Preface

Education is one of the key parameters for economic and overall development of the nation. Education has the potential to provide economic and social benefits for the individuals and society (Dannapfel, Poksinska, & Thomas, 2014). A society which comprises of individuals who are well educated has less inclination towards crime, other social vices, also they are reported to have good physical and mental health, better quality of life, social cohesion, trust, tolerance, political and economic stability (Gupta, Antony, Lacher, & Douglas, 2018). Therefore, quality education becomes perennial for the socio-economic development of any country. Thus, quality attains a *sine qua non* status for educational institutes of higher learning and in all dimensions of teaching and learning. Further, education is a significant sector, and higher education plays a great role in this knowledge era. Education is not only important and dynamic but also ever changing as per the needs of society (Baporikar, 2014).

Education service quality thus becomes an important research area as it covers all aspects of the education. The quality in higher education is considered as multidimensional construct (Iacovidou, Gibbs, & Zopiatis, 2009). There were number of studies using the SERVQUAL model to measure education service quality (Teeroovengadum, Kamalanabhan, & Seebaluck, 2016). In addition, studies also explored to identify the dimensions of higher education service quality through reconceptualization of service quality constructs (Leblanc & Nguyen, 1997; Lagrosen, Seyyed-Hashemi, & Leitner, 2004). Most of these models were primarily variations of SERVQUAL. These variants only considered the functional aspects of quality and therefore neglected the technical aspects of quality (Kang, 2006).

One more aspect to consider is that education is transformative service. In the field of education, it is not just about presenting a service to a customer; but also to consider continuous transformation of the student. The transformative quality thus has twofold aspects: firstly enhancement of the students ability in terms of knowledge and skill and empowerment in terms decision making skill over the transformative process and secondly it also targets self-transformation and growth of the student (Harvey & Knight, 1996). Hence, managing quality in a higher educational system is a complex process, entailing functional and technical aspects that predominantly leads to transformational quality facet. Thus, this lead to the thought to use quality management (QM) systems in higher education. The QM systems initially surfaced as a business or industrial topic; however, subsequently it emerged in services also. This steered the researchers in trying and applying QM philosophies to improve the quality of higher education.

Today, QM plays important role in higher education and aids in meeting the needs of benchmarking. Quality management in higher education encompasses higher education areas like teaching and learning, services, research and other institutional level activities (Manatos, Sarrico, & Rosa, 2017). The
challenges faced while implementing quality management principles in higher education are designing quality management models which are in tune with the culture of higher education, applicability of quality tools in higher education, and critical rethinking of quality and improvement in higher education (Stensaker, Langfeldt, Harvey, Huisman, & Westerheijden, 2011). Institutions of higher education have implemented quality management systems, but the results appear mixed. Recent studies have suggested that popular quality management strategies like Lean and Six Sigma can be used in higher education to improve the teaching and learning, administrative processes, research and other institutional activities (Cudney, Venuthurumilli, Materla, & Antony, 2018). Quality management field is in the mounting stage and this calls for further research regarding applications, challenges, benefits, success factors etc. Hence, the attempt here to respond to that call and provide a much-needed reference book. We hope that this book will serve that purpose and act as a guide for the successful implementation of quality management systems in research, teaching and learning, administrative processes, as well as other facets of higher education and propel further research in this important area.

The book aims to provide relevant theoretical frameworks and the latest empirical research findings in the field of quality management in higher education with special emphasis on quality management practices, quality management models and quality management real life case studies. This book will therefore help the policy makers and educationists’ globally by providing insights for successful implementation of quality management in higher education. Further, as many universities and institutions of higher learning are embarking on the path of QM and its implementation, we earnestly hope that the contributions from experts and researchers will act as guiding light in this need of the hour for an evolving knowledge based global society.

ORGANIZATION OF THE BOOK

The book is organized into three sections with total 19 chapters. The first section is devoted to practices in quality management implementation in higher education, second section describes quality management implementation models in higher education and last section is devoted to case studies in quality management implementation in higher education. A brief description of each chapter section wise is below.

Section 1: Practices in Quality Management Implementation in Higher Education

Chapter 1 deals with International Quality Standards Application to Administrative Processes of Higher Education. Dr. Ozbek explains how standards are applicable to administrative processes of HEIs. It includes evidence for the benefits of adopting ISO standards, comparison with other international standards.

Chapter 2 explicates in detail the Quality Management Systems in Sub-Sahara Africa Business Schools. Dr. Randa descriptively investigates existing practices in Sub-Sahara Africa Business Schools’ quality management systems using documentary secondary data on purposively selected business schools aimed at identifying an integrated quality management system.

Chapter 3 expound the Systemic Approach to Quality Enhancement and Competitiveness in Higher Education. Dr. Dieguez finds that improving human capital and absorptive capacity, as well as reduce the differences of cultures between university and industry, accelerate economic growth and increase competitiveness and internationalization.
Chapter 4 illustrate the Benchmarking Global Best Practices for Improving Higher Education Quality in Africa. Dr. Idowu and Dr. Awolowo find that practices such as massive inclusion of vocational and technical trainings in higher education curricula; increase budgetary allocations to higher education and policy implementation beyond mere formulation, among others have affected positively on higher education in Europe and among the Asia.

Chapter 5 depicts the Continuous Improvement Philosophy in Higher Education: Lessons from the DNA of the Toyota Production System to Improve Course/Programme Delivery Process. Dr. Parminder, Dr. Rajbir, and Dr. Gurinder explore the unspoken roles of Toyota production system in the context of program/course delivery process. They also investigate the different tools that are applied for the continuous improvement in course/program delivery process.

Chapter 6 elucidates the Management Information Systems for Higher Education Institutions - Challenges and Opportunities. Prof. Sastry deals with various aspects of Academic Information System (AIS) such as requirements, development, testing and overall security etc. Reconceptualization of AIS with a methodology for deploying a commercially available software solution is the unique contribution.

Chapter 7 delineates the Barriers for Quality Management Implementation in Higher Education. Dr. Dzingirai captures the worldwide quality issues and a controversy related to implementation of quality management in higher education, identifies the barriers and reviews the key barriers that deter the efforts to execute quality management in higher education.

**Section 2: Quality Management Implementation Models in Higher Education**

Chapter 8 describes the Lean Model of Quality Management in Higher Education. Dr. Deshpande describes an innovative model of applying Lean principles for quality management in higher education.

Chapter 9 explains the Rating Assessment of Students’ Knowledge vis-a-vis Rating Evaluation of University Teachers. Prof. Burdenko focuses on the problem of assessing the quality of higher education and a rating assessment of students’ knowledge is developed at university to control the quality of students’ training.

Chapter 10 describes the Development and Implementation of Integrated Quality Management Framework in Management Education. Prof. Ramakrishna and Prof. Sakkthivel focuses on developing and implementing an integrated and inclusive quality management framework in Management Education considering the possible changes would happen in future.

Chapter 11 clarifies the Institutional Transformation and Stakeholders Engagement for Quality Management Model in African Higher Education. Dr. Olugbemiga and Dr. Felix examine extent of the relationship between public tolerance and different stakeholders involved in the university governance. They further recommend the need for effective governance and quality management system based on the professionalization of governance practices and institutionalized quality management processes.

Chapter 12 elucidates Society and State in Ethiopia for Quality Education: A Transdisciplinary Critical Discourse Analysis. Dr. Wudie decipher how different socio-political variables are (re/de) constructed and implemented in education in Ethiopia between 1991 and 2018. The author carried out a thorough analysis of multi-modal texts and practices in education using Trans-disciplinary Critical Discourse Analysis (TCDA).
Section 3: Case Studies in Quality Management
Implementation in Higher Education

Chapter 13 expounds the African Universities Quality Management Challenges vis-a-vis Higher Education Agenda. Dr. Olugbemiga and Mr. Idowu explains that in Africa years after independence, questions are cropping about the quality of knowledge dispensed and viability of graduates to compete in the labour market, within and outside Africa. The chapter suggests the various QM challenges and further recommend policy options that address the quality management deficits in Africa’s Higher Education.

Chapter 14 is devoted to Statistical Analysis of Distance Education Quality. Dr. Booyesen looks at distance Basic Business Statistics 1A student characteristics and tutor characteristics as predictors of student performance and study results revealed that student age, achievement in secondary mathematics, tutor’s sex and education level predicts student performance.

Chapter 15 explains the Higher Education’s Institutions Response to Statutory TQM: Case Study. Dr. Takaruza and Dr. Shepherd present a review of the responses of Higher Education Institutions in Zimbabwe to the introduction of statutory total quality management in education.

Chapter 16 explicates the Quality Assessment of Higher Education in Latin American University: A Case Study. Dr. Pérez-Urribe, Dr. Sierra, and Clavijo-Olmos present the experience of the evaluation based on competences, through an institutional evaluation program that verifies the quality of the training, as a process of quality assurance and as part of the Quality Management System, in a Latin American university.

Chapter 17 deals with Best Practices and Case Studies of Teaching and Learning Mathematics in Higher Education. Dr. Brijlall draws upon on the many empirical studies, which address quality in teaching and learning to summarize the many research studies in Southern Africa, which address the teaching and learning of Mathematics in Higher Education with a major focus on studies, which adopt APOS (Actions-Process-Object-Schema) as a theoretical analysis.

Chapter 18 expounds the Faculty Perspective re Challenges in Implementing Quality Assurance in Zimbabwean Higher Education Institutions. Dr. Dumbu focuses on challenges in implementing quality assurance in HEI in Zimbabwe. The study premised in the qualitative research paradigm with narrative research design adopted, and the results indicated that numerous challenges surround the implementation of quality assurance in HEI.

Chapter 19 is devoted to the Service Quality Imperative for Quality Assurance in Higher Education. Dr. Naidoo takes alternative viewpoint by analysing and discussing service quality within tertiary education from a marketing perspective, identify the quality variables attached to this service sector, and illustrate how each quality variable affects the students and staff within the university environment.

On a final note, we enjoyed working on this title with our contributors, reviewers and editorial board members without whom it would not have been possible to ensure quality and timely completion of this book project. We earnestly thank each one of you. In the end, we hope the readers and users will also cherish the contents as much as enjoyed putting them together.

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REFERENCES


