. Appropriate training method is the way leading to achieve training objective.

Shehata (2005), Al-Beily (2005), Al-Qizy (1999) and Spitzer (1999)

Hussam El-Din (2001, p40) argues that training method is a method used in appropriate circumstances to find a training status in which it is possible to develop or exchange information and , skills and or trends or one or more of these elements between trainees and the trainer or between trainees themselves in order to achieve the training program objectives. These methods are divided according to the objective. The methods which aim at increase knowledge and information are lectures, discussions, conferences, seminars and programmed education. The methods which aim at capacity building and skills development are case studies, situation analysis, decision basket, games, committees, boards of directors and field visits. While the methods that are designed to change behavior and attitudes are role-playing, and transactions and relationships analysis.

Aspect (5): Evaluation strategies

Table (8) Statistic significance or research sample responses for evaluation strategies aspect (n=143)

Phrases	Yes		No		Mean	Chi square	Contribution percentage	Rank
	Frequency	%	Frequency	%				
34	96	67.13	47	32.87	1.67	16.79**	83.57	4
35	143	100	0	0.00	2.00	0.00	100	1
36	32	22.38	111	77.62	1.22	43.64**	61.19	6
37	57	39.86	86	60.14	1.40	5.88*	69.93	5
38	101	70.63	42	29.37	1.71	24.34**	85.32	3
39	123	86.01	20	13.99	1.86	74.19**	93.01	2

Chi square significant at 0.05 = (3.84)

Table (8) results for training means and tools in analysis and job evaluation program reveal existence of significant differences at 0.05 level where chi square values ranged between (5.88 and 74.19) which is more than chi square significant value at 0.05 level, statements (35), (39), (38), and (34) ranked first with contribution percentage ranged between (100.00 and 83.57) which indicates that strategies which may rely on trainees evaluation in analysis and job evaluation program are investigation, evaluation per performance, reports, and observation strategies

Researcher attributes this to the role of evaluation process to achieve training program's objectives as an essential process to any training program it is closely linked to all elements of the program. Assessment process helps to

identify what has been achieved from the training objectives and what not achieved, evaluation process should be carried (before - during - and after) the program implementation using variety of evaluation methods, until the evaluation process done to the fullest and thus achieve the desired program objectives.

Researcher is in the line with what Aly (2008, p172-175) mentioned that program evaluation and results achieved is a key part of program design. Evaluation process is the procedures, which is measured by the extent to which set program objectives achieved and experience that the program managed to give to trainees and also efficiency of instructor responsible for Administrative development program for trainees.

Aspect (6): Program implementation time period

Table (9) Statistic significance or research sample responses for Program implementation time period aspect (n=143)

Lecture	Hours	Yes		No		Mean	Chi square	Contribution percentage	Rank	
		Frequency	%	Frequency	%					
40	1 st	5	112	78.32	31	21.68	1.78	45.88**	89.16	4
41	2 nd	6	109	76.22	34	23.78	1.76	39.34**	88.11	5
42	3 rd	8	108	75.52	35	24.48	1.76	37.27**	87.76	6
43	4 th	8	92	64.34	51	35.66	1.64	11.76**	82.17	7
44	5 th	5	121	84.62	22	15.38	1.85	68.54**	92.31	2
45	6 th	4	118	82.52	25	17.48	1.83	60.48**	91.26	3
Total Hours		36	133	93.01	10	6.99	1.93	105.80**	96.51	1

Chi square significant at 0.05 = (3.84)

Table (9) results for program implementation time period reveal existence of significant differences at 0.05 level where chi square values ranged between (11.86 and 135.11) which is more than chi square significant value at 0.05 level, which indicates that appropriate program implementation time period is 36 hours distributed on 6

days hours/day ranged between (4 and 8 hours) with agreement percentage ranged between (82.17 and 96.51)

In this regard, Aly (2008, p174), Gohar et al (2006, p377), Abdul Baki (2005, 241), Shawish (2000, p250) all agreed on the need to determine number of hours required for the program in the light of desired objectives and training

material and also training methods, an appropriate number of hours should be determined no more no less, to lead to satisfy training requirements and do not lead to feel tired and bored. This is the stage is one of the most important steps in training process, where the training program come into being, and that the presence of program elements such as training time, trainees, trainers, and training means. El-Beairy study (2011, p90) recommended the need to identify the time period of training program, and determine the time of each plan from previous plans, and make an appointment start and finish to move on to the next plan, so one stage do not hit another, which provides a steady organization the training process as a whole.

Conclusions:

In light of results it is possible to conclude analysis and job evaluation program in higher education institutions which is

- **General skill**
Leadership and management skills
- **Training task**
Analysis and job evaluation in higher education
- **Program objective:**
The program aims at provide participants with analysis and job evaluation skills to cope with changes in law and regulations governing administrative and academic work within higher education institutions, including what occur on jobs of using new technology
- **Program Beneficiaries:**
Academic and administrative leaders, faculty staff members and their assistants
- **Duration of the program:**
Time allocated to the program is 36 training hours can be implemented on six-day, according to training circumstances and environment
- **Training methods:**
Lectures, case study, discussion, workshops
- **Program contents:**
The main subjects in this program are:
 - Concepts attached to job and job holder (duty – task - responsibility - authority)
 - Job analysis (definition, job analysis objective, the reasons for job analysis, elements of job analysis, job analysis steps)
 - Job Description (definition, job description objectives and components, technologies necessary to write job description - job description card)
 - Job specification (definition - job specification goals and components, job specification card)
 - Job analysis data collecting sources (university organization law - state employees law – Institution records - Staff - internal work environment - external work environment)
 - Job evaluation (definition, targets job evaluation)
 - Job evaluation methods
 - Ranking method
 - Grading method
 - Factors Comparison method
 - Point method
 - knowledge and skills necessary for job analysts and evaluators
 - The role of analysis and job evaluation in development of organizational structures
 - The relationship between job, organizational structure, management levels and job analysis.
 - Analysis and job evaluation usage areas.
- **Training means and Tools:**
Data show, Internet, Microsoft office software, computers
- **Assessment strategies:**
Investigation, performance-based, reports, observation strategies

Recommendations

In light of this study conclusions researcher recommends the following

1. Invite the Training Department, at NAQAAE to include of the proposed program for analysis and job evaluation in the training plan within the university administration merit and leadership
2. It is necessary that higher education institutions seek creating a competitive advantage through developing organizational structure of scientific departments and administrative units and developing human resource for academic and administrative leaders, faculty staff members and administrative workers and technicians to raise the academic and administrative efficiency
3. Maximizing the role of management training within higher education institutions to ensure continuous development and improvement of academic, research, service and administrative performance's quality.
4. There is need to focus on preparing effective academic and administrative leaders adopt continuous effective development of competitive capabilities of higher education institutions through innovative and effective practices in human resources planning (jobs analysis - job description - job specification - job evaluation)

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