QUALITY MANAGEMENT PRACTICES TO REGULATE THE PERFORMANCE OF UNIVERSITIES

MOHAMMED ESHTEIWI AHMOUDA SHAFTER[1]
Faculty of Commerce Alzatunya University Tarhuna, LIBYA

AMHIMMID MOHAMMED EISUYYOUSUF[2]
Higher Institute of Medical Technology Baniwalid, LIBYA

SIHAM FARHAT HASAN FARHAT[3]
College of Technical Sciences Baniwalid, LIBYA

ABSTRACT

All quality administration can be accomplished by instructive foundation through an extensive stretch of arranging, by routinely reviewing them as per the current situation and constantly taking an attempt at high quality. Utilization of TQM in training area would reinforce the convenience of advanced education. This paper intends to give knowledge into the quality estimates embraced by HEIs. This paper depends on a survey of the significant written works and the utilization of essential sources, for example, report investigation, member perception and meetings to build up a contextual analysis that portrays and assesses the usage cycle. The writing survey of the TQM hypotheses and the similar investigation of TQM embraced in industry in contrast with advanced education area give the hypothetical and useful foundation for this work. The examination perceives four key estimates received by the HEIs that are administration, worth to partner, association; and executing quality cycles. Pragmatic ramifications – The investigation uncovers that the usage of value the executives frameworks requires proceeded with exertion, ceaseless authority, and the drawn out responsibility of assets and deliberate assessment and reviewing of execution.
Key words: *Total Quality Management, HEI,*

INTRODUCTION

The world has been through an exponential growth in education over the past two centuries. This can be witnessed across all quantity measures. Global literacy rates have been climbing over the course of the last two centuries, mainly though increasing rates of enrollment in

primary education and the college graduates. Currently 841.77 million are involved either procuring or imparting of Higher education.

The Educational Services industry is composed of establishments that provide instruction and training on a wide variety of subjects. They include elementary schools, secondary schools, public colleges, universities, and ministries or departments of education. These institutions, including schools, colleges, and universities and training centers, are either owned privately or publicly. Private institutions may be further classified as "for-profit" or "not-for-profit". This paper focuses the Universities, both state and private to study the quality management measures adopted to regulate their performances.

With the marketization of higher education globally, it is crucial to develop a framework from view point of services and the concepts of quality management are thus applicable. The core service in a university experience is the learning experience that is co-created by the stakeholders, and that the value is growing, amorphous, cooperative, and uncertain.

In the recent times, there have been initiatives in promoting improvement in the quality of both products/services at national and international levels. Quality is a crucial parameter which differentiates an organization from its competitors. Quality management tools secure changes in the systems and processes which eventually result in superior quality products and services. Quality management methods such as Total Quality management or Six Sigma have a shared goal - to deliver the highest quality at all times.

Some of the most well-known quality management frameworks, such as the ISO 9001 standard, the EFQM Excellence Model and the Balanced Scorecard will be discussed on the basis of their usefulness for implementing quality management systems in higher education institutions.

Review of Literature

Over the most recent couple of many years, a few elements have added to raising public worry over advanced education establishments' quality, prompting the development of value estimation and improvement gadgets, for example, execution pointers, accreditation, program and institutional appraisal and quality reviews, and there have been endeavors to import models from the private area into advanced education frameworks and organizations (Sarrico, Rosa, Teixeira and Cardoso, 2010)

Ho, S. K., and Wearn, K. (1996) recommends that, in cutting edge instruction organization in the1990s, a system utilized by extending amounts of relationship for fruitful change and oversaw high ground is Total Quality Management. Expects to choose the advantages of Total Quality Management and how Total Quality Management can be associated effectively and capably in cutting edge instruction establishments.

Complete quality administration can be accomplished by Universities through an extensive stretch of arranging, by routinely resuscitating them as per the current situation and

consistently taking a stab at greatness. Utilization of TQM in training area would fortify the ease of use of advanced education.

Quality Management Systems

QMS will be discussed below so as to appreciate the scope of what a QMS should sound like in its philosophical perspective, methodological outlay and performativity implications. The aspects are quality, management and system. Each acts as a gear engaging with the others and yet powered each by an overarching question about its purpose in a QMS infrastructure. Quality aspect is the institution's conception of quality and the methodology of implementation. The Management aspect is the institution's strategic plans on quality integration. System aspect is the institution's strategy, culture, structure, rewards, behaviour, etc. Peak (1995) highlighted that "It is unavoidable for quality management processes, which have helped to transform business and overcome their quality problems, to be transferred to the field of education".

Houston (2008) points at the varied definition of quality that prevails in business environments which is based on the idea of satisfying customers' needs and expectations. This expectation is challenging in higher education. Higher education has a multitude of stake holders and their take on quality.

Houston (2008) identifies interlinked environments and expectations in which universities operate that are economic, societal and educational. Williams (1993) considers that continuous quality improvement; quality consistency; participation of academics, students and non-academic staff; satisfaction of the clients' needs; and the existence of management procedures that reinforce quality are a number of quality management principles that nobody would consider irrelevant within the higher education context.

There are eight principles of Total Quality Management that can be employed in the HEIs are

- Strategic, Systematic Approach: Integration and Alignment
- Continuous Improvement: Overall performance
- Integrated System: Smooth functioning
- Fact Based Decision making: Informed decisions
- Communication: informed stakeholders
- Customer Focus: Needs, Satisfaction and Loyalty
- Total Employee Involvement: Commitment and involvement, innovation and creativity, accountability
- Process-centered: Low cost, Time saving

Pointers of TQM in Education:

The pointers are curricular perspectives, instructing learning and assessment, Research consultancy and expansion, foundation and learning assets, understudy backing and movement, administration and initiative prescribed procedures received by the University.

MOHAMMED ESHTEIWI AHMOUDA SHAFTER,
AMHIMMID MOHAMMED EISUYYOUSUF & SIHAM FARHAT HASAN FARHAT
3 P a g e

Training framework is an improvement cycle comprising of perceptions of understudies, teachers, authoritative staff, physical offices and methods. Sangeeta et al. (2004) .The techniques make out of instructing, learning, and organization while, yield comprises of assessment result, work, benefit, and fulfillment.

Six Sigma

Six Sigma is a systematic, data-driven approach using the define, measure, analysis, improve, and control (DMAIC) process and utilizing design for Six Sigma method (DFSS). The fundamental principle of six-sigma is to take an organization to unimproved level of Sigma capability through the arduous application of statistical tools and techniques. It generally applies problems common to production. Anbari (Blakeslee, 1999) highlight that Six Sigma is more comprehensive than prior quality initiatives such as Total Quality Management (TQM) and Continuous Quality Improvement (CQI). The Six Sigma method comprises measured and testified financial results, uses additional, more innovative data analysis tools, focuses on customer concerns, and uses project management tools and methodology.

The Six Sigma approach was first applied in manufacturing operations and rapidly expanded to different functional areas such as marketing, engineering, purchasing, servicing, Educational Quality Management Measurement and administrative support, once organizations realized the benefits. Particularly, the widespread applications of Six Sigma were possible due to the fact that organizations were able to articulate the benefits of Six Sigma presented in financial returns by linking process improvement with cost savings.

Balance Score Card

The balanced scorecard is a strategic planning and management system. Organizations use BSCs to: Communicate what they are trying to accomplish. Align the day-to-day work that everyone is doing with strategy. Prioritize projects, products, and services. The BSC enables business to transform its overall organizational strategy into effective management.

The balanced scorecard is a performance measurement system (Kaplan and Norton, 2001a; Niven, 2002), a strategic management system (Kaplan and Norton, 1996a, b), and a communication tool (Kaplan and Norton, 1992;Niven, 2002).

The Balance Score Card has four measurement perspectives (Kaplan and Norton, 1996b2001a).These can be enlisted as strategies for the following:

1) Financial perspective. Growth, profitability, and risk from the perspective of the stake holder.
2) Customer perspective. Creating value and differentiation for customer.
3) Internal process perspective: priorities for various business processes create customer and Stakeholder satisfaction.
4) Learning and growth perspective: The priority from this perspective is to create a climate that supports organizational change, innovation, and growth.

MOHAMMED ESHTEIWI AHMOUDA SHAFTER,
AMHIMMID MOHAMMED EISUYYOUSUF & SIHAM FARHAT HASAN FARHAT

Presentation of the Balance Scorecard in an instructive foundation requires workforce staff to cooperate. It starts with senior managers who are liable for strategy making and Execution in a through and through progression. The presentation of the BSC makes a circumstances and logical results chain involving criticism from staff individuals and correspondence among relating capacities.

Five fundamental standards are associated with the foundation of the BSC as a component of the key center of an association (Kaplan and Norton, 2001a, c):

(1) Translating the system to operational terms.
(2) Aligning the association to the system.
(3) Making the system part of everybody ordinary work.
(4) Making procedure a consistent cycle.
(5) Mobilizing change through administration

ISO

ISO 9001 is about quality administration frameworks. QMS of an association is important for the general administration of the association that is sought after by its administration, including for event hazard the board and monetary administration.

The ISO 9000 arrangement guidelines delivered in 2000 are commended by the specialists for their establishment lays on the pattern of nonstop quality improvement utilizing measure based quality administration model (Castka and Balzarova, 2008a; Zaramdini, 2007).

The ISO is:

'an independent, non-governmental international organization with a membership of 163 national standards bodies. Through its members, it brings together experts to share knowledge and develop voluntary, consensus-based, market relevant International Standards that support innovation and provide solutions to global challenges…International Standards make things work. They give world-class specifications for products, services and systems, to ensure quality, safety and efficiency. They are instrumental in facilitating international trade. ISO has published 22708 International Standards and related documents, covering almost every industry, from technology, to food safety, to agriculture and healthcare.

ISO International Standards impact everyone, everywhere.(ISO 2017a, para. 1-2)ISO 21001:2018 specifies requirements for a management system for educational organizations (EOMS) when such an organization:

a) requires to demonstrate its ability to support the acquisition and development of competence through teaching, learning or research;

b) Enhance satisfaction of learners, other beneficiaries and staff through the effective application of its EOMS, including processes for improvement of the system and assurance of conformity to the requirements of learners and other beneficiaries.

All requirements of ISO 21001:2018 are generic and intended to be applicable to any organization that uses a curriculum to support the development of competence through teaching, learning or research, regardless of the type, size or method of delivery.

ISO 21001:2018 can be applied to educational organizations within larger organizations whose core business is not education, such as professional training departments. ISO 21001:2018 does not apply to organizations that only produce or manufacture educational products. A new standard has been released for Education sectors i.e. ISO 50001:2018.ISO 21001:2018 Management System Standard for Educational Organizations (EOMS)

This Standard provides a generic management tool for providing educational products and services capable of meeting learners' and other stakeholder's requirements. There is grave and ongoing need for HEIs to evaluate the extent to which they meet the needs of learners and other stakeholders to improve their ability to continue the evaluation process. Although educational organizations and learners worldwide are the main recipients of this Standard, all interested parties will benefit from standardized management systems in educational organizations. Employers who sponsor and encourage staff to participate in educational services can also benefit from this Standard. The potential benefits to an HEI of implementing a management system for educational organizations are:

1. configuration of objectives and activities with policy are improved (including mission and vision);
2. enhanced social responsibility by providing comprehensive and impartial quality education for all
3. more personalized learning and effective response to all learners and particularly to learners with special education needs, distance learners and lifelong learning opportunities
4. reliable processes and assessment tools to validate and increase effectiveness and efficiency   increased credibility of the organization
5. enables HEIs to prove their obligation to effective educational management practices
6. harmonization of domestic standards within an international framework
7. widened participation of interested parties
8. Inspiration of excellence and innovation.

Instructive associations around the globe have been applying ISO 9001 to their quality administration. ISO 21001 make an extensive arrangement of these effective practices accessible for al instructive association's key contrast between ISO 9001 and ISO 21001 is that ISO 9001 spotlight on: Customer Satisfaction Whereas ISO 21001 spotlight on fulfillment of leaners and other partners.

MOHAMMED ESHTEIWI AHMOUDA SHAFTER,
AMHIMMID MOHAMMED EISUYYOUSUF & SIHAM FARHAT HASAN FARHAT

6 P a g e

VOL 5, ISSUE 4   www.puneresearch.com/times   OCT - DEC 2020
(IMPACT FACTOR 3.18) INDEXED, PEER-REVIEWED / REFEREED INTERNATIONAL JOURNAL

National and International Accreditations

The explanations behind accreditation are different. The central clarification is obtaining a "favoring" from a free, all around saw power that declares that a business school offers quality guidance programs, demonstrating significance and recorded program/learning results. Various purposes behind procuring accreditation fuse exhibiting offer, workforce enrolling, impact for internal school resources, affirmation as a supreme establishment, etc (Roller, Andrews and Bovee, 2003). It could be fought that "also as commonplace accreditation transformed into the standard for universities during the 1950s, specific accreditation is the standard for schools of business during the 2000s" (Tullis and Camey, 2007, p.50).

Accreditation picks if an association meets or outperforms least quality standards. Understudies can choose palatable establishments for journey for cutting edge training. Accreditation by overall bodies similarly helps the sufficiency of move credits. It helps supervisors with choosing the legitimacy of undertakings of study and whether an individual is dexterous. Organizations consistently require evidence that competitors have gotten a degree from an approve school or program. Accreditation includes staff, faculty, understudies, graduates, and cautioning sheets in institutional evaluation and masterminding through the creation of makes destinations for institutional self-awareness. It essentially gives a self-regulatory oversight of a convincing HEI.

CONCLUSION

Complete Quality Management, is one of the most huge strategies for HEIs to accomplish effectiveness, assessing their administrations and for a nonstop improvement. Quality is viewed as the apparatus so as to accomplish wanted objectives and targets of for HEIs to accomplish the productivity of for higher instructive organizations and to increase worldwide validity. Instruments, for example, Six Sigma, ISO guidelines can be utilized adequately and any place conceivable to pursue framework driven instructive administrations. Public and worldwide accreditations additionally are an approach to assessment HEI exhibitions at each level and the worth delivered to their partners. Training must be considered as the most significant assistance that can be given to the world and Quality estimates must be attempted for nonstop improvement.

REFERENCES

Amaral, A., & Rosa, M. J. (2010). Recent Trends in Quality Assurance. Quality in Higher Education, 16(1), 59-61.

Ho, S. K., & Wearn, K. (1996). A higher education TOTAL QUALITY MANAGEMENT excellence model:

MOHAMMED ESHTEIWI AHMOUDA SHAFTER,
AMHIMMID MOHAMMED EISUYYOUSUF & SIHAM FARHAT HASAN FARHAT   7 P a g e

VOL 5, ISSUE 4   www.puneresearch.com/times   OCT - DEC 2020
(IMPACT FACTOR 3.18) INDEXED, PEER-REVIEWED / REFEREED INTERNATIONAL JOURNAL

TOTAL QUALITY MANAGEMENT. Quality assurance in education, 4(2), 35-42.

Campatelli, G., Citti, P., & Meneghin, A. (2011). Development of a simplified approach based on the EFQM model and Six Sigma for the implementation of TQM principles in a university administration. Total Quality Management and Business Excellence, 22(7),691-704.

Castka, P. and Balzarova, M.A. (2008b) 'The impact of ISO 9000 and ISO 14000 on standardisation of social responsibility – an inside perspective', Int. J. Production Economics, Vol. 113, pp.74–87.

Thonhauser, T., & Passmore, D. L. (2006). ISO 9000 in Education: a comparison between the United States and England. Research in Comparative and International Education, 1(2), 156-173.

Venkatraman, S. (2007). A framework for implementing TOTAL QUALITY MANAGEMENT in higher education programs. Quality assurance in education, 15(1), 92-112.

Wiklund, H., Klefsjö, B., Sandvik Wiklund, P., &Edvardsson, B. (2003). Innovation and TOTAL QUALITYMANAGEMENT in Swedish higher educationinstitutions–possibilities and pitfalls. The TOTAL QUALITY MANAGEMENT magazine, 15(2), 99-107

Kaplan, R.S. and Norton, D.P. (2001), The Strategy Focused Organization, Harvard Business School Publishing Corp., Boston,MA.

MOHAMMED ESHTEIWI AHMOUDA SHAFTER,
AMHIMMID MOHAMMED EISUYYOUSUF & SIHAM FARHAT HASAN FARHAT   8P a g e

VOL 5, ISSUE 4   www.puneresearch.com/times   OCT - DEC 2020
(IMPACT FACTOR 3.18) INDEXED, PEER-REVIEWED / REFEREED INTERNATIONAL JOURNAL