

BESSH-16

ACADEMIC INSTITUTE ADMINISTRATION TOWARD NATIONAL QUALITY
AWARD A QUALITATIVE ANALYSISSUPITCHA CHEEVAPRUK^{1*}, SAGEEMAS NA WICHIAN², VEERA ARUNMONGKOL³, RATTANA ATTAPOOMSUWAN⁴^{1,2,3,4}King Mongkut's University of Technology North Bangkok**Keywords:**Academic Institution
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Abstract. The qualitative research aimed to assess an academic institute's performance toward Thailand Quality Award and to study core indicators to be a quality institute. The large academic institutes with consistent research's objective were selected by using purposive method. The data was collected from administrators, academic staffs, supporting academic staffs, students, alumni and stakeholders by using interview, focus group, documentation analysis, observation and noted method. The data was analyzed and decoded then concept mapping was performed by using NVivo program. The result found that 1. the quality - academic institute need to have administrators with high leading skills. Good governance with social responsibility was taken into account together with the result from 5 aspects which were product and operation, customer, workforce, leading organization and good governance, finance and marketing. 2. the quality - academic institute's conditions consisted of 1) operation focus :operation process (reference = 16), 2)customer focus: voice of customer (reference = 15) and leading organization : organizational governance by senior leader (reference = 4) respectively.

INTRODUCTION

Higher education's role in Thailand has been changing rapidly. Not only producing qualified graduate, enhancing quality of curriculum, creating research and technology but also involving with many aspects in industry, serving communities and maintaining arts and cultures. The higher education environments in Thailand can be described as turbulent and dynamic. The changing are driving an individual academic institution to have a quality management in all aspects. Quality has played an important factors for success and during these years there has been an increasing of global emphasis on quality management. One of the most useful trends is to apply the criteria of the Malcolm Baldrige National Quality Award to access the current performance against a reasonable set of guidelines for total quality. The academic institutions tend to apply this National Quality Award framework to enhance their performance. Therefore this qualitative research paper aims to assess the academic institution performance toward National Quality Award in Thailand and to study key performance criteria in order to be quality organization.

LITERATURE REVIEWS

Quality Management framework delivered from business perspective, especially industrial process and production in order to have the same standard. Therefore, quality management framework was applied as quality control system with the purpose of enhancing customers' satisfaction. As a result of that the quality assurance system was introduced. Quality Management Models in Higher Education The review conducted for this paper reveals that a number of Higher Education Institution have tested quality management models originally developed for industry. The increasing demand for quality, efficiency and effectiveness, the scarcity of financial resources and the consequent need to arrange adequate controls and accountability mechanisms (Epstein, Birchard, 1999; Epstein, Manzoni, 2006) have suggested and imposed to universities the adoption of management systems oriented to the measurement of the performance of the different actors, the introduction of total quality management and of evolved reporting instruments.

*Corresponding author: Supitcha Cheevaprak
E-mail: supitcha.c@cit.kmutnb.ac.th

This approach has yielded a number of benefits for managing quality, however, there are also a number of limitations related to the application and relevance of these models in Higher Education. Internationally, the model most frequently drawn upon is total quality management (Motwani and Kumar, 1997; Cruickshank, 2003). Total quality management (TQM) is defined as: ‘a management approach of an organisation, centred on quality, based on the participation of all its members and aiming

at long run success through customer satisfaction and benefits to all members of the organisation and to society’ (ISO 8402 in Wiklund et al, 2003:99). As the definition implies, TQM has the potential to encompass the perspectives of different stakeholders in an integrated manner and thus is a comprehensive approach to quality management that can facilitate change and innovation. Other models that have been tested within HE are defined in table I.

**TABLE I:
QUALITY MANAGEMENT MODELS**

Model	Definition
EFQM Excellence Model	Non-prescriptive framework that establishes 9 criteria (divided between enablers and results), suitable for any organization to use to assess progress towards excellence
Balanced Scorecard	Performance/strategic management system which utilizes 4 measurement perspectives: financial, customer, internal process, and learning and growth.
Malcolm Baldrige Award	Based on a framework of performance excellence which can be used by organisations to improve performance. 7 categories of criteria: leadership; strategic planning; customer and market focus; measurement, analysis, and knowledge management; human resource focus; process management; and results.
ISO 9000 Series	International standard for generic quality assurance systems. Concerned with continuous improvement through preventative action. Elements are customer quality and regulatory requirements, and efforts made to enhance customer satisfaction and achieve continuous improvement.
Business Process Reengineering	System to enable redesign of business processes, systems and structures to achieve improved performance. It is concerned with change in five components: strategy, processes, technology, organisation and culture.
SERVQUAL	Instrument designed to measure consumer perceptions and expectations regarding quality of service in 5 dimensions: reliability, tangibles, responsiveness, assurance and empathy and to identify where gaps exist.

Cited from Becket and Brookes (2008) Quality Management Practice in Higher Education – What Quality Are We Actually Enhancing?

Furthermore, Al-Turki and Duffuaa (2003), specifically referring to academic departments, state that “performance measures must be based on a set of objectives that are linked to the mission of the department and its vision for the future”. The need for applying a performance measurement (PM) system to universities is also pointed out

Research Framework

The performance assessment was done by using systematic thinking to link all parts and categorized into 4 topics which were 1) process design and selection with effective criteria and methods, 2) implementation 3) progress assessment and innovation creation 4) planning revision by using the organizational performance and assessment result, the consistency of procedure and operation, and performance criteria selection (integration)

Research Methodology

The research was designed for assessing the actual academic institution performance and national quality award criteria by

interviewing and focus groups which can be divided into 6 groups ; administrators (department head or higher), academic staff, supporting staff, student, alumni and stakeholders. The purposive selection was used in this research therefore, 70 interviewees was selected.

The constructed questionnaire was design to collect the data from the 6 groups of interviewee. The questions were divided into 4 points which were 1) method consisted of system and mechanism of operation 2) implementation was the performance assessment 3) learning was to assess the progress, knowledge construction and innovation creation 4) integration was the planning revision by using the organizational performance and assessment result, the consistency of procedure and operation, and performance criteria selection.

The context analysis, was performed by using NVivo, had the steps as follows; 1) verify data from the interview in order to clarify the context 2) data analysis segmentation according to 7 topics of national quality award criteria which are leadership, strategic planning, customer focus, analysis and knowledge management, workforce focus, operational focus and results, then

gather all the data to create the relationship by doing the reference counts and crosstabs the two dimension of data 3) create the relationship to identify key performance criteria.

The results

The result revealed that the organization leading by senior administrators, social responsibility and good governance has

direct influenced on the result in product and process, customer focus, workforce focus, organizational leading and governance, finance and marketing as shown in figure 1. Therefore, operation focus, customer focus, leadership and analysis and knowledge management were the key functions to get the organizational results as shown in figure 2 and table II.

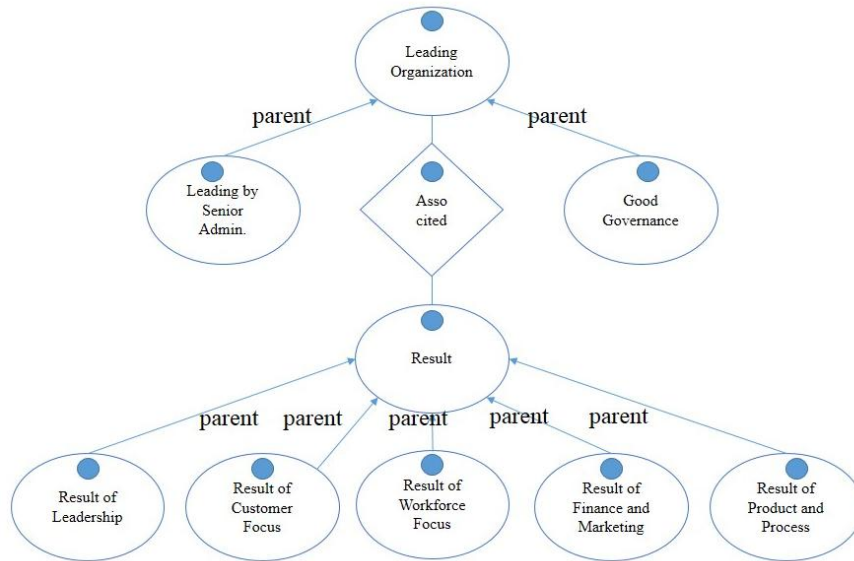


Figure 1. Factors Influencing Leading Organization.

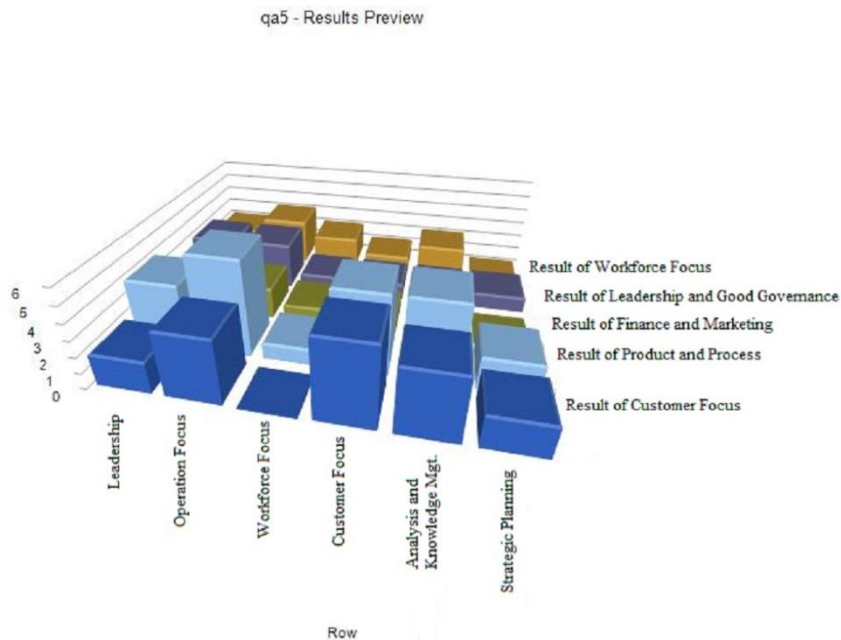


Figure 2. Key Functions

The analysis result of input factors toward future quality organization consisted of staffs and students internationalization, stakeholders' satisfaction, the academic performance better / higher than the competitors, students and staff ratio, the most priority selection of graduate' user. A good result in all aspects as a result of the good arrangement in student mobility, development

of academic services, the administration performance according to academic institution's mission, arts and culture supporting, the stakeholders' satisfaction, graduate's qualification according to Thai Qualifications Framework for Higher Education, research fund, student and professor ratio and employmentabiity.

TABLE II
KEY FUNCTIONS

	A: Leadership	B: Operation Focus	C: Workforce Focus	D: Customer Focus	E: Analysis and Knowledge Management	F: Strategic Planning
1: The result of customer focus	2	4	0	5	4	2
2: The result of product and process	4	6	1	5	5	2
3: The result of finance and marketing	2	2	1	1	1	0
4: The result of leadership and good governance	3	3	1	1	1	1
5: The result of workforce	2	3	2	1	2	0

CONCLUSION

This paper has revealed the papers and studied the actual environment of the academic institution to identify a number of common factors in different national environments that are serving to put the issue of quality management toward the national quality award criteria.

The key impacts which influenced on the quality of the academic institution were staffs and students internationalization, stakeholders' satisfaction, the academic performance better / higher than the competitors, students and staff ratio, the most priority selection of graduate' user. The academic institutions are testing or implementing self-assessment model in order to enhance their performance to be related to the efficiency and effectiveness of non-academic functions as well as academic one.

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