FRAMEWORK FOR QUALITY CULTURE IN A UNIVERSITY

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ABSTRACT

Quality as an admittedly multidimensional and perspective bound phenomenon is implanted in a cultural setting. The study is framed on enhancing the quality of education through studying the culture. In this study, quality culture in an organization is measured through teamwork, sustainability, excellence, Learning, environment, communication, and service. A new framework is developed on the basis of the identified constructs. This framework was studied on the business school in Lahore, Pakistan for measuring and identifying the quality culture in a university. Few hypotheses were developed and tested to measure the quality culture of a university. The quality culture of a university is measured through this framework and this framework can be used to measure quality culture in education sector.

Keywords: Quality, Culture, Quality culture, Education

1.0   INTRODUCTION

The study is framed on enhancing the quality of education through studying the culture. In order to measure effectiveness of education sector, quality assurance and assessment has become an integral part of education throughout the world. In the last decade or so, the quality of university education has become a subject of major concern. Students, their families, companies the graduates has work for, university professors and staff, the government and politicians, al1 have interests and stakes in quality of universities. Quality as an admittedly multidimensional and perspective bound phenomenon is implanted in a cultural setting. In other words, quality is understood according to how people assume and define it in a cultural context. Culture is the transmission of units of information through non-genetic means (that is, through teaching and imitating) over generational time (Masoumi, 2010).

Throughout this research work, researcher has explored to the conclusion that defininig, identifying, assessing, and exploring the quality culture in Pakistani environment that how quality culture in a university impacts and how quality culture results in the nourishment of the university. For this, a new conceptual model and framework for quality culture in a university has been developed and proposed.

2.0   LITERATURE REVIEW

A major contemporary issue for educational organizations including universities is the maintenance and improvement of quality. From the literature contemporary quality management can be categorized as an organization wide philosophy and organization culture that emphasis constant improvement of quality through every aspect of an organization's activities. Current trends when it comes to considering quality as a cultural construct point to it as a greater comes towards the service sectors. Culture as an evolving system makes a difference from a conceptual, ontological, and explanatory point of view. Culture makes a difference (Scholates, 1992).

Organization Culture is defined as the set of assumptions, beliefs, values and norms that is shared among the members. This culture in an organization may be created by its members or it may have evolved across the time (Goetsch, 1998). The culture represents a key element of the work environment in which employees perform their jobs (Goetsch, 1998). Culture represents a key element of the work environment in which organization operates (Goetsch, 1998). Culture refers to the everyday work experiences of the mass of employees (Scholates, 1992). Culture by different authors has been defined in a different way. But organization culture has no specific definition. Culture is distinct as the sum total of an individual's experience and knowledge gained as a member of society; this affects the attitude, perception and behavior of the individual as a member of that society (Selvarajah, 1991). Organizational Culture is a system of informal rules that spells out how people are to behave most of the time (Deal & Kennedy, 1982). Organization's culture consists of its customs, traditions, rites, and rituals (Goetsch, 1998). Quality as an admittedly multidimensional and perspective-bound phenomenon is implanted in a cultural setting. In other words, quality is understood according to how people assume and define it in a cultural context. This issue surrounding quality culture in higher education, however, has not been addressed properly in higher education settings (Masoumi, 2010). From the perspective of others, culture is seen as a relatively stable system of shared meanings, a repository of meaningful symbols, which gives structure to experience (Kashima, 2000, 2004).

Culture viewed as a set of core values and patterns of thinking, feeling and acting (Ford & Kotzé, 2005) influences the way in which people communicate amongst themselves and with cultural artifacts, for example, learning systems, and computer tools of different kinds or informational resources provided on the Internet (Ford & Kotzé, 2005). Culture affects how people think, how they act, how people responds to their environment, in short, which they are. And more specifically, how people view quality, knowing and learning – their personal epistemologies is a part of their cultural identity, which is embedded in specific cultural contexts. The very definitions of culture refer to culture as a set of core values evolving as people respond to new conditions and influencing the way in which life takes place (Kinuthia, 2007).

As from the literature, researcher has identified the gaps in which researcher has observed that there is no model or framework exists which can measure or identify the quality culture of an organization. In this research, researcher has developed a framework to identify, measure, implement and re-evaluate and re-implement the quality culture in an organization. In which quality and culture measuring variables has been adopted from literature. Researcher has divided quality into three components which are being the drivers for measuring the culture's quality which are **teamwork, sustainability** and **excellence. Teamwork** is defined by Raouf that Quality happens through people (Raouf, unpublished), and quality always require team memberships (Raouf, unpublished). **Sustainability** is defined by Raouf as the systematic approach (Raouf, unpublished) and it's a quality improvement cycle (Raouf, unpublished) and sustainability has also been defined as it is the continuous performance improvement (Milisiunaite, Adomaitiene, & Galginaitis, 2009) and **Excellence** is defined as the fitness for use and conformance to requirements (Milisiunaite, Adomaitiene, & Galginaitis, 2009). Learning, environment, communication and service are be used as the culture's components (Raouf, 2006 a).

By looking through the literature, Learning, Environment, Service, and Communication has been defined by Raouf in the form of the following construct i.e., **for learning, for environment, for service, and for communication**: oral communication, written communication and presentation skills are required (Raouf, 2006 a).

3.0   RESEARCH OBJECTIVES

Based on the literature and issues raised in the previous section, the objectives of the research are:

- **To identify the quality culture in a university.**

It's basically identifying the elements of quality culture in a university and researcher has identified those elements and important factors that are included in identifying the elements of quality of a university from the perspective of the culture that how much stronger or weaker culture exists in the university that has determine the quality of a university i.e., if it is the stronger culture then the university has a good quality and vice versa (Raouf, 2010).

- **To measure the quality culture in a university.**

After identification of the quality culture's elements, researcher will measure the quality culture in a university.

4.0   RESEARCH QUESTIONS

Followings are the research questions which were studied:

    i.   What is the quality culture in a university?

   ii.   To what extent the quality culture is measured in a university context?

Researcher has measured the quality culture of a university through a tool based on Raouf's assessment of university quality standards and quality culture model elements based on sporn's (1996).

5.0   THEORETICAL FRAMEWORK

Following is the theoretical framework that is showing the relationship between university culture and quality which was used and developed. The following theoretical framework is showing the model of **Quality culture for a University**. As per this study, there are the stages that must be adopted to define the measurement, implementation, and rechecking the university quality culture. For improving the university culture the following model must be adopted on timely basis. There are four stages for identifying, measuring, implementing and rechecking the quality culture in a university as this methodology has also been used by european higher education comission to measure and identify culture enhancement elements (Milisiunaite, Adomaitiene, & Galginaitis, 2009). But researcher has restricted himself up to the stage 1 only.

Figure number 1.1 is showing the stage one; in stage number one the figure 1.1.1 is showing the university quality culture model. This figure shows that these are embedded variables of quality culture in a university. At stage 1, the figure 1.1.2 is showing the relationship between the quality culture model of a university with the time; at the start (year 1) the quality culture model of the selected university will be measured through stage 2 and then new model will be developed as per the gap is identified through stage 2's tool's data collection and data analysis

(which will be the time for implications of the stage 1's model i.e., quality culture model). As the figure 1.1.2 is showing that quality culture model of a university is placed at the peak which shows that after passage of sometime (year 2) after the implication of quality culture model the quality of the culture of the selected university is increased.
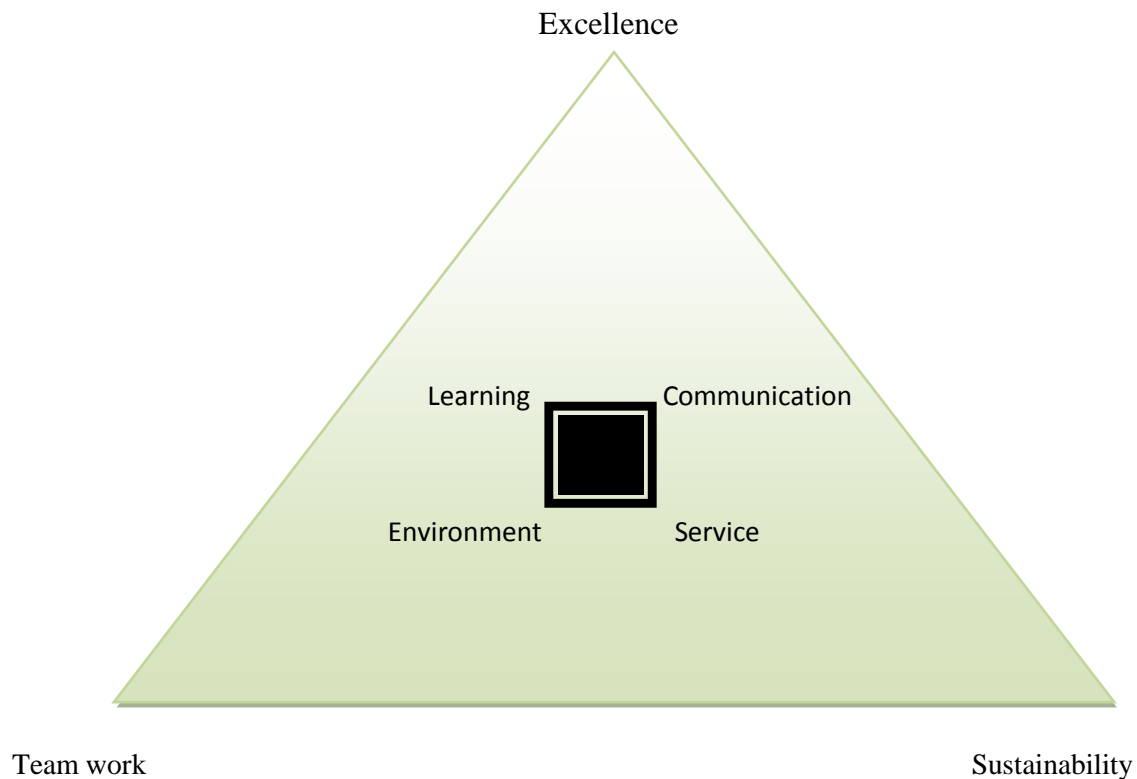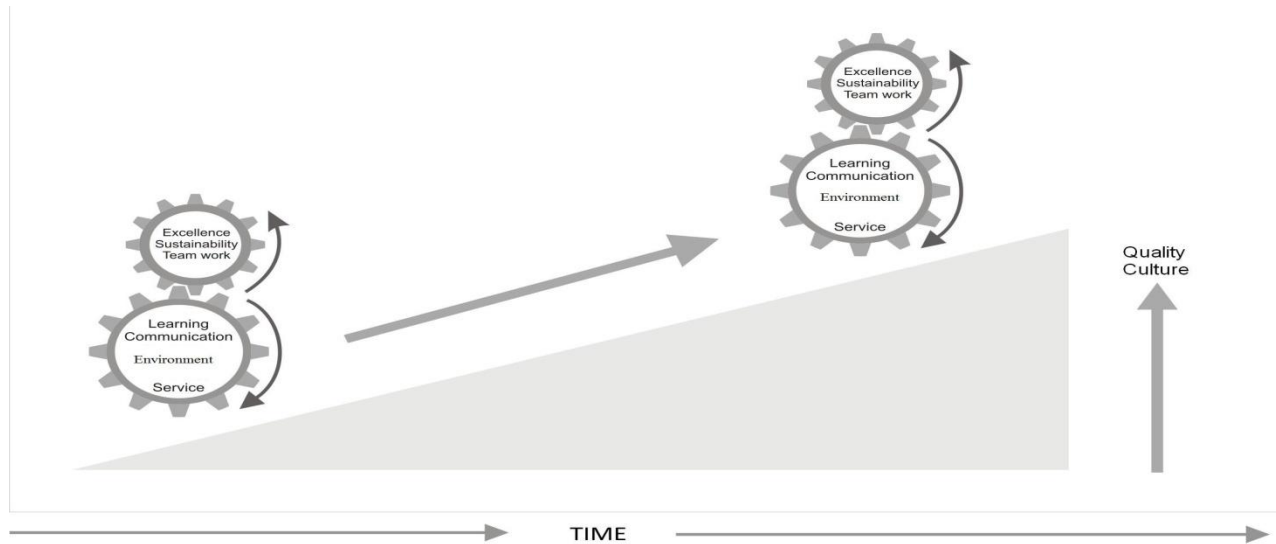
5.1 **STAGE 1:**

Figure 1.1.1. Quality Culture Model of a University

Embedded Quality Culture Attributes

Figure no. 1.1.2 Relationship between Time and Quality Culture Model of a University

In the figure 1.1.1, Teamwork (Raouf, unpublished), Sustainability (Raouf, unpublished) and excellence (Milisiunaite, Adomaitiene, & Galginaitis, 2009) are the drivers of quality and variables motioned as learning, environment, communication and service were used as the part of the construct of culture which in figure 1.1.2. Is shown that by combining them together all these variables and drivers made a quality culture model which were tested at different times i.e.; at year 1 and then at year 2. At year 1, as per this quality culture model the selected organization stands where. Then after checking, the researcher has applied this quality culture model in to the selected organization. The after some time at year 2, again the researcher has checked that after the implementation of this model what is the status of the quality culture in the selected organization that up to which level, it can be enhanced.

6.0 HYPOTHESIS

Followings are the hypothesis:

H_1=Quality culture elements has an impact in a university.

H_2=Quality culture model in a university is based on excellence, teamwork, sustainability, learning, communication, service, and environment.

H$_3$=If Quality culture in a university can be measured, then it is measured through criteria of university quality model standards.

H$_4$=Communication is associated with oral communication, written communication, and presentation skills.

H$_5$=Quality culture in a university based on excellence, teamwork, sustainability, learning, communication, service and environment.

H$_6$=Quality of a university is based on excellence, sustainability, and teamwork.

H$_7$=Culture in a university involves learning, communication, service and environment.

H$_8$=Excellence has an impact on quality culture in a university.

H$_9$=Sustainability has an impact on quality culture in a university.

H$_{10}$=Teamwork has an impact on quality culture in a university.

H$_{11}$= Learning has an impact on quality culture in a university.

H$_{12}$=Communication has an impact on quality culture in a university.

H$_{13}$= Service has an impact on quality culture in a university.

H$_{14}$= Environment has an impact on quality culture in a university.

7.0   RESEARCH DESIGN AND METHODOLOGY

Design: Strategy and Framework:

It was descriptive and inductive study, using longitudinal data; the relationship between the culture and its quality from the pools of faculty and students of University of Management and Technology (UMT) was investigated. The study involves quantitative research. The quantitative research was comprised the questionnaire survey coupled with quantitative analysis. The quantitative analysis mainly analyzed the faculty's and higher education students' quality culture by using the different variables as parameters to study them in business education based on data collected from the faculty of the schools of UMT i.e.; School of business and economics (SBE).

The unit of observation or the unit of analysis of this study were the individuals of the university i.e., faculty members specifically deans and senior faculty of the selected schools and institutes and the students of the selected university.

It was the longitudinal study. The data was collected from the respondents with different intervals. Researcher has limitized its research till stage 2 i.e., studying quality culture model and its relationship with university quality standards. So, for these two stages the data will be collected from the respondents just to check the quality culture model's elements and its relationship with university quality standards. The simple random sampling technique was used for selecting the sample from population. In questionnaire surveys, it is a common practice to administer the questionnaires on a sample drawn from a list of all individuals in the population of interest.

8.0   DATA ANALYSIS AND CONCLUSION

The data was first examined for missing data before being subjected to various statistical tests. Initial tests were involved analyses of the response rate, frequency distributions for demographic variables, the mean, standard deviation, range and variance on other variables, and an inter-correlation matrix of the variables to give a general indication of the goodness of the data as recommended by Sekaran (Sekaran, 2000). To test hypothesis, the data was subjected to scale reliability test. There are, however, several ways to test the reliability of a measure: test-retest method, equivalent or parallel form method, split-halves method, and the inter-item or internal consistency method (Sekaran, 2000; Sureshchandar et al., 2002). Of these, the internal consistency method was considered to be the most effective and the simplest as it involves only a single analytical administration (Sureshchandar et al., 2002).

The T-Test was employed to study the responses of the faculty and students' quality culture. Factor analysis, Regression and correlation analysis were employed on the data and the relationship will be measured through these analyses. Through these analyses, it has come to know that all the hypotheses are accepted and have significant effect on the quality culture of a university and identify and measure the quality culture of a university in a true sense.

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