

## To Study the Role of Quality Management System to Improve Effectiveness of Quality Culture in International Relations Department at University Of Karachi

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**Abstract:** Quality Management System (QMS) is a permanent feature of all renowned universities of the world. Earlier it was perceived that Quality Management is only an area which may be applied in manufacturing and other Engineering sectors of life. However, now this trend has been changed and quality assurance agencies of the world are giving due emphasis to apply QMS in education industry. This cultural change ultimately improves the quality of education and services as well. Higher Education of Pakistan has taken revolutionary steps in this regard and now Quality Assurance program is running in good number of universities of Public and private sectors. As per Higher Education Commission compulsions, all public and private universities of Pakistan are required to establish their Quality Enhancement Cells (QECs). There are multiple challenges, hindrances and reluctant behaviors in the way of QMS. The first and important hurdle is the cultural change and i.e quality culture. Furthermore, the implementation of quality culture may measure and evaluate educational performance of the process, and may be used for the evaluation of strengths and weaknesses. This programme may contribute for credibility and standardization of academic programmes. Different world wide recognized quality parameters like ISO 9001-2008, International Workshop Agreement-2 (IWA-2) certification may be accredited to different university programmes. This will increase the level of motivation, credibility and recognition both for students and the teachers. A thorough study has been conducted in university of Karachi (International Relations Department) Pakistan and existing trends, facts and quality culture parameters are evaluated in this paper.

**Keywords:** Quality, , Quality Management System, Culture, Higher Education, Standard

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### I. Introduction

This chapter reflects outlines of research study accomplished on the topic “To Study the Role of Quality Management System to Improve Effectiveness of Quality Culture in International Relations Department at University of Karachi, Pakistan”. This chapter assists to identify the research scope; particularly a study conducted in University of Karachi and its International Relations Department. It defines the ongoing Quality Management efforts through Quality Enhancement Cell. It would also cater for the previous researches, done and the quality practices going on in the department of International Relations. The broader parameters are Customer focus and satisfaction, internal communication, infrastructure, programme design, teaching process, assessment process, product management. Some areas related to teachers feedback and study are documentation management and work environment and these are included in the study.

### II. Literature Review

Quality development in higher education needs to go beyond the implementation of rules and processes for quality management purposes in order to improve the educational quality. Quality development rather has to focus on promoting a quality culture which is enabling individual actors to continuously improve their profession. While this understanding of quality as part of the organisational culture gains more importance there is still a lack of fundamental research and conceptual understanding of the phenomenon in itself. This article aims to lay the foundations for a comprehensive understanding of quality culture in organisations, focussing on higher education.

#### 2.1 DEVELOPMENT OF EDUCATION IN PAKISTAN

Education is an element that plays the role of governance in the society. The functions of the educational institutions are to physically, mentally, psychologically, morally ,cognitively, socially, and spiritually develop the people. It improves and promotes the economic, social, political and cultural life of the nation. All over the world, Universities are the key places for the guidance of the population for their devised roles and expectations by the society. There is a very significant linkage between education and the

development. In Pakistan, these indicators are not showing any remarkable change in the educational process and outcomes. (Memon, 2007)

### **2.3. QUALITY IN EDUCATION AND HIGHER EDUCATION COMMISSION OF PAKISTAN**

HEC has established:

- 'Quality Assurance Agency, and Quality Assurance Division in Higher Education Commission of Pakistan.
- A Quality Enhancement Cell (QEC) has been established in all public and private Universities of Pakistan.
- Programs, grants, scholarship for research, faculty development, collaboration and training etc.
- Higher Education Commission Digital Library
- Research and Development.

The HEC has established a Quality Enhancement Cell (QEC) in universities to introduce and implement the procedures of the Self-assessment Manual (HEC, n.d). This manual also gives eight major criterion subdivided into related standards to be achieved. The Cell at University of Karachi is aggressively working in this direction and workshops have been conducted to help in developing policies and procedures, following the manual, maintain or improve quality. This author is the convener of the departmental committee of QA and has prepared a report on the prevailing status and future plans regarding QA while mentioning the prerequisites to improve the quality. Then, the HEC has given incentives to promote research, acquire foreign faculty, funds for workshops and conferences, and granting scholarship to go abroad to present research or do postgraduate research. It shows the deep concern of HEC regarding QA. The quality of research is a special focus and HEC has developed a zero-tolerance policy for plagiarism. (Ameen, 2007)

#### **2.3.1 New Approaches to Quality**

Diversified and innovative approaches to the field of quality have been formulated to revitalizing the quality agenda and these have taken a number of forms in the UK and internationally. Many universities, particularly in the US, have adopted ideas from industry. Commentators including Newby (1999) and Middlehurst (1999) the renowned scholars have emphasized to arguments for Total Quality Management (TQM) as an organizing principle for higher education. TQM embodies ideas of interconnected debate and consensus-building with an approach to reduces the inefficiencies or waste. It is comparatively viable to find that how these ideas may be useful in, for example, designing student assessment or examination, evaluation processes. However, using the language and methods of industry, business and other developmental units to address the issues pertaining to higher education is controversial. The TQM emphasis on "right first time" sits uneasily with academic concepts of the provision of knowledge and the value of inquiry and investigation. Academics have traditionally enjoyed a high level of autonomy in the classroom and may not always welcome the team-working, consultation and continual information-gathering that are the keystones of TQM. It is also hard for many universities, which are often large and disparate organizations, to develop a clear mission or even a broad organizational understanding about a high quality student experience. Even in universities with relatively well- 3 established communication channels amongst the academic staff it may be hard to include students, employers, parents and other stakeholders in discussions (Silver, 2003). Students are not the same as customers and their ability to judge the value of their higher education experiences may vary substantially according to what is asked and when it is asked; for example, students may be more able to assess the value of their education in enhancing their employability after several years in the workforce (Yorke and Knight, 2000; Williams and Cappucini-Ansfield, 2007).

### **2.4. HIGHER EDUCATION COMMISSION STRATEGIES FOR QMS**

A Quality Assurance Agency (QAA) was established in 2004 under the umbrella of the HEC as a specialized body to introduce and encourage the development of a quality culture in higher education. As a special feature of QA programme of the Pakistan higher education system, the HEC is also establishing Quality Enhancement Cells (QECs) in all public sector universities in a phased manner. Ten QECs were set up during first phase of the project in AJK and all four provinces of the country and subsequently 20 more QECs have been established during second phase of the project. These QECs serve as focal points for quality assurance in the institutions in order to improve and uphold the quality of higher education. Capacity building of academia in quality assurance is one of the key functions of QAA and subsequently of QEC. Thus QAA and QECs of the Universities will work hand in hand to move in this direction of capacity building arrangements that include awareness campaigns, development of quality assurance policy instruments, training to learn the processes and procedures of quality assurance in higher education institutions and development of Manual to equip the practitioners of quality assurance.

The HEC has adopted a multidimensional approach focused on the issue of quality, with particular emphasis on:

- a) the improvement of quality of faculty,

- b) infrastructural improvement,
- c) improvement of research and learning environment,
- d) improvement of curricula,
- e) addressing governance issues,
- f) assessment issues, and
- g) accreditation of new academic program as well as Universities and Degree Awarding Institutions (DAIs).

The specific objectives of establishing QAA and Quality Enhancement Cells at higher education institutions under the umbrella of QAA working at the HEC as stated in the project PC-1 are given below to inform the practitioners:

- to establish a Quality Assurance Agency at HEC for designing and monitoring of a phased programme of quality learning with uniformity of higher learning standards across the country with ultimate objective of autonomy in quality assurance
- to establish Quality Enhancement Cells at all universities in phased manner to implement the quality assurance programme
- to build the capacity of higher education institutions to meet the rising global challenges and improved levels of international compatibility and competitiveness of our graduates through a systematic capacity building training programme
- to develop a cadre of Master Trainers for Quality Assurance in higher education through foreign training of professionals of Quality Assurance Agency during first phase of the programme.

With implementation of the first phase of QAA Project at HEC, total ten universities were selected to establish the QECs as initial step towards developing a sustained mechanism of quality enhancement in academia. These universities were selected on the basis of geographical representation of all four provinces of the country and Azad Jammu and Kashmir. The selected universities for the establishment of QECs are enlisted below:

- i. University of Karachi, Karachi
- ii. Liaquat University of Medical & Health Sciences, Jamshoro, Sindh
- iii. The University of Azad Jammu & Kashmir, Mirpur
- iv. University of Agriculture, Faisalabad
- v. University of the Punjab, Lahore
- vi. University of Engineering & Technology, Lahore
- vii. University of Peshawar, Peshawar
- viii. University of Baluchistan, Quetta
- ix. Quaid-i -Azam University, Islamabad
- x. National University of Sciences & Technology, Rawalpindi (Batool & Qureshi, 2007)

## **2.5 QUALITY ENHANCEMENT CELL IN UNIVERSITY OF KARACHI**

Realizing the challenges to be faced in the field of higher education during 21st century, impact of globalization and the need for knowledge based economy the University of Karachi established the Quality Enhancement Cell in 2006. The objective was to support the university in its endeavors to improve the standard of education and research and make it compatible with international requirements. The QEC believes that the issue of quality enhancement cannot be separate from the quest of excellence. Quality Assurance (QA) is “the means by which an institution can guarantee with confidence and certainty, that the standards and quality of its educational provision are being maintained and enhanced.” (Higher Education Funding Council, UK.) For the quality assurance process, the QEC acts as a focal point to hold the quality of higher education and research. It works with Quality Assurance Agency of Higher Education Commission (QAA/HEC) in the process of capacity building of academia, awareness campaigns, training of teachers for preparing Self-Assessment Reports (SARs) of the various teaching programmes in their respective departments. In this regard through a system of surveys and feedback the QEC attempts to protect the interest of students, teachers, employers, and other stakeholders in the field of higher education. The QEC is responsible to promote higher standards of education and research in the university and is required to promote public confidence in the quality and standard of the degrees awarded by the university. For this purpose the QEC develops the Quality Assurance Process and Evaluation Methods including Self-Assessment Programme.

### **2.5.1 Introduction to International Relations Department of Karachi University**

The Department of International Relations is the oldest Department in the field of International Relations in Pakistan. It was established in 1958 and has the honor of offering Honors, Master's, M.Phil, M.S and Ph.D. programmes. Prior to its formation, the Department was under General History Department and Professor Dr. Mahmud Hussain was its founding Chairman. Dr. Muhammed Ahsen Chaudhry succeeded Dr.

Mahmud Hussain as the Chairman of the Department. He was followed by Dr. Ahmed Abdul Kadeer, Dr. MujtabaRazvi, Professor Shameem Akhtar, Professor Talat A. Wizarat, Professor Syed Sikander Mehdi, Professor KhalidaGhous and Professor Dr. MoonisAhmar Professor ShaistaTabassum. DrMoonisAhmar is the current Chairman of the Department. The Department has a faculty of 11 full time teachers who have continuously been working to meet perfection in the ever changing and challenging field of international politics. It has around 600 students at the undergraduate and graduate level in both Morning and Evening shifts. The Department offers a plenty of facilities to its students those help them in their studies. It has a Library with valuable stock of books with periodical new arrivals, archives, current journals and newspapers. A Computer Lab is established in the Department with the financial assistance of Hans Siedal Foundation, Islamabad that is equipped with fast running computer with efficient internet facilities. The Department organizes fortnight lectures of eminent resident and foreign scholars and has set up a Conference Room for that purpose which has the space to accommodate one hundred people.

## **2.7 TOTAL QUALITY MANAGEMENT SYSTEM IN EDUCATION**

In keeping with the socio-economic and cultural transformation that has placed newer demands on the educational system, in terms of greater responsibility and accountability and increased expectations by stakeholders, the system has been pressurized to shift its focus from one in quantitative expansion to one with emphasis on quality. Such shifts and changes are being witnessed not only in the developed countries, but also in the developing countries of the world. The education system, and more so the higher education system in particular, in an attempt to react to the demands and ever increasing pressures from its stakeholders, finds itself in a market-oriented environment, with internal and external customers; wherein, “delighting the customer”, is the rule for survival in the long run. “Delighting the customer”, is the core message of total quality management (TQM) and, hence, there is a need to identify and apply the relevant concepts of TQM to each and every aspect of academic life; that is, to the teaching, learning and administrative activities. The paper is a theoretical attempt at conceptualizing TQM in education. (Sahney, Banwet, & Karunes, 2004a)

## **2.8 WORLDWIDE ORGANIZATIONS FOR QUALITY CULTURE IN EDUCATION**

European Association for Quality Assurance in Higher Education (ENQA) is a membership association which represents its members at the European level and internationally. ENQA members are quality assurance organizations from the European Higher Education Area (EHEA) that operate in the field of higher education. The membership criteria of ENQA encompass Part III of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and some additional requirements and guidelines. ENQA was first established as the European Network for Quality Assurance in Higher Education in 2000 to promote European cooperation in the field of quality assurance (QA) in higher education. In 2004 it became the European Association for Quality Assurance in Higher Education. Since then, the mission of ENQA has been to contribute significantly to the maintenance and enhancement of the quality of European higher education, and to act as a major driving force for the development of quality assurance across all the Bologna Process signatory countries.(<http://www.enqa.eu/index.php/about-enqa/enqa-in-a-nutshell/>)

Prime Minister Quality Award and Business Excellence Model of Pakistan National Productivity Organization (NPO) has launched Prime Minister Quality Award (PMQA). These categories are enablers i.e. what the organization does. Results have been assigned less score in PMQA criteria. This is with a view that Results will automatically improve if what the organization is supposed to do is improved and strengthened. (Faridullah, 2012)

### **2.8.1 Quality Culture in Education**

Quality culture in higher education is a complex concept and until now it is hard to establish a generally accepted approach. European University Association affirmed in 2006 that quality culture is understood as a set of elements: shared values, beliefs, expectations and commitment toward quality. Quality Culture is a term still difficult to define. Searching throughout literature, we discover that a unanimously accepted notion of this term has not yet been given. According to European Students Union (former ESIB) Quality Culture is an organic internal rather legislated external approach by institutions and departments towards dealing with the delivery of quality courses. Quality Culture is based on an internal system of continuous quality which seeks to establish quality in higher education through a holistic approach on a day to day basis. (Yorke, 2000)

## **2.9 TOTAL QUALITY MANAGEMENT SYSTEM AND EDUCATION**

Total quality management (TQM) is widely recognized as a management philosophy for improving customer satisfaction and organizational performance. (Sahney, Banwet, & Karunes, 2004b). However, there is

no consensus over the critical success factors of TQM, in particular, in higher education (HE) and developing countries. Literature shows mixed results on the success and applicability of TQM principles in education, thus, underlining the need to revisit the application of TQM principles in HE. This paper identifies the critical success factors of TQM in Pakistani universities. Data was collected from faculty members of universities through questionnaires. The findings reveal that 'leadership', 'vision', 'measurement and analysis', 'process control and evaluation', 'programs design and resources allocation' and 'stakeholder focus' emerge as the critical success factors of TQM in HE. The findings have implications at macro, meso, and micro levels of HE. (Asif, Awan, Khan, & Ahmad, 2013). The basis of the quality management system according to ISO 9001:2008 standard is the processes orientation [7,15]. (Michalska-Cwiek, 2009).

### **III. Research Design and Methodology**

This research utilizes a mixed approach, i.e. qualitative techniques for data collection and analysis. This research paper is designed to qualitatively explore and understand reasons that may influence the implementation process of Quality Management System in International Relations department at University of Karachi. Furthermore, Quality culture is the contributing factor which may bring willingness and objectivity for implementing the Quality parameters in the academic process. As stated by Gerald Milburn Scientific research is a chaotic business, stumbling along amidst red herrings, errors and truly, creative insights. Great scientific breakthroughs are rarely the work of a single researchers plodding slowly by inexorably towards some final goal. The crucial idea behind the breakthrough may surface a number of times, in different places, only to sink again beneath the babble of an endless scientific discourse. (Kumar & Phrommathed, 2005). In this research, the focus would be laid to explore the areas pertaining in the ISO 9001-2008 and ISO 9001-2015 standard guidelines. The main focus in the questionnaire designing is given to the core areas given in ISO standard.

A population commonly contains too many individuals to study conveniently, so an investigation is often restricted to one or more samples drawn from it. A well-chosen sample will contain most of the information about a particular population parameter but the relation between the sample and the population must be such as to allow true inferences to be made about a population from that sample. Consequently, the first important attribute of a sample is that every individual in the population from which it is drawn must have a known non-zero chance of being included in it; a natural suggestion is that these chances should be equal. We would like the choices to be made independently; in other words, the choice of one subject will not affect the chance of other subjects being chosen. (Ritchie, Lewis, Nicholls, & Ormston, 2013).

#### **3.1 DATA COLLECTION PROCEDURES**

Data collection is a tiresome task in a research project. At this stage the researcher has to be focused on the objectivity and purpose oriented approach. The researcher has to refrain from the biasness and subjectivity during the data collection. Furthermore, the judicious and optimal approach of research tools may bring convenience for the process of data collection. It is said that the most crucial and sensitive stage of the research is data collection.

Before executing the steps of data collection, the following steps were intelligently followed:

1. Guidance was sought from the supervisor for the techniques of data collection
2. Websites and knowledge portals of different universities were browsed for the guidance.
3. Websites of Higher Education commission, ISO 9000 and QEC portal of Karachi University was thoroughly studied.
4. The teachers were contacted in department of International Relations at University of Karachi and requested for the valued responses.
5. Students were requested in person to give original and genuine responses. As it is mentioned above that the data collection tools/ questionnaire was designed and formulated to obtain necessary input for the predetermined research objectives. The questionnaire was sent to following audience, groups/stakeholders in the University of Karachi:-

- Faculty Members of department of International relations at University of Karachi.
- Students of Department of International Relations. They were told about the objective of the research explicitly. It was requested to give genuine responses about different areas pertaining to customer focus, instructional process, internal communication and assessment process.
- Total of 100 questionnaires were forwarded to 02 groups. Total Sixty Three (63) questionnaires were received back. The response to dispatched questionnaires was 63%. The response is significance and reflects the intent of respondents to contribute for the improvement of quality culture and QMS implementation.
- The Data gathered through hard copy of questionnaire form was entered in software IBM SPSS version 22 to obtain clear and explicit descriptive and quantitative analysis.

**IV. Data Analysis and Interpretation of Results**

**4.2 DESCRIPTIVE ANALYSIS OF STUDENTS RESPONSES ABOUT CUSTOMER FOCUS & SATISFACTION**

**4.2.1 Curriculum and Social Activities**

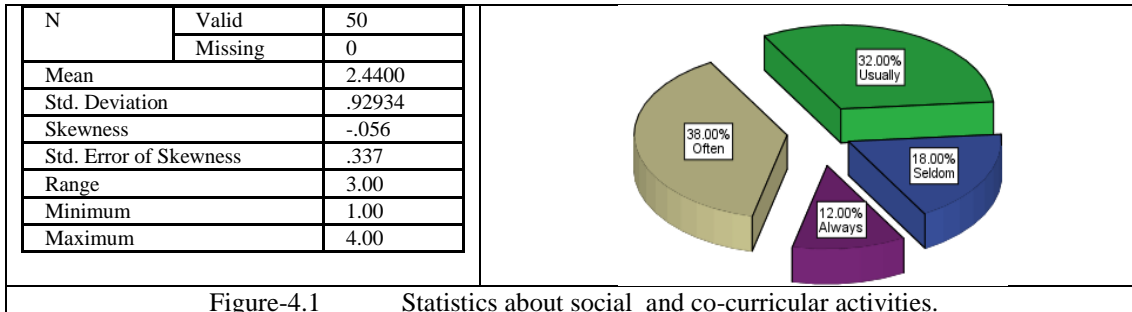


Figure-4.1 Statistics about social and co-curricular activities.

**4.2.2 Students Involvement in Decision Making**

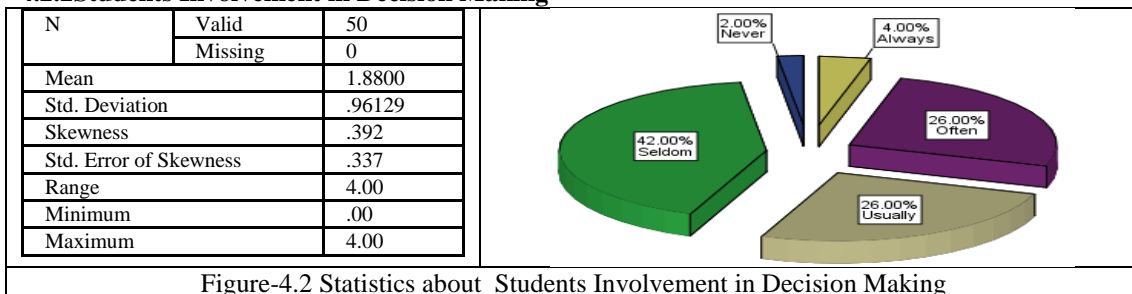


Figure-4.2 Statistics about Students Involvement in Decision Making

**4.2.3 Counseling and Welfare Support For The Students.**

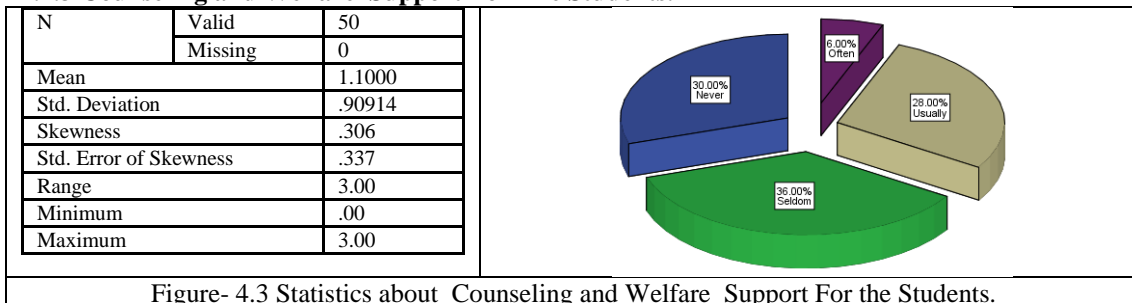


Figure-4.3 Statistics about Counseling and Welfare Support For the Students.

**4.2.4 Comprehensive service to students on careers and the world of employment.**

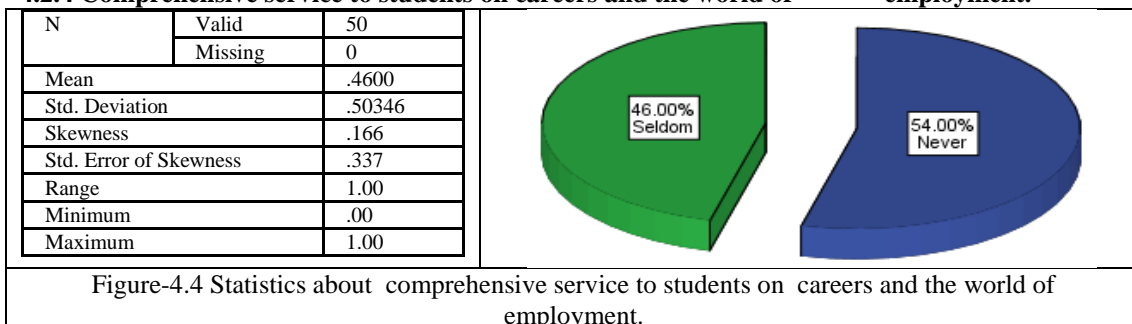


Figure-4.4 Statistics about comprehensive service to students on careers and the world of employment.

**4.2.5 Availability of Financial Support for Talented Students**

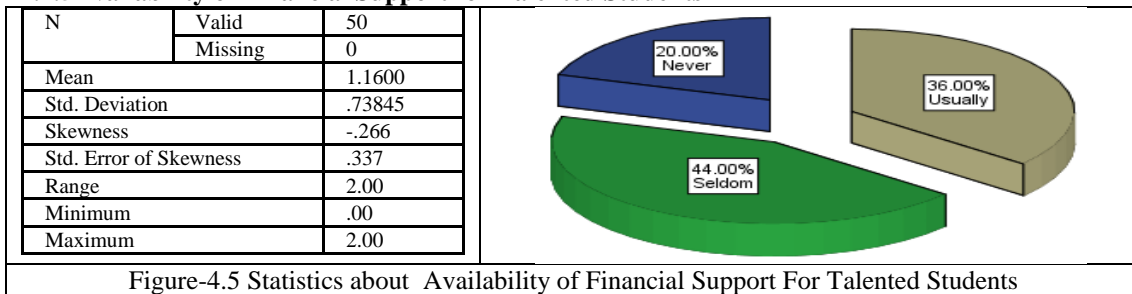


Figure-4.5 Statistics about Availability of Financial Support For Talented Students

**4.2.6 Ease in Availability of University / Department administration to the Students**



Figure-4.6 Statistics about counseling and welfare support for the students.

**4.2.7 Class proceedings and activities are to the point and well directed**

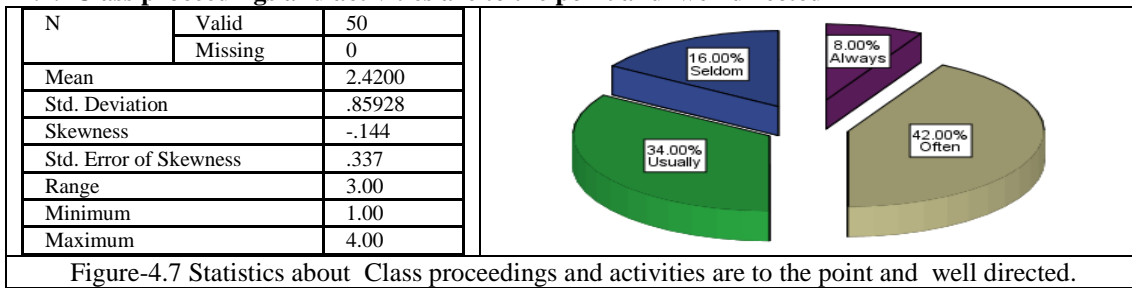


Figure-4.7 Statistics about Class proceedings and activities are to the point and well directed.

**4.2.8 Effectiveness of Teachers Feedback**

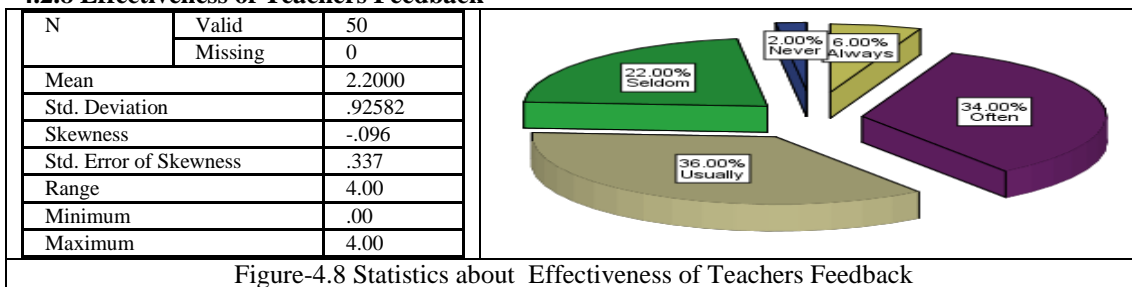


Figure-4.8 Statistics about Effectiveness of Teachers Feedback

**4.2.9 Teachers' attitude to the students' queries**

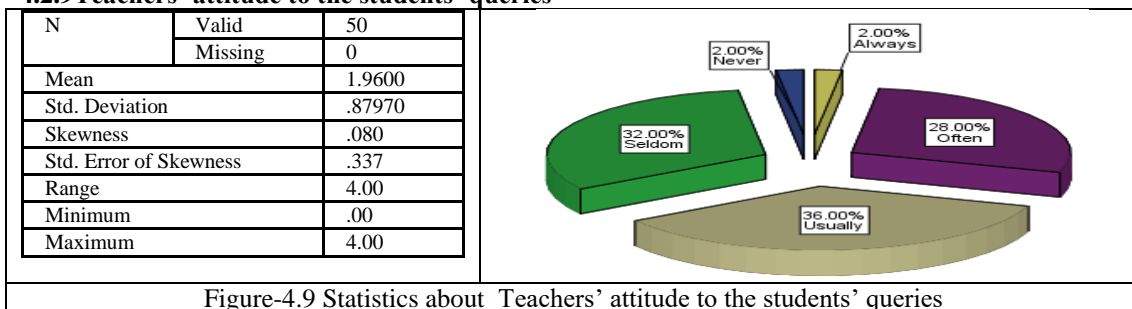
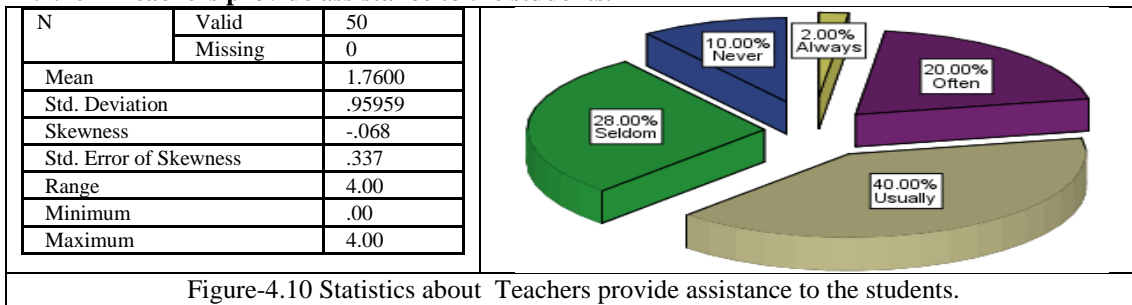
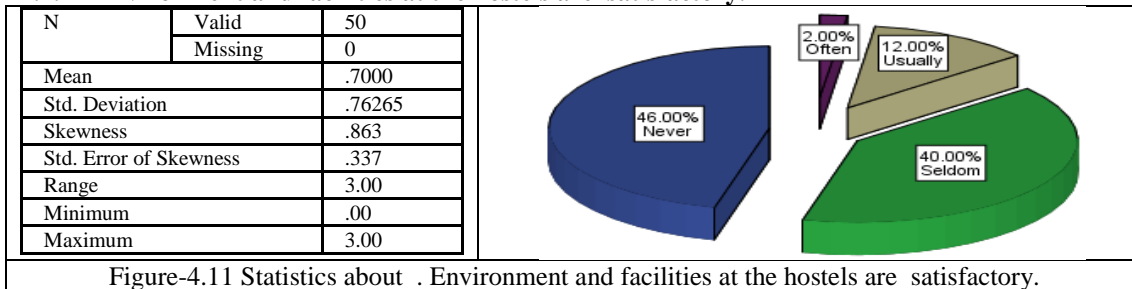


Figure-4.9 Statistics about Teachers' attitude to the students' queries

**4.2.10 Teachers provide assistance to the students.**

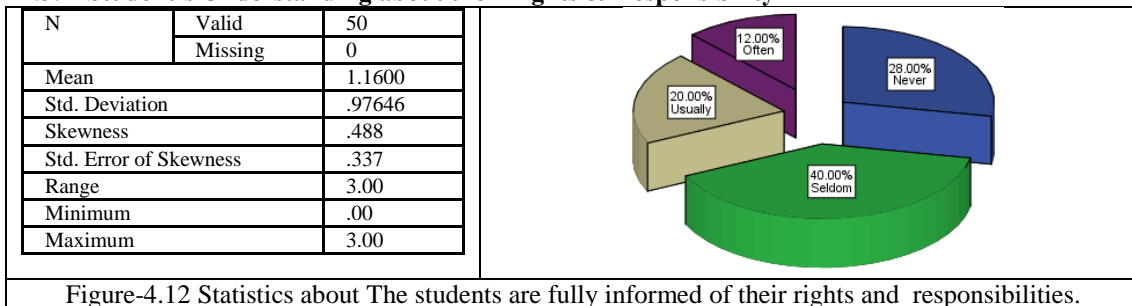


**4.2.11 Environment and facilities at the hostels are satisfactory.**

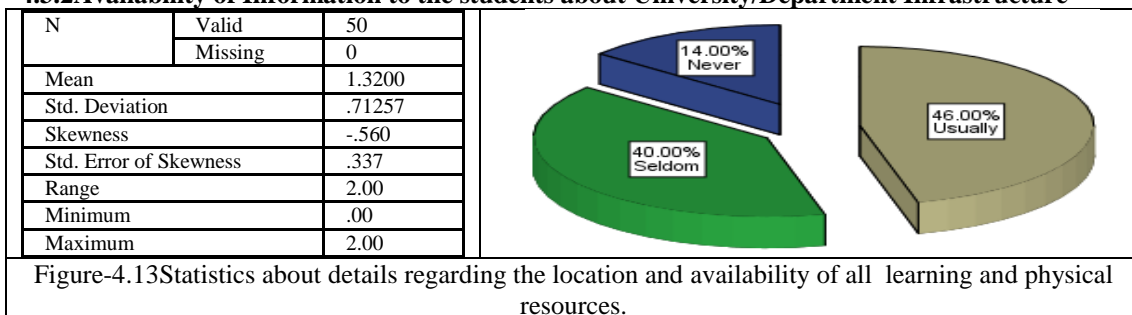


**4.3 DESCRIPTIVE ANALYSIS OF STUDENTS RESPONSES ABOUT INTERNAL COMMUNICATION**

**4.3.1 Student's Understanding about their rights & Responsibility**



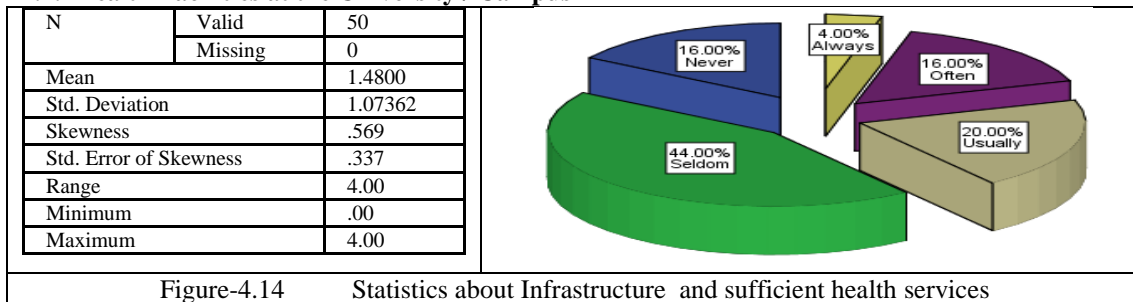
**4.3.2 Availability of Information to the students about University/Department Infrastructure**



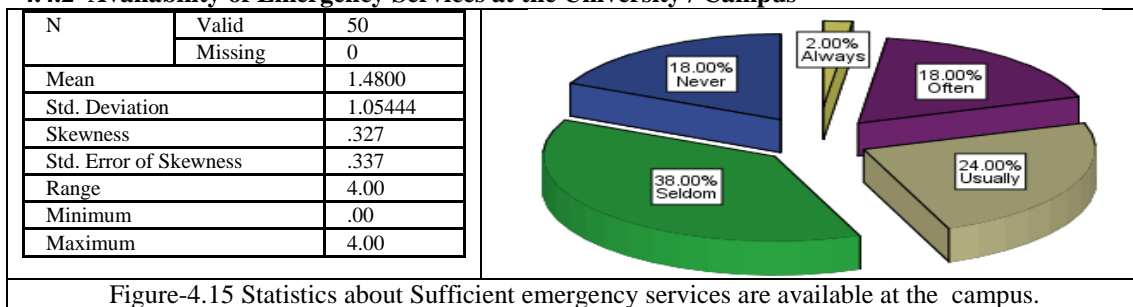


#### 4.4 DESCRIPTIVE ANALYSIS OF STUDENTS RESPONSES ABOUT INFRASTRUCTURE

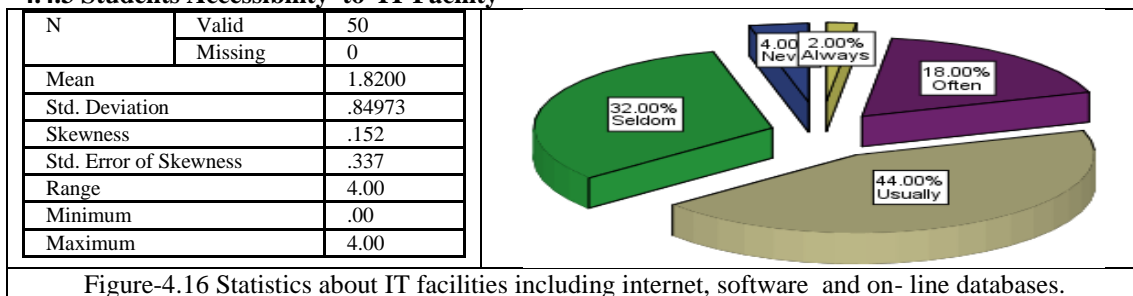
##### 4.4.1 Health Facilities at the University / Campus



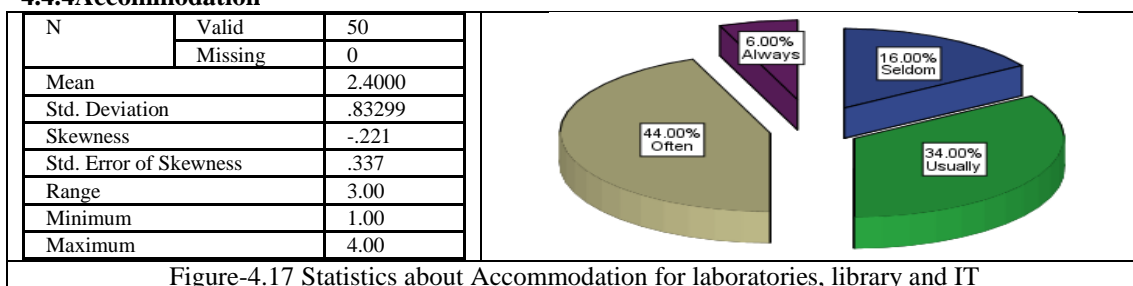
##### 4.4.2 Availability of Emergency Services at the University / Campus



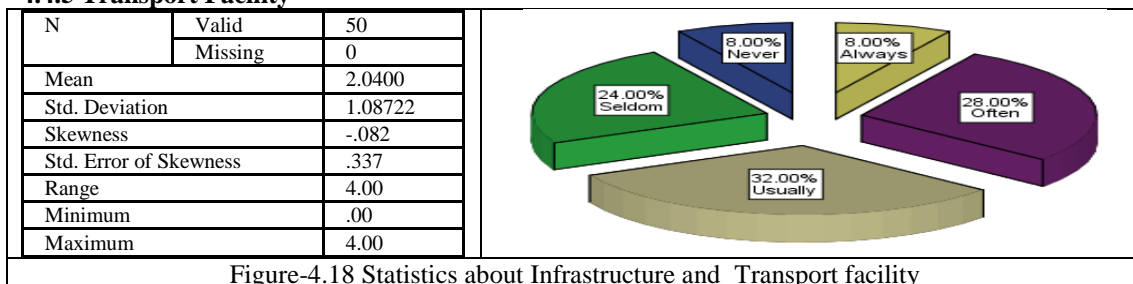
##### 4.4.3 Students Accessibility to IT Facility



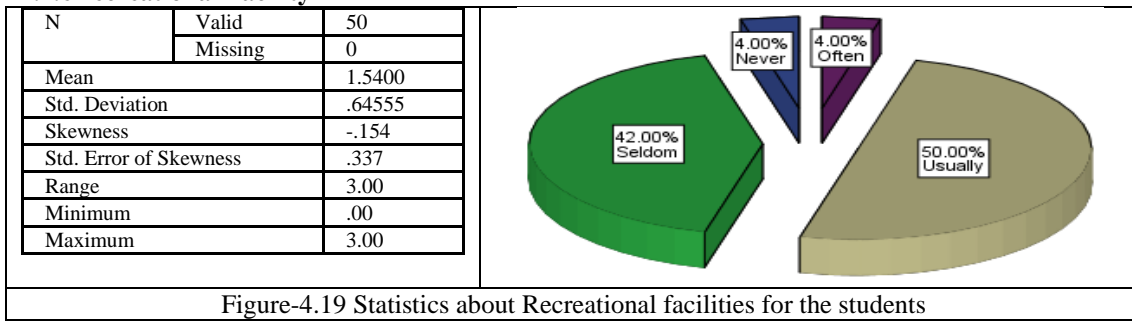
##### 4.4.4 Accommodation



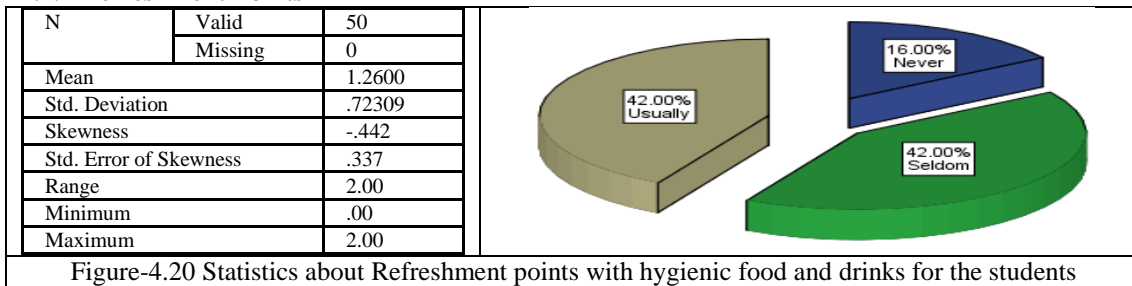
##### 4.4.5 Transport Facility



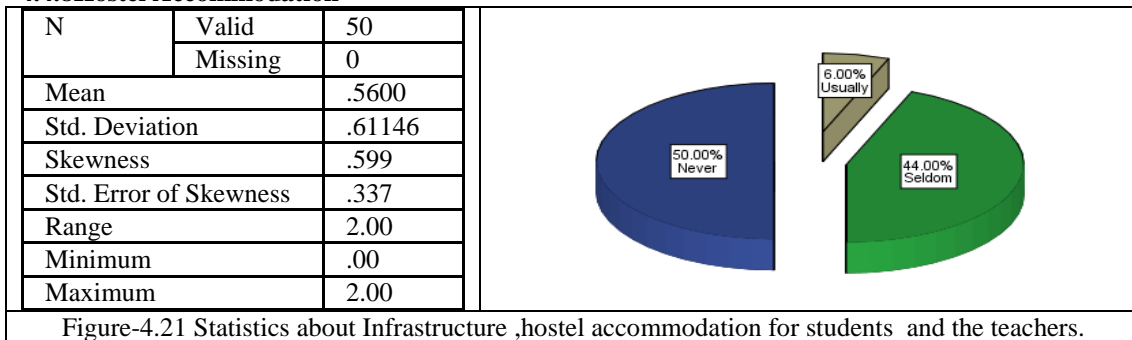
**4.4.6 Recreational Facility**



**4.4.7 Refreshment Points**

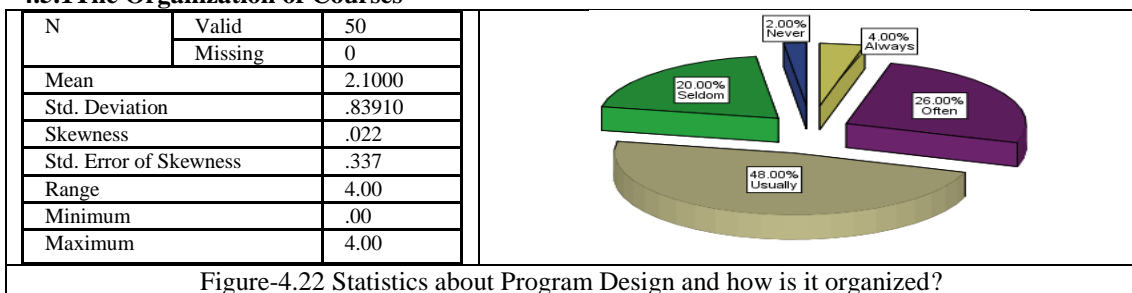


**4.4.8 Hostel Accommodation**

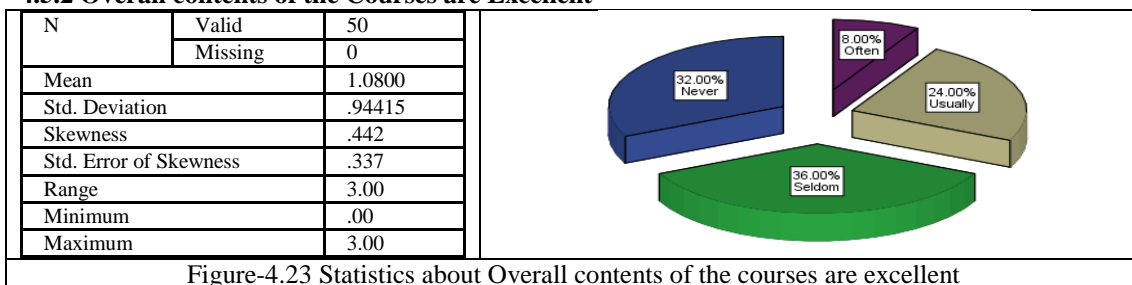


**4.5 DESCRIPTIVE ANALYSIS OF STUDENTS RESPONSES ABOUT PROGRAM DESIGN**

**4.5.1 The Organization of Courses**



**4.5.2 Overall contents of the Courses are Excellent**



**4.5.3 Nature of the Courses**

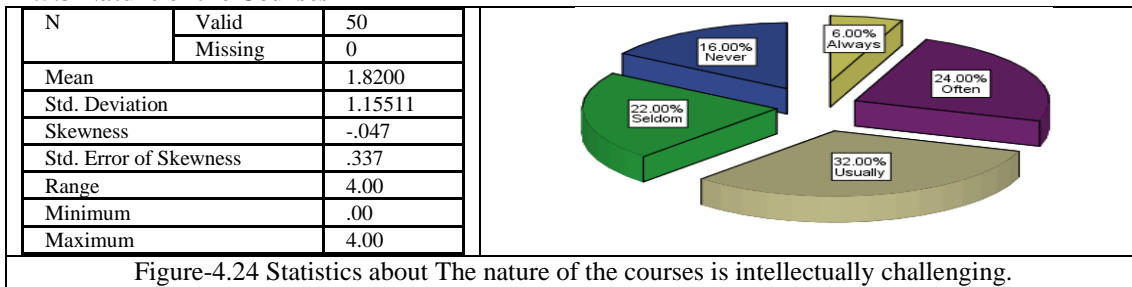


Figure-4.24 Statistics about The nature of the courses is intellectually challenging.

**4.6 DESCRIPTIVE ANALYSIS OF STUDENTS RESPONSES ABOUT TEACHING PROCESSES**

**4.6.1 Program have clear aims & objectives**

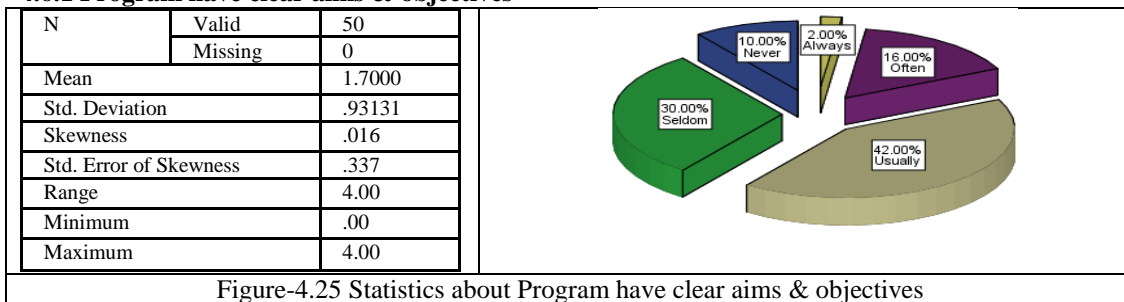


Figure-4.25 Statistics about Program have clear aims & objectives

**4.6.2 Program aims & objectives Understood by the student**

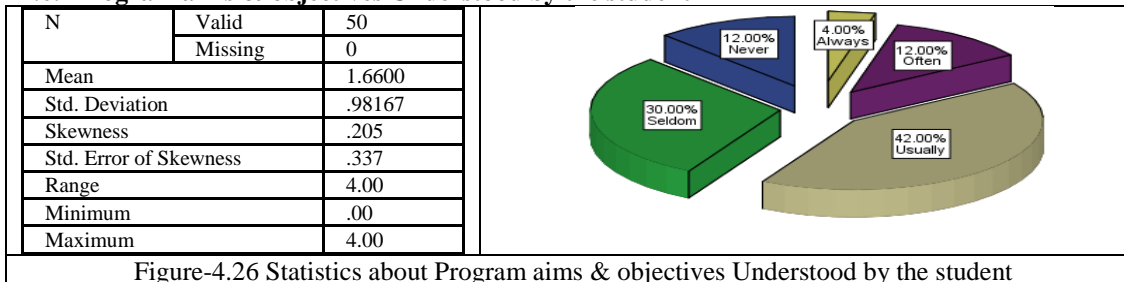


Figure-4.26 Statistics about Program aims & objectives Understood by the student

**4.6.3 Learning Experiences of the students are relevant to the employment**

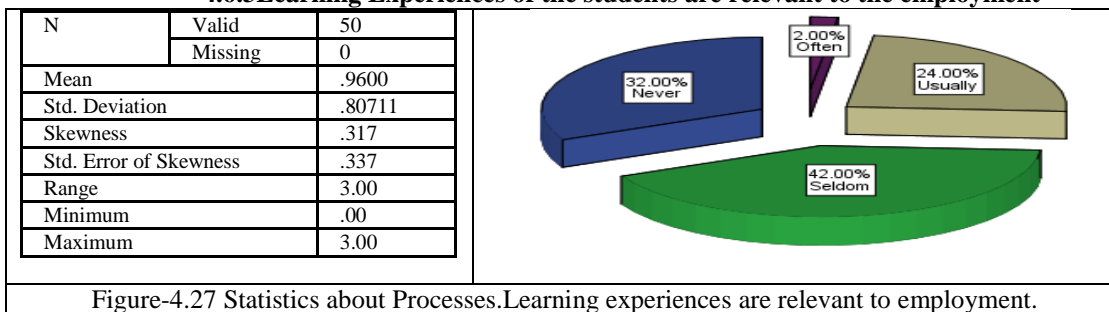


Figure-4.27 Statistics about Processes. Learning experiences are relevant to employment.

**4.6.4 Students opportunity**

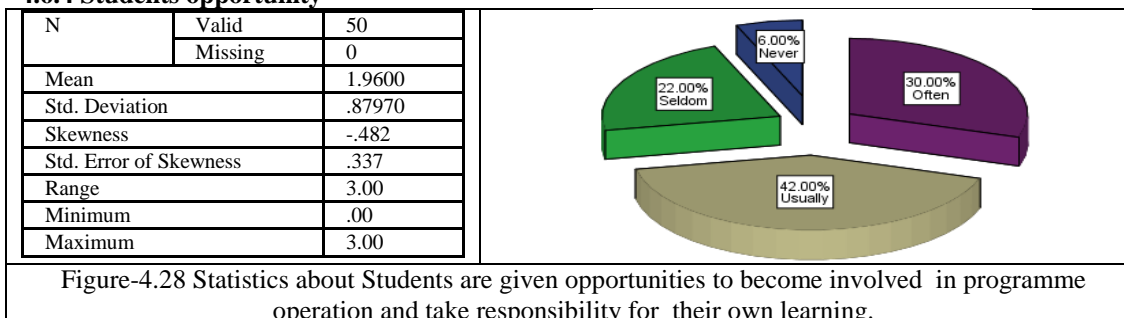
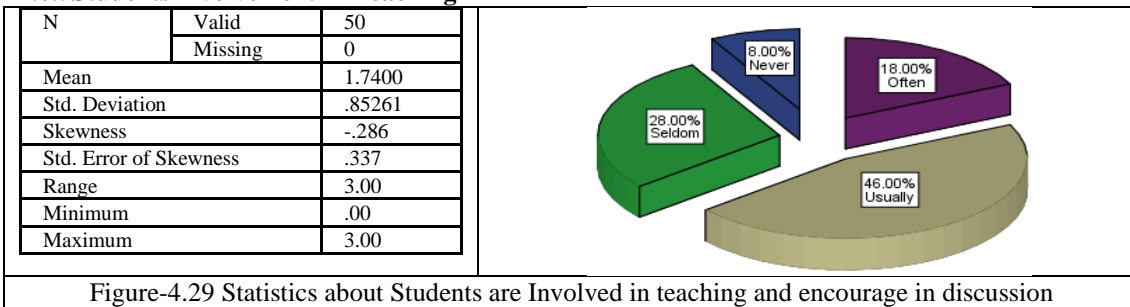


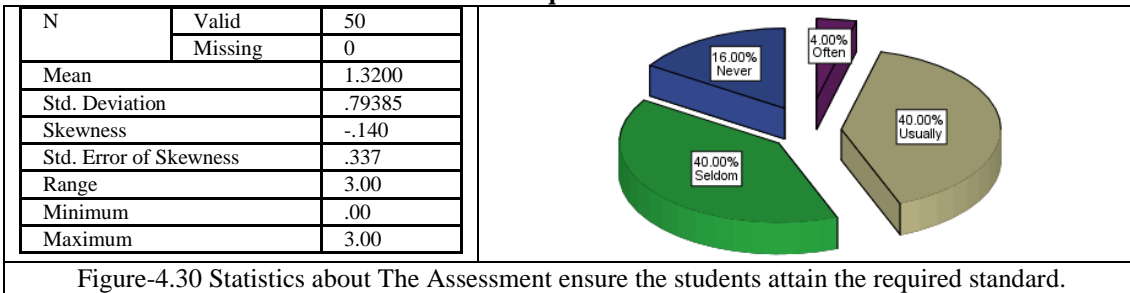
Figure-4.28 Statistics about Students are given opportunities to become involved in programme operation and take responsibility for their own learning.

**4.6.5 Students involvement in Teaching**

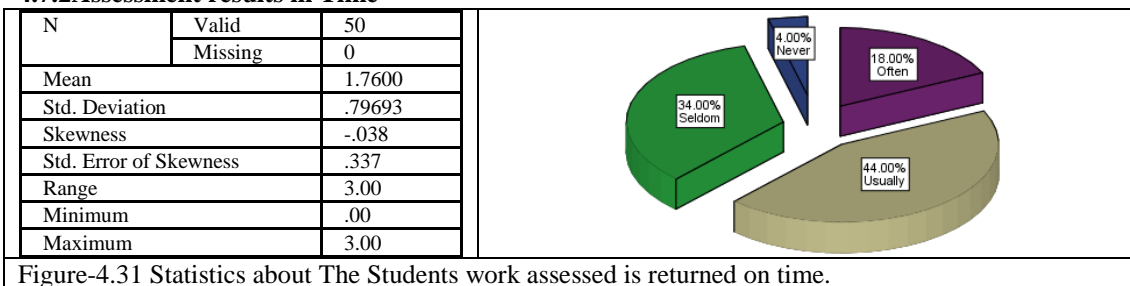


**4.7 DESCRIPTIVE ANALYSIS OF STUDENTS RESPONSES ABOUT ASSESSMENT PROCESS**

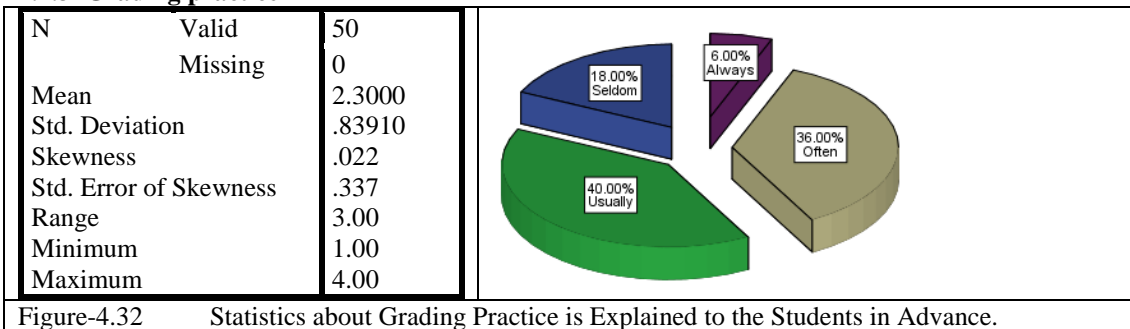
**4.7.1 Assessment ensures the students attain required standard**



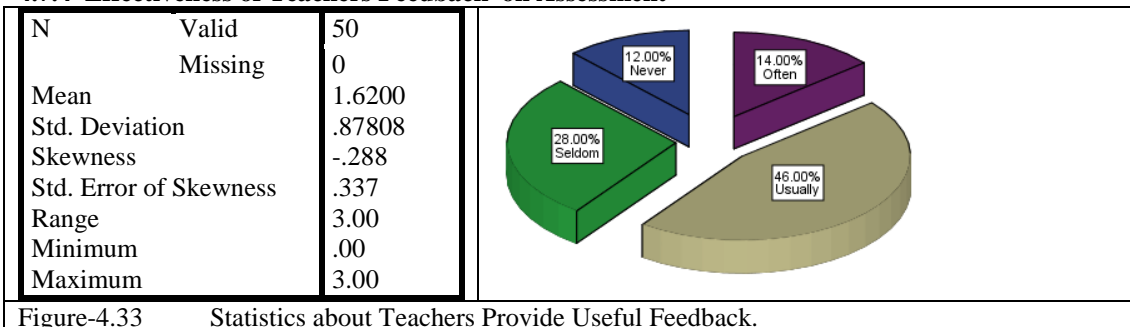
**4.7.2 Assessment results in Time**



**4.7.3 Grading practice**



**4.7.4 Effectiveness of Teachers Feedback on Assessment**



**4.8 DESCRIPTIVE ANALYSIS OF STUDENTS RESPONSES ABOUT PRODUCT MANAGEMENT**

**4.8.1 Assessment Schedule**

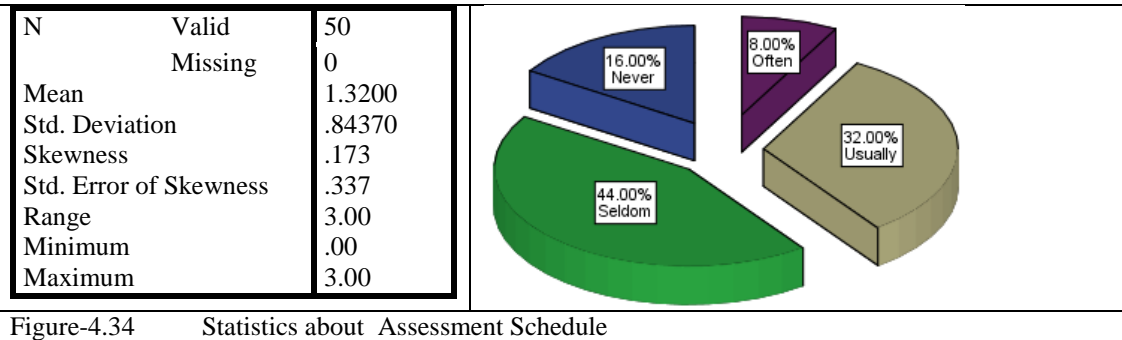


Figure-4.34 Statistics about Assessment Schedule

**4.8.2 Clear Procedures**

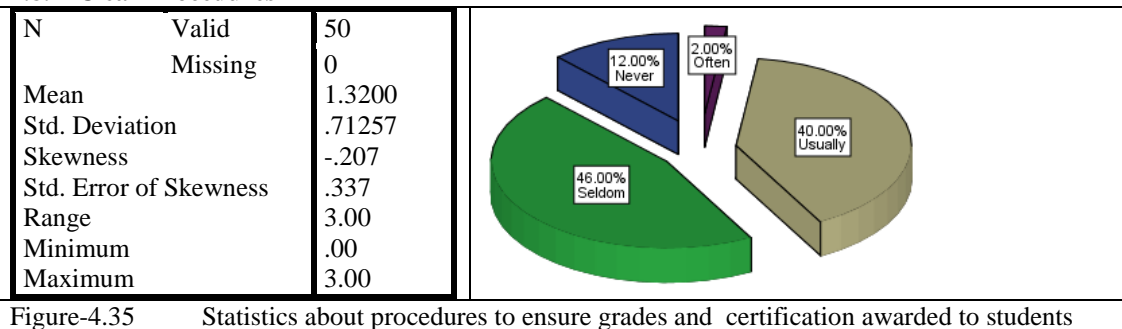


Figure-4.35 Statistics about procedures to ensure grades and certification awarded to students

**4.9 DESCRIPTIVE ANALYSIS OF STUDENTS & TEACHER RESPONSES ABOUT PROBLEMS/BARRIERS TO QUALITY OF EDUCATION**

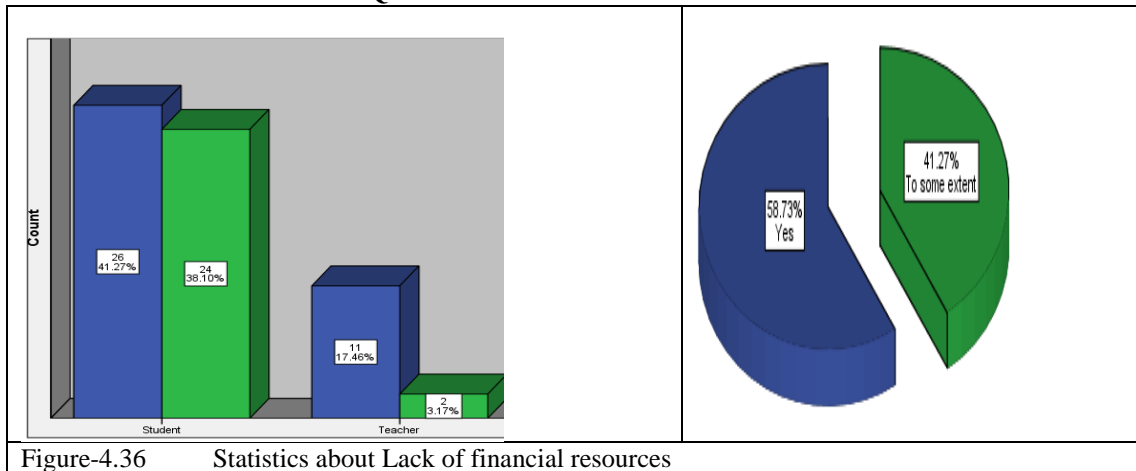


Figure-4.36 Statistics about Lack of financial resources

**4.9.2 Assessment Schedule**

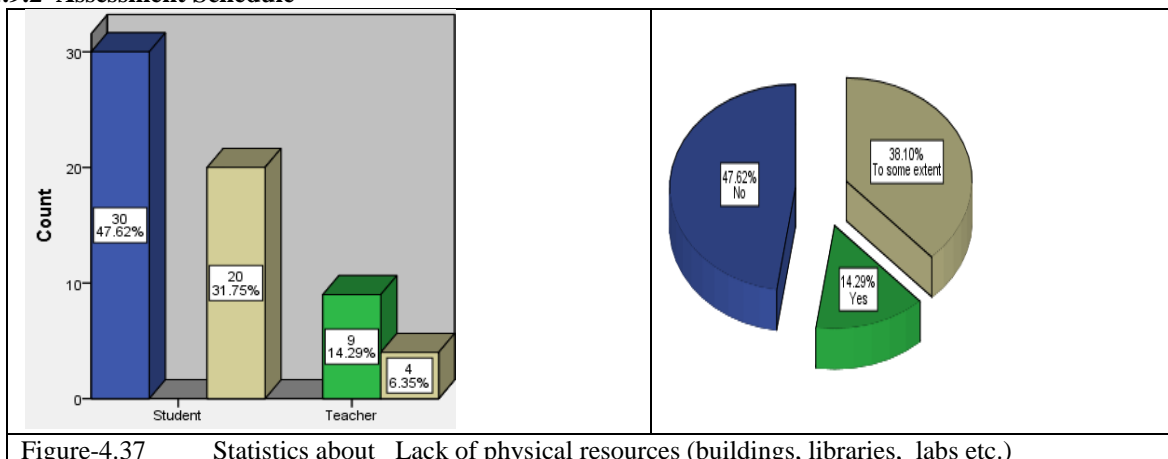


Figure-4.37 Statistics about Lack of physical resources (buildings, libraries, labs etc.)

4.9.3 Assessment Schedule

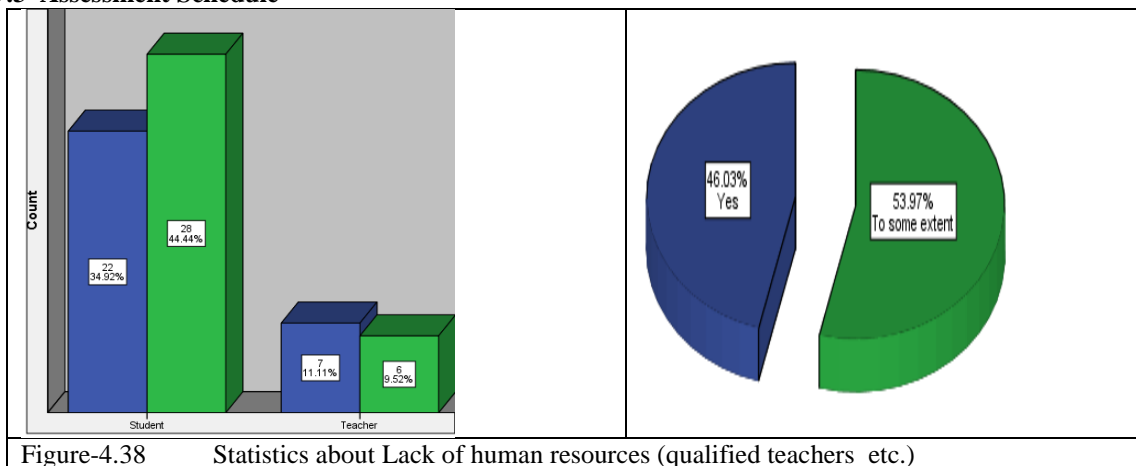


Figure-4.38 Statistics about Lack of human resources (qualified teachers etc.)

4.9.4 Lack of Adequate Space

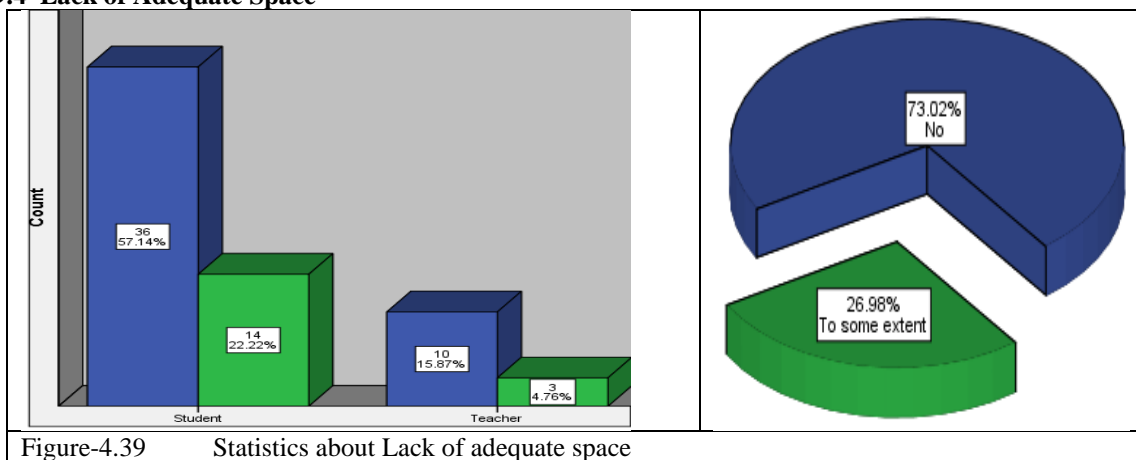


Figure-4.39 Statistics about Lack of adequate space

4.9.5 Lack of Well Equipped Libraries & Labs

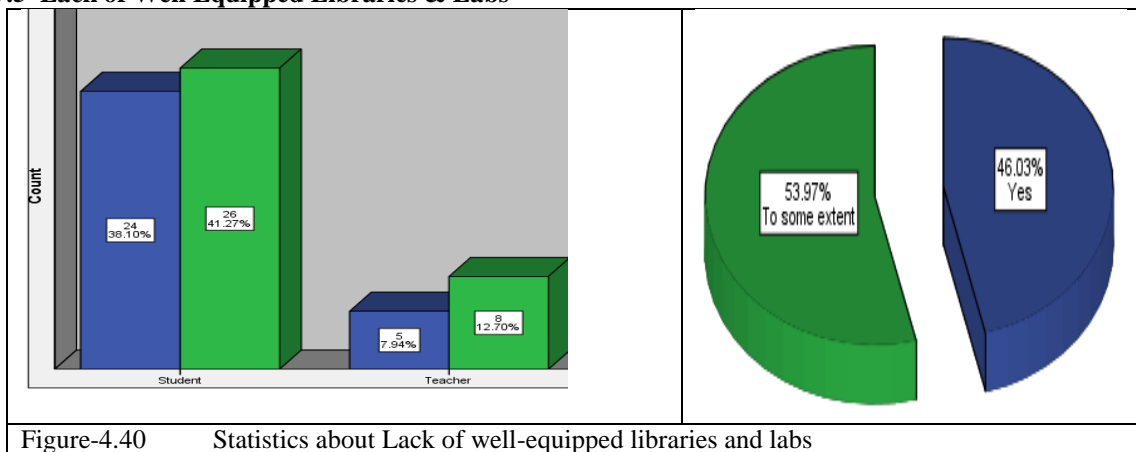


Figure-4.40 Statistics about Lack of well-equipped libraries and labs

4.9.6 Out dated Curriculum

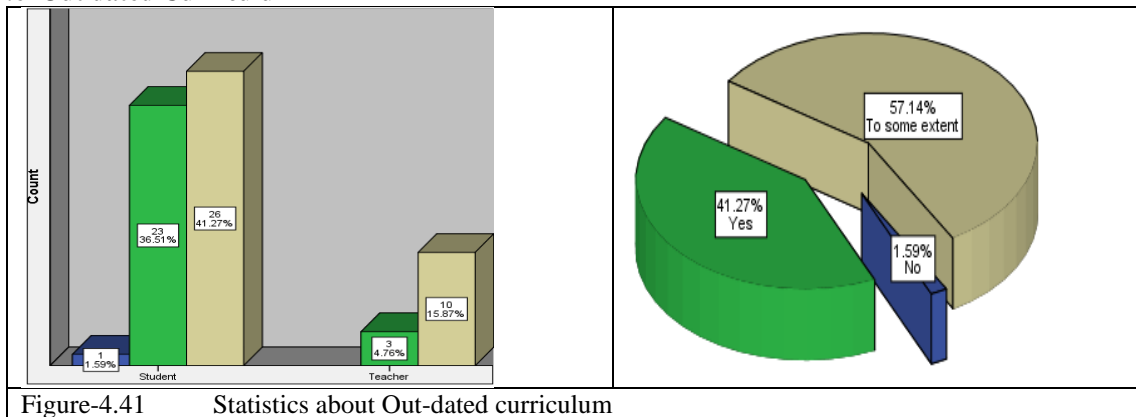


Figure-4.41 Statistics about Out-dated curriculum

4.9.7 Poor Governance

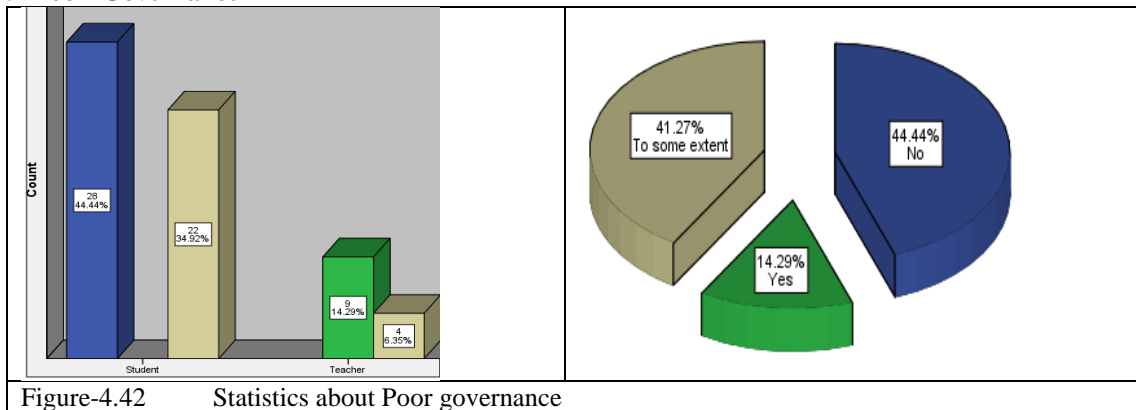


Figure-4.42 Statistics about Poor governance

4.9.8 Resistance to Change

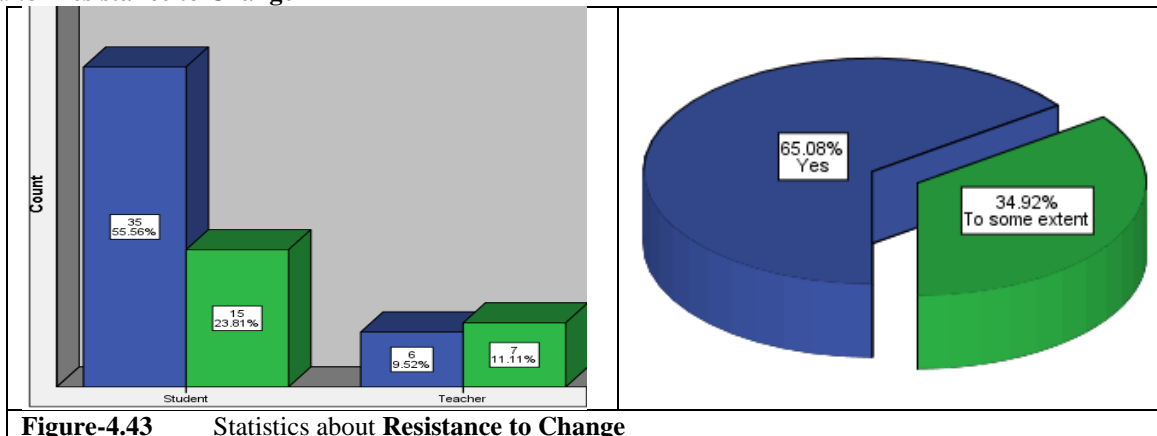


Figure-4.43 Statistics about Resistance to Change

**4.9.9 Lack of Facilities & Poor Pay Structure of Teachers**

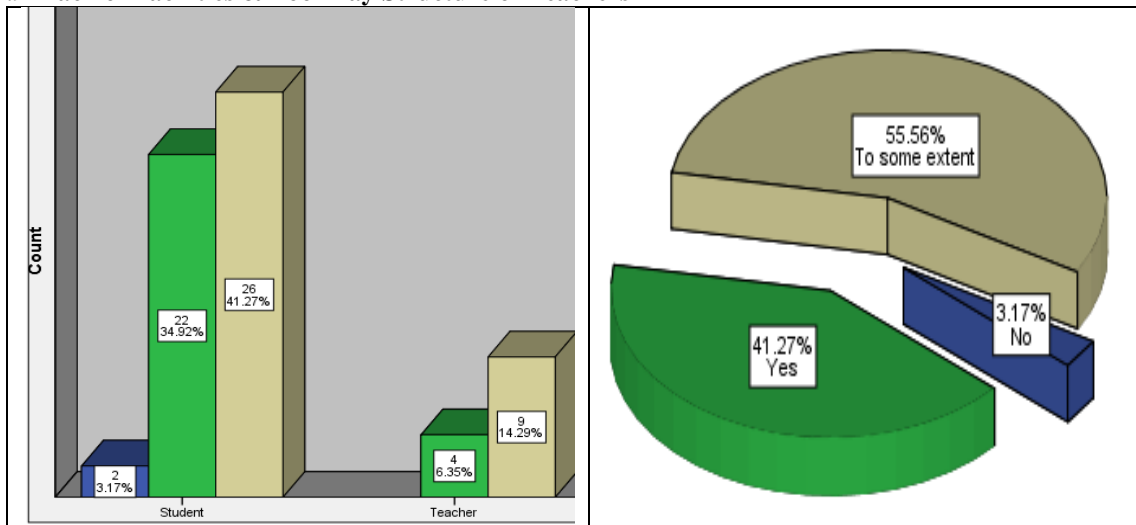


Figure-4.44 Statistics about facilities and poor pay structure for the teachers

**4.9.10 Lack of Incentives for the Teacher for Professional Growth & Performance**

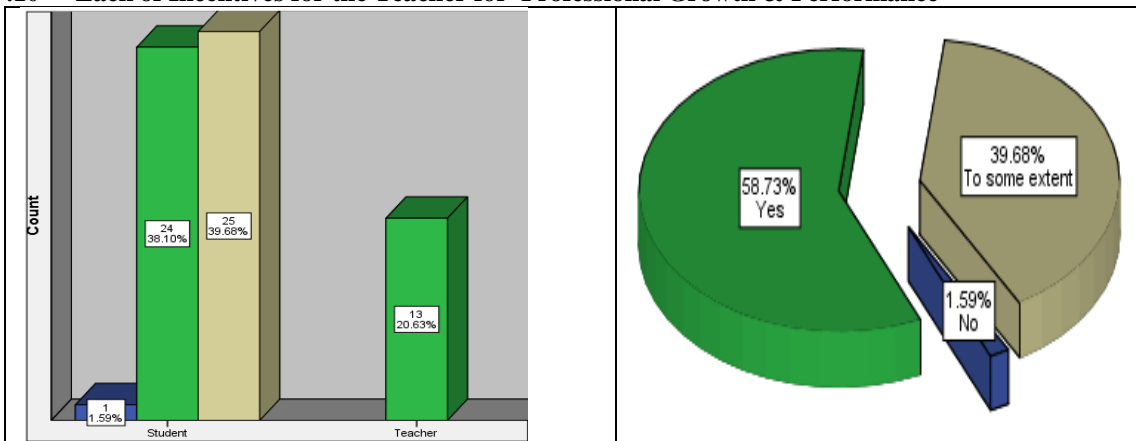


Figure-4.45 Statistics about incentives for the teachers for professional growth and performance

**4.9.11 Lack of Planning**

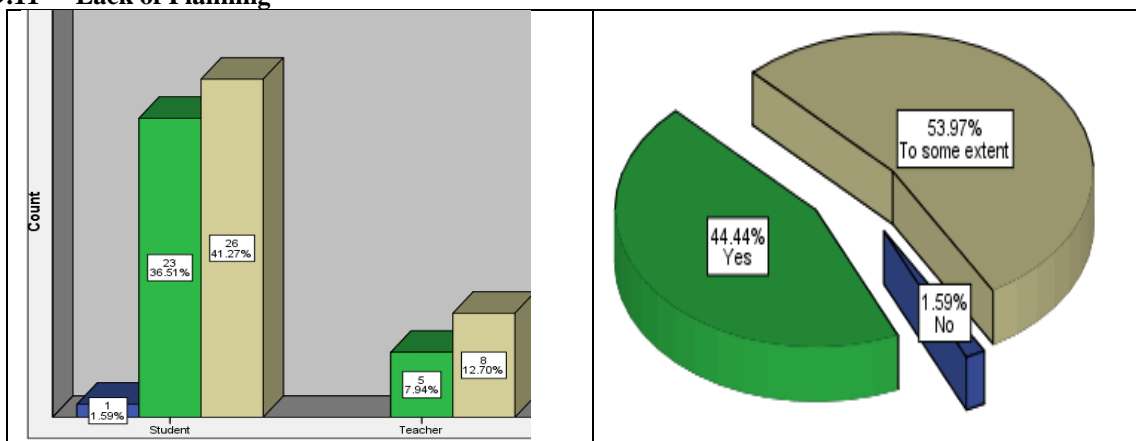


Figure-4.46 Statistics about Lack of planning



**4.9.12 Politics among both Teachers and Students**

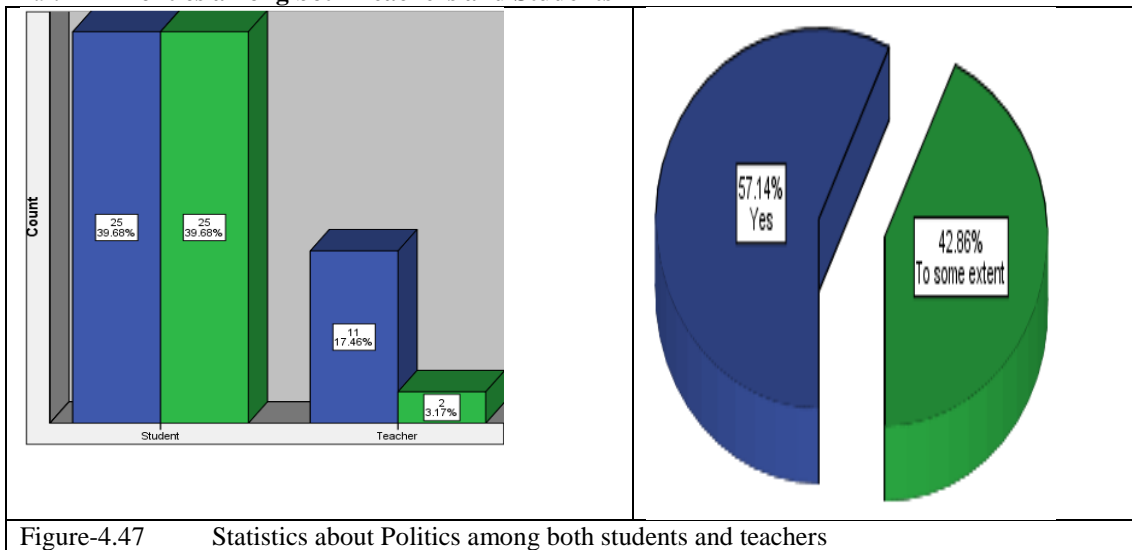


Figure-4.47 Statistics about Politics among both students and teachers

**4.9.13 External Interference in the Affairs of The Institution**

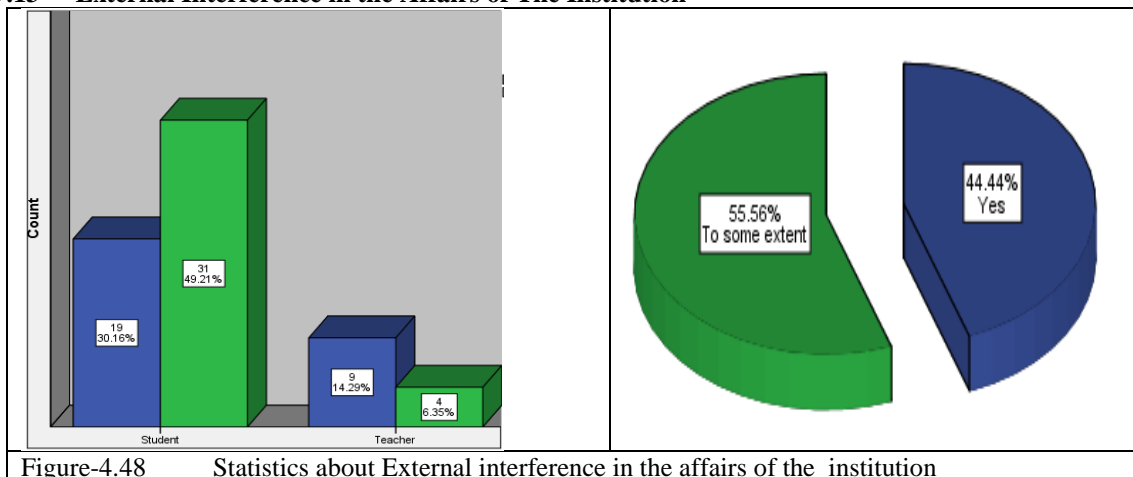


Figure-4.48 Statistics about External interference in the affairs of the institution

**4.9.14 Favoritism and Nepotism in Decision Making and Appointment of Staff and Employees**

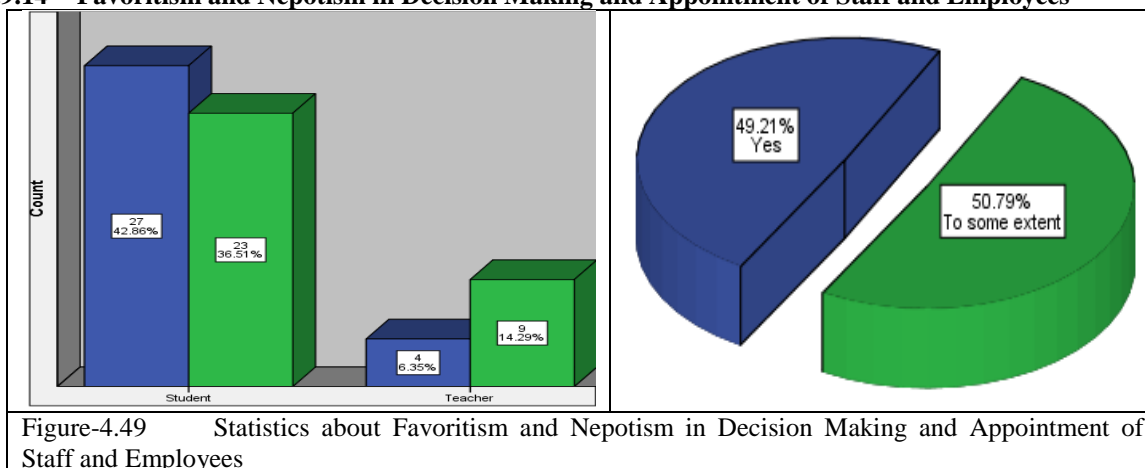


Figure-4.49 Statistics about Favoritism and Nepotism in Decision Making and Appointment of Staff and Employees

**4.9.15 Lack of Quality Assurance System at the Feeding Colleges & Schools**

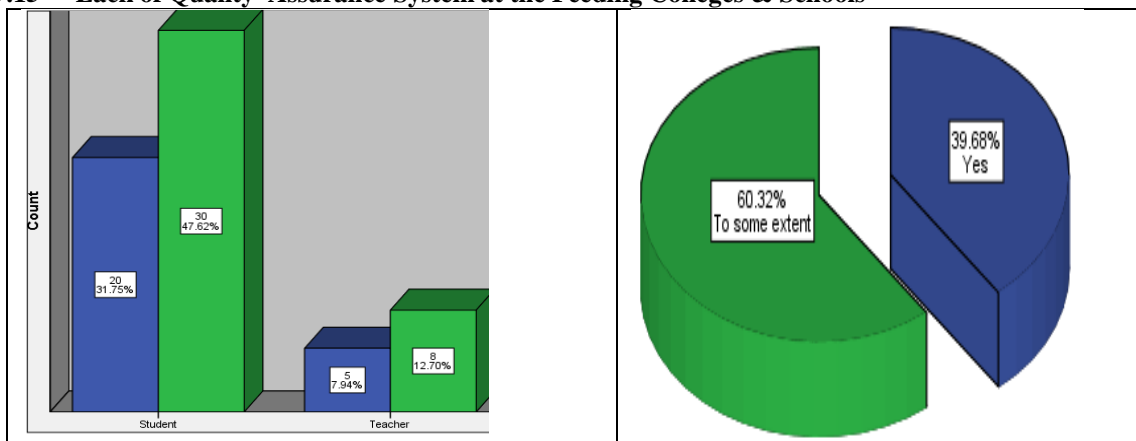


Figure-4.50 Statistics about Lack of quality assurance system at the feeding colleges and schools

**4.9.16 Centralized Decision Making**

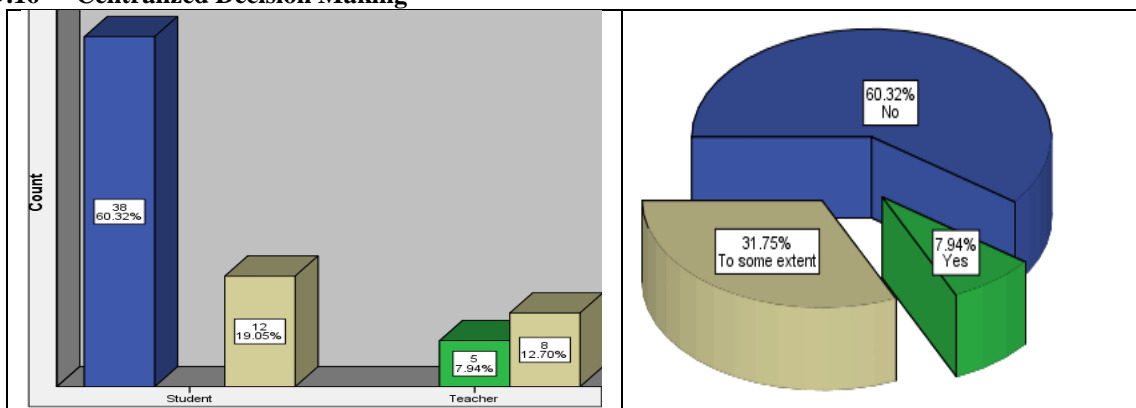


Figure-4.51 Statistics about Centralized decision making

**4.9.17 Lack of Communication Between the Teacher and The administration**

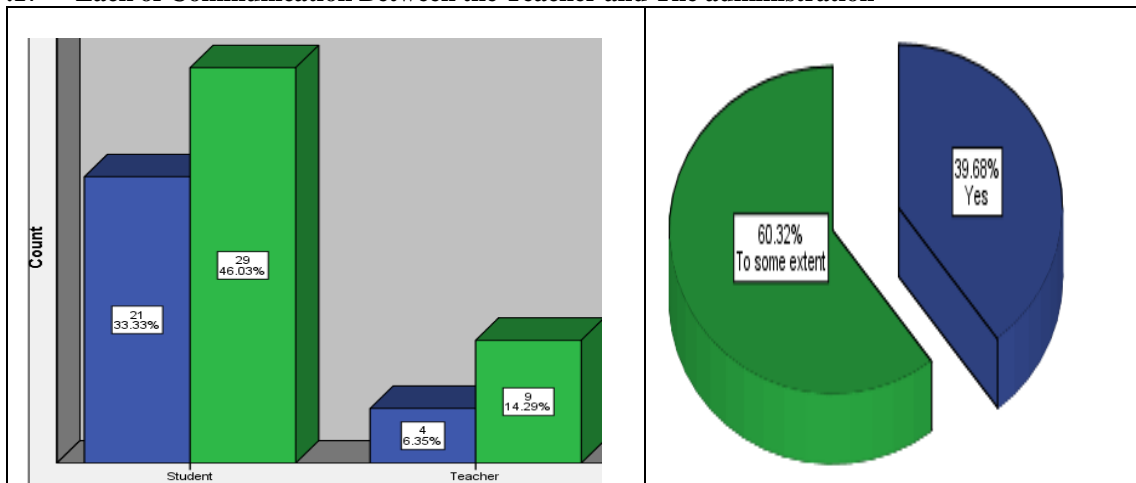
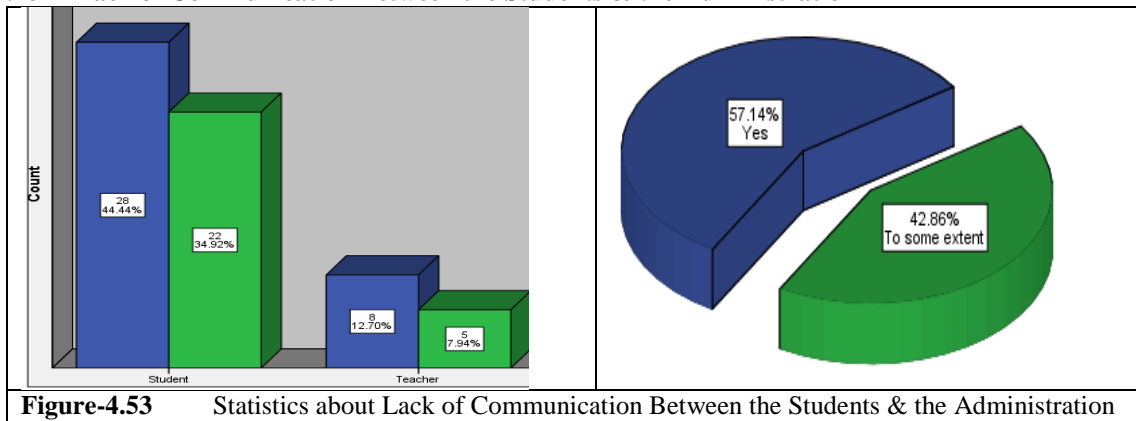


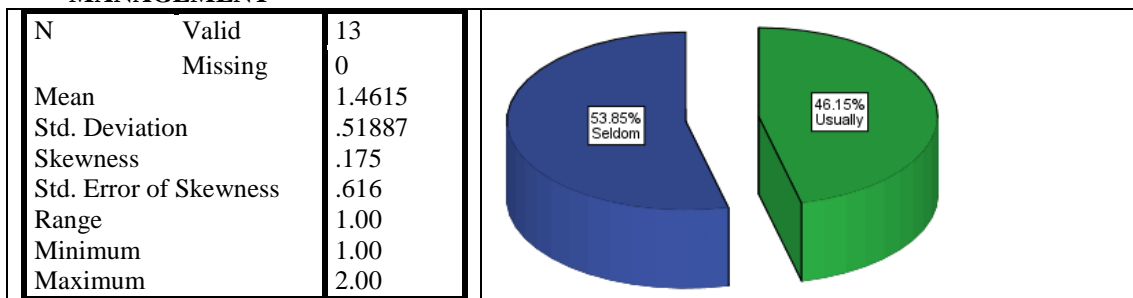
Figure-4.52 Statistics about Lack of Communication Between the Teacher and The administration

**4.9.18 Lack of Communication Between the Students & the Administration**



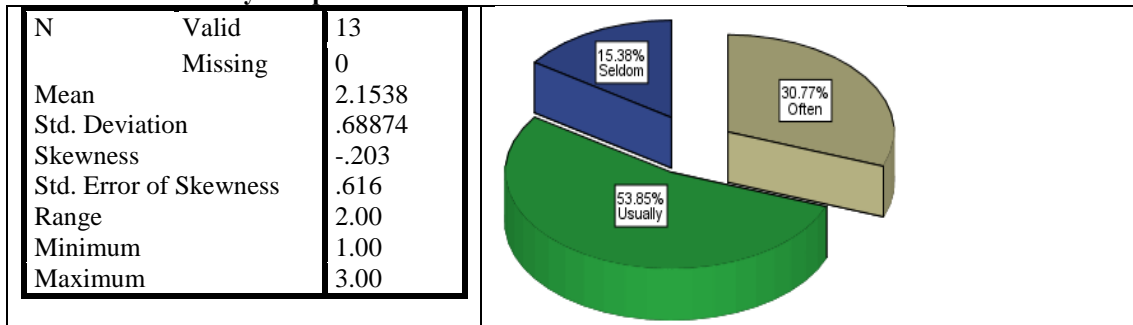
**Figure-4.53** Statistics about Lack of Communication Between the Students & the Administration

**4.10 DESCRIPTIVE ANALYSIS OF TEACHERS RESPONSES ABOUT DOCUMENT MANAGEMENT**



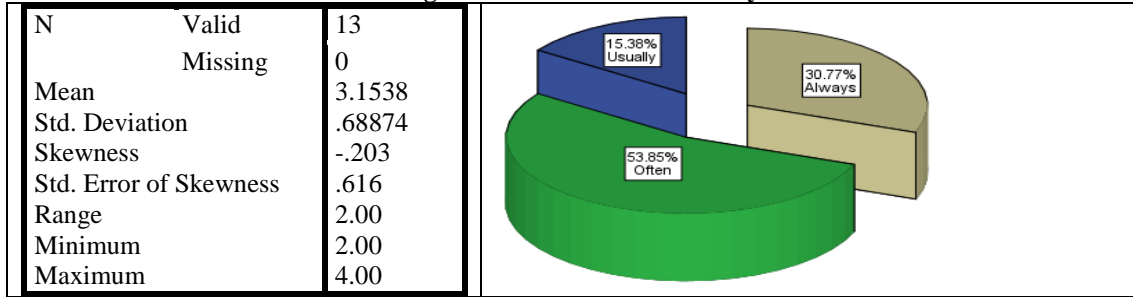
**Figure-4.54** Statistics about Details of learning activities and students' personal development and leadership skills are available.

**4.10.2 Availability of Up to Date Student's Record**



**Figure-4.55** Statistics about Availability of Up to Date Student's Record

**4.10.3 Transfer in and out of Programmes / courses are clearly Reconsidered & Recorded**



**Figure-4.56** Statistics about Transfer in and out of Programmes / courses are clearly Reconsidered & Recorded.

**4.10.4 Availability of Student’s Progression & Statistical Data**

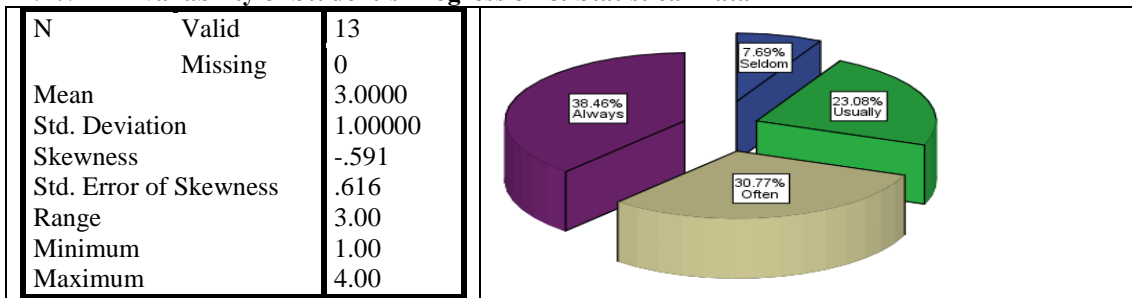


Figure-4.57 Statistics about Availability of Student’s Progression & Statistical Data

**4.11 DESCRIPTIVE ANALYSIS OF TEACHERS RESPONSES ABOUT CUSTOMER FOCUS & SATISFACTION**

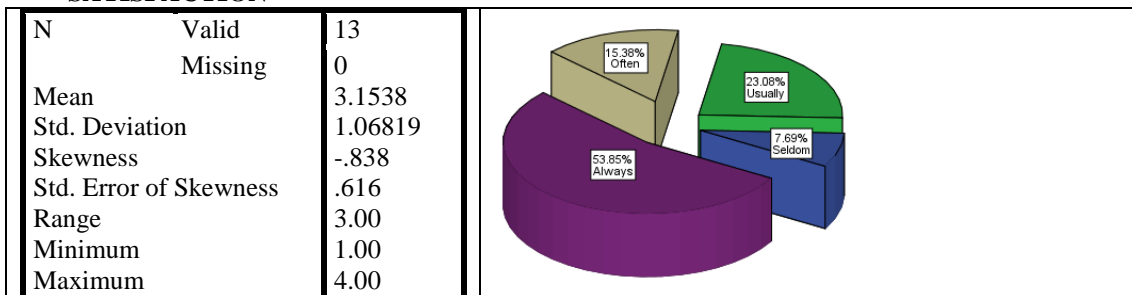


Figure-4.58 Statistics about the Teaching staff is involved in decision-making

**4.11.2 Counseling and Welfare Support for Teacher**

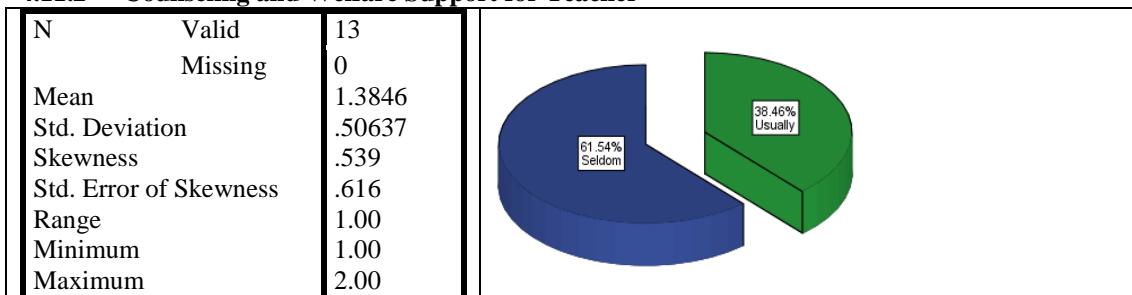


Figure-4.59 Statistics about Counseling and Welfare Support for Teacher

**4.11.3 Provision of Qualification Development Opportunities for the Teachers**

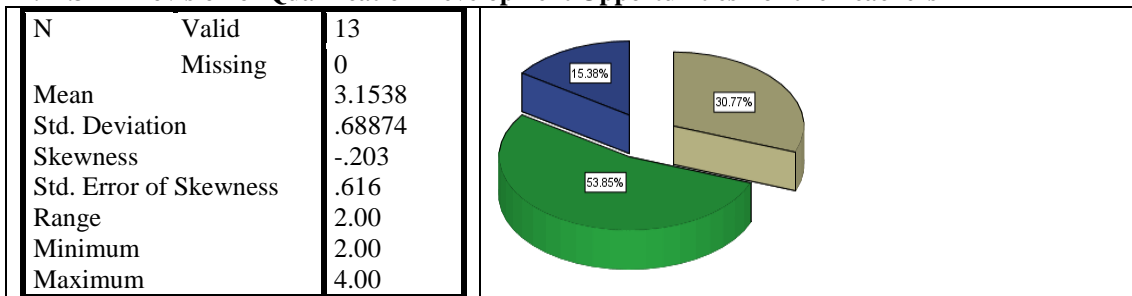


Figure-4.60 Statistics about Teachers are provided opportunities to improve their qualifications

**4.11.4 Availability of Officials of the University/Department to the Teacher**

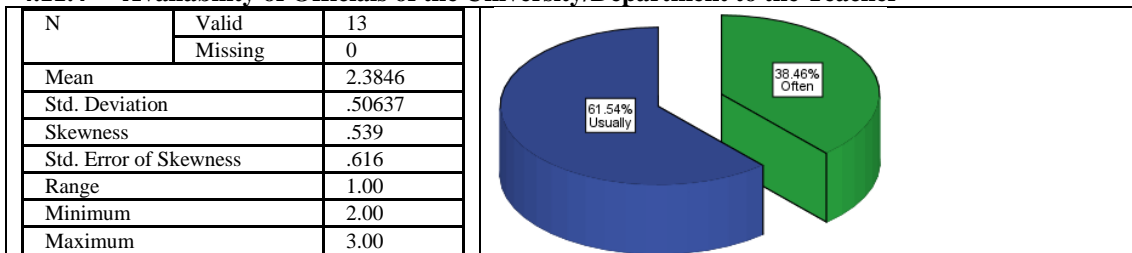


Figure-4.61 Statistics about The official of the university/institution are easily available to the teachers

**4.12 DESCRIPTIVE ANALYSIS OF TEACHERS RESPONSES ABOUT INFRASTRUCTURE**

**4.12.1 Availability of Health Services at Campus**

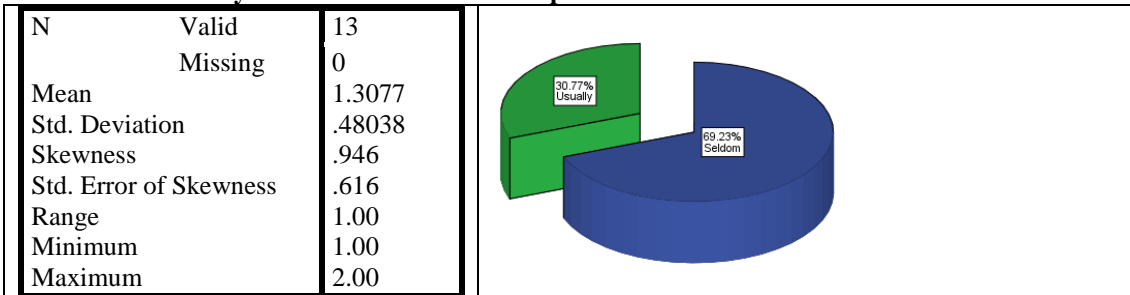


Figure-4.62 Statistics about Availability of Health Services at Campus.

**4.12.2 Availability of Emergency Services at Campus**

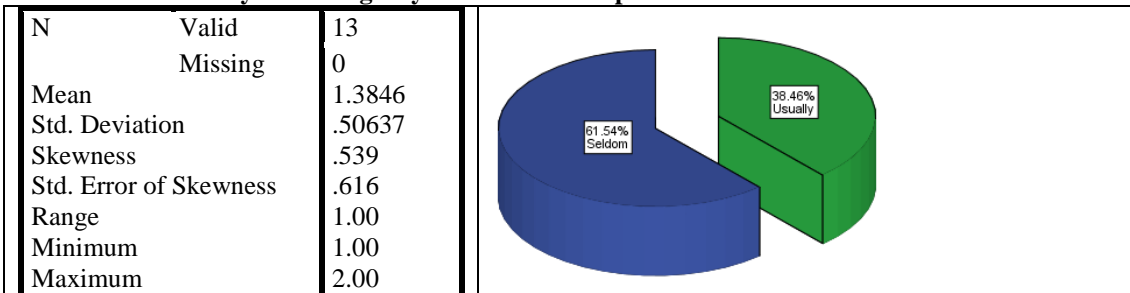


Figure-4.63 Statistics about Availability of Emergency Services at Campus

**4.12.3 Availability of IT Facilities to The Teachers**

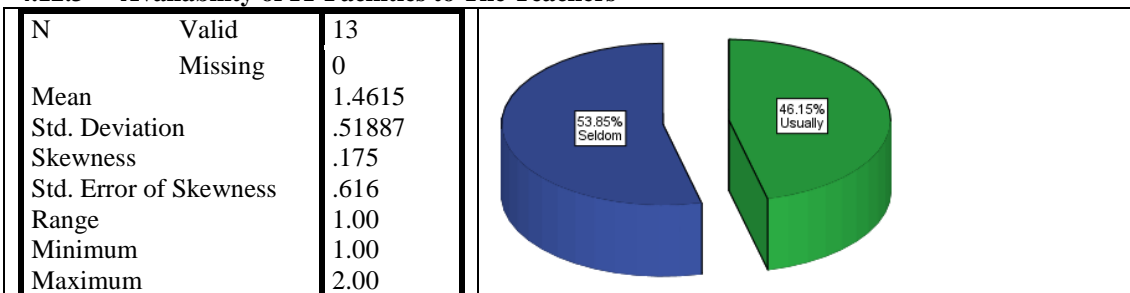


Figure-4.64 Statistics about Availability of IT Facilities to The Teachers

**4.12.4 Availability of Hostel Accommodation for the Teachers**

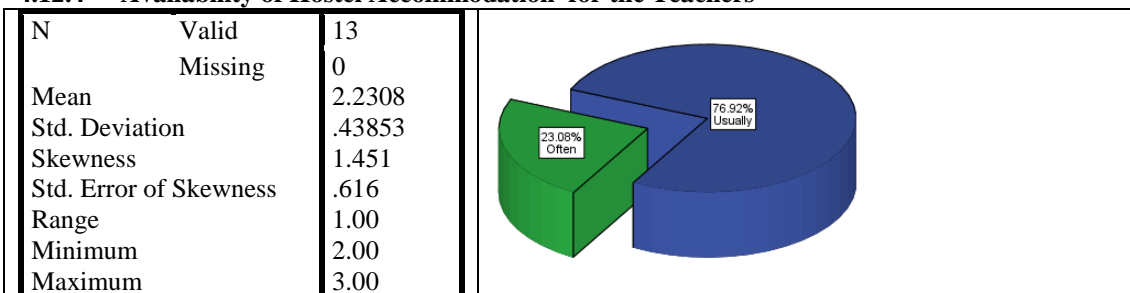


Figure-4.65 Statistics about Availability of Hostel Accommodation for the Teachers

**4.13 DESCRIPTIVE ANALYSIS OF TEACHERS RESPONSES ABOUT WORK ENVIRONMENT**

**4.13.1 Research Studies Encouragement Environment for Teachers**

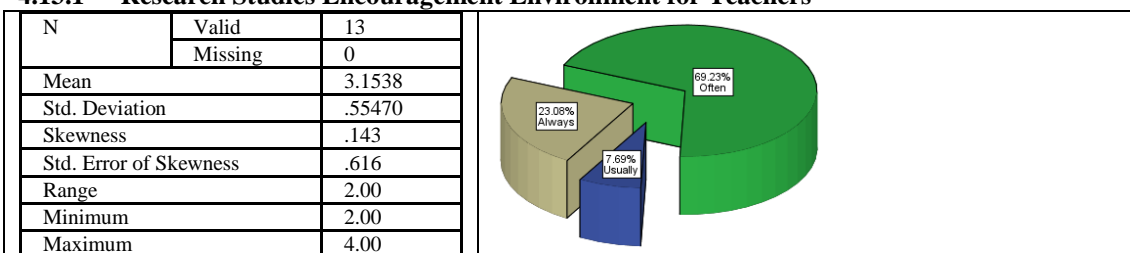
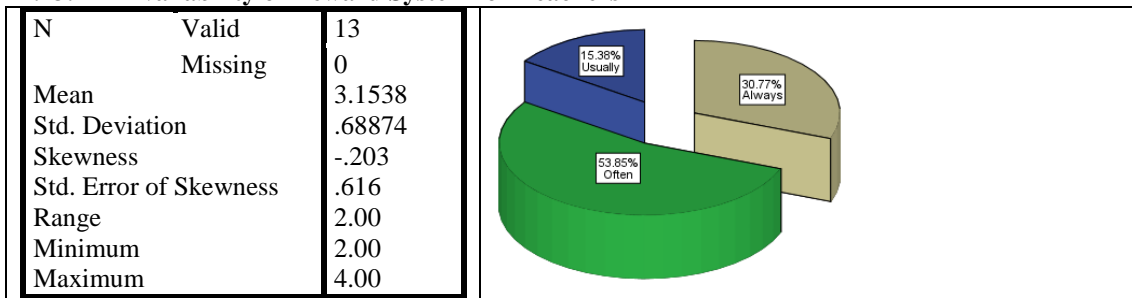


Figure-4.66 Statistics about research studies encouragement environment for teachers.

**4.13.2 Availability of Reward System for Teachers**



**4.13.3 Availability of Promotion For The Teachers**

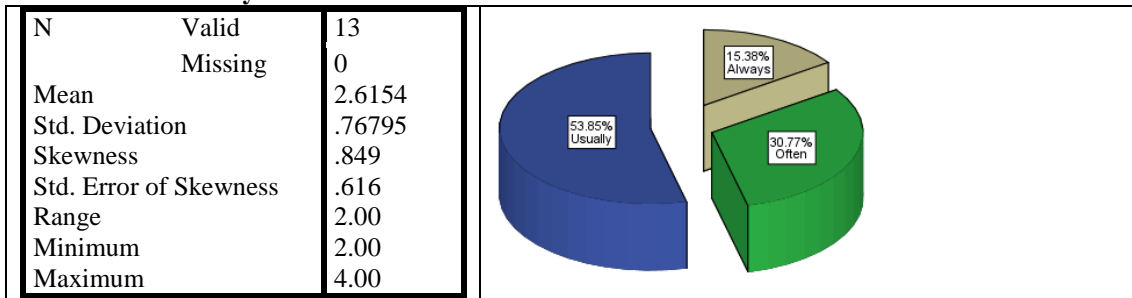


Figure-4.68 Statistics about availability of promotion for the teachers.

**4.13.4 Availability of Remuneration for the Teachers**

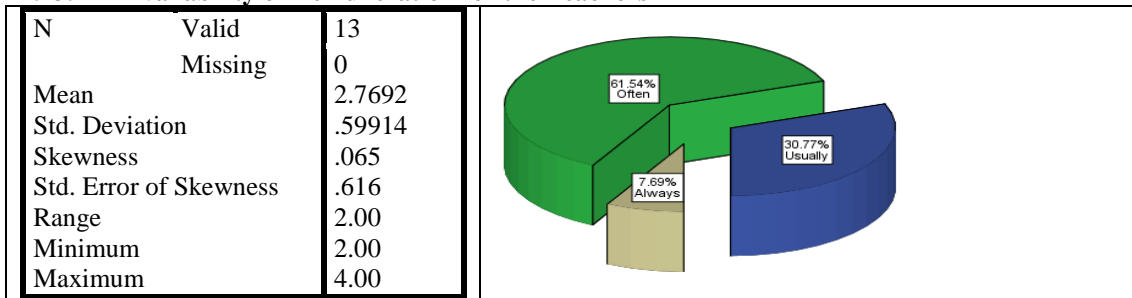


Figure-4.69 Statistics about Availability of Remuneration for the Teachers

**4.13.5 Availability of Fair & Merit Based Promotion**

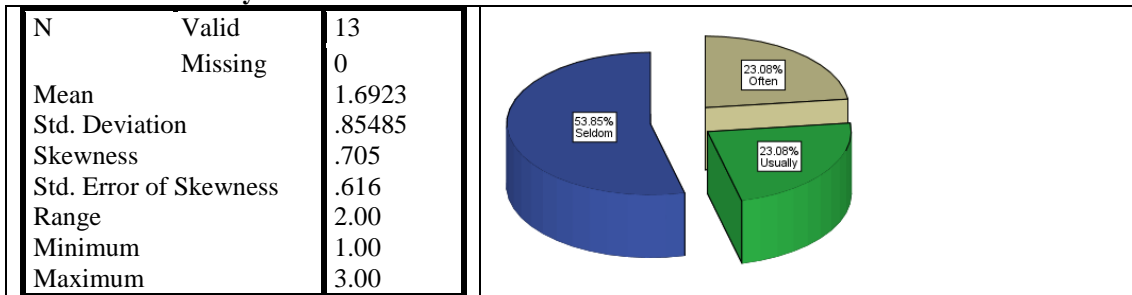


Figure-4.70 Statistics about Availability of Fair & Merit Based Promotion

**4.13.6 Availability of Safety Environment for Teachers**

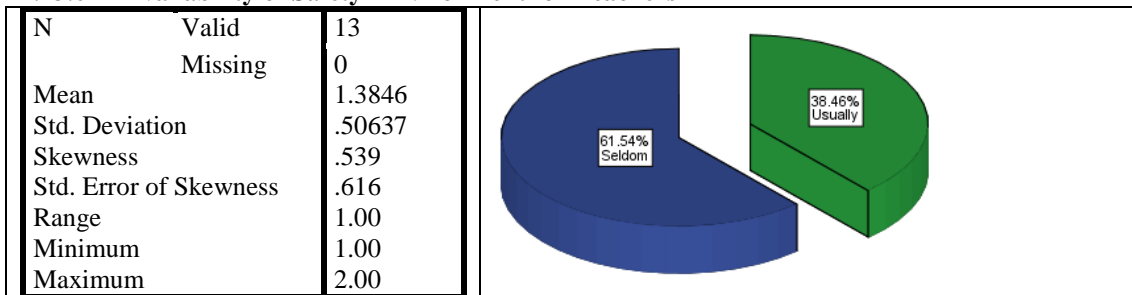


Figure-4.71 Statistics about Availability of Safety Environment for Teachers.

**4.14 DESCRIPTIVE ANALYSIS OF TEACHERS RESPONSES ABOUT PROGRAM DESIGN**

**4.14.1 Clarity of Aims & Objectives of The Program**

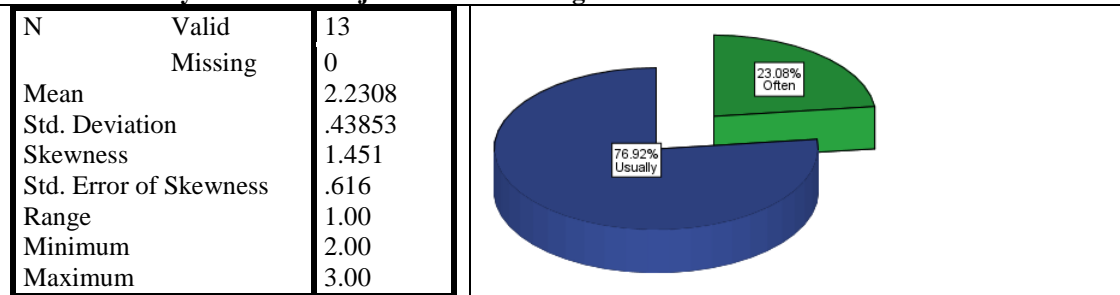


Figure-4.72 Statistics about Clarity of Aims & Objectives of The Program

**4.14.2 Objectives**

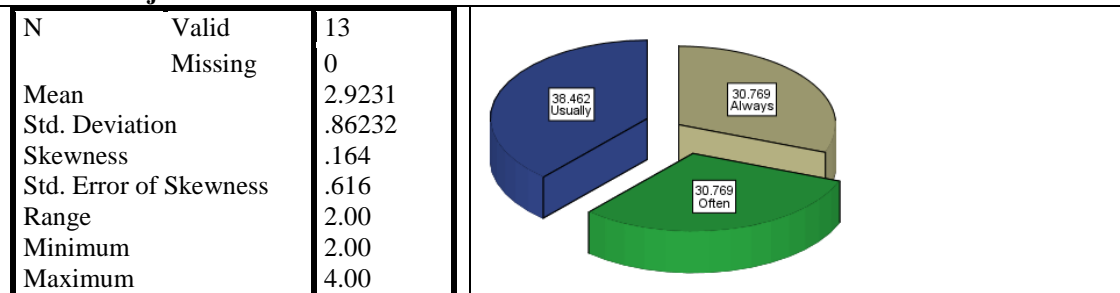


Figure-4.73 Statistics about Objectives of programme regarding skills to be imparted are identified in advance.

**4.14.3 Courses**

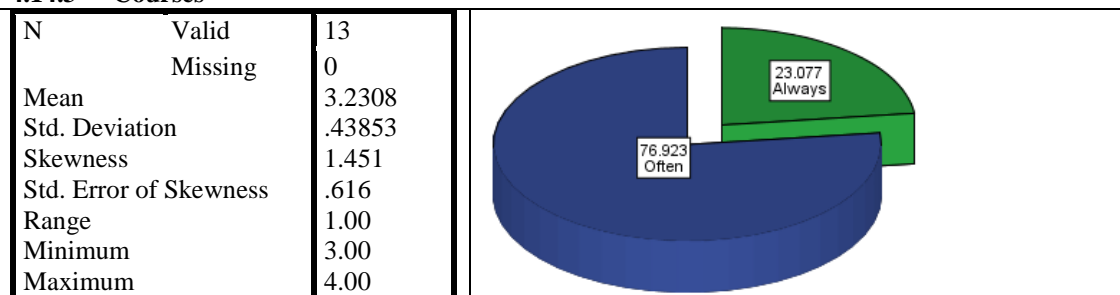


Figure-4.74 Statistics about Courses within the programme are clearly identified.

**4.14.4 All Electives**

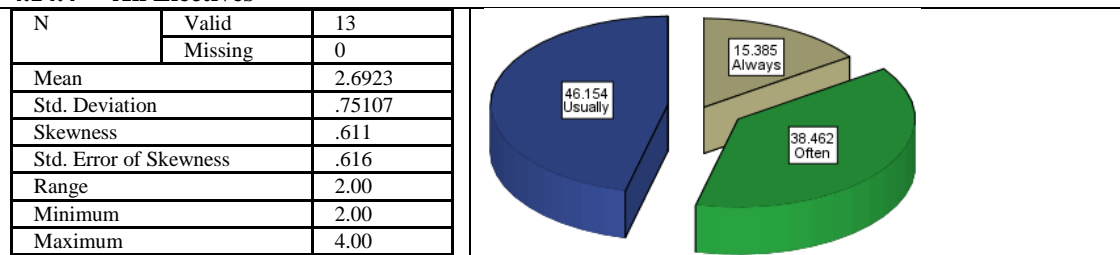


Figure-4.75 Statistics about the electives are identified and classified appropriately

**4.14.5 The Mix of Core**

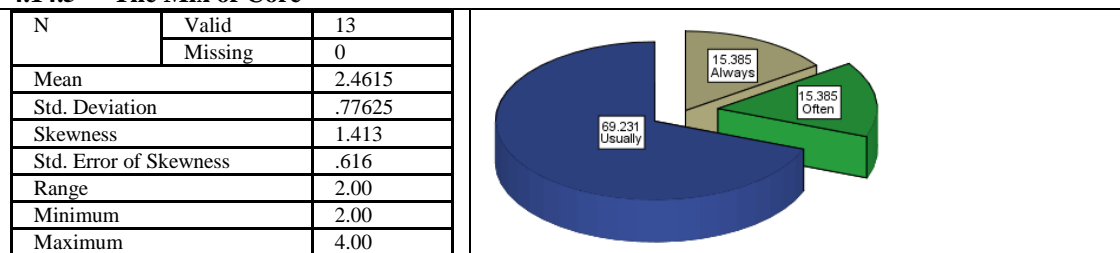


Figure-4.76 Statistics about The mix of core, elective and basic science courses satisfies the institution's rules and regulations.

**4.14.6 Course Structure**

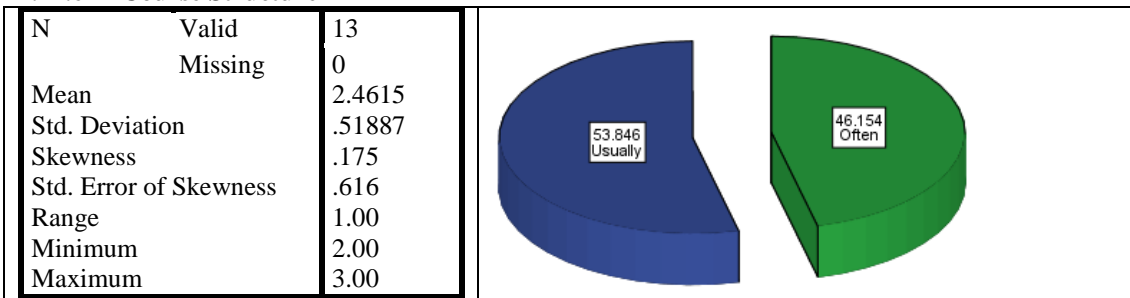


Figure-4.77 Statistics about the structures of the courses are coherent.

**4.14.7 Pre-Requisite**

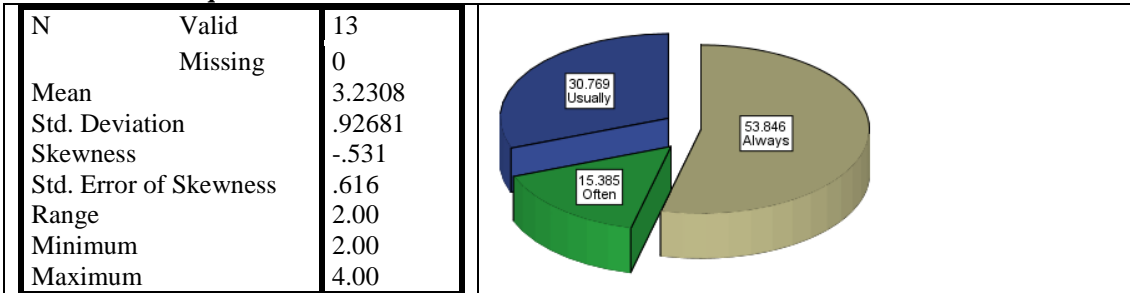


Figure-4.78 Statistics about Pre-requisites for each course are investigated and established .

**4.14.8 The Contents**

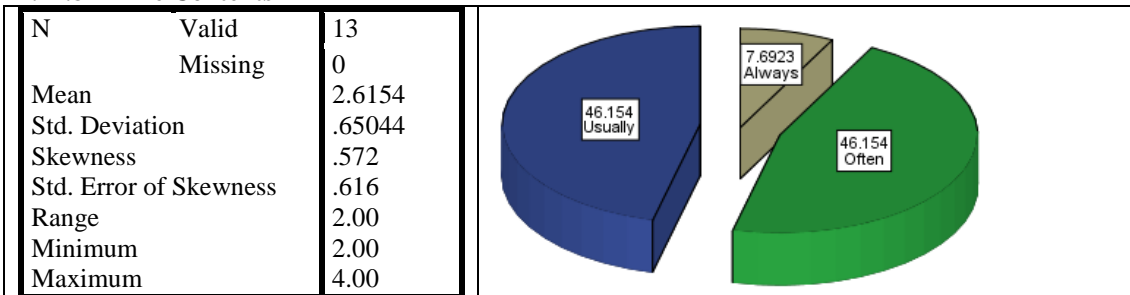


Figure-4.79 Statistics about the contents of selected courses are developed in such a way to ensure minimal overlap unless otherwise intended.

**4.14.9 Level of Courses**

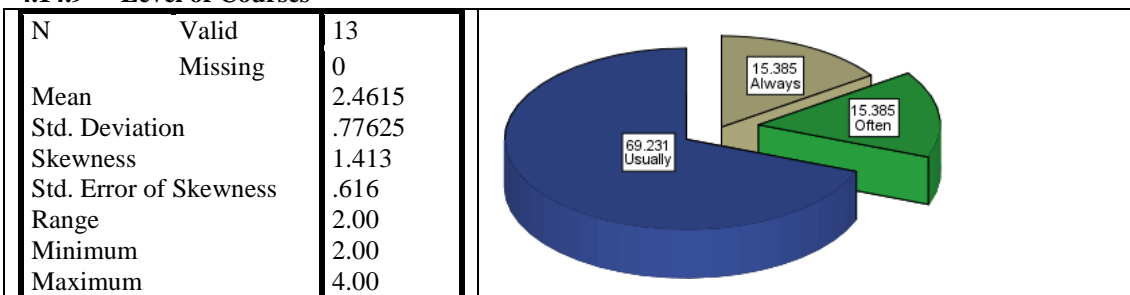


Figure-4.80 Statistics about level of the courses, including elective subjects is decided before the start of the programme.

**4.14.10 The Course Selected**

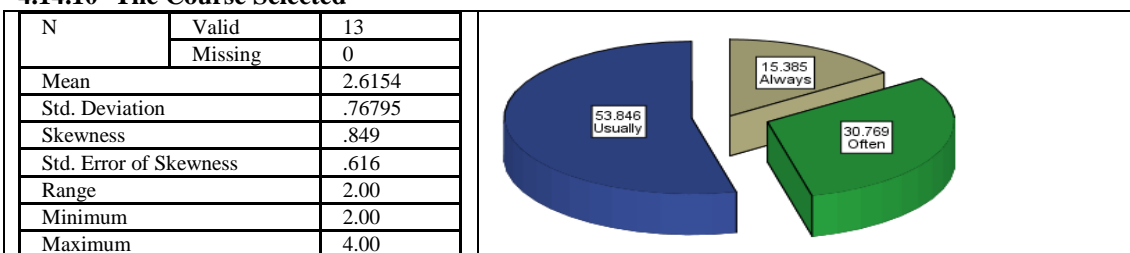


Figure-4.81 Statistics about the courses selected satisfy the range and depth of knowledge required for the relevant academic programme.



**4.14.11 The Subject contents**

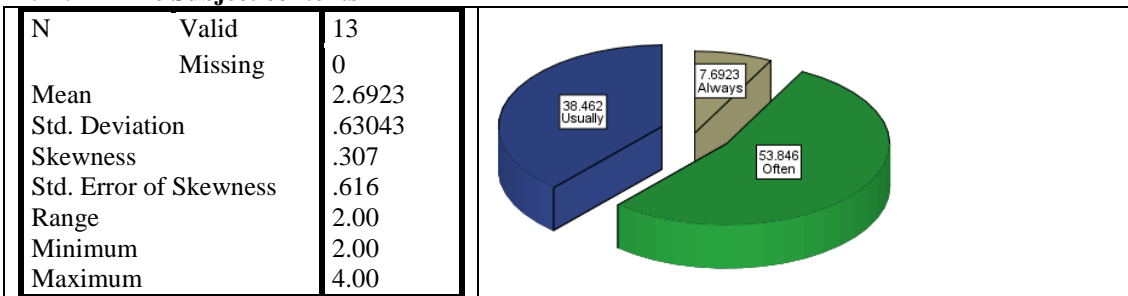


Figure-4.82 Statistics about The subjects content are related to the programme aims and objectives.

**4.14.12 The Academic Depth**

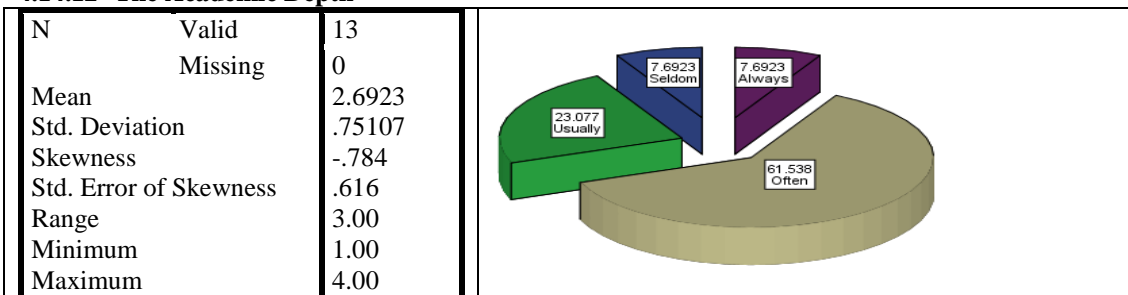


Figure-4.83 Statistics about the academic depth for each course is decided based on the intended student entry.

**4.14.13 Each Course Contents - Internal Staff**

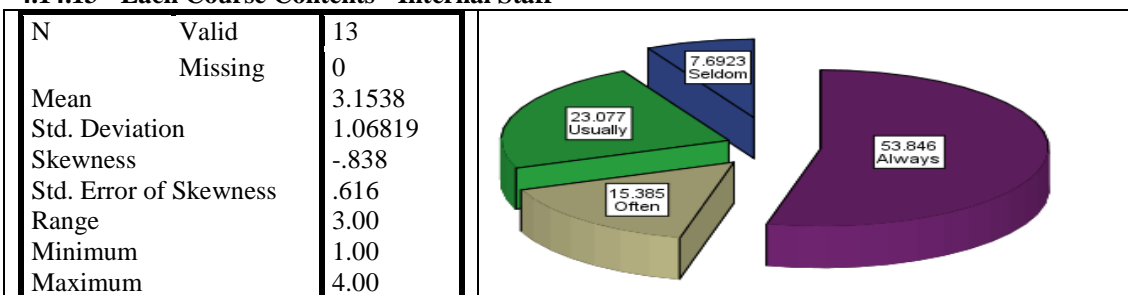


Figure-4.84 Statistics about Each course contents are developed after discussions with internal staff with expertise in that particular area.

**4.14.14 Each Course Contents - External Staff**

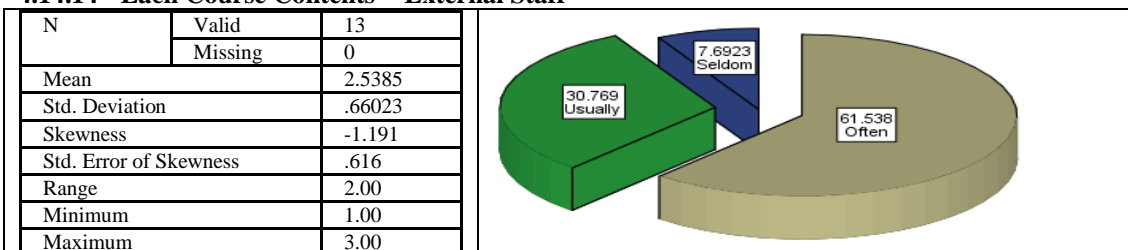


Figure-4.85 Statistics about each course contents are developed after discussions with external staff with expertise in that particular area.

**4.14.15 Total Number of Credits**

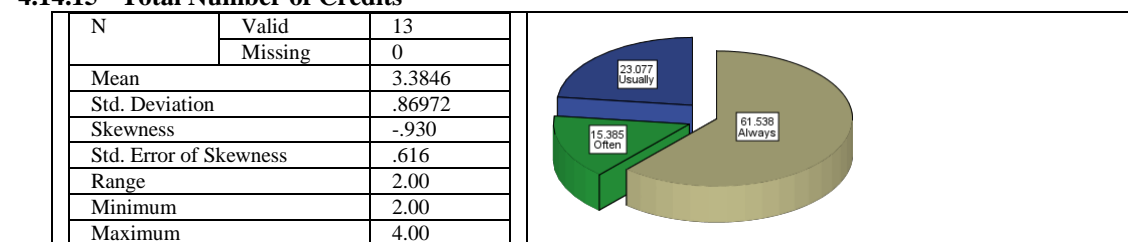


Figure-4.86 Statistics about number of credits is established..

**4.14.16 Arrangement for Credit Rating Such That the Students are Not Disadvantaged**

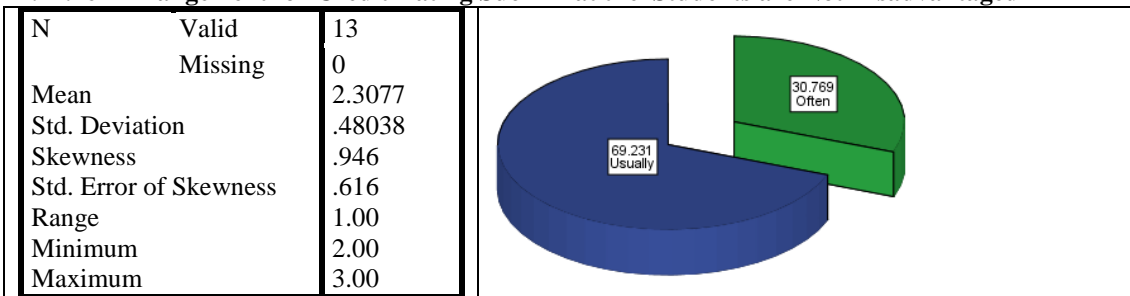


Figure-4.87 Statistics about arrangement for credit rating such that the students are not disadvantaged if they decide to opt out of the institution at any time.

**4.14.17 The Students Progression Routes**

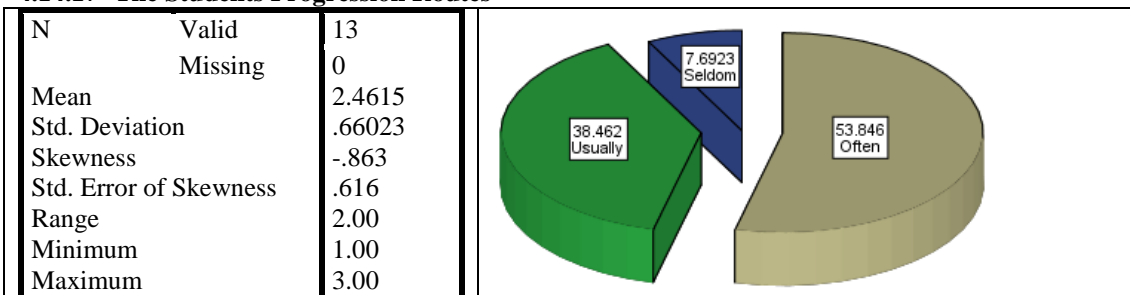


Figure-4.88 Statistics about The students' progression routes are well defined.

**4.14.18 Semester System**

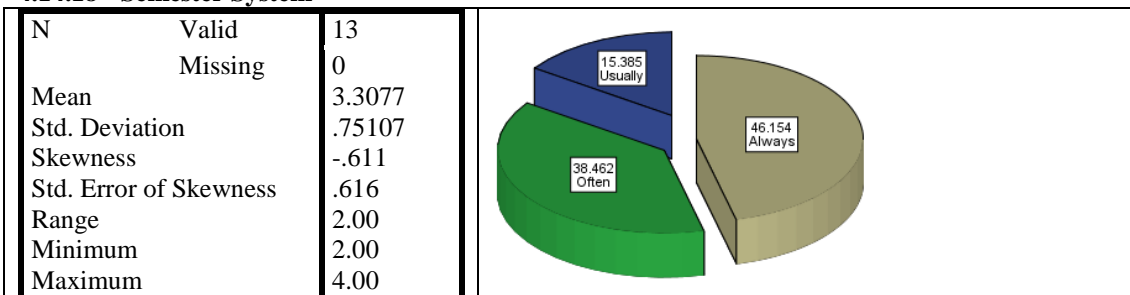


Figure-4.89 Statistics about the academic year breakdown into specific periods of study i.e. semesters, terms.

**4.14.19 Curriculum**

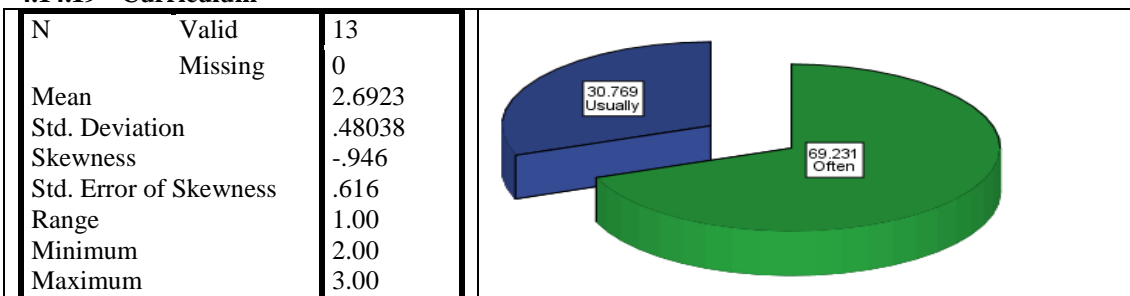


Figure-4.90 Statistics about Curriculum satisfies the academic requirements of the profession.

**4.15 DESCRIPTIVE ANALYSIS OF TEACHERS RESPONSES ABOUT TEACHING PROCESS**

**4.15.1 The Program**

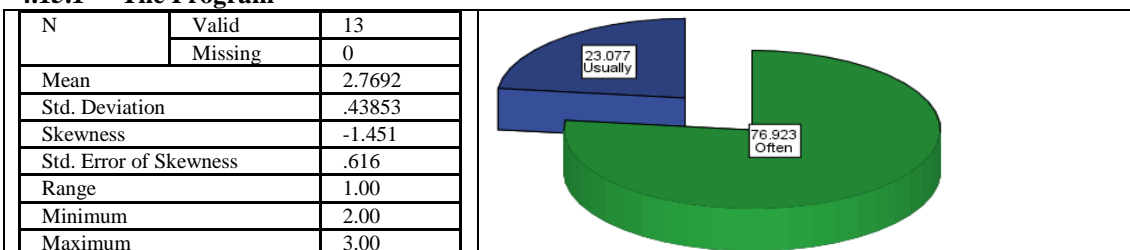
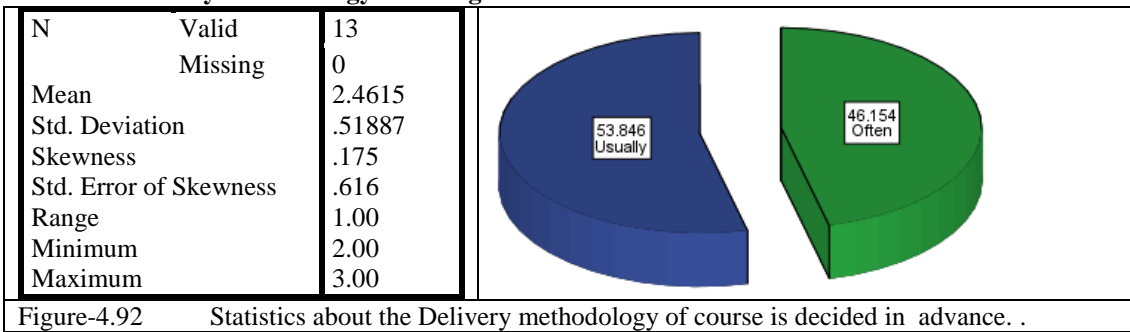
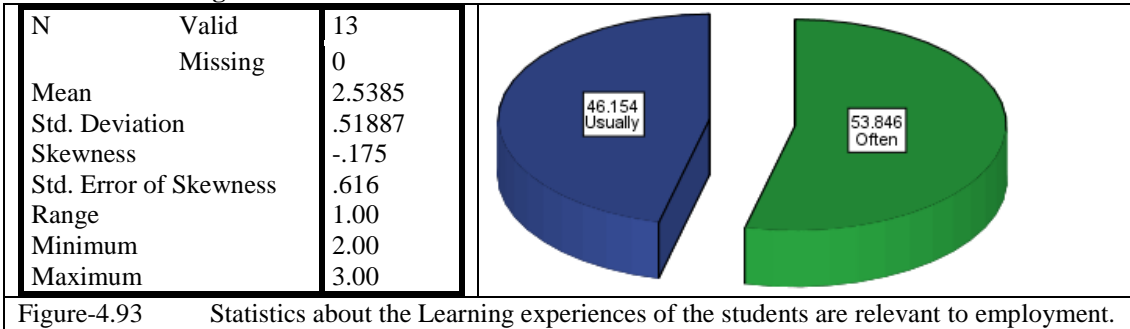


Figure-4.91 Statistics about The programmes aims and objectives are understood by the teachers.

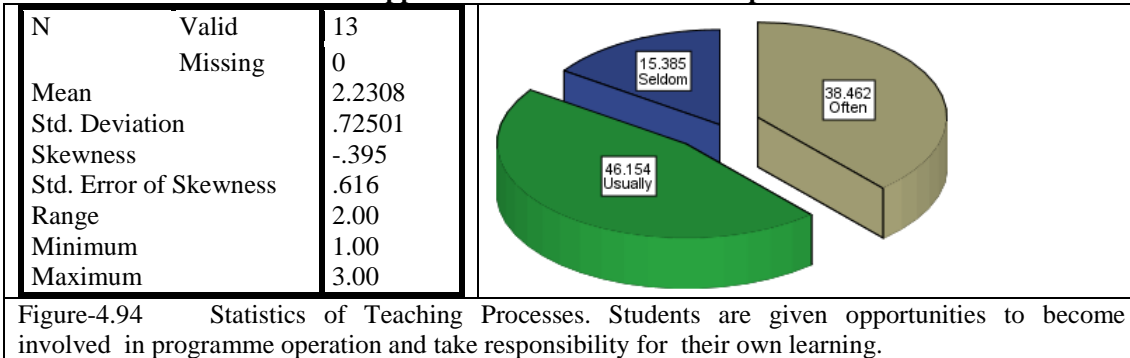
**4.15.2. Delivery Methodology Planning**



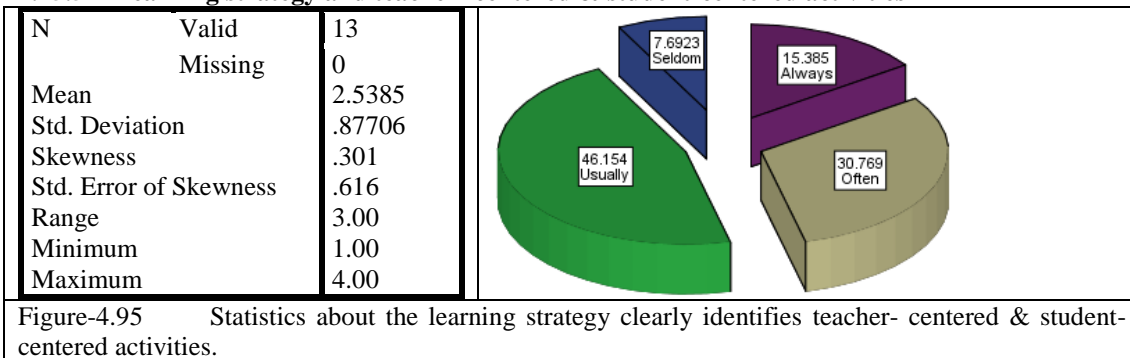
**4.15.3 Learning**



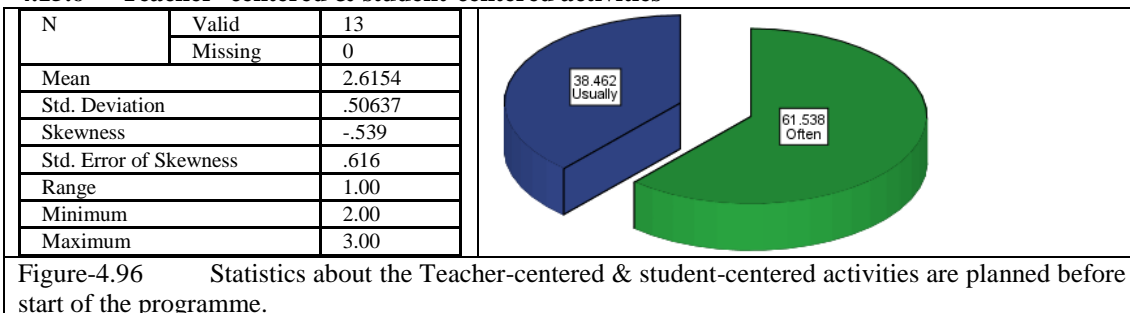
**4.15.4 Students and opportunities of involvement in operations**



**4.15.5 Learning strategy and teacher- centered & student-centered activities**



**4.15.6 Teacher -centered & student-centered activities**



**4.15.7 Students involvement in teaching and discussion**

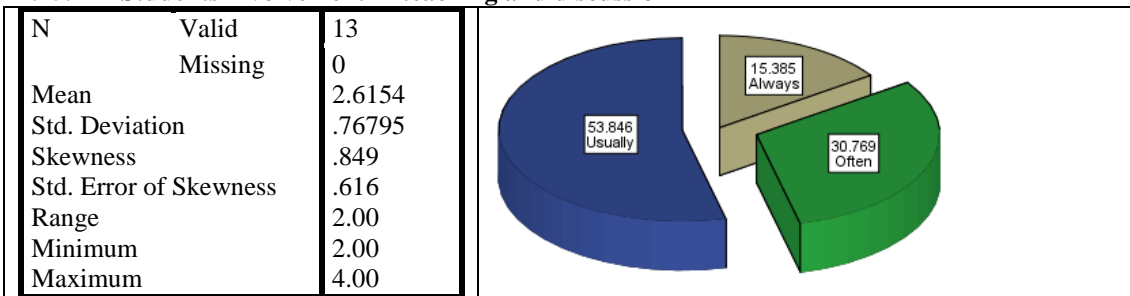


Figure-4.97 Statistics about Students are involved in teaching and encouraged to take part in discussion .

**4.16 DESCRIPTIVE ANALYSIS OF TEACHERS RESPONSES ABOUT ASSESSMENT PROCESSES**

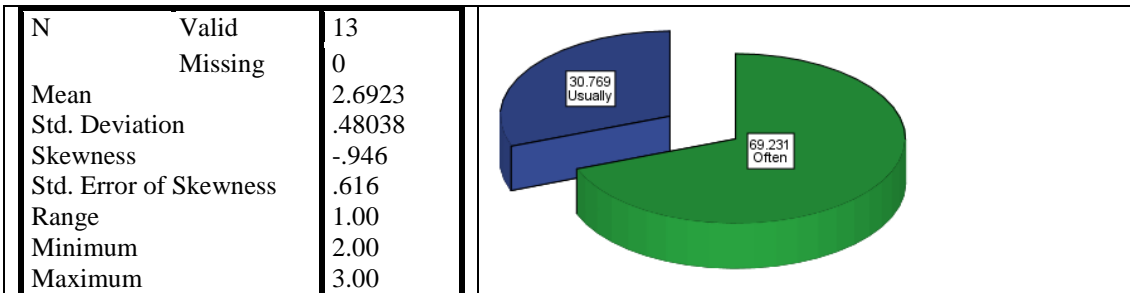


Figure-4.98 Statistics about The students' assessment methodology for each course is determined in advance.

**4.16.2 The Assessment Papers**

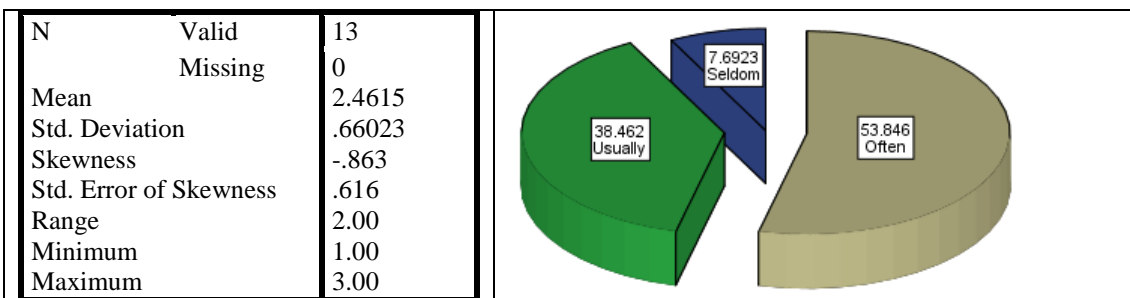


Figure-4.99 Statistics about the assessment papers i.e. examinations and assignment briefs are prepared in accordance with the assessment requirements for the intended outcome.

**4.16.3 The Assessment Ensure**

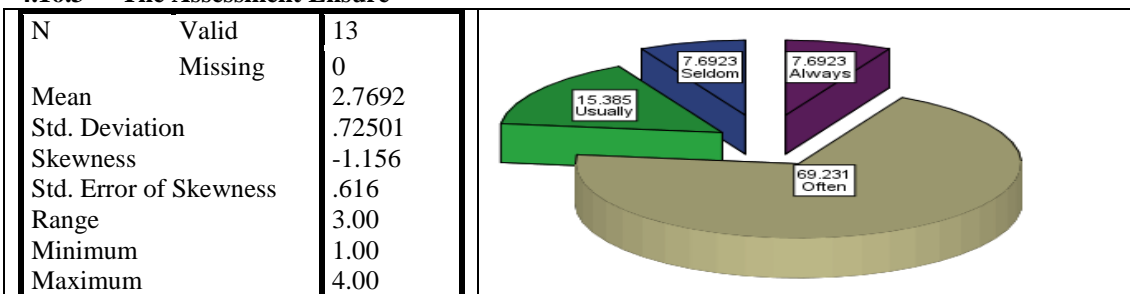


Figure-4.100 Statistics about the aspect that "The assessment ensures the students attain the required standards".

**4.16.4 Students' Assessment Criterion**

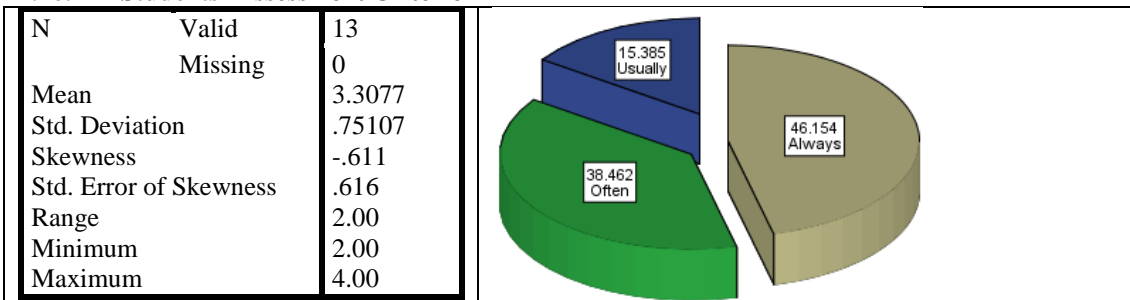


Figure-4.101 Statistics about the students' assessment criterion as well as grading criterion for each course/subject.

**4.16.5 Student Assessed Work**

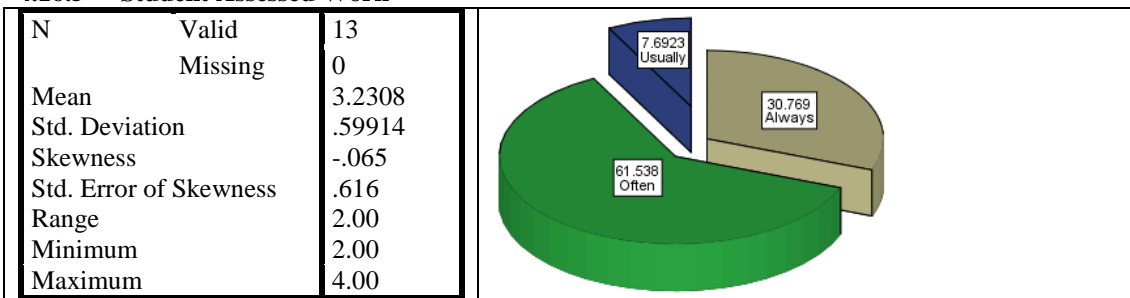


Figure-4.102 Statistics about the students assessed work is returned in time.

**4.16.6 Grading**

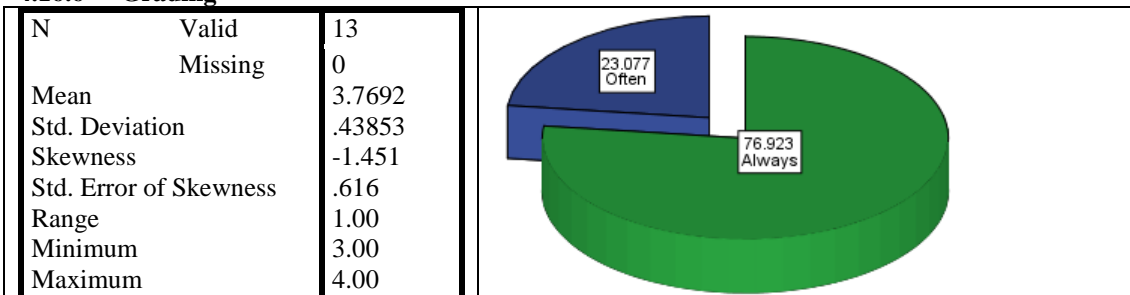


Figure-4.103 Statistics about Grading practice is explained to the students in advance. .

**4.16.7 Teachers Provide Useful Feedback**

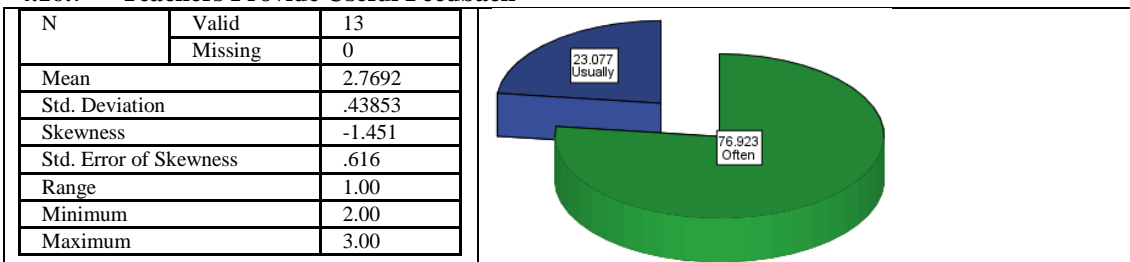


Figure-4.104 Statistics about the Teachers Provide Useful Feedback.

**4.17 DESCRIPTIVE ANALYSIS OF TEACHERS RESPONSES ABOUT PRODUCT MANAGEMENT**

**4.17.1 Systematic and progressive development & assessment**

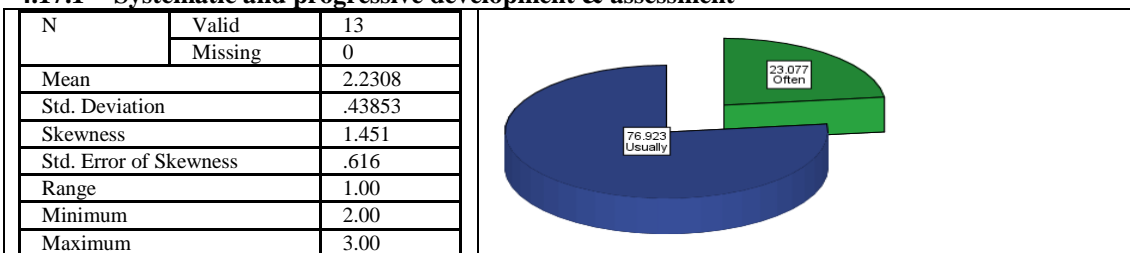


Figure-4.105 Statistics about systematic and progressive development & assessment of achievement skills.

**4.17.2. The Quality**

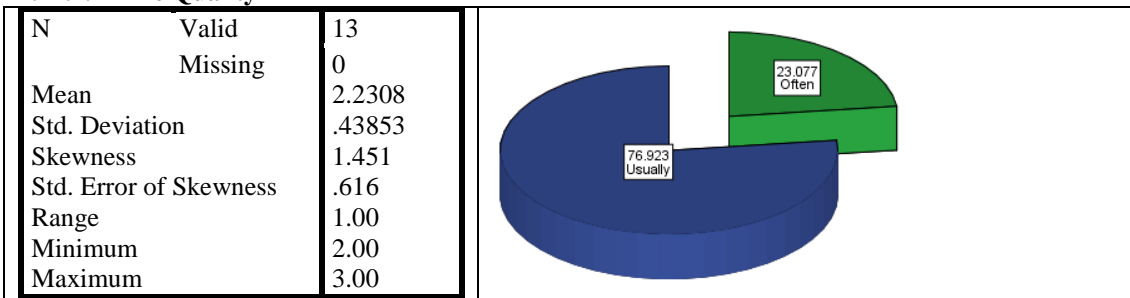


Figure-4.106 Statistics about the quality assurance system ensures curriculum

**4.17.3 Program Evaluation**

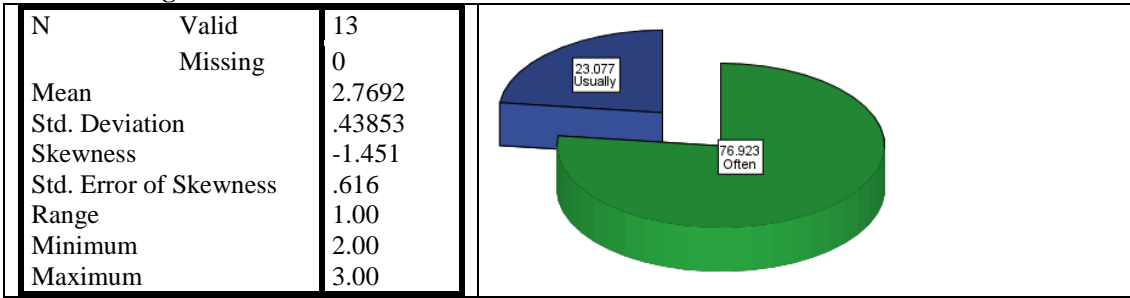


Figure-4.107 Statistics about Programme evaluation is carried out at completion.

**4.17.4 Assessment Schedule**

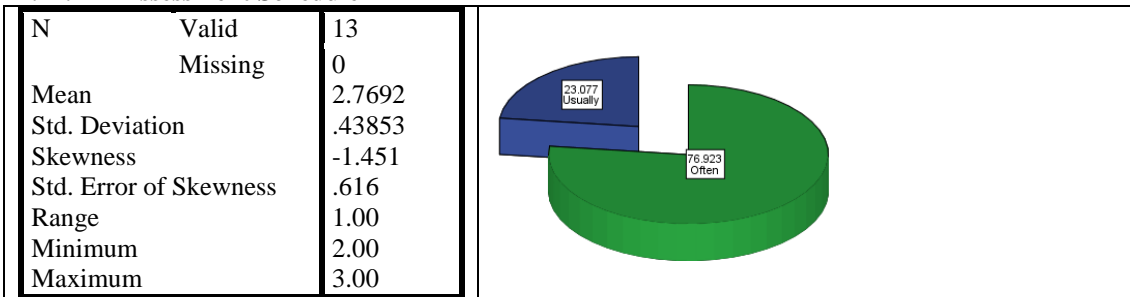


Figure-4.108 Statistics about the assessment schedule for the students so that they know what, when and how they are going to be assessed.

**4.17.5 There is Procedure**

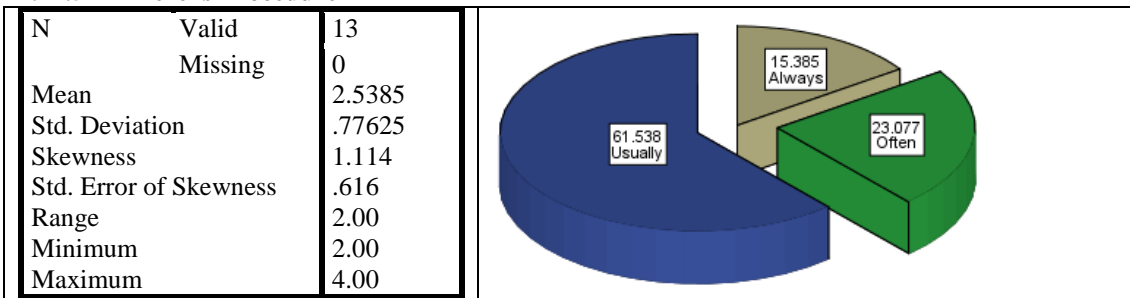


Figure-4.109 Statistics about internal verification and evaluation of all aspects of assessment process. .

**4.17.6 Procedures to Ensure Grades and Certification**

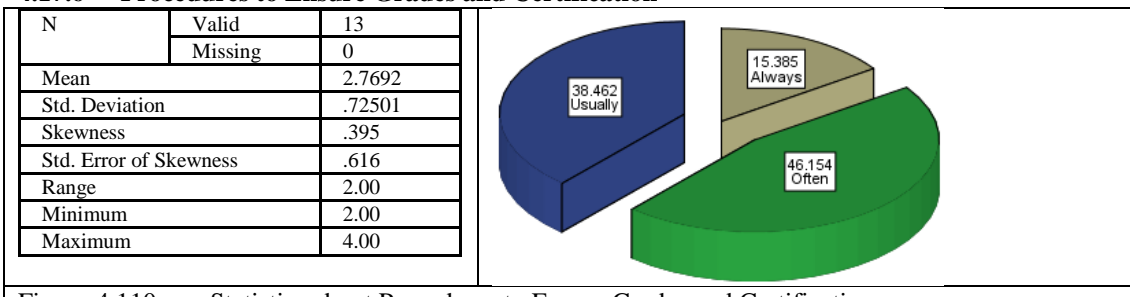


Figure-4.110 Statistics about Procedures to Ensure Grades and Certification .

**4.17.7 Students' Progression Rates**

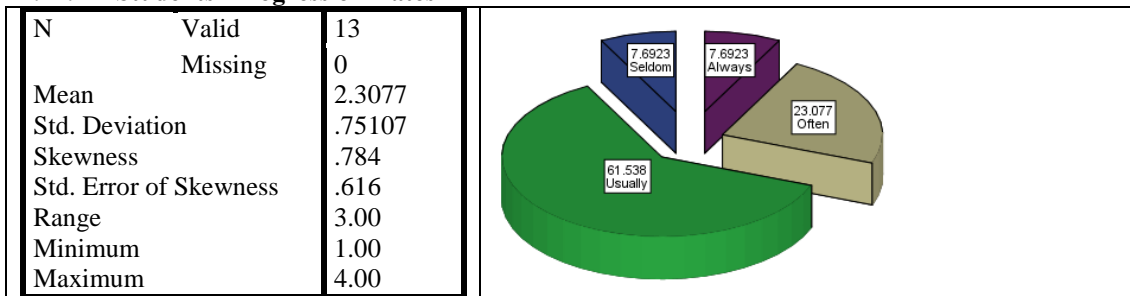


Figure-4.111 Statistics about The students' progression rates and non-completion rates are clearly identified.

**4.17.8 Gender Discrimination**

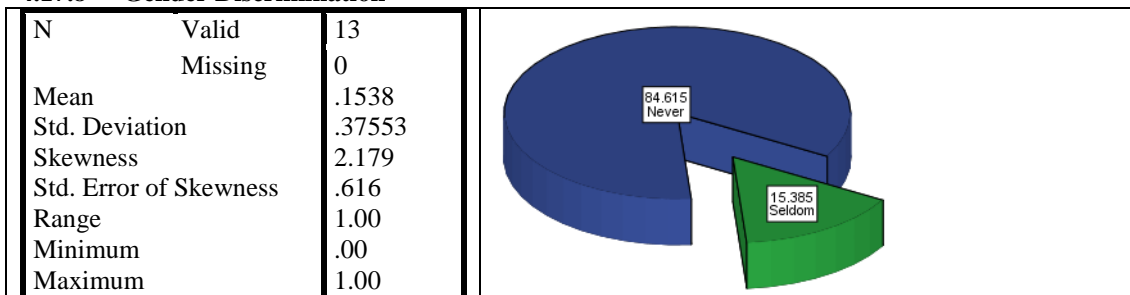


Figure-4.112 statistics about gender discrimination in the assessment of the students.

**V. Summary, Findings, Conclusion and Recommendations**

**5.1 SUMMARY**

Educational Quality Management System is a very important phenomenon for the improvement of the educational process and for the improvement of quality culture. A thorough study was conducted to evaluate the ongoing process of teaching and learning at the International relations department at University of Karachi. Primarily this study was conducted to study the current process, realize the ground realities, and suggest some measures for the improvement. A qualitative research study was conducted and a well-constructed questionnaire was used as a primary tool for the data collection. The response given by the students is encouraging, however the faculty is mostly busy in their academic affairs and found reluctant to reply the questions. It is a good sign that quality culture is prevailing and Quality Enhancement Cell is striving for the improvement of the academic process. Feedback and student involvement is felt as a need of the academic affairs in the department of International Relations.

**5.2 FINDINGS AND CONCLUSIONS FROM LITERATURE REVIEW**

The literature available for review mostly belonged to other countries as scant research and publication were available with regard to defence acquisition system in Pakistan. Major conclusions from literature review have been grouped into five categories as follows:-QM had the most effect on process management, focus on customers and leadership and management and less effect on focus on suppliers, performance results, strategic planning and focus on material resources. Human resource problems, performance appraisal and strategic problems were the most important obstacles to TQM success respectively. Furthermore it is found that QMS is a very effective mechanism for the attainment of predetermined educational objectives. An important quality culture can make this application more purpose oriented.

**5.3 FINDING AND CONCLUSIONS FROM DESCRIPTIVE ANALYSIS**

This part relates to drawing conclusions from the analysis of the primary data collected through the questionnaires. It is found that the students and teachers are involved in the process of customer focus satisfaction, course designing and work place evaluation process. Students need to improve the feedback mechanism and their involvement in the decision making is little low. Under the study of Product Management, a clause of the ISO 9001, it is found that the students involvement needs improvement. Documentation Management is an area where Teachers have to be more focused. Teachers provide evaluation feedback very effectively and it plays an effective role in the academic process.

#### 5.4 RECOMMENDATIONS

Quality Management System can play a vital role for the improvement of Quality Culture. The implementation by the stakeholders must be done with an understanding of its effectiveness. Furthermore, it is a new trend and practice in the educational institutes of Pakistan, so its effectiveness may be inculcated through a planned campaign by the established setup of Quality Enhancement Cells. Departments are the stakeholders of the implementation, so the teachers must be included in the process of decision making by the management. If teachers/ Faculty would not be given an importance for the process of decision making, an effective quality culture may not be created in the departments. Modern trends of Quality Managements may be applied and the curriculum must be developed with care for the room of innovation and flexibility for the adaptation of new changes. An approach of corrective action plus preventive action may be a very viable approach for the implementation of Quality Management System and quality culture.

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