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### **Up to what extent the administrative sciences and economic colleges implement quality management systems and its effect on college performance**

**Abstract:**The purpose of this research paper has been to examine up to what extent has the administrative sciences and economic colleges in Palestine Universities implement the quality management systems and its effect on performance, and for achieving this goal the researcher has employed the personal interview by visiting some of the subject of the study, in addition to that a questionnaire was constructed which cover the factors that measures up

to what extent do business colleges implement quality management systems, and the demographic profile of the respondents, and the obstacles that prohibit the subject of the study implementing quality systems. (150) questionnaires where distributed and 101 where retrieved, covering 10 universities. The findings of this research paper revealed the agreement of the respondents of paying some attention in achieving continues improvements of the colleges. While for beneficiaries satisfaction respondents where not certain that quality management system do affect the output of these colleges, this because of the huge number of graduation students who are been put on the jobless list after graduation. The research hypotheses registered no significant differences among the respondents perception when respondents where grouped according to (education, university and specialization), while the hypotheses was rejected for tow dependent variables namely (achieving competition characteristics, and gaining good knowledge skills) according to one independent variables (the name of the university) it shows high significant differences for these variables, this was in favors of Bethlehem, Birzeit, Islamic Univ., and the Arab American Universities, while for the rest of the universities the matter was the same (no significant variation was registered). And the most frequent obstacles that prohibit the implementation of quality management systems as viewed by the respondents in these colleges was the huge number of students who enrolled in the business colleges that make quality implementation difficult, and the high cost of stopping some discipline and creating others.

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### Quality Management System

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(Klugman, M, Fife, J, 1997

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414	161	253	
454	218	236	
183	96	87	
174	76	98	
643	294	349	
882	338	544	
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5	5.0	5	30 [1]
1	31.7	32	35 – 30 [2]
2	20.8	21	40 – 36 [3]
4	18.8	19	45 – 41 [4]

3	19.8	20	50 – 46 [5]
6	4.0	4	50 [6]
	<b>100.0</b>	<b>101</b>	

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1	81.2	82	[1]
2	18.8	19	[2]
	<b>100.0</b>	<b>101</b>	

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2	42.6	43	[1]
1	54.5	55	[2]
3	3.0	3	[3]
	<b>100.0</b>	<b>101</b>	

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4	13.9	14	5 [1]
1	34.7	35	10 – 5 [2]
2	22.8	23	15 – 11 [3]
3	15.8	16	20 – 16 [4]
5	7.9	8	25 – 21 [5]
6	5.0	5	25 [6]
	<b>100.0</b>	<b>101</b>	

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1	11.9	12	
2	10.9	11	
3	9.9	10	
1	11.9	12	
5	6.9	7	
4	7.9	8	
1	11.9	12	
3	9.9	10	
2	10.9	11	
4	7.9	8	
	<b>100.0</b>	<b>101</b>	



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1	9.9	10	[1]
1	9.9	10	[2]
2	80.2	81	[3]
	<b>100.0</b>	<b>101</b>	

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<b>Std dev</b>			
0.73		4.01	
0.88		3.28	
0.89		3.48	
0.99		3.66	
0.94		3.52	
1.02		3.58	
0.72		4.00	
0.90		3.88	
0.73		4.23	
0.95		3.92	
		<b>3.76</b>	

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Std dev			
1.21		3.27	
0.93		3.05	
0.82		3.97	" "
1.02		3.55	
0.99		3.16	
0.84		3.78	
0.82		3.68	
0.85		3.70	
0.87		3.78	
		<b>3.55</b>	

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<b>Std dev</b>			
0.92		3.58	
0.95		3.77	
0.96		3.78	
0.99		3.83	
0.95		3.84	
0.95		3.72	
		<b>3.76</b>	

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3.83 3.78

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Std dev			
0.87		2.58	
0.71		3.80	
0.79		3.44	
0.74		3.57	
0.84		3.67	
0.99		4.00	
0.87		2.80	
0.85		3.06	
0.96		3.30	
0.93		3.38	
		<b>3.37</b>	

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Std dev			
0.97		3.12	
0.80		2.92	
1.00		3.20	
0.86		3.51	
1.01		3.51	
0.96		3.57	
0.86		3.76	
0.92		3.56	

1.02		3.57	
0.92		3.87	
		<b>3.46</b>	

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3.87 – 3.51

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<b>Std dev</b>			
0.90		3.98	
0.92		3.95	
0.93		3.29	
1.09			
0.84		3.52	
0.77		3.85	
0.83		3.70	
0.90		3.45	
0.90		3.67	
1.09		3.69	
0.83		3.90	
		<b>3.72</b>	

(18)

3.96 – 3.29

(19)

Std dev			
0.90		3.83	
1.18		3.87	( )
0.82		3.86	
0.82		3.85	
0.97		3.14	
0.91		3.92	
0.87		3.97	
0.93		4.05	( )
0.99		3.29	
		<b>3.75</b>	

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	<b>Asymp. Sig.</b>		<b>Asymp. Sig.</b>		<b>Asymp. Sig.</b>		<b>Asymp. Sig.</b>	
	0.106		0.658		0.128		0.611	
	0.142		0.544		0.947		0.082	
	0.099		0.487		0.943		0.226	

(20)

	Asymp. Sig.		Asymp. Sig.		Asymp. Sig.	
	0.028		0.516		0.081	
	0.002		0.022		0.873	
	0.327		0.456		0.418	

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Kruskal-Wallis Test

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