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## Message from the Editors

### Hello from TOJQIH

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I am always honored to be the editor in chief of TOJQIH. Many persons gave their valuable contributions for this issue.

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# A LITERATURE REVIEW OF THE UNIVERSITY CHOICE PROCESS: MODELS, CHOICE DETERMINANTS, INFLUENTIAL FACTORS AND A CONCEPTUAL FRAMEWORK FOR TURKEY

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**ABSTRACT:** The purpose of the article is to investigate the literature of university choice process with models, choice determinants, and influential factors. A conceptual framework is developed by study to explore the determinants that influence students' university choice decision in Turkey and make recommendations for further research in this field. The approach for this study entailed extensive searches of proper higher education databases. The aim is to ensure that, as much as possible, all literature in the field is reviewed. The conceptual framework, which is obtained by this study, will be useful Turkish universities. Due to changes in Turkish higher education in the recent years, literature needs many new studies about it. This issue will be examined the university choice process in details and so the study will be the first step for future researches. Despite intensive literature in other countries, because of the limited search in Turkey on the university choice process, the article is also important.

**Keywords** Higher education, University choice process, Turkey

## INTRODUCTION

In recent years, the governance of higher education has dramatically changed. Higher education has been transformed from dependency of funding by government to the competitive market (Maringe, 2006). To meet the increasing social demand for higher education, governments must seek alternative sources of funding for such expansion. The raising number of students who want to study in a university and inability of the state budget mean that new ways of funding is necessary. The growth of private higher education worldwide is a kind of proof that state supported education cannot provide sufficient access.

Like all world because of increasing demand and government budget constraints, the higher education system has changed in Turkey. The privatization of higher education has gained importance. The first Turkish private university, Bilkent, was established with the foundation university status in 1984 according to the law 2547. In 1992, Koç family established the second private university. In 1994, Başkent University was founded and after six universities were opened in 1996, eight universities opened in 1997 and today there are 175 universities in Turkey, 68 of which are foundation and 107 of which are state universities. These numbers clearly show that with the developments of the last years in Turkish higher education. There are many alternatives for students and the availability of so many options has complicated the student choice process of university. The rise of foundation universities causes new competition and dynamism to higher education. Therefore, the university clearly needs to position itself against competitors in order to remain attractive for student.

The rising numbers of higher education institutions, students are becoming more critical and analytical in their selection of educational institutions (Binsardi & Ekwulugo, 2003). In order to improve the strategies about student recruitment, to understand of how and why students select a university is very important. Understanding choice process is an instrument for develop strategy to obtain a position against competitors. The article examines the literature of the models and the factors of university choice process. The models of university choice process are examined the following categories: *economic models, status-attainment- sociological models, combined models and marketing approach models*. The article identifies also the main factors, which effect students' decision to prefer a university, by classifying into two categories. One of them is determinants of university choice and the other is influential factors. Then, university choice process will be assessed for Turkey. At the end of the study, a conceptual framework will be emerged based on the literature. These findings will be useful for the higher education institutions to plan and develop their strategies and the higher education institutions can renew themselves in this competitive and transforming area, understanding these factors.



## LITERATURE REVIEW

### The models of university choice process

These models have been beneficial to understand the university choice process with determinants of university choice and influential factors. The major differences between the models are that the descriptions of variables and how they define institution activity to encourage student enrollment (Hossler, Braxton, & Coopersmith, 1989). Several conceptual approaches have been developed to describe the factors that influence students' decisions to select a university. Each of them describes the different processes by which a high school student selects a university. In the article, four models are examined. According to Hossler, Schmit and Vesper (1999) most of the studies that tried to understand the university choice process could be included in one of the following categories: *economic models*, *status-attainment- sociological models* and *combined models*. Another model is *marketing approach*, which is explained the university choice process with internal and external influences and supplemented by communication efforts.

- a. **Economic models:** These approaches are based on the assumption that a student wants to maximize their utility and minimize their risks. Economic models of college choice are based on the assumption that students act rationally by evaluating all the information available to them according to their preferences at the time of the decision (DesJardins & Toutkoushian, 2005). They emphasize the rational decision-making process of students and their families and the variety of ways in which different students' rate and use the university attributes to make their final university choice (Hossler, Schmit, & Vesper, 1999). According to Fernandez (2010), individuals are assumed to act rationally in ways that maximize their utility, given their personal preferences. The research indicates that individuals will select a higher education institution, if the benefits of attending outweigh the perceived benefits of attending other higher education institution or a non-college alternative (Hossler, Braxton, & Coopersmith, 1985). According to the approach of human capital investment, the students realize their possible choices and evaluate them by determining 'whether or not a college education is worthwhile by comparing the expected benefits with the expected costs associated with an investment in a college education' (Paulsen, 2001, pp. 56–57). Hence, students are supposed to choose the college with 'the highest utility of net expected benefits' (DesJardins & Toutkoushian, 2005, p. 193). To focus only on the rationality of the students is the limitation of economic models.
- b. **Status-attainment- sociological models:** In these models, different social and individual factors are emphasized by leading to a student's occupational and educational aspirations. The Jackson's model (1982) proposes that a student has three stages to making a selection. The first is the preference stage where the academic achievement has the strongest effect. The second is the exclusion stage where the students make an eliminating. The last one is the evaluation stage where the students get their final decision. In the derivative model developed by Blau and Duncan (1967), family, socioeconomic background and student academic ability are predicted to have a joint positive effect on aspirations for college. Sociological models of college choice (Hossler, Braxton, & Coopersmith, 1985) have focused on the identification and interrelationship of factors including parental encouragement (Sewell & Shah, 1978), influence of significant others (Chapman, 1981) and academic performance (Sewell, Haller, & Portes, 1969) as indicators of enrollment in higher education intentions. According to Kotler and Fox's (1995) model is status-attainment models are based on Social Theory. It is a kind of processes, which is focus on socialization, academic conditions, the role of the family, and social networks. This model rejects the assumption of students and their families being rational deciders. Sociological approaches focus on the influence of the cultural and social capital, such as the socioeconomic background, prospects, and the academic achievements of students, when choosing a college (Perna, 2006). The limitation of the sociological models is to focuses on social factors as influences of choice.
- c. **Combined models:** Combined models try to capture the essence of both previous models and these kinds of models allow a considerable amount of analytical power, as they combine sociological aspects with a rational decision (Raposo and Alves, 2007). These approaches use the most powerful indicators in the decision-making process from the economic and social models, providing a conceptual framework. A three-stage model (Hossler & Gallagher, 1987; Jackson, 1982) and a multi-stage model typically containing between five and seven stages are most important combined models. Hossler and Gallagher's (1987) *three-stage model* emphasizes the stage of predisposition, search, and choice. The predisposition phase is first step where students decide whether they will go on to their education. The search stage is where students get some information about universities. The last step is choice stage in which students select the university that they will enroll. Perna (2006) is another important person who explains the university choice process with combined model. Her ideas focused on the decision of which university to choose and specifically included sociological as well as economic approaches. She also says, "Calculations of expected costs and earnings are nested within several layers of context" (Perna, 2006, p. 116). These layers are *the individual habitus* such as demographic characteristics, cultural effects; *the organizational habitus* like the support of college teachers;

*the higher education context; the comprehensive social, economic, and policy context such as demographic changes, unemployment rates.*

- d. **Marketing approach model:** To understand the models of university choice process, *the marketing approaches* also must be mentioned. These models are not necessarily directly referring to sociological and econometric concepts. Nonetheless, these approaches are incorporated in the consumer choice models in terms of internal (cultural, social, personal, psychological characteristics) as well as external (e.g., social, cultural, product and price stimuli) influences, supplemented by communication efforts of the provider (Obermeit 2012; Kotler & Armstrong, 2010). Gilley (1989) explained how radio, television newspaper and magazine can be used to attract publicity. According to Mayer et al. (1999), communication technologies, such as CD's and DVDs in university advertising and web page properties (Erdal, 2001), have been considered before. Steele (2002) conducted studies on how to build effective communication with college and university students using the catalogue, application tools, and program materials. Brochures, posters, meetings, sponsorships and billboards, web pages, TV and newspaper advertisements are mostly used as some communication tools for university selection (Yamamoto, 2006).

In literature, consumer behavior models are related with university choice process in marketing approach models. The university choice is compared to a buying process with subsequent stages (Blackwell, Miniard, & Engel, 2006; Kotler & Armstrong, 2010). The students start with a comparably extensive awareness set of higher education institutions that is successively narrowed down to a consideration and choice set (Blackwell et al., 2006; Kotler & Fox, 2002; Shocker, Ben-Akiva, Boccara, & Nedungadi, 1991). The notion of prospective students as consumers is not undisputed (Hemsley-Brown & Oplatka, 2006), but the development and application of consumer behavior models of the university choice has gained acceptance (Obermeit 2012). Next to sociological and economic factors, the impact of actions taken by universities (e.g., recruitment activities, financial aid offers) on the students' decisions are deliberately included in this approach (Bergerson, 2009). Vrontis, Thrassou and Malenthiou's model (2007) includes five step. The steps are need *recognition, information search, alternative evaluation, purchase and consumption and lastly, post-consumption* evaluation. According to Vrontis et al. (2007), similar causes and effects occur in relation to pre-purchase evaluation of alternatives though here branding appears to play a vital role in decision-making. Purchasing and consumption stage depends on financial, individual and some environmental determinants. The financial factors can be the students' ability to pay high fees. Individual determinants refer to attitudes and values relating to personal freedom and the drive for individual achievement. In addition, the environmental factors are a combination of economic and demographic factors affecting students' choice of higher education institution. Finally, Post-consumption evaluation differences relate to the mass-word-of-mouth phenomenon and greater relative weight of the purchase and consumption experience (Vrontis et al., 2007).

## Determinants of university choice

### General literature

In order to regulate the recruitment strategies, universities need to know which factors influence the decision to enroll at an institution (DesJardins et al., 1999; Litten, 1982; Maringe, 2006). There are many studies, which include various criteria, which students use to select a major in a college (Strasser, Ozgur, Schroeder, 2002). They said that these factors were classified three groups' *interest in study, influence of others, and careers*. According to these factors, some students are interest in the subject (personal preference; ability in handling the subject matter; rigorous/challenging; and enjoyable/fun). Others affect some of them like advisors, parents and peers. Some of them are interest in career (compensation – earning potential and earnings growth; job availability and growth – employment opportunity and advancement opportunity; job requirements – dealing with people and teamwork). Webb (1993) said that *academic reputations, accreditations, proximity, costs, potential marketability of the degree* are important factors. Chapman (1993) proposed that *quality of faculty, quality of degrees, overall academic reputation is significant*. Coccari and Javalgi (1995) showed the factors as follows: *Quality of faculty, degree programs, cost, variety of offerings, classroom instruction*. Kallio (1995) emphasized that *residency, academic environment, reputation and institution quality, course diversity, size of the institution, financial-aid*. Donnellan (2002) examined *the influence of personal contacts, parents, location, and social life*. Shanka, Quintal and Taylor (2005) said that *proximity to home, quality/variety of education, cost of living/tuition, friends study, family recommendation, safety* effect the choice process are important factors. Holdsworth and Nind (2006) displayed *the importance of quality and flexibility degree/course combinations, availability of accommodation, costs and proximity to home*.

Kaynama and Smith (1996) found the influence of others important for pre-business students and mentioned about *job availability* influencing a student's decision. Findings from research based on the survey that contained 20,000 people was conducted in England (Connor et al., 1996; Tackey and Aston, 1999) show that *the availability of subject of interest* is the most important determinant of choice of university, followed by *tuition and other costs*. Soutar

and Turner (2002) assorted the factors into two categories; first is university related factors and second is personal factors. The university related factors are as follows: *the type of course, the academic reputation of the institution, the campus, the quality of the teaching staff and the type of university*. Personal factors are *distance from home, what their family thinks about each university and the university their friends wish to attend*. While Mazzarol and Soutar (2002) identified six broad categories: *institution characteristics, knowledge and awareness of the host country, recommendation from friends and relatives, environment, cost, social link and geographic proximity*. Belanger et al. (2002) said that *campus staff, students, and other networking efforts* are important factors that influence the students' choice of university. Hoyt and Brown (2003) listed the most important choice factors as *academic reputation, quality of faculty and instruction, location, cost, scholarship offers, financial aid and student employment opportunities*. Other important factors found from these studies were: *size of institution, surrounding community, friendly/personal service, availability of graduate program, variety of course offered, extracurricular programs, admission requirements, admission to graduate school, affiliation (with another reputable institution), attractiveness of campus facilities, class size and quality of social life*. Price, Matzdorf, Smith, and Agahi, (2003) have conducted face-to-face interviews with 87 students from four different universities in England and they emphasize *the quality of education, academic prestige, availability of major, library and IT facilities* for determinants of choice of university. In another research by Sidin et al. (2003), five factors were defined as *personal, academic quality and facilities, campus, socialization, and financial aids*. According to Donaldson and McNicholas (2004), *the reputation, nature of the courses, location and address, financial considerations, facilities, social climate of the department, program structure and accreditation* factors influence student choice of institution and course for postgraduate studies. Maringe, F. (2006) surveyed 387 students about 35 university choice factors. The most important factors are about *job prospects*. Veloutsou, Lewis and Paton (2004) surveyed high school seniors in Scotland, Northern Ireland and England and they found the *programs, academic prestige of departments, academic prestige of the university, dormitory and campus facilities, and job placement of graduates* are the most significant choices factors. Briggs (2006) in a study of 650 first-year undergraduate students in two disciplines, accountancy and engineering, across six Scottish universities identified ten factors that influence student choice of higher education. These factors include *academic reputation, distance from home location, own perception, graduate employment, social life nearby, entry requirements, teaching reputation, quality of the faculty, information supplied by university and research reputation*. Raposa and Alvez (2007) survey 1024 freshmen in Portugal and they said that *academic excellence, job market prospects and location matter* are the most. Strayhorn, Blakewood and Devita (2008) suggest that three sets of factors influence university choice decisions: *academic, financial, and individual traits or experiences*. Foskett, Maringe and Roberts (2006) found that *flexibility of fee payment, availability of financial aid, and reasonable accommodation costs* exert a significant influence on students' choice of a higher education institution. Ho and Hung (2008) determined the fourteen factors. These factors can be classified five categories. They are *including living (location, convenience, and campus), learning (faculty, curriculum, and research), reputation (academic reputation and alumni reputation), economy (tuition fee, subsidies, and employability) and strategy (exam subjects, exam pass rate, and graduation requirements)*. *Employability, curriculum, academic reputation, faculty, and research environment* were the most important factors found in this study.

### The list of university choice factors in literature

- a. **Peer:** Studies in Asian countries predominantly found that reference groups such as siblings, friends, peers, relatives, teachers and other influential people influence a student's choice of a university (Kusumawati et.al, 2010). Sometimes they decide according to their peers. Peers are not only one of the influential factors but also for some students, it is a reason to selecting a university. Several studies (Shanka, Quintal and Taylor, 2005 and Fletcher, 2012) examined the correlation between university-bound students' interaction with other students and their enrollment at particular universities. The results of Fletcher (2010) are consistent with those of Pimpa (2005) who said that Thai students' selection of Australian universities was effected by peers' suggestions. According to Fletcher (2012), peers' preferences create a social norm, which is called *acceptable choices* within high school students. This means that peers may constrain and guide the university options for an individual.
- b. **Family:** The influences from family are identified as finance, information, expectation, persuasion, and competition. Pimba (2004) showed the family support as a financial factor. Financial support can limit their decision or expand. If their families have enough budgets, they can support them. If they do not have enough budgets, they can constrain their child's choice. Many searches showed that there is a certain relation between the decision to university choice and family. Students noted that financial support which is from parents or family might limit the choice of the university, as their financial sponsors may influence them to study in certain destinations or study programs (Kusumawati et.al., 2010).
- c. **The reputation of an institution:** The reputation of an institution is also a factor in a student's university selection. This is one of the factors ranked high in US surveys (Kim & Gasman, 2011; Maringe, 2006;



Pampaloni, 2010; Teranishi et al., 2004; Tierney, 1983). Isherwood (1991) found reputation of the college as one of the major determinates. Soutar & Turner (2002) said that one of the major criteria of university choice is the reputation of an institution. Hoyt and Brown (2003) found the reputation of a university as an important factor in choosing process of a college. Veloutsou, Lewis and Paton (2004) also highlighted the university's reputation. Ming (2010) proposed that the reputation of an institution is a powerful influence. Walsh and Beatty (2007) and Hillenbrand and Money (2007) studies showed that the reputation of a university plays an important role in a student's choice. This factor was indicated to be the most important factor in a study, which is made in South Africa (Wiese et al. 2009; Beneke & Human 2010). Ancheh et al. (2007) asserted that reputation of the institutions is the strongest criteria in students' selection process. Briggs (2006) also noted that reputation is one of ten factors that influence the selection decision.

- d. **University attributes-institutional characteristics:** Research has also showed that students' choice of universities is influenced by university attributes. These attributes mean that staff quality, type of institutions, availability of desired programs, curriculum, international reputation, quality of facilities such as library, computing facilities and social facilities), campus and class size and availability of financial aid. Many study demonstrated that academic factors, availability of desired program, academic reputation and quality of teaching were the main reasons affecting to the students to select a university. In Portuguese, Tavares et al. (2008) specified main institutional characteristics contain teaching quality, scientific research quality, prestige, infrastructure, computer facilities, library, location, quality of the curricula, administrative support, extra-curricular factors (sports, leisure, canteens, etc.) and the availability of exchange programs with foreign universities as influential factors. The curriculum offered, especially the intended major or the availability of programs, for instance for students who need to work (Hoyt & Brown, 2003), is crucial as well (Clinton, 1990; Galotti & Mark, 1994; Kim & Gasman, 2011; Maringe, 2006; Moogan et al., 1999; Pampaloni, 2010). The type of institution is another identified factor influencing the decision of students (Galotti & Mark, 1994). Another substantial category of institutional characteristics is 'quality'. McDuff (2007) indicates that quality is an important determinant of school choice and that students in the US are willing to accept large tuition fee increases in exchange for a higher quality education. Quality is certainly a broad concept in higher education area. All perspective of quality concept is very important for a university. Thus, many factors that refer to the quality of a university are always contained in university choice models. The perceived quality of a university can be related to the services of universities. Since the better quality universities offer services that bring long and short-term returns, they are more likely to be preferred by candidate students. Soo & Elliot (2010) found that quality of education is related positively to number of applicants. Quality also can be seen the research for a university. Keskinen et al. (2008) stress that teaching and the research characteristics of the department comprise an influential choice for school-leavers in Western Australia were course suitability, academic reputation, job prospects offered by a qualification from the university and teaching quality.
- e. **Personal Factors:** Personal factors mean that every student has his/her own set of circumstances quite independent from the others, hence. Age, gender, family background or ethnicity can be seen personal factors. The studies on choosing a university explore the influence of personal factors. Sidin et. al. (2003) found the personal factor as an important part of students' university choices criteria. Nora (2004) identified that all students, regardless of their ethnicity, were more likely to re-enroll if they felt accepted, safe, and happy at their colleges. Yamamoto (2006) showed that personal preference was the most influential factor in university selection for Turkish students. Raposo and Alves (2007) noted that personal factors show the greatest positive influences on student choice of a university in Portugal. However, Tavares (2008) revealed that in Portugal, students' choices seemed to be influenced by gender and family background. Students made a rational decision by considering their social economic factor before making a choice (Kusumawati et.al, 2010).
- f. **Location:** This factor refers the city, which is located of the university, the proximity of home or proximity of city center. Veloutsou (2004) said that the location of the university and the geography of its surroundings were some of characteristics that were of pivotal importance for students. In terms of location, Raposo and Alves (2007) and Dawes and Brown (2005) emphasized that proximity to home is one of the substantial effects in the choice process of university. The distance from home is important for both American and German students (Briggs, 2006; Kim & Gasman, 2011; Tierney, 1983). The location of the institution is another relevant variable in the United States (Galotti & Mark, 1994; Kim & Gasman, 2011; Maringe, 2006; Moogan et al., 1999; Pampaloni, 2010). Studies show that students prefer socially and culturally active big cities, like London (Soo & Elliot, 2008) or Amsterdam (Oosterbeek et al., 1992), as well as locations where they have family and friends (Keskinen et al. 2008). Donaldson and McNicholas (2004) said that the reputation, nature of the courses, location and address, financial considerations, facilities, social climate of the department, program structure and accreditation factors influence student choice of institution and course for post graduate studies. Gonca Telli Yamamoto (2006) said that "in the large city like Istanbul with more than 10 million people live, proximity to home, easy transportation are critical factors in selecting a university." The proximity to home

and easy transportation are critical factors in selecting a university (Telli, 2006). Persson (2007) proposed that the location is one of the most important physical-internal resources of a university. Lindong (2007) said, "If the location of the college is close to a housing area, it will be a big advantage for them". In study of Hacifazlıoğlu and Özdemir about the expectations of students in foundation universities (2010), the half of the participants stated that the location of the university affected their selecting university decision.

- g. Job prospects:** Student wants to maximize their utility and minimize their risks in selecting process. The increasing job prospect can be seen the most important factor to maximize their utility. Kaynama and Smith (1996) found the influence of others important for pre-business students and mentioned about job availability influencing a student's decision. Strasser, Ozgur and Schroeder (2002), said that job availability, employment opportunity and job requirements are very important for students. A similar situation was proposed in Australia (Soutar & Turner 2002) and in Turkey (Tatar & Oktay 2006). Raffan and Deaney (2006) discovered that according to post-16 year old students the most popular reasons for wanting to enroll in university are the enjoyment of the subject, need for a degree for a career, better job, new subject areas and the enjoyment of student life. Maringe, F. (2006) surveyed 387 students about 35 university choice factors. The most important factors are about job prospects. Băcilă et al. (2008) found that the most important factors when students select their faculty are job opportunities.
- h. Cost of university:** Cost of university is very substantial criteria for students. It does not only mean fees of university and it can include accommodation or transportation costs. Distance from home is a kind of cost element, which has a negative relationship with school choice (Soutar & Turner, 2002; Jepsen & Montgomery, 2009; Briggs & Wilson, 2007; Keskinen et al., 2008). Many researchers have examined the influence of cost in the selection of a university process. For example, Webb (1993), Coccari and Javalgi (1995), Donnellan (2002), Shanka, Quintal and Taylor (2005), Holdsworth and Nind (2006) displayed the importance of costs on university choose process of students. Wagner & Fard (2009) found that the cost of education has significant relationships with a students' intention to study at a university. Many researchers have demonstrated a negative relationship between fees and demand (Leslie & Brinkman, 1988; McDuff, 2007). However, there are also studies that indicate different results about costs. For instance, Soo & Elliot (2008) find that the fees charged do not influence the decision of the students or Briggs & Wilson (2007) indicated costs ranked only twenty in order of importance from among twenty-two factors. Heller (1997) shows that low-income students are more sensitive to price changes than those are higher income students. In addition, Bezmen & Depken (1998) emphasized that the demand for foundation universities is more cost sensitive than public ones. Long's (2004) study, displayed that the role of cost decreased and the study said that the importance of cost depends on the income and quality of the student. Foskett, Maringe and Roberts (2006) found that flexibility of fee payment and reasonable *accommodation costs* exert a significant influence on students' choice of a higher education institution.
- i. Financial aid-scholarship:** The impact of financial aid is another significant factor, which effect students' university choice decisions. For some students the choice of an institution is constrained by financial aspects and financial aid-scholarship can be useful to expand to their choices. Financial aid that reduces the costs shouldered by students is found to be an important factor influencing school choice in the reverse direction (Leslie & Fife, 1974). Kallio (1995) emphasized financial-aid. Hoyt and Brown (2003) said that financial aid was a considerable factor that influenced student choice of a university. Financial aid-scholarship, loans or grants are very importance for students (Clinton, 1990; Galotti & Mark, 1994; Hoyt & Brown, 2003; Pampaloni, 2010; Rowan-Kenyon, Bell, & Perna, 2008; Tierney, 1983). Foskett, Maringe and Roberts (2006) found that *availability of financial aid* exert a significant influence on students' choice of a higher education institution.

#### **Information sources used on choice process**

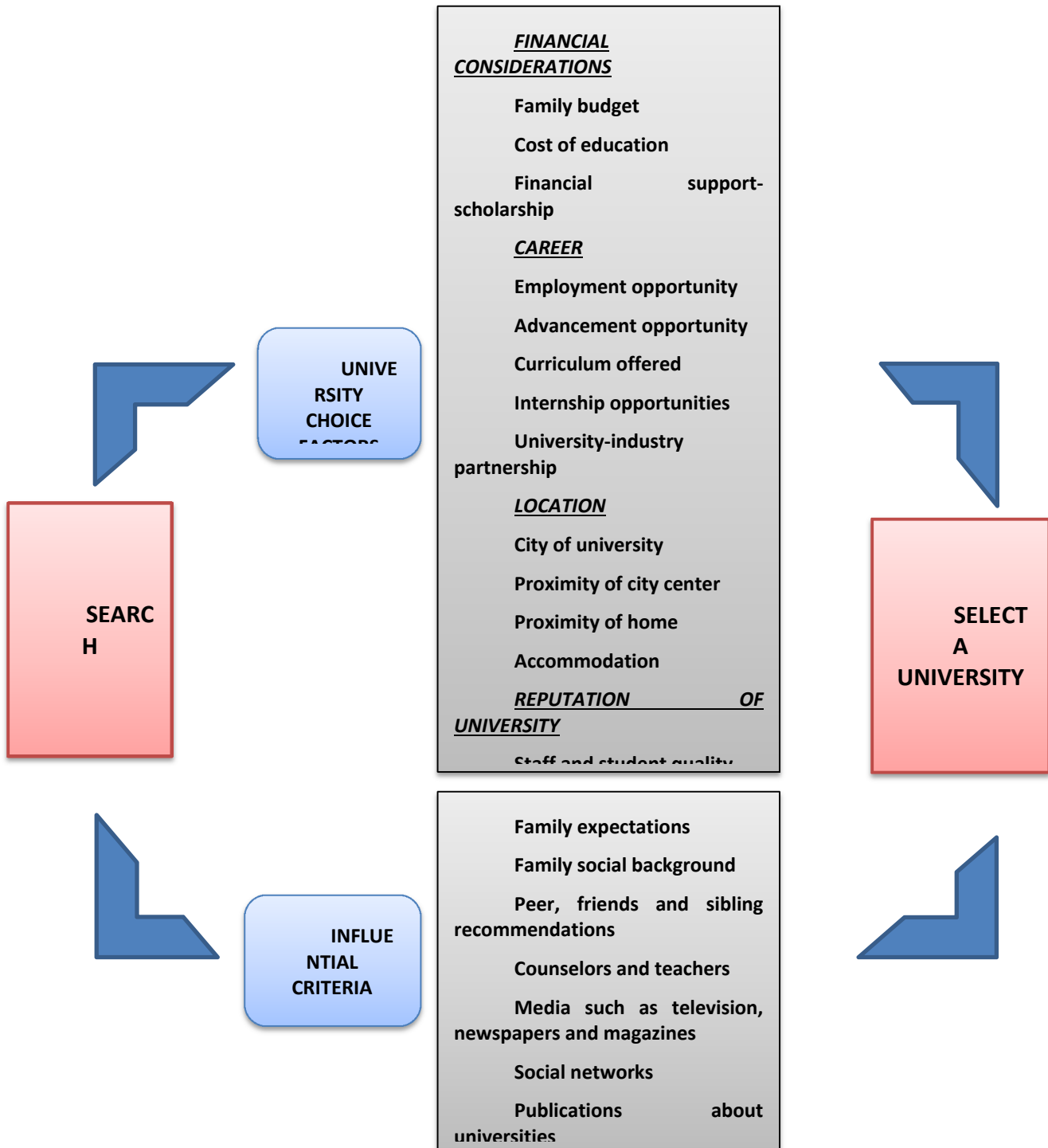
- a. Internet and websites:** The internet is definitely the main source of information nowadays. If the universities use effectively online social networks and their web sites, they can positively affect the candidate students. Many research especially emphasizes websites and social networks (Facebook, tweeter, instagram etc.) influences on students' choice decisions (Bell, Rowan-Kenyon, & Perna, 2009; Brown et al., 2009; Hoyt & Brown, 2003; Kim & Gasman, 2011; Kinzie et al., 2004; Yamamoto 2006; Pampaloni, 2010).
- b. Publications:** Another source is publications on students' choice decisions. They have been the most used and best rated source. Despite the internet, they still are important (Briggs, 2006; Galotti & Mark, 1994; Hoyt & Brown, 2003; Kinzie et al., 2004; Moogan & Baron, 2003; Veloutsou et al., 2005).
- c. Media:** Media such as television, newspapers and magazines are used by universities to place advertisements (Kinzie et al., 2004). Media can be used by universities by not only advertisement but also giving some information about their education and social facilities.

- d. **Reference groups:** A lot of research discusses the important effect *parents* have on a student's choice of university. Reference groups such as siblings, friends, peers, relatives, and teachers influence a student's choice of a university. Moogan and Baron's (2003) study found parental impact is important in the initial stages. Pimpa (2003 and 2004); Shanka, Quintal and Taylor (2005) found that family influence is a major factor in higher education select decisions. The opinions of family members may exert different types of influence on one's behavior (Pimpa, 2004). Raposo and Alves (2007) underlined that parents have a strong influence in the choice process of selecting a university, as well as schoolteacher's recommendations. Almost all students talk with their parents about their plans after school (Kim & Gasman, 2011; McDonough, 1998). American universities identified the important role of parents and included them in their marketing efforts (Hoyt & Brown, 2003; Moogan et al., 1999; Rowan-Kenyon et al., 2008; Terenzini et al., 2001). In addition, students appear to be treated differently according to their background and academic ability (Chapman, 1981; Reay, 1998). *Counselors* in public schools need to care for too many students to help each one extensively, while those in private schools can really assist and support their candidates (Kim & Gasman, 2011; McDonough, 1998; Reay, 1998). Yamamoto (2006) emphasized that parents and friends are external influences to the student choice of university. Ceja (2006) also contend that parents and siblings as influential people on their choice of university. Teachers from secondary school, and parents, for example, can exert a strong influence on students' decision-making in Thailand (Pimpa & Suwannapirom 2008).

#### UNIVERSITY CHOICE PROCESS FOR TURKEY

The student enrollment of higher education in Turkey increases day by day. In 1981, the number of student enrollment was 237.369; in 1991, the number of student enrollment was 695.730; in 2000, the number of student enrollment was 1.503.981; in 2006, the number of student was 2.342.898; in 2010, the number of student enrollment was 3.529.334. Since 2006, student enrollments in higher education have increased by percentage 50. This increasing number of enrollment shows clearly the increasing demand of higher education. With the debate on the idea that public universities are not able to fulfill the increasing demand for higher education in terms of number, capacity and quality, foundation universities gained central importance to Turkish higher education. The first of foundation universities established in 1984 and the number of foundation universities has reached 68 in the year 2013. As of today, totally, there are 175 universities with 107 public and 68 foundation universities. The result of these developments, the availability of so many options has complicated the students' university choice process. In order to improve the strategies about student recruitment, Turkish universities managers should understand of how and why students select a university is very important. In this research, we determine university choice factors and influential criteria on the basis the literature and Turkish higher education environment.

University choices factors are five categorized as follows: **Financial considerations:** *Family's solvency, cost of education, financial aid-scholarship.* **Career opportunities:** *Employment and advancement opportunity, curriculum offered, internship opportunities and university-industry partnership.* **Location:** *City where is located, proximity of city center, proximity of home, accommodation.* **University attributes-institutional characteristics:** *Reputation of university, staff quality, student quality, quality of facilities (library services, technical infrastructure), teaching quality, education quality, accreditations and language policy, physical condition (size of institutions and social environment on campus).* **Personal factors** are as social (peer)-family background. Based on the intensive literature, influential criteria are categorized six parts. They are *family expectations and their social background; peers' and friends' recommendations; counselors and teachers; media such as television, newspapers and magazines; publications about universities; internet with social networks and web sites.* The students who have decided to take university education after graduating from high school, university selection process is as follows.



**Figure 1: A conceptual framework about university**

**CONCLUSION**

Understanding the choice process of a university is an instrument for develop strategy to obtain a position itself against competitors for a university. Based on the intensive literature, university choice process have noted in two main phases. One of them is search stage; the other is selecting a university. In searching period, the students can be affected

by choice and influential factors. First, one is choice factors, which can be clustered into five themes namely: financial considerations, career opportunities, location, university attributes-institutional characteristics, and personal factors. Second is an influential criterion. They are defined namely: family expectations and their social background, peers' and friends' recommendations, counselors and teachers, media such as television, newspapers and magazines, publications about universities, internet with social networks and web sites.

In the article, all factors are presented in a conceptual framework in figure 1. The suitable process that has created with a literature review will be useful for the Turkish higher education intuitions to plan and develop their strategies. We suggest also the development of the university choice models, methodologies and an enhancement of choice criteria with background factors possibly influencing the university choice of prospective Turkish students.

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## FOUNDATION FOR QUALITY MANAGEMENT EFQM MODEL FEASIBILITY EUROPE (EFQM) IN EDUCATION INSTITUTIONS, LORESTAN PROVINCE, IRAN

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### Introduction:

Human species gradually learned the value of work and participation. Initially, only members of the tribe and his people helped, without regard to the problems other people have. Gradually it became clear that the problem can not work alone helps Gradually the "aspiration of human basic means working with others for a common goal of world and have been extended so that communication and fast shipping nations closer together has made." (Cohen, 1995, p 15). "The industrialized countries in the mid-1950s onwards, a new form of production and service provision within the saw Attitude of introspection spent outward-looking community and interact with other nations, according to the wishes of the people concerned. "Rapid and continuous changes in the era of the thoughts and attitudes of the managers at the time appeared in industrial societies. Place to management remark leadership." (Alavi, Farshid, 1999, p 49).

Export orders, enforcing decisions from the top down instead of their kind cooperation and empathy with the management staff, the organization of this movement oriented to what the customer likes a bit of lead one of the most exciting challenges Vtba in modern society the challenge of managing government and industry factors that strongly in balance with each other, such as: management, population growth, population structure, all forms of crises facing society in a way that is not

Management roles, which means the efficient use of resources towards a pillar unmatched and undeniable in terms of social and economic, and even politics, culture has become "(Gray, 1998, p 64.) New theories management of which is referred to as science. dimensions of labor (salaries and working conditions) will be satisfied as long as a person is intrinsically motivated

Move forward without stopping communities in the turbulent current caused by trying to tout it as he likes it covers "(Gvyl Cohen, 1995, p 23).

Today, the quality of the various organizations and has the last word first. Thus, the higher the quality of the sublime, a transcendent agency, a mutual organization and management as well as administrative systems of organs is a complex process which is controlled at the Business Excellence model.

Given the quality and efficiency in the administration of the activities of each organization and institution critical factor in achieving the goals and development programs that the institution is.

Nowadays as low as the low level of effectiveness and efficiency of the service and products, the Iranian companies and organizations in this direction has led to greater attention to this issue and have discovered the causes of low quality

Also, according to the results and goals, continuous improvement of product or service quality and satisfaction of stakeholders, organizations convinced to pay more attention to performance management and evaluation has

Indeed, organizations improve the efficient use of resources at their disposal to achieve the twin objectives of efficiency and effectiveness of the organization in a manner to attempt to evaluate the performance

Review and evaluate its performance by some sort of effort in troubleshooting processes and work products instead of hiding the imperfections of sharp vision of our customers Predict future customer and market needs and demands of the provisions, and requirements regarding the environment, and also considering the benefits and interests of all stakeholders, all require a reasonable approach, it manages to be Considering all aspects of quality assessment requires a comprehensive model of quality and development. Research seeks to investigate the matter and what will be the end of an analysis of the possible establishment of a model of excellence (EFQM) excellence the Move education of the province.



**Problem:**

Control and quality assurance organizations today are structured in two main

Why the need to understand customer requirements, we can understand the gradual change in various contexts, technological, social, political, moral, and trying to adapt to and anticipate future needs and surpass their products and services as well as increase the quality of the corners management quality.

The major challenge facing managers today is based on compliance with competition rules in the current market environment variable is based on performance evaluation. "

Management evaluates the performance of an organization to measure the conductivity of a plane without a navigation system, the monitoring and evaluation of particular importance to manage the function among the top five (Prvkvyнкv, 1998, P. 15). Performance evaluation of an organization's activities and processes, it is not only efficacy but also involves monitoring the effectiveness of the organization to achieve long-term goals and develop a long-term strategy

One of the efficient models to evaluate the quality performance of the organization, the Foundation for Quality Management model in Europe (EFQM), which these days in many organizations in the world and simultaneously deployed and evaluated its performance has led So many people use this model as the evaluation model. The method to measure the success of any organization's performance improvement brought together various organizations and provides comparable performance. Discover strengths and areas to be improved Based on the preparation of a data base amount applicable to the current situation in the organization with the ideal conditions for a master key goal of this research is in accordance with the standard format, the model contains 9 criteria and 32 sub-criteria which are detailed in later stages will be presented

Investigation of the structure follows the model but its localization and adaptation to the conditions and requirements of education model province minor changes have been made on the following criteria Nowadays organizations to achieve quality, then it must be the path of organizational maturity, and the path to the stakeholder's satisfaction is going Leaders of organizations have learned from experience in organizational development depends on the development and characteristics of working and creating a favorable impression Noting the growing consumer society is to view Identify areas for improvement and organizational strengths in education Model province around 9 main criteria considered in this research is the. Assessment of stakeholder perceptions and performance measures for the employees, community and customers as well as key evaluation results, a fundamental step is to identify the strengths and areas of improvement, as well as to identify the reasons and the main drivers of the pillars of the status quo is research. Obviously, based on what was mentioned above familiar with the strengths and weaknesses in different areas of management to make proper plans Collection efforts in identifying and responding to what the Kurds, is particularly important Thus, with regard to the existing conditions governing the province feasibility Education Business Excellence Model (EFQM)) as an issue and will be reviewed.

**The necessity and importance of performance:**

Areas of higher organizations, regardless of size, maturity, organizational structure and success requires strong management tool is appropriate. In order to assess the position of the organization on the path of excellence and help to understand the gap between aspirations and reality and encourage organizations to find solutions to improve

And also the basis for establishing a common language and thinking in all dimensions and in all areas of the organization, the Foundation for Quality Management Excellence Model Enterprise Services Europe.

Performance improvement of education in the province and how it depends on the current status of the unit is detected.

To evaluate the performance of the organization can improve the level of development plans and thus better performance and their knowledge of the groups to measure the performance of military In addition, the amount of research results in different fields is the successful implementation of education policies and how subordinate units HIGHLIGHTS province, thereby providing a measure compare the performance of subordinate units, other organizations the best models In addition, through this research can be inefficient and ineffective to identify areas to focus improvement activities on the In other words, the productivity of the organization's activities and deepen the policy implications of this research can be crucial.

Given the capabilities of the model (EFQM) in identifying strengths and areas for improvement and the need to identify areas for performance improvement planning any subsidiaries of Education Lorestan necessarily subject to identify areas of strength and weakness is

Given the level of strategy and vision, as well as the successful implementation of development policies and programs in all three areas of approach, deployment and review of requirements and prerequisites are planned,

The model EFQM)) has the ability to monitor it well. Assessment including evaluation of various aspects of the policies and objectives, strategies, resources, facilities Necessary staff and management processes in organizations. Unfortunately, no assessment or evaluation reports of the disease in the modern ills of the country.

With this survey on the expected outcomes of the provincial education can be measured or identified Satisfaction of employees, customers or the extent to which the functioning of the organization or is primarily due to measurement or not?

The results of this research may lead to the desired behavior is to motivate people at different levels in order to evaluate policies that are of particular importance in the organizations they are depends on the measurements. In general, the importance of research in the study of compliance and performance results of all office activities with a global acceptance as a standard model. Organizational behavior, absolute compliance behavior.

### **Research objectives:**

The objectives of this study are separable as follows:

- 1 - Pathology of the existing state of conscious planning.
- 2 - Improve the conditions of the decision.
- 3 - Promoting Empowerment through Education province Productivity main purpose Feasibility of the Business Excellence Model Business Excellence Foundation for Quality Management Europe based on EFQM)) in the province of Education.
- 4-- The effectiveness of each measure 9 persons in leadership, policy and strategy, people management, resources, processes, customers, results, employees, community, key performance results, the move towards excellence in education province to determine .
- 5- Provide recommendations based on research findings and their practical applications in education province.
- 6 - identify strengths and areas of significant subsidiaries provincial education departments.
- 7 - Provide clear and transparent picture of the status of subordinate units based on documentation of education.
- 8 - Providing Pysnhdaty for other organizations in the province.

### **Research questions:**

The research questions are:

- 1 - Current state education agencies province in terms of features, the Business Excellence Model (EFQM) How so?
- 2 - the main factors affecting the implementation of the Business Excellence Model (EFQM) What are the province?
- 3 - Models (EFQM) for education agencies, what province should have the features and requirements?
- 4 - Operational and structural changes in the direction of substrate preparation and implementation model (EFQM) How Vty what steps should be implemented in the province education institutions?

### **Materials and Methods :**

This study feasibility Foundation for Quality Management EFQM model Europe (EFQM) in the province includes education organizations In the meantime we have tried to select the appropriate statistical methods of sampling and data collection and analysis, they would Therefore, this chapter introduces the methods of statistical analysis, data

collection, community, Nmvnhamary are introduced.

Given the scope and breadth of the subject matter of this study and the possibility of collecting data from all of the directors and officers and staff of the Department of Education not possible

Staff and sufficient information regarding the Business Excellence Model (EFQM) have conducted research on the other hand, the major provisions of the Feasibility of implementing the Business Excellence Model (EFQM) and a practical obligation of all members of the organization, so Jamhamary considered in this study for managers and professionals working in the educational institutions of the province.

The research method was descriptive - survey because of the efforts of this study, the relationship between the independent and dependent variables is that it examines the factors that affect performance and show that, Including leadership, policy, strategy, personnel, resources, processes, customers, employees results, society results, key performance results) above is effective in improving education, province or not? Besides paying attention to their implementation and improve the quality of education in the province of performance It is also the researcher to determine the effect of independent variables on the dependent variables and were not involved in dealing with the status quo is simply to measure The aim of this study was to measure the correlation between test was used to compare mean values, and hence engage the questionnaire for all managers and officers of Education is.

**Jamhamary and how to introduce sampling:**

Since this study has attempted to investigate the possibility of implementing the Business Excellence Model Europe Foundation for Quality Management (EFQM) in education and training organizations and pay attention to the possibility of the most important pre-requisite for Assessing the implementation of the Business Excellence Model (EFQM) model based on these factors is, therefore, desired Jamhamary contains 22 areas of education administrators province, general manager, coaches and experts working in the department is engaged in 2008 years were used The amount is based on 1,100 Jamhamary due to large and unpredictable availability, sampling is taking over distribution units in the province of Education through stratified random sampling to select a sample taken Indeed, the first stage random sampling of departments, offices, centers of education in the province do. The form of all top managers, middle, supervisors and officers and employees of all the departments of education in the province are currently employed in the sample is taken

The size of this group has been collected form 345. Sampling is performed as follows:

$$In = \frac{2t_c s}{\sqrt{n}} \quad Im = 2k^{-1} \bar{x}$$

if  $n = 1100 \quad k = 0/05 \quad \alpha = \%5$

$$t(v, \alpha) = t(1100/0/05) \quad n = 350$$

$$In = \frac{2t_c s}{\sqrt{n}} = \frac{2 \times 1/96 \times 12}{\sqrt{1100}} = \% 28 \quad \% 28 < 0/25$$

**Validity of data collection tools:**

Credit to argue whether the instrument has been selected to form the same question if another researcher doing research in a similar environment to achieve similar results. Validity deals with the issue of whether it is related to methods and approaches to the problems explored in the study?

Measure the degree of validity of the present study fulfills. Reliability and validity is a necessary condition for the validity of the instrument can not be valid unless validity (Kazemi, 1999, p 222.) In this study, Cronbach's alpha coefficient was used to assess reliability, Cronbach's alpha coefficient for the scale of 9879/0 which is indicative of high precision measuring tools. Using SPSS Processor alpha value as described

| s | Statistic | Mean   | Variance | Stdder | of |
|---|-----------|--------|----------|--------|----|
|   | SCALE     | 80/008 | 476/13   | 21/82  | 0  |

Nofcases=350

Alpha=0/9879

**Data characteristics:**



Given that this study is considering the feasibility of implementing the Business Excellence Model (EFQM) in a province in education organizations. Therefore, a survey has as a response to the questionnaire, the feasibility of the implementation organizational excellence in management education will be examined. questionnaire about the criteria and sub-criteria with respect to the Business Excellence Model (EFQM) were designed.

### Zyrmyarhay criteria model EFQM):

#### Leadership:

Transcendent Leaders of establishing clear goals, values and quality corporate purposes and to provide the necessary structure to ensure. Develop and clarify their vision and strategy of the organization and its emphasis on participation and action.

In fact, as the driving force and guiding leadership of the organization is on the path to excellence Approach and their performance is thus influence their fate. Managers transcendent in terms of organizational change and organizational purposes are consistent.

#### Method of data analysis:

Desired method of cross - sectional is. Therefore the most common questions and the most common technique used in this method. Like many other research methods should be analyzed by the method specified. Data will be analyzed from two perspectives:

- 1- The quality and content perspective and a little other words, the theoretical analysis
- 2- 2 - a little perspective and some other words, technical analysis
- 3- Quantitative point of view looks like that all the data will be analyzed by it. Method of procedure is to take place at the median, standard deviation, and other distributional indexes are calculated.

Then, by virtue of inferential statistics and hypothesis testing proportions and means are analyzed. According to four research questions in this study is derived from the questionnaire

The data were analyzed with descriptive and analytical consideration of research methods, frequency tables, and indexes of central distribution (...Mean, median) for the results of the test statistic Tyastvdnt average for statistical analysis and inferential statistics are used in the Questionnaire as a tool for assessment and collection is presented based on questions derived from the research questions and concepts that have been established The relative importance of each of these questions, the questionnaire is different with SAI. Questions presented in the questionnaire is 30 questions regarding the implications of the research questions, a questionnaire has been prepared It's so descriptive and analytic survey methods in order to obtain basic data for the frequency table and index of dispersion (mean) will be used The degrees of freedom for any questions regarding methods of Cronbach's alpha level of the test statistics and Tyastvdnt and got the final analysis to analyze the perceptions described.

After Tyastvdnt statistics calculated by comparing the mean results for each comparison test hypotheses by comparing them to prioritize the action After determining hypotheses by comparing the mean of questions were the most important factors to be determined. Thus, without doing any additional testing mean any of the questions were from large to small in the table above will mean for the second research question, factor analysis was used to test

$$X^2 = \frac{[n-2p+5] \log |R|}{6}$$

6

After collecting the questionnaires and data collected will be analyzed using SPSS software. Astvndt and test hypotheses using t-test results in relation to the four research questions can be found that the basis of performance excellence model is possible or not.

After each question the formal analysis of the Business Excellence Model (EFQM) and the research questions were formed to investigate the bias and the lack of a single question about the displacement of the questionnaire was Nsnjndaqdam. The analysis of each of the questions on fit test was carried out of the question.

### Analysis of Research Question 1:

1 - Current state education agencies province in terms of features, the Business Excellence Model (EFQM) How so? The survey questions categorized in relation to the components of the Business Excellence Model (EFQM) arose that were presented as follows.

**Table 1-2-4 component classification model based on questions**

| No | questions                   | no component       |
|----|-----------------------------|--------------------|
| 1  | led                         | 1-7-9-13-19-23-28  |
| 2  | Staff results               | 3-8-15-18-20-25-26 |
| 3  | Policy and Customer Results | 2-10-11-14-29      |
| 4  | Msharkthav community        | 5-17-22-30         |
| 5  | Process                     | 4-6-12-16          |

Tables related to the above components are offered separately. Provide tables that indicate which of the following components of the data obtained have been more important.

**Table 2.2.4 Components of Leadership**

| No | question | Description  | mean | variance |
|----|----------|--|------|----------|
| 1  | 1        | To what extent senior managers in developing and providing education and training goals are involved in the move from forward and implement the correct?             | 2.28 | 1.014    |
| 2  | 7        | To what degree Master of Education in developing and implementing programs to monitor and participate in organizational structure are divided into?                  | 3.08 | 1.18     |
| 3  | 13       | To what extent senior managers of the organization's values, according to Providing support for the organizations to deploy it?                                      | 2.62 | 0.89     |
| 4  | 19       | To what extent senior managers in the private and public efforts to stress the unwillingness to acknowledge and reward employees?                                    | 2.74 | 0.84     |
| 5  | 23       | To what extent senior managers to solve problems that are associated with other institutions and organizations?  | 3.14 | 0.91     |
| 6  | 28       | To what extent senior managers of the organization's activities in order to meet with clients and stakeholders to consider the importance of solving their problems? | 2.15 | 0.56     |

Average dimensions of leadership which consists of 6 questions are numbered in the table equal to the same

number, 2/66 shows that this reflects the fact that the staff and directors of education to the importance of the essential role of effective excellence model (EFQM).

**Table 3-2-4 component of policy and strategy, and customer results.**

| no | question | Description  | mean        | variance |
|----|----------|--|-------------|----------|
| 1  | 3        | To what extent the current state of education in individual and team skills of employees in the organization utilize?                    | <b>2.90</b> | 0.81     |
| 2  | 8        | To what extent desired values of workers and patients are supported by existing policies?  | <b>2.33</b> | 0.93     |
| 3  | 15       | To what extent organizational values and needs of the hiring process consistent?   | <b>2.88</b> | 0.68     |
| 4  | 18       | To what extent senior managers had knowledge of job satisfaction and are working to improve it?  | <b>2.75</b> | 0.48     |
| 5  | 20       | To what extent employees are familiar with its scope and goals based on their work?  | <b>2.02</b> | 1.05     |
| 6  | 25       | Extent of employee participation in the organization's competencies and increase their confidence is strengthened?                       | <b>1.84</b> | 0.75     |
| 7  | 26       | What level of education in the training of personnel issues such as employee absenteeism rate is given to encourage and appreciate them? | <b>3.42</b> | 0.83     |

The average obtained from the table of the 66/2 is larger than the model parameters and the results of staff Organizational Excellence, the average equal to 58/2 can therefore be concluded that the implementation of the Business Excellence Model to employees of particular importance in order to run a successful model can be.

**Table 5.2.4 Participation of components and resources**

| no | question | Description  | mean | variance |
|----|----------|--|------|----------|
| 1  | 5        | To what extent the education agency to ensure optimum service delivery to beneficiaries is based on the monitoring necessary to do Ndardhay? | 2.39 | 0.752    |
| 2  | 17       | To what extent the education agency response to the problems and needs of stakeholders in the system is applicable?                          | 2.35 | 1        |
| 3  | 22       | To what extent administrative activities of water (to support, administrative, financial and process improvements are in order?              | 3.02 | 0.737    |
| 4  | 30       | How much to change the laws relating to information circulars and update stakeholders on appropriate methods are applicable?                 | 2.10 | 0.536    |

Equal to the average of 78/2 which is greater than table numbers so much preparedness resources are getting quality. And this is possible with the participation of resource allocation.

**Table 6.2.4 Components of the Process**

| no | question | Description   | mean | variance |
|----|----------|---|------|----------|
| 1  | 4        | To what extent will focus on providing services to stakeholders of education?   | 2.40 | 0.615    |
| 2  | 6        | To what extent the education agency to determine clients' satisfaction towards services provided by regular surveys are used? | 3.29 | 0.799    |
| 3  | 12       | To what extent the level of education of an ongoing survey to improve the use of the act?                                     | 2.9  | 0.931    |
| 4  | 16       | Community funds granted to the extent of education success In order to ensure that the specified goals?                       | 3.11 | 1.04     |

Average Total questions about the Business Excellence Model (EFQM) 2/91 and the component 2/66, so we can conclude the process excellence model is of particular importance. The best way to detect measurement statistical above question of T student can use the best practices for measuring and testing the hypothesized relationships in the questionnaire are based on and with reference to the methods of the present statistical software spss for acceleration work as well as the table is calculated as follows.

| N     | mean   | Std.deviation | Std.errormean |
|-------|--------|---------------|---------------|
| 10500 | 206660 | 094824        | 000925        |

| فر ضبيه ها | t    | df  | s  | Mean difference | 95%Confidenceinterval .fthedinece |        |
|------------|------|-----|----|-----------------|-----------------------------------|--------|
|            | 198. | 10  | 0  |                 | lower                             | Veper  |
|            | 288  | 499 | 00 |                 | 2.6488                            | 2.6851 |

Accordingly, in relation to the first question is to investigate the significant 0005/0 value for the test 198/288 was calculated according to the sample size table, the critical value critical value 291/3 is so because  $3/291 < 198 / 288$  is much larger than the critical value table.

Current Status of Education province to implement the EFQM Excellence Model or the model according to the features possible. The reliability of the results obtained, it can be said that the research question First, an examination of the current state of education, province, according to the characteristics of the EFQM model to implement the model Yadh suited to the characteristics of the model learned so far to implementation and follow up its implementation in the province of Education there.

#### Analysis of the second research question:

##### 2 - The fundamental factors influencing the province which are implementing EFQM Excellence Model?

With regard to the question of identifying the factors affecting the implementation of the Business Excellence Model is used to determine the clusters and grouping related variables Variables associated with each factor based on the amount of genetic variance and the total variance explained by each factor is. The factor analysis Used First should be noted that the principle factor analysis is required before running the following assumptions be observed.

- 1- kom sampling adequacy index of at least 7% and above is preferred.
- 2 - the result of Bartlett's test of sphericity should be statistically significant.
- 3 - Matrix of factor loadings for each question should be at least 3/0, preferably above it.

Kom sampling adequacy index value equal to the questionnaire, 941/0, and the meaning of the characteristics Bartlett's test of sphericity less than 0001/0 is. Therefore, based on two criteria, it can be concluded that the implementation of the results of factor analysis based on the correlation matrix of the sample would be justified Besides basic computer output shows that he Dnzmynan of the correlation matrix for the non-zero value indicates that the questionnaire is based on the data Can be extracted to determine the factors that ensure that the research tool of significant factors, saturated, three major characteristics considered

### Equity

2 - the proportion of variance explained by each factor

3 - Graph rotated special value called the scree. In this study, principal components analysis Principal componet and a Varimax rotation was used In the questionnaire analysis, three factors were extracted from the results of the factor analysis showed that the first factor after rotation of 925/76 and the second factor of 289/7, and the third factor of 532/4% and a total of 743/88% of the total variance of measures . the following table loadings have questions or special value

**Table 7-2-4 The first factor – Stakeholders**

| no | Number of Questions | Questions related to the managing stakeholders   | Baramly      |
|----|---------------------|--|--------------|
| 29 | 1                   | Education and training in how to communicate with clients through correct and timely response to them the attention does?              | <b>0.818</b> |
| 10 | 2                   | Up the extent of the resource (information), financial, material, human interests and goals are?                                       | <b>0.777</b> |
| 26 | 3                   | Efforts to improve and expand how employees are recognized for the success of the organization and this will be value?                 | <b>0755</b>  |
| 4  | 4                   | To what extent does the organization provide services to beneficiaries should be given up?   | <b>0.754</b> |
| 21 | 5                   | To what extent employees are satisfied with their administrative workload and activities?  | <b>0.750</b> |
| 2  | 6                   | Up to issues such as the extent of absenteeism of employees, their training and their level of interest is encouraged and appreciated? | <b>0.745</b> |
| 27 | 7                   | To what extent the values of employees and clients are supported by existing policy?   | <b>0.715</b> |
| 8  | 8                   | To what extent the values of employees and clients will be supported by existing policy?   | <b>0.695</b> |
| 17 | 9                   | Senior executives to develop and produce up to what extent the overall objective path forward and implemented correctly, it involved?  | <b>0.691</b> |
| 12 | 10                  | Senior executives of the extent of the value given environment will support and expand the organization?                               | <b>0.690</b> |
| 6  | 11                  | How to set up the users are satisfied with respect to the services provided by regular surveys are used?                               | <b>0.687</b> |
| 24 | 12                  | To what extent are the objectives of the capacity to make changes?   | <b>0.668</b> |

The first name given to the 29 highest loadings on the first factor that has destroyed other questions, call the stakeholders. Course, other factors are also important. Here are just called by a top agent named Stakeholder.

**Table 8.2.4 the second factor – management**

| no | Questions | Questions of the second factor   | Baramlyq uestion |
|----|-----------|--|------------------|
| 1  | 18        | Chief Executive Officer Job satisfaction to the extent that the reform efforts to improve it?  | <b>0.898</b>     |
| 2  | 5         | Up to what extent the organization to ensure quality services to beneficiaries according to the monitor to do?                             | <b>0.833</b>     |
| 3  | 11        | Up to what extent the views and needs of stakeholders based on comprehensive and reliable method to apply to?                              | <b>0.798</b>     |
| 4  | 19        | How much a person or a group of senior managers and encourage the efforts of those employees?  | <b>0.784</b>     |
| 5  | 17        | How much water in comparison to respond to the problems and needs of Zynfal system applicable there?                                       | <b>0.766</b>     |
| 6  | 9         | To what extent senior managers up to solve the problems of clients and employees interact and collaborate.                                 | <b>0.758</b>     |
| 7  | 23        | Chief Executive Officer on how to solve problems that are associated with other institutions and organizations?                            | <b>0.713</b>     |
| 8  | 16        | How financial and resource allocations Asayy up the success of the organization in order to achieve specified goals will guarantee it?     | <b>0.699</b>     |
| 9  | 7         | How much money and credit granted to that organization?  | <b>0.672</b>     |
| 10 | 3         | Up to what extent the current state of the abilities of the individual and team level employees of the organization are.?                  | <b>0.636</b>     |
| 11 | 22        | How much water enforcement activities (support, administrative, financial and process improvement in the development of the organization.? | <b>0.621</b>     |
| 12 | 12        | To what extent the water level of ongoing surveys are used to improve the?   | <b>0.591</b>     |

The second factor is the highest factor loadings to question 18 relating to the management agent was identified It is also important to note that other factors also play a role in developing questions are important, and only model Asasydr significant is important because above loadings.

**Table 9.2.4 The third factor - structure**

| Order | Number of Questions | More Questions  | Baramlyq uestion |
|-------|---------------------|---|------------------|
| 1     | 30                  | Related information such as the extent of Regulations, Sections A and stakeholders Rvzbvdh according to proper procedures are applicable?   | 0.888            |
| 2     | 28                  | How much senior executives of organizations or activities in order to meet with clients and stakeholders to solve their problems they care? | 0.847            |
| 3     | 14                  | To what extent employees are familiar with the overall goals of the organization?   | 0.758            |
| 4     | 20                  | To what extent staff with the relevant objectives and scope Khvdashnayy serve basis?  | 0.698            |
| 5     | 15                  | How much organizational needs, values and organizational level consistent with the hiring process?  | 0.650            |

Symbar agent named agent in question has been more than 30 of the other questions on here, it is important to note that only through the factor loading is named after the respondents answer.

**Table 10-2-4 loadings questions particularly valuable**

| Equity | factor after rotation |
|--------|-----------------------|
| 1      | 23.078                |
| 2      | 2.186                 |
| 3      | 1.36                  |

As seen in the table, three main research questions were segregated. The questions are based on research questions and synthesis of the Business Excellence Model (EFQM) and the reliability and validity of measurement has been proposed For inquiries and selection of appropriate statistical methods for the separation of the three factors was obtained. The questions were based on three factors, the first factor can be named beneficiaries of the second factor, termed the Management Agent.

Also, in connection with which the employee has been given, it can be the greatest beneficiaries of the organization - called. Should mention that all the numbers and calculations in connection with the.

Conducted by the department of computer known as factor analysis. In this regard can be obtained from the variance and the second factor, which we have called the structure factor 28/7 is obtained in connection with the third factor, which we have named the organization structure of variance yielded 53/4, so that the.

### **Analysis of Research Question 3:**

#### **Model (EFQM) for education agencies, what province should be having the features and requirements?**

Question 3 Brvyzhgy and requirements of the appropriate model for the organization of education province insists., Which is based on analysis of questions 1 and 2 research results, the components of this model largely with education coordination. Means that the model Business Excellence (EFQM) components of leadership, staff, the policies and strategies, resources and partnerships, processes, personnel, customer results, society results and key performance configuration of the original concept of organizational excellence model The expression characteristics of an appropriate model for the province, according to the Department of Education in the country to focus on education is



in transition.'s To run in the form of an effort to be decentralized. In the past few years with delegated some powers of the central administration offices to change the name of the saw.

The model according to the model (EFQM), which could have implications in terms of the realities in education as an effective model to use. After stating that it can be appropriate to run the model adequately educated according to the heads of jurisdiction and the resources used and the objectives of macro and micro-enterprises you need to consider be Vyzhgyhadr organization must implement the appropriate model to be expressed in such a way that all current and future state of the organization is.

Component model is considered the leader in management education, we are The idea is to use the model of leadership is not power, but the aim is to influence people to run things.

While this point we face in education is the use of legal powers. The mother expressed the appropriate model should consider the fact that each component of the model we follow certain that we have the right model with the education to take into consideration object.

#### **Analysis of Research Question 4:**

**Bed preparation and structural changes in the direction and implementation of the model (EFQM) How and in what steps must be implemented in the province education institutions?**

In connection with the preparation of the form should also be considered to be all inclusive model. Given a point in the organization structure of the Department of Education and abilities of employees, resources, and organizational goals and requirements it is Due to the quality of the human is always one of our concerns. Accordingly ready to implement any model or plan to do a series of operations that can be successful in that field. In this regard, beginning with the results of the current study is the first to implement the model considers the provincial education Consequently, the second question that was relevant factors and three factors were taken into account.

The third question is what should be the appropriate model with the characteristics and requirements of environmental and social conditions of the society is considered .This question also be used to run any clues as to the causes and effects of additional measures Thus, it is possible preparation according to the concepts of highest and closest analogies to run must first be found and then the changes in the organization embarked on Mva and resistance changing with the least resistance to forward facing , we must be able to justify action to minimize resistance .

#### **Summary of Findings for Research Question 1:**

In this context , with regard to the number of responses given to the questions, and select the t-student test to analyze relevant data collected and the various stages of the value of t obtained with regard to the degree of freedom 1, ie 1 =with the value obtained from the table it can be deduced that the  $29/3 < 99/288$  , thus implementing the EFQM Excellence Model in the province of education is approved .

customers, community partnerships and resources and processes are classified . component parts in this process , having a mean of 91/2 having the highest share of policy and strategy 44/2 minimum contribution and importance in the model. data relevant ones. , one can conclude that most of the population in the process of education is the most important lever to execute model (EFQM) has the education agency .

After the procedure , component sharing resources and stakeholders with an average of 71/2 is located. Then cited two factors led with an average of 66/2 located in the following are components of the staff and community . On the order of the components of the policy and strategy, with an average of 44/2 is located. In relation to the first question, the present state of research and education organizations in the province in terms of properties of the Business Excellence Model (EFQM) How so?whether there is a possibility of model whether it can be said that this is possible given the size T of the critical value in the table for the implementation of the model (EFQM) is appropriate given the current situation .

#### **2 - Summary of Findings for Research Question 2:**

Analysis of the data associated with the two main factors influencing the implementation of research excellence model (EFQM) which are in the province ? With regard to the question analysis Statistical analysis was performed using a very great extent in the factors were obtained by running the model .each question should be a factor of 3 / 0 is not less than the amount of the note indicates that the index was above the 941 / 0 level of significance test is less than 0.0001 is.

The calculation of the factor analysis of the questionnaire revealed that three basic factors identified and were classified according to the type of question formation. This means that the questions were based on a factor analysis



was conducted in three categories, respectively managerial factors1- LED 2 - 3 strategic structural factors - cultural factors, according to the research staff of the fundamental factors affecting the implementation of the Business Excellence Model (EFQM) in the province which are the three factors identified above and in relation to each of these factors Turning attention to questions of equity and different loadings on the first factor, which we call operating stakeholders in the review of all Question factor loadings to the 078 / twenty-three with average 33/77 Now, according to obtained the babes in our study we used the t test Astvnt these are the questions of reliability and validity for the implementation of the Business Excellence Model (EFQM) in the province are up to the review of the questions the second factor which we call management spin inquiries 186/2 , and the out obtained the t we set this equal to 30/77 is that it also represents the amount of t obtained from t table at the rate third factor which we structure factor have named values of rotation and the average obtained from these sets of questions 77 / 77 is that it also represents a greater proportion of the table is In general it can be said in its place are three categories of factors Makh questions are valid and thus the underlying factors identified in this study were obtained In other words, this is the second question of this research was approved. According to the obtained data, it is important The Business Excellence Model (EFQM) is an important factor influencing the administration - led by the main framework of deformable important and irreplaceable role implementations .

The first model is the central role of responsible leadership. So we can conclude that the main factor in determining an organization's management system of education can Lorestan province in line with the implementation and execution of the Business Excellence Model (EFQM) they contribute Surely management insights and innovative approach to design and quality systems can move forward and the thruster is flourishing every day .In this regard, according to the Business Excellence Model can be said that there are supplements that aid in leadership roles are The model is referred to as an enabler of the results of our inquiries are also two important factors that affect stakeholders and structural factors. In this respect, it represents a model or drawing attention to factors such as our results. In fact all the above mentioned model has 4 main pillars Leadership, people, policy and strategy, partnerships Vnab the elements of a specified process has several results Grdndkh form model ((EFQM makes our obtained factors such as each of the according to specified process towards a single goal, but the results are different.

### Summary of Findings for Research Question 3:

In relation to the third research question of the appropriate Model (EFQM) for the education of the province should be having the features and requirements? Be Stating that according to the previous two questions, and the results obtained from the model fit with the structure of education of the province should be features circumstances Environmental characteristics of the human, social and moral conditions of the province so as to be consistent with results obtained by a suitable qualified means that the structure of our education governance structure means that the direct role.

But if they are in the administration and management of the above mentioned models offer the best in the province's water must be changes in the structure of the Department of Education. This means that education in the provinces and centrally run separately from the standard administration of the Ministry of Education in their oversight role and All relevant matters are delegated to the directors of the most effective and important strides in recent years in this field has been removed Office of Education as provincial organizations have changed the name and role of the organization and somehow run the separate. But in practice the commands issued from the center of a precedent that So we can gather that this organization has become just as much of a name for this is The implementation of quality systems in the province is faced with many problems.

- 1- mentioned models should be consistent with the cultural
- 2 - These models should be such that we consider all environmental conditions.

Of course there should be a point of Lost did and that model ((EFQM at the beginning of the creation, only to run on industrial organization established but little attention to the functionality of the model was very high place in other other community organizations will also be opened and slowly made its wayBased on this model as a model of quality in education has also been used .

In our country several years to set up offices in the organization and methods of education to implement a model of excellence (EFQM) qualitative of models (hrnhl) hasOn the same basis can be a model for Quality Education Excellence Model (EFQM) Excellence Model provides a greater understanding of the subject ((EFQM for drawing reminds us once again. Had given model ((EFQM should bear in mind that the model for industrial organization, and

social and human approach to model the characteristics of the organization such as: education was carefully considered.

On this basis, the appropriate model for the Education should be a model for the proper implementation of a series of compelling features and step by step model for education is more organized Excellence Thus we can say that the education of the administrative system of centralized, top-down bureaucratic hierarchy management isThe management of the organization is headed in the same direction, leadership (management) must be such that a key role is the connection between the various componentsAs in all matters related to the education of students and the education they are flourish so involved staff, including administrative, educational, faculty, and administrative should be sombrousIn this regard, management must make efforts to satisfy both employees' job security, welfare, and provide to be trying to growth and prosperity of The role of management is unmatched staff Vkhtyr important here given that the situation in our country is very differentThe informal organization of departments and institutions including education occurs very quickly, so management should make every effort to align to the administration classes of unofficial departments the organization's goals planning accurately do willIn conjunction with the error object in this country, has focused on education and the education of our political **institutions** is However, this structure is the same in all countries, in line with government efforts to educate children, young people wanted the government to be Hamy So in general, and whether the object is a strategy that is integrated into the strategy previously adopted.

If, however, the factors that we have said so far Excellence Model (EFQM) to implement. It can be found that this model can largely be in line with the characteristics of our country. Other models such as gradually .. then turn the words above sources is that the education we provide all the resources to serve the state and its After the necessary funds and the overall state education agencies must provide So that the words have been said above is incompatible with the model that the model should be based on two things change, the more they participate in all Participation in government programs are the first letter of the contributions may be financial, or educational Or atmosphere for education. The model can therefore be given. Based on the above mentioned issues .It can be said that the characteristics of the education agency model in addition to the above can be of Lorestan native Social conditions and economic model for the management of the organization as well as the political Lorestani is selected It can be noted that the features mentioned above is in line with the fact that in any organization or institution that we want to project, and the systemic off The characteristics of the economic, social, financial, human, consider the area where you want to change, then we have We have always been high points and features two regions. Now, according to the Excellence Model (EFQM) and the description of the localization of these models can be used for education model provided on the next page:

#### **Summary of Findings for Research Question 4 :**

In connection with the preparation and structural changes Drrastay 4 research operations - building and running the model - how Vty what steps should be implemented within organizations to teach and nurture the province ?

Here it should be said that any change will require prior planning, target selection , feasibility is. After the operation we can do in terms of preparation .

So the first step of the process that is important in relation to the feasibility of the changes must go through the steps to begin a feasibility study of resources for the management of ... In this research, we are trying to sort it the feasibility in implementing the Business Excellence Model (EFQM) do We understand that project fourth research question the implementation of the Business Excellence Model - in the province and the provincial education organization exists or not.opposed to change their routines. Thus, according to the research questions that arose from within the model - have been implemented as well as the research questions posed in the questionnaire derived from the research questions and research excellence model EFQM)) have been. Can take steps to prepare for structural changes were noted.

The aims of education in our country at large Change every province according to the characteristics of the minority, environmental, social, strong Relevant regional programs to develop long-term goals of the organization is that it is not a regional property management butEvery organization should be someone familiar with the area problem.

On the other senior executives of leading organizations have the need to develop their own goals to the needs of its stakeholders Surely as the linchpin of students and staff in the next phase of special note have indeed in any enterprise that requires stakeholder satisfaction Is .

Thus, the area must first correct program and then monitor and control reasonably sensitive and precise so that we can have a small change in organizational structure have The breaking of the problems and barriers in this study more emphasis on stimulating and strengthening stakeholder organizations as agents of change is So that we can structure the changes and the conditions for the implementation of the Excellence Model (EFQM) in the province of Education to provide Stakeholders will need special attention and plentiful. Because the shape of their organization. As

mentioned in the previous .

Education agencies, organizations and offices as the methods that have been The main task field offices to review the implementation of the provincial education quality models to improve performance and improve the efficiency of the is Consequently the province of this office is trying. The main task of the Office of the feasibility study, requirements, programs for qualitative models.

xecution Excellence Model ((EFQM province-based organizations, education and infrastructure for a given structural model. Province, according to the aforementioned model has 9 main criteria and 32 sub-criteria in the following order offered. enabler of leadership - policy - and strategy - human resources - partnerships and resources.

#### Processes:

Criteria enabling an organization to do what it does cover. Results Customer Results - Results HR community - key results, performance criteria enabling the implementation of the results obtained. The basic organizational excellence model (EFQM) Total Quality Management (tqm), so if you run the model (EFQM) model applied in the organization of education in the province of Lorestan province that can be presented.

- 1- leadership so that the system of education based on Model (EFQM) is applied.
- 2- Head of Department of Education based on the native place of service and education to the Editor accordance with the objectives and responsibilities of the model gradually implement. to recognize its employees' performance and the ability to update their abilities to try.
- 3- always doing things to improve your employees know to update their skills to the effort.
- 4- always doing things to try and improve the situation.

#### Policy and Strategy

Here are the system administrator Yate in education based on Model (EFQM) is applied. 1 - based on information from their organization's performance evaluation agencies are required to prepare strategies. 2 - Always try to be objective and strategy to be updated. 3 - In order to convey and implement new strategies to try.

Human Resources (Personnel) 1 - Management and planning of human resources is done. 2 - Identify staff competencies and attributes are supported. 3 - Employees working on improving and they are encouraged to contribute. 4 - There is always discussion between the employee and the organization. 5 - Employees are rewarded for doing things, and they feel safer.

rtnerships and Resources Here's management of financial resources, staff from outside the organization, materials, equipment, buildings, ... apply.

#### Processes:

- 1 - responsible for monitoring the work done systematically and their quality programs.
- 2 - To create value and satisfaction and employee productivity are considered.
- 3 - Education and training services based on the needs of students is planned.
- 4 - the better the relationship between employees and customers (students and other patrons) are emphasized.

#### Customer results:

- 1 - Use customer surveys, employee for improvement.
- 2 -results in better communication with clients (students and other patrons, the better things are measured. HR results: State education officials and management tools Bzarhayy make such surveys, field research, interviews with stakeholders, the assessment of the administrative activities and personnel are used.

**The results:**

Education officials are working imaginations and desires of the community to address issues like the amount of calls, as an extractor, an entity in charge of creating equal opportunity, and consequently national impact on the local economy, the behavior of moral, humanitarian efforts, communication with authorities to gain the necessary knowledge.

**Key performance results:**

Authorities are trying to take advantage of the goals of the organization should be able to charge fees taken transparency The Department of Education and declare measure.

According to the theoretical model presented in Lorestan Province Education

Possible to say that the implementation of Quality Management Foundation Europe Business Excellence Model (EFQM) it can be done as above

It is hoped that some small part of the service organization's most valuable quality is the main task of nurturing and educating our future generations is taken.

**Discussion and general conclusions :**

Rapid and dramatic changes in today 's turbulent world every day always occurs in the meantime social organizations has always been the focus changes . Changes that are due to the presence of human beings in the womb . Caused by the affairs of consecutive everyday efforts Accordingly, humans are continually seeking to improve the quality of it is. organizational Excellence model (EFQM)One of the ways that improve the quality of it is. These models in the industry in Europe by preventing Model (TQM) in 1988 was conducted with the participation of 14 European power companies to rapidly model took place around the world .In this model Manyz Industrial Development and Renovation Organization of Iran in 1380 with the approval of the cycle in Mashd Quality . Concept of this model has been implemented and conducted in industrial organizations . , But according to the type and the model complies with other organizations Bashrayt there are also quickly replaced in the quality assessment organizations opened.

Based on the above, my thesis, particularly given the importance of EFQM quality model (EFQM) Business Excellence Model is a possibility of implementing Seiji Europe Foundation for Quality Management (EFQM) in educational institutions of the province was conducted on interpretations of the formation of the dissertation topic selection model (EFQM) are concepts that are vital and important. concepts using a logical presentation of the concepts of logic model called (RADAR). research question 4 begins, each of the questions are kind of complementary models are facing .and of course, differences in cultural , environmental , economic and expectations are very high in our country with them . , so long as we succeed in that, we run our model with local conditions , ie, if for example we provided the leadership component Bashrayt temporal and spatial model of leadership in organizations is different from ours . because the purpose of our organization is led by the same management . then we move forward , we are headed in which individuals are able to lead . thus component the staff essential to play . because each employee's progress and success is possible , we must attempt to move towards the employees and their needs , both personal and special attention must Yaadary .

**Research limitations:**

Limitations of the research topic can be divided into two categories. A batch can be controlled. The subject of extensive research, including the need for a comprehensive review of the implementation of the model - have been. Another category of constraints, which are outside the control of the researcher in this study were comprised of the following:

1 - The main limitations of this study, some respondents did not know enough about the system model (EFQM) and the benefits for the organization in this regard was the justification offered by the prospectus .

2 - Another problem is the unwillingness of some members of the sample was time-consuming to answer the questions .

3 - Delay in responding to questions by members of the sample.

4 - Bvrkrvasy large scale distributed systems provide organizations orient in organizations .

5 - One of the most fundamental limitations of the political nature of education is a major obstacle in creating a macro level and the changes in it.

6 - Lack of understanding with the authorities to improve the reproducibility of Education

### **Suggestions:**

Since the main objective of this thesis is the implementation of the Feasibility of the Business Excellence Model (EFQM) in the province of education in this context that the underlying fundamental factors for the implementation of the model.

1-Factor Model Management - Leadership - structural - Strategy

2 - Cultural workers .2 - In order to make efforts to improve quality control and evaluation of the process should pay special attention .

3 - to try to establish committees to improve the organization and in a scientific manner and pursue more programs to follow the progress of these committees .

4 - Results of the Quality Improvement Organization to convey clearly and regularly publicized .

5 - to generate enough information staff inservice classes , workshops build on the broad

6 - To make qualitative changes such as excessive leverage rewarding to use .

7 - Always be supportive of quality programs that support senior managers in the organization, is one of the greatest sources of progress in the program .

8 - the creativity of employees and creating appropriate cultural context for the creation and updating of employees actively in the efforts.

9 - Always try and mutual cooperation with staff in the implementation and improvement of the organization's activities are carried out .

10 - To implement the model - the organization requires an appropriate cultural context , we must make efforts to create a more favorable environment with proper planning ie to improve the quality Msmtr culture would not be possible unless we improve .

11 - to measure stakeholder satisfaction, provide an appropriate manner .

12 - always a crowd Zynfal satisfaction with the support of various plans and programs to verify the results of compilation it was common graphs and tables .

13 - The need for staff training should be considered as the more need to be resolved for the good of the organization will .

14 - To implement the Business Excellence Model in the QC organization structure , employee surveys , collect suggestions Stakeholders , special attention .

15 - It should be noted that the organizational structure conducive to accurate information on the opinions of staff training programs to improve quality and meet the needs of the staff will be noted that theHowever, due to the characteristics of leadership - leadership - structural - Strategy - Cultural workers feasibility and implementation of the Business Excellence Model EFQM))Education in the province, there are organizations , but only indicate that the necessary conditions for the implementation of the Business Excellence Model EFQM)) is.In this regard, continuous quality improvement , the overall activity of the organization is essential that continuous pattern of managerial and



leadership - requires a new management structure and culture .

#### Resources:

- 1 - Rain friend, Rambod, 1384, his Abza Assessment for Excellence, Tehran, Entrepreneur magazine
- 2 - Rain friend, Rambod, 1384; Meet European Quality Award, Tehran, Entrepreneur magazine
- 3 -, Bazargan, A., Sarmad, Z., Hejazi, E., 1385, Research Methods in Behavioural Sciences, Tehran, publications inform
- 4 - Bkhard, Richard, Gvrasmyt, Marshall, Hslyn, Francis, 1380, the day translates engineer Fazlur R. Amini, Tehran, publications come
- 5 - Human Resources Empowerment Foundation of Iran, Tehran Award Human Resources, 1387, Pub awaits.
- 6 - John Amy, Auckland, 1386, inclusive excellence translates Dvymny doctor Syed Murtaza Ali architecture Laden productivity, Tehran, sacred Astaan
- 7 - Jafari, M., et al, cultural and strategic Abzraha Total Quality Management, Tehran, 1379, published by the Institute for Cultural Services Printing
- 8 - Haider, Iran, 1371, through participative management, quality control department, Tehran Mehr Publications
- 9 - Delaware, A., 1383, Research Methods in Behavioural Sciences, Tehran, Press Edit
- 10 - Razani, Abdul, 1373, TQM implementation model, Tehran, Institute for Educational Planning.
- 11 - Rezayian A., 1383, Analysis and Design of Tehran, the publisher
- 12 - Rezayian A., 1381, Management Information System (information modeling), Tehran, publishing the
- 13 - Satisfaction, A., Ghasemi, S., 1383, Excellence tools, Tehran, publications Scholars
- 14 - Satisfaction, A., Ghasemi, S., 1384, Tool Excellence (EFQM), Tehran, Press Components
- 15 - The Singapore Productivity, npb achieve quality translation of Ahmad Zvalrhmy
- 16 - Msvjy, Shiba, 1380, Total quality management in Europe, translation doctor Mohamed Ali Aqdasi, Tehran, Press Components
- 17 - Alavi, Farshid 1379, integrated management systems, Tehran, Iran Industrial Research Educational Publishers
- 18 - Alinaghi, Ali Reza, grace, A. R., 1381, five principles to achieve quality work, publications mountainside
- 19 - Frmvdyan, A., Seminar on Quality Management, Tehran, 1993, Institute for Educational Planning
- 20 - Fatemi, Mohammad Taqi, 1373, Statistical Quality Control, Amirkabir University Press
- 21 - Fvryyh, Robert, Plvntk, Lauren, 1378, Joe collaborative management, translation doctor Mohamed Ali Toosi, Tehran, publisher, central government administration.
- 22 - Karzai, A., 1378, Total Quality Management, Tehran, publisher, public management
- 23 - Kazemi, Seyed Abbas, a comprehensive guide on how to research, research, Tehran University, Imam Hussain (AS), first edition, 1379, p 222
- 24- There, Mohammad Reza Alizadeh, Hamid Reza, 1384, organizations of Excellence, Tehran, publications HR Productivity Institute
- 25 - Group of authors, 1380 Productivity and Quality Management, Volume I, translated by translators for groups, entrepreneurs SAGE Publications
- 26 - Group of authors, 1380 Productivity and Quality Management, Volume II, translator, translators, Tehran, publications visionary entrepreneurs
- 27 - Mshtky A., 1380, Management of Organizational Behavior, Tehran, publications Cashmere
- 28 - Slash, Ghlyrza, 1384, self-assessment tools for Excellence, Tehran, publisher of New Scholars

29 - October Mohammadi, Mahmoud, 1379, in the realm of education, Tehran, Institute of Education Publications

30 - card's controls, leaf art work is organized in five models, translate and jurist Abul Hussain, a former minister (Tehran, Public Administration Training Center, First Edition, 1371)

31 - Najmi, M., Hosseini, Cirrus, 1384, Excellence Model (EFQM) Taml seen, Tehran, stable quality publication border

32 - Straw Nvs, Brett, 1377, visionary leadership, translated by Mohammad Azgoli, culture and grandeur, Tehran, publisher of Imam Hussein (AS)

33 - parent, Jenny, Alan, Derek, Andrew Burns, 1383, a comprehensive quality control of translation doctor A. tetanus, Tehran, publications management organization and planning

Questionnaire:

Dear Colleagues:

Baslam desire Divine Grace. Question you have is a tool for running the MSc thesis titled feasibility of implementing EFQM model for Europe Foundation for Quality Management (EFQM) in the province of education organizations. Since obtaining data

Thank you in advance for your cooperation  
The MORADZADEH V.

A) demographic

|                                      |             |
|--------------------------------------|-------------|
| 1 - role of gender in organizational | Expert      |
| Department of Women                  | Head Office |
|                                      | Director    |
| 2 - Education                        |             |
| Diploma                              |             |
| Diploma                              |             |
| Bachelor                             |             |
| MA                                   |             |
| Years old .....                      |             |
| Years work experience .....          |             |



## B) Detailed questions

| no | More Questions   | Very high | High | Moderate | Low | Very Low |
|----|--|-----------|------|----------|-----|----------|
| 1  | To what extent senior managers in developing and providing education and training goals are involved in the move from forward and implement the correct.?  |           |      |          |     |          |
| 2  | To what extent are the objectives of the organization to meet the needs of stakeholders?   |           |      |          |     |          |
| 3  | To what extent the current state education agencies are now taking advantage of the capabilities of the individual and team level employees?               |           |      |          |     |          |
| 4  | To what extent will focus on providing services to stakeholders of education?  |           |      |          |     |          |
| 5  | To what extent the education agency to ensure optimum service delivery to beneficiaries is based on the monitoring necessary to do Ndardhay?               |           |      |          |     |          |
| 6  | To what extent the education agency to determine clients' satisfaction towards services provided by regular surveys are used?                              |           |      |          |     |          |
| 7  | To what degree Master of Education in developing and implementing programs to monitor and participate in organizational structure are divided into?        |           |      |          |     |          |
| 8  | To what extent desired values refer workers and organizations are supported by existing policies?  |           |      |          |     |          |
| 9  | To what extent senior managers to solve problems in the education of clients and staff to interact and cooperate?  |           |      |          |     |          |
| 10 | To what extent the education agency resources (informational, financial, material, human) in line with their interests and goals for the organization use? |           |      |          |     |          |
| 11 | What level of education based on the views and needs of stakeholders will implement comprehensive and reliable method?                                     |           |      |          |     |          |
| 12 | To what extent the level of education of an ongoing survey to improve the use of the act?  |           |      |          |     |          |
| 13 | To what extent employees are familiar with the organization's goals?   |           |      |          |     |          |
| 14 | To what extent organizational needs, values and organizational level consistent with the hiring process?   |           |      |          |     |          |

| no | More Questions  | Very high | High | Moderate | Low | Very Low |
|----|---|-----------|------|----------|-----|----------|
| 15 | o what extent organizational needs, values and organizational level consistent with the hiring process?   |           |      |          |     |          |
| 16 | Community funds granted to the extent of the success of education in order to ensure that the specified goals?  |           |      |          |     |          |
| 17 | To what extent the education agency response to the problems and needs of stakeholders in the system is applicable?   |           |      |          |     |          |
| 18 | To what extent senior managers aware of job satisfaction and are working to improve it?   |           |      |          |     |          |
| 19 | To what extent senior managers in the private and public efforts to stress the unwillingness to acknowledge and reward employees?   |           |      |          |     |          |
| 20 | o what extent employees are familiar with its scope and goals based on their work?  |           |      |          |     |          |
| 21 | To what extent employees are satisfied with their workload?   |           |      |          |     |          |
| 22 | To what extent administrative activities of water (to support, administrative, financial and process improvements are in order?   |           |      |          |     |          |
| 23 | o what extent senior managers to solve problems that are associated with other institutions and organizations?  |           |      |          |     |          |
| 24 | To what extent are the objectives of the organization the ability to make changes at various levels?  |           |      |          |     |          |
| 25 | Extent of employee participation in the organization's competencies and increase their confidence is strengthened?  |           |      |          |     |          |
| 26 | To what extent employees' efforts in creating and improving and expanding the organization's success, and this may appreciated in the organization and are considered as? |           |      |          |     |          |
| 27 | What level of education in the training of personnel issues such as employee absenteeism rate is given to encourage and appreciate them?                                  |           |      |          |     |          |
| 28 | To what extent senior managers of the organization's activities in order to meet with clients and stakeholders to consider the importance of solving their problems?      |           |      |          |     |          |
| 29 | To what extent the organization to communicate with clients through the ups and timely response to their requests are considering?  |           |      |          |     |          |
| 30 | How much to change the laws relating to information circulars and update stakeholders on appropriate methods are applicable?  |           |      |          |     |          |

This part of their time to complete this questionnaire thank you sincerely

# INQUISITION AND CRITICALITY IN HIGHER EDUCATION: FROM VYGOTSKY INTO CLASSROOM PRACTICE

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## Introduction

Providing quality-education for adults has been a primary pillar of higher education. English Language Teaching (ELT) has similar concerns. ELT departments in universities aim to improve language skills of learners as well as improve learners' critical thinking skills. Universities provide space for widening our knowledge base with theoretical and practical insights. For such an environment, we need curious minds ready to attain knowledge, question the given information and seek out alternative positions. Empirical experience in higher education as an adult educator and language practitioner showed that there are few such inquisitive learners as we hope to find in the regular university classrooms. This paper utilizes Vygotsky's principles of zone of proximal development (ZPD) and scaffolding in Sociocultural Learning Theory (SCT). These concepts are utilized in order to instill critical thinking skills and stretch language proficiency of learners to higher levels of performance. Social approach to education assumes the mediating role of language in our everyday interactions with others. According to Sociocultural Theory (SCT) "human mental functioning is fundamentally a *mediated* process that is organized by cultural artifacts, activities, and concepts" (Ratner, 2002 cited in Lantolf & Thorne, 2006, p.197). Vygotsky's key concepts such as *Scaffolding*, *Zone of Actual Development (ZAP)* and *Zone of Proximal Development (ZPD)* are utilized in this paper as an experimental study in order to stretch learners' actual capacity to a higher level of performance.

## Background

Sociocultural Theory (SCT) had considerable impact in education field due to influence of psychology in education. Language has an important place for SCT because of the mediating role of language in our everyday interactions. Importance of language as a sociocultural concept comes from the "*role signs/symbols play in the mediation of human activity*" (Mahn, 2013, p. 1). Social approach to education highlights language as one of the primary means of mediation in our everyday life regulated by cultural artifacts, activities and concepts. According to Lantolf and Thorne (2006, p. 201) language is "*the most pervasive and powerful cultural artifact that humans possess to mediate their connection to the world, to each other, and to themselves*". These artifacts especially language acts as a buffer between the person and his/her environment. There is an interrelationship between *thinking processes* and *language processes* as the individual participates in meaning making in the social world; the concept, *thinking process* relates to perceiving and processing data received from the environment whereas the second concept, *language processes* relate to the use of signs and symbols to communicate in social relationships. Relationship between thinking and speaking processes can inform communicative capacities in a second language (Mahn, 2013). In the use of a second language, thinking and language processes unite to mediate communicative activities, and activities and teaching styles that utilize zone of proximal development (ZPD) can exercise higher psychical processes.

Vygotsky's Socio-cultural theory is utilized in a first year English Language Teaching (ELT) university class, Oral Communication Skills course. There are thirty-four students in this class. Vygotsky did not directly write about Second Language Acquisition (SLA). However, his analysis of how people acquire cognitive development and develop communicative abilities in their first languages hints implications for SLA (Blake & Pope, 2008). Vygotsky's learning theory studies cognitive development, and the impact of socio-cultural factors on the individual's learning potential. The individual's learning process according to their biological capacity can be amplified with the support of social and cultural factors. The class aims to create an educational experience which requires students to interpret, criticize and form their opinion as opposed to a memorization-based student teaching style. Students participated in a series of classroom activities: an individual presentation task, reaction paper writing assignments, in-class group activities and midterm exam. Content and form of their performance are discussed to evaluate their proficiency of language and criticality. Vygotsky's popular concepts such as 'scaffolding' and 'zone of proximal development' will be specifically discussed as potential assisting devices to consider language development and criticality development of learners. These concepts are referred to as tools for assessing critical thinking skills as well as evidence of language proficiency.

Socio-cultural circumstances play an essential role in the cognitive development. Private speech in our first language regulates mental functioning. "*When we communicate socially, we appropriate the patterns and meanings of*

*this speech and utilize it inwardly to mediate our mental activity*” (Lantolf & Thorne, 2006, p.202). The trio social-cultural- biological factors in the learning environment need to be thought together as part of an interconnected system. Hence, human beings can “nurture” and “scaffold” their cognitive and communicative functions by being a part of social learning experiences or joining in the interactive processes. People learn from social interactions through mediation of symbolic tools (i.e. languages) and internalize mentally what they learned socially to formulate their thinking patterns. A reconsideration of the social positioning of our learners needs to be considered in the learning context to actualize deeper cognitive development. It is promising for educators to build social support systems to nurture learner potential and reach the highest learning optimum for their learners.

SCT encourages some reflections and considerations in the second/foreign language development. This perspective provides some pedagogical implications for foreign language teaching and calls for re-consideration of some of the perceived challenges in second language acquisition. Zone of Proximal Development (ZPD) is a particularly significant concept for second language praxis and theory. The most common definition of ZPD is “*the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined by problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers*” (Vygotsky, 1978, p.86). Vygotsky studied ZPD in the learning context of children, teaching them skills or tasks that go beyond learners’ actual development level. These challenging tasks are achieved by the assistance of a more capable person or guide. Actualization of ZPD in children’s cognitive development is a context for children’s learning, but its implications for learning is relevant to different learning contexts of all ages. ZPD encourages a pedagogical style which provides a higher level of instruction, proficiency or task beyond the capability level of the learner. This is enabled via the guidance of a more knowledgeable other. Assisted performance is what draws the attention of educators to the ZPD. It highlights a connection between the ‘*development achieved*’ and ‘*development potential*’ (Lantolf & Thorne, 2006, p. 206). In the collaborative and guided learning, the learner will accomplish the task socially and cooperatively, and from then onwards, the learner will be able to achieve the task on his/her own. As with other social transactions, the learner will internalize the social speech, and engage in private-speech, and finally inner-speech will be a verbalized thought.

### Language and Learning Context

Everyone learns their first language with a fair degree of competence because we are born with an innate ability to learn a language and then grow up in a community where functioning in that community is possible through language. In western tradition thinking is considered as an intra-mental activity that takes place in the individual’s mind whereas Vygotskian psychology does not separate individual and social in a clear-cut way (Robbins, 2013). Similarly thinking and speech unite in verbal thought and contribute to the cognitive development processes. In Vygotsky’s studies, the term “*semiotic mediation*” plays an important place in social interaction. This mediation carries social-cultural-physical and historical information to the present context. Language is one of the most powerful symbolic tools a person utilizes to mediate his/her thoughts to the world (Mahn & Steiner, 1996). Communication among people is only possible through the social functions of language. However, language goes beyond the task of a tool for communicating, and represents a tool of inter-generational and inter-historical heritage implying several social functions. Sociocultural theory conceptualizes improvement of human cognitive development to higher mental function via social interaction. Vygotsky interpolated complex effects schooling has on cognitive development. It included learning through “*participation in socioculturally and institutionally organized practices*” (Lantolf & Thorne, 2006, p. 207). Learning collaboratively with others ‘precedes’ and ‘shapes’ development, indicating that they can ‘*stimulate qualitatively developmental changes*’ (p. 207). SCT proposes a new perspective to be envisioned for the SLA (second language acquisition) process.

ZPD in a second language context can be utilized as a diagnostic conceptual tool to realize student potential and create the circumstances for maximum development. If learning starts with the social interaction and continues with internalization, then, we can deduce that language and thought are closely connected and inter-dependent in second language learning (Read, 2013). Social communication thus has an immense role in learning in the language classroom. Language pedagogy needs to be organized with this conceptualization in mind. Sociocultural perspective of language acquisition portrays the cognitive and social factors in the acquiring of a second language (Robbins, 2013). To construct both cognitive and emotional connection requires that we use social interaction and cooperative learning in our teaching program or learning environment. It is believed that learning is the result of “shared” experiences in different social settings (Blake & Pope, 2008). Only after the collective functioning of group activities does the expression of the individual become possible (i.e. unification of language and thought in L2). This explains the presupposition to think and speak in the target language in the language classroom in order for effective language learning to take place. We can infer that there is a relationship between thinking and language processes in communicating meaning in a second language. This gives us a different perception about Communicative language classroom. To have an actual communicative classroom atmosphere, it is our duty to create our students several opportunities in which they can

interact with one another and learn from each other in social networks.

### Student Performance versus Expected Potential

According to sociocultural research “*single snapshots of learner performance do not constitute appropriate evidence of learning and development*” (Lantolf & Thorne, 2006, p. 207). Development in learners is a continuous process that stretches over days, weeks, and months. This makes us re-consider our test-based curricula and the standardized-tests for centralized university-exams. How acceptable is it to expect learners show their best performance in one shot instance. If learning is a continuing process so should the assessment of learning. In Oral Communications class, I expected learners to show their understanding of the topic in several ways: a quiz, multiple reaction paper assignments, presentations and a midterm exam. The expectations from the tasks assigned as well as student performance are included in the following section:

Text book consists of various articles about English language communication from different linguists. Language of the book is above first year English language teaching student proficiency. I purposefully composed a challenging reading pack to activate scaffolding in learners’ reading processes. I aimed to stretch student performance through my explanatory descriptions and visual powerpoints in the class. These pedagogical styles aimed to take students from their actual performance level to a higher performance level, ZPD. Also, engaging students in whole class discussions targeted social learning processes.

Reaction papers are explained to students by the teacher as a piece of writing to be written by learners to show their understanding of the unit/reading with summary and synthesis. Students are explained to write their response papers in their own words with their own responses. Students were told that they could try to analyze the quality of the article studied. Students produced a series of reaction papers analyzed by the teacher. Interestingly majority of students submitted papers which consisted of copied pasted text from the textbook. Their summaries were directly taken from the textbook verbatim. In terms of analysis students all chose to agree with the author. Nobody chose to challenge the author’s point. Student reaction papers were disappointing because they failed to meet the criticality standards of the course expectations.

I prepared one quiz, which consisted of interpretation questions. Students mainly wrote down what they memorized from the book. Except a few successful students class complained about the quiz questions arguing that they were not prepared for such interpretation oriented questions. These two instances ( reaction paper and quiz) of low student performance made me prepare easy definition questions for the midterm exam hoping that students would not to fail. With few interpretative and creative questions, I was able to create a more anticipated exam for the students. Majority of students succeeded in the test. Yet, educator’s expectations for a higher level of criticality definitely failed.

In the presentation task students were asked to create a descriptive powerpoint about their dream job or any topic they liked. Despite few creative students who went above and beyond their performance capacity and created creative presentations, majority chose to present an average performance, directly reading from slights. In order to increase student exploration and encourage a higher level of performance, I asked them to prepare a small group presentation. This group presentation required learners to meet a few times outside of the class to create the presentation dialogue, practice and eventually present in front of the class. This collaborative homework brought forth more effective results.

### Outcome and Implications

Student performance in various class activities and assignments was less than expected. Only a handful of students produced the kind of critical work the instructor expected. Learners did not produce analysis of texts desired by the instructor. They simply reiterated what the author pointed out. Almost all students chose to agree with the author, rarely challenging the author’s view. Learners’ language proficiency varied from low intermediate to high intermediate proficiency levels in the English language. Regardless of the language level of learners, all students chose to agree with the author and repeat the text as it is presented. There was a deep loyalty to the text, with great hesitation to question it. This showed that learners lacked criticality which is an essential aspect of university level learning. This type of questioning should be applied in all levels of education to familiarize learners to this type of learning. Criticality lacks in many levels of education, which appears as one of the challenges observed in this class.

In the first quiz I did, more than half of the class failed, because they didn’t know how to respond to the interpretation questions posed to them. Most of them wrote the memorized sentences from the book, which I still marked as partially correct, because I wanted to give some marks as generously as I can. Half of the class preferred to keep some questions blank because they did not understand what I expected when I asked them to form their own opinion. In the midterm exam, I asked students easy to answer, basic definition questions and now they are able to have



higher grades. The reaction papers and the quiz showed me where students stood on the criticality plane and I did my exam preparation according to this information. Thus, my goal has to consider improving student criticality as well as language proficiency. Adjustment of the class planning syllabus as well as tailoring learning goals of each class according to specific learner needs increased their possibility of success. My class preparation definitely changed according to student preferences and realities.

### Conclusion

Two aspects of learner performance analyzed in this paper ; (1)scaffolding in language proficiency and (2) scaffolding in criticality. Language level of the text was purposefully higher than learners' actual level, because only in the strive to create meaning in a complicated text can students go beyond their actual performance level to a higher level of proficiency. Scaffolding in language level aims to improve language skills of learners. Despite the challenges students expressed in understanding the text, instructor guided collaborative meaning making in the classroom proved to be effective. Since students expressed a lot of complaints about writing reaction papers, this assignment changed into a collaborative text analysis via teacher support. Hence, zone of proximal development can take different forms and styles. I experimented different homework and assignment types until finding the best match for the class in question. Second important aspect of this study was criticality. Critical positioning of learners in the educational system are studied paying particular attention to the learner attitude, performance style and performance quality in terms of critical disposition. Learners are encouraged to criticize the text through teacher guided collaborative reading sessions, which is followed by meaning making and deconstruction of the text. The qualitative insights from this study contributes to a better understanding of our learners so as to better meet their learning needs and better assist learners in reaching their utmost potential.

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## QUALITY IN THE PRACTICAL TRAINING OF DA'WAH: THE EXPERIENCE OF DEPARTMENT OF DA'WAH AND LEADERSHIP STUDIES

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**ABSTRACT:** A mission to promote Islam as a religion made student to involve deeply in a practical engagement on the ground. This made student to expose in da'wah during practical training. On campus, student is taught for conceptual aspect and also asked to practice it among the Muslim as well as non-Muslim community in the country. As an Academic Institution for higher learning institution in Islamic Mission, the Department of Da'wah and Leadership Studies at National University of Malaysia has offered several courses to achieve this objective. This paper seeks to examine the quality of the student who is involved in Practical Training in Da'wah for Muslims (*Latihan Amali Dakwah Kepada Muslim*). This study is using a quantitative methodology that evaluates the perceptions of local community on the effectiveness and the problems that are related to the programme. The result of the study shows that the quality of student is good although there are some weaknesses, but they are still some space for improvement for the betterment of higher education in mission of studies

**Keywords:** *Islam, mission, education and social work*

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### Introduction

A prominent feature of da'wah as an academic discipline is emphasizes in the practical aspect of its method of delivery. As such da'wah activities are not just verbal in nature, but they also involve both interactions and exemplary behaviour that is portrayed in the best possible way to achieve the target community so that the da'wah messages will have a deep effect to people. Practical da'wah, also known as *da'wah bi al-hal*, must be well-planned and carried out systematically with an orientation towards practical training as being very crucial. The programme called Practical Training in Da'wah for Muslims or *Latihan Amali Dakwah Kepada Muslim* (LADM) has been made compulsory for the third year undergraduate students, with the main objective of producing graduates that are capable of doing da'wah works in a systematic and integrated manner in various Muslim locations. Even if students have acquired an academic skills through lectures, they still can enhance their capability through practical training under the guidance of those who have experience and interest in the field of da'wah.

Nevertheless, the quality of practical training is not perfect without its own problems and its effectiveness can be questionable at times. However, the target community can normally be asked to evaluate on the effectiveness of practical training, and their perceptions solicited especially with regard to some critical aspects covering management and organization of the programme, the availability of infrastructures and supporting facilities, academic staff that is involved and students that being sent to the field for the practical training proses.

This paper will first explain briefly about the background of LADM, followed by an analysis of the perceptions of the local community on the effectiveness and problems that is related to the programme.

### Research Methodology

The methodology of the study is quantitative that has examined the perceptions of the local community on the effectiveness and problems related to the programme. A total of 100 questionnaires were distributed to members of the target community, in particular to students' foster parents. The respondents were under the review of The Federal Land Development Authority (FELDA) Community Tersang, Pahang. FELDA community is a community under the Ninth Malaysia Development in Malaysia. FELDA was established on 1 of July 1956 under the Land Development Act 1956 as a result of the recommendation of the Executive Committee of the Government. The rural areas are the large part of the area that led to development in economics and social development. FELDA has helped to improve the living

standards of rural communities as well as to bridge the gap between the quality of life of rural and urban population. The data were analysed using the SPSS package

### Practical Training in Da'wah for Muslims

LADM, being a requirement for a course called PM3012 Da'wah Methodology for Muslims, is made compulsory for all third year students in the Department of Da'wah and Leadership Studies in the Faculty of Islamic Studies, UKM. The practical training is in line with the objective of the department to produce a graduate who is well trained in terms of soft skill and abilities to inculcate with Islamic values and able to contribute to the Islamic mission in terms of spiritual and moral need of the society. The field trip has been made an annual activity during the first semester for the group of students. The support and financial sponsorship of outside organisations have also been crucial in ensuring the success of the programme. Others who are interested in da'wah activities have also asked to join hands with the students by giving them moral support and guidance.

The practical training is geared towards understanding the fact that da'wah is a branch of knowledge that centres around practice and professionalism that form part and parcel of da'wah activities. Da'wah methodology has been set out in the Quran and Sunnah which specifically mention certain types of approach that are suitable and effective in the target communities whether they are in-group or out-group.

For LADM programme students were organised into various teams under the supervision of the department. The field training also takes into account social and religious works as an integrated activity. All these were done under the supervision of lecturers appointed by the department. At the same time, surveys were conducted on the profile of selected sample between the member of the target community. Students also involved in this analysis of the result of the survey so that they could use the findings to plan for a more effective strategy in future Da'wah activities apart from equipping themselves with suitable and appropriate Da'wah materials. At the end of the training they were expected to have a post-mortem to self-evaluate the problems and effectiveness of the programme.

On the whole LADM has the following objectives (Badlihasham Mohd Nasir, 2009):

- i. To expose the practical aspect of da'wah for Muslims to students of the department specifically to build up their capability and leadership potential
- ii. To understand the problems related to Da'wah activities, especially in dealing with social and moral problems among the younger generation and the neighbouring non-Muslim communities
- iii. To carry out studies on issues involving the Muslims community and to analyse the findings from da'wah perspective
- iv. To contribute ideas and efforts to da'wah activities among the community and to make full use of the co-operation given by other organisations involved in da'wah activities.

LADM is a programme organised by the Department of Da'wah and Leadership Studies, Faculty of Islamic Studies, UKM, in collaboration with Department of Islamic Development Malaysia (JAKIM) and Department of Orang Asli Development (JAKOA). Usually Malay villages are located near non-Muslim Orang Asli settlements. This location is chosen for practical training, apart from villages inhabited by Orang Asli who are Muslims. The choice of these twin villages is made as a follow-up to Da'wah programme for non-Muslims (LAD for non-Muslims) which were conducted previously. As such the target groups of LADM are Muslim communities which include Orang Asli villages as their immediate neighbour as well new converts and non-Muslims who live in the vicinity.

The training was scheduled to take place for one week. The activities consisted of general and specialised talks on religion, motivational sessions and team work projects. The participants were also exposed to *tazkirah* sessions, *fardhu ain* classes and *qiamullail*. Activities that are not related to religion came form of voluntary services to the community, which help expose to Islamic culture and arts, sports and organised visits to other villages and places of interest.

To support all these activities an amount between RM15, 000 to RM20, 000 was needed, with the help of UKM a large proportion was collected and the rest was contributed by various agencies that have shown their interests in the project such as..... . These agencies also helped in the coordination the activities together with students from the Department of Da'wah and Leadership Studies. Altogether they were 100 undergraduates involved apart from masters



students and lecturers.

### Perceptions of the Local Community on LADM

A total of 100 questionnaires were distributed to members of the target community, in particular to students' foster parents. The data were analysed using the SPSS package. The findings are discussed below in three sections: (1) Respondents' profile, (2) Problems related to LADM, and (3) Effectiveness of LADM.

#### Respondents' Profile

A summary of the respondents' profile is listed down in Table 1 below according to sex, age, marital status, type of employment, income level, educational achievement, duration of stay in FELDA and home-state origin. For each category a detailed breakdown is given, with a percentage calculated for each of the sub-categories.

**Table 1: Respondents' Profile**

| Category             | Detailed breakdown    | Percentage |
|----------------------|-----------------------|------------|
| Sex                  | 1. Male               | 47 %       |
|                      | 2. Female             | 53 %       |
| Age                  | 1. Less than 18 years | 20 %       |
|                      | 2. 19-21 years        | 21 %       |
|                      | 3. 22-40 years        | 23 %       |
|                      | 4. 41-56 years        | 21 %       |
|                      | 5. Above 57 years     | 15 %       |
| Marital Status       | 1. Single             | 51 %       |
|                      | 2. Married            | 49 %       |
| Type of Employment   | 1. Government sector  | 17 %       |
|                      | 2. Private sector     | 14 %       |
|                      | 3. Self employed      | 49 %       |
|                      | 4. Housewives         | 20 %       |
| Total income (in RM) | 1. Less than 1,000    | 60 %       |
|                      | 2. 1,001 - 1,500      | 34 %       |
|                      | 3. 1,501 - 2,000      | 1 %        |
|                      | 4. 2,001 - 2,500      | 4 %        |
|                      | 5. More than 2,500    | 1 %        |
| Education Level      | 1. UPSR               | 21 %       |
|                      | 2. PMR                | 24 %       |
|                      | 3. SPM                | 44 %       |
|                      | 4. STPM / STAM        | 5 %        |
|                      | 5. Diploma            | 3 %        |
|                      | 6. Degree             | 3 %        |

|                           |                  |      |
|---------------------------|------------------|------|
| Duration of stay in FELDA | 1. 1-5 years     | 17 % |
|                           | 2. 6 -10 years   | 12 % |
|                           | 3. 11-15 years   | 13 % |
|                           | 4. Over 16 years | 57 % |
|                           | 5. 5 months      | 1 %  |
| Home State Origin         | 1. Johor         | 4 %  |
|                           | 2. Kedah         | 8 %  |
|                           | 3. Kelantan      | 7 %  |
|                           | 4. Kuala Lumpur  | 1 %  |
|                           | 5. Perak         | 9 %  |
|                           | 6. Pulau Pinang  | 3 %  |
|                           | 7. Selangor      | 4%   |
|                           | 8. Pahang        | 64 % |

As can be seen in Table 1 above, the number of female respondents were much higher (53%) compared to that of the male (47 %). As for the age group a large number of them belonged to a range of 22 to 40 years (23%). The figure suggests that these respondents were likely to be the second generation of FELDA settlers.

In terms of employment, the majority were self-employed with an income of less than RM1,000 (60%). This figure concurs with the average income of other settlers in Tersang cluster who earned less than RM1, 000 at the time of the survey, their earnings being drastically reduced because of the ongoing re-planting project that affected the entire cluster. This average income contrasted very much with that earned by settlers in other FELDA areas whose monthly average was above RM2,000.

Marital status of the respondents showed that a slightly higher proportion (51%) of settlers were single compared to those who were married (49 %). This figure shows that many of them were children of the first generation of settlers. These unmarried respondents were still dependent on their family of orientation and not quite ready to set up a household of their own.

The level of educational achievement indicates that the majority of the respondents have an SPM qualification (44%). This figure gives a general picture that FELDA settlers have a moderate and low level of education, mostly SPM and below. However, there were also those who have a high level of education, even up to the university and college levels (3% for each), particularly among children of the first generation settlers. It also shows that the second generation of the settlers were much better-off in terms of educational achievements than their parents who have missed out on the opportunity due to various factors, poverty being one of them.

For the period of stay in the settlements more than half (57%) of the respondents have been living there for more than 16 years. This duration is not surprising since Tersang cluster was first opened in 1970s and was among the earlier FELDA settlements established in the state of Pahang. As for the state of origin of respondents the majority of them (64 %) hailed from the state of Pahang. This figure indicates that the cluster was dominated by participants from Pahang in line with the main objective of FELDA that gives priority to local population. As such Tersang cluster has a cultural pattern that is characteristically Pahang in nature especially with regard to the spoken dialect that is based on Raub and Lipis accent. The dialect seems to have some similarities with that spoken in the neighbouring state of Perak.

Apart from that the local leadership was under the control of those who originated from Pahang. For instance, the chairman for a body that looked after the welfare of Orang Asli, namely Penggerak Masyarakat Orang Asli (PMOA), was vested in the hands of a Pahang man, Muhammad Tahir bin Haji Kassim, a settler who also held the post of *Nazir* for the mosque. He was also the Deputy Head of UMNO and a member of the JKKK. Further influence of Pahang could be seen when this FELDA cluster came under the political leadership of YB Datuk Abdul Aziz Kiram, another Pahang man, who was elected as representative in the state assembly (ADUN) for Batu Talam. Tersang cluster of FELDA settlement and surrounding traditional Malay villages happen to come under this constituency (Muhammad Tahir bin Haji Kassim, 10 Ogos 2009).

### Problems Associated with LADM

In order to find out the problems associated with the implementation of LADM programme, settlers were asked to comment on a series of statements posed in the questionnaire. They were required to respond in a format of 5 scales: Most Disagreeable (MD), Disagreeable (D), Not So Agreeable (NSA), Agreeable (A), and Most Agreeable (MA). Table 2 below shows summarises the perceptions of community members of Tersang cluster regarding the implementation of LADM project.

**Table 2: Perceptions on LADM**

| Statement   | MD   | D    | NSA  | A    | MA   |
|---|------|------|------|------|------|
| The presence of UKM students as foster members of the family is burdensome.                           | 61 % | 26 % | 2 %  | 5 %  | 6 %  |
| Social problems interfere with LADM programme.  | 17 % | 54 % | 7 %  | 21 % | 1 %  |
| Transport facilities to programme venues is very convenient.  | 6 %  | 12 % | 6 %  | 61 % | 15 % |
| Distribution of students as foster family members is not evenly done.                                 | 15 % | 22 % | 15 % | 43 % | 5 %  |
| Delegation of responsibilities among students helps in the smooth running of the programme.           | 4 %  | 5 %  | 0 %  | 56 % | 35 % |
| Co-operation between the settlers and students was not satisfactory.                                  | 18 % | 62 % | 10 % | 7 %  | 3 %  |
| Senior lecturers are not that keen in doing thorough supervision on the activities conducted.         | 14 % | 47 % | 27 % | 9 %  | 3 %  |
| Interactions between students and FELDA settlers are not satisfactory.                                | 31 % | 43 % | 14 % | 6 %  | 6 %  |
| The level of knowledge among UKM students is too low as to effect smooth running of the activities.   | 27 % | 45 % | 14 % | 10 % | 4 %  |
| Technical equipment not adequate, thus affecting smooth running of the programme and activities.      | 19 % | 43 % | 15 % | 18 % | 5 %  |
| Infrastructures in FELDA settlement are not adequate enough throughout the duration of the programme. | 20 % | 53 % | 15 % | 12 % | 0 %  |
| Venues for the programme that is far away is the factor for the lack of response among the community. | 26 % | 44 % | 16 % | 9 %  | 5 %  |

Table 2 above shows summaries of the perceptions in Tersang FELDA community regarding various problems that cropped up during the implementation of the programme. Below are some of the highlights:

- Respondents were more disagreeable with the statement that the presence of UKM students as foster family members was burdensome (61%).
- Respondents did not agree with the suggestion that social problems interfered with the smooth running of the programme (54%).
- With respect to the transportation 61% of the respondents agreed that it was convenient and helped students very much to get to the venues of the programme.
- Respondents agreed that the distribution of students to foster families was not done evenly (43%).
- Respondents agreed with the statement that the delegation of responsibilities to students helped in the smooth

running of the programme (56%).

- Respondents did not agree with the statement that co-operation between the settlers and students was not satisfactory (62%).
- Respondents did not agree with the claim that lecturers did not do a thorough job in supervising students' activities (47%).
- Respondents also did not agree that the interactions between students and the settlers were not satisfactory (43%).
- Respondents did not agree that the level of knowledge among UKM students was low to the extent that it adversely affect the activities (45%).
- Respondents did not agree that inadequate technical equipment had affected the smooth running of the programme (43%).
- Respondents did not agree with the statement that infrastructures available in the settlement were not satisfied during the duration of the programme (53%).
- Finally, respondents did not agree with the statement that a venue that was far away from the programme was the contributing factor for the lack of response among the community (44%).

Based on the perceptions of FELDA community, UKM students that were placed under foster parents were not that burdensome to the settlers despite the fact the former have had some problems with their income due to the re-planting exercise that they were going through at that particular point of time. Even under this condition the FELDA community was willing to receive the students for the sake of Islamic Da'wah, thanks to the explanation given about the significance of LADM before students started to arrive in the settlement.

On the whole there were no major problems except for the case of distribution of students to their respective foster families. There were a number of complaints of uneven distribution of students among the settlers; not all settlers receive their share of students despite the large number of families in the cluster. The problem could be due to the management part of FELDA which should have distributed the students to more families on an equal basis.

Nevertheless, UKM student committee tried to do their best to ease the situation by re-distributing participants to their foster families at the last minute. However, the problem still persisted particularly when a number of settlers failed to turn up on the day distribution of student participants was made. Thus the problem of uneven distribution could not be totally solved. Another factor is due to the selection of foster families that is also involved outside organisation that may have problems of having direct contact with the families in the cluster.

Although there were some views that the younger generation of FELDA settlers were often involved in social problems, the majority of respondents did not agree with the statement that these problems interfered with the smooth running of LADM programme. Not all the youths were involved in LADM activities, but a large number of them took part in sports events organised under the programme.

On top of that there have been no elements of sabotage and other untoward incidents involving this group, a good indicator that youth problems among the settlers were still under control. However, there were other social problems such as substance abuse among the youths which tended to disrupt the comfort of FELDA social life.

For this reason LADM organising a committee that can help to invite a motivational expert to give a talk on drug abuse. The invited speaker was Dr. Khafidz Hj. Mohd Ishak, the president of Persatuan Insaf Murni. The event was well received by the youths judging from the large number attending the talk.

As for the transport facilities, most of the respondents agreed that it is not a problem for the students since most of the foster families have their own motor vehicle. However, there were a number of students who could not get to the venue on time because their host family had only one car. Nevertheless, the problem was mutually solved when other host families stepped in to help by sending the stranded students to the venue. It seems that there was a high level of co-operation among the settlers themselves for the sake of Da'wah efforts and outreach.

The long distance they needed to travel to the programme venues was not a big factor that inhibited their full participation in LADM activities. Indeed, there are other intervening factors including poor dissemination of information to the settlers which was the responsibility of FELDA's management. Apart from that, there were some settlers who were quite undecided as to whether they should participate or not, particularly those who did not offer themselves as a foster family to the students.

On the whole the feedback on the survey shows that FELDA community in Tersang cluster was more than satisfied with the commitments shown by students in all activities, and they also agreed that the delegation of responsibilities among students had helped in the smooth running of the programme. The settlers could feel and experience for themselves the two-way interactions between students and their foster families despite the fact the settlers were busy with their daily work routine at the same time these students were fully engaged in LADM activities. To ensure that there would be continuous ties students were encouraged to maintain the contact with their foster families in the settlement even after they have graduated from the university.

The level of knowledge among student participants was more than adequate for them to handle religious activities at the settlement's mosque. At first there were some doubts among the settlers regarding the ability of UKM students to deliver religious talks and *Tazkirah*. But after a series of religious sessions the settlers saw for themselves the competency of LADM participants in spreading the message of Da'wah to the general public. An example of this can be seen in the capacity attendance at a Forum Perdana, in which postgraduate students were involved as lead speakers. One of them was Nik Zawawi Hj Salleh, a PhD candidate from UKM. The forum also saw the attendance of a state assembly member (ADUN) for Kuala Besut, Zikmal Fuad and a Qari from Indonesia; all managed to give a good impression on the settlers who attended the event (Nik Zawawi Hj Salleh, 14 Ogos 2009).

Technical problems have been never a real issue in the running of the programme because there were ample facilities and infrastructures available in the settlement. The mosque, school and community hall have given their co-operation and utmost support to the programme. On the whole it can be said that FELDA settlements have proven to be a good location for placements of students in LADM exercise.

The lack of lecturers for monitoring of students in the field has been expected all along, but it was not a serious problem according to the respondents. While the presence of lecturers is indispensable the monitoring can also be done by FELDA management itself should the need arises.

There were a large number of female students involved in the programme, much more than their male counterpart. This means that a proportionate number of female lecturers were needed to supervise female participants in the field. However, due to logistic problems, duration they stay, not many female lecturers were able to take part in the supervision of LADM students. Hence, to overcome this problem change is made for monitoring the LADM students by concentrating on it more thoroughly and effectively.

### 3.1 Effectiveness of LADM Programme

Table 3 below shows the perception of FELDA settlers on the effectiveness of LADM programme. The questionnaires consist of various statements for which the participants were required to answer in the scale of 5: Most Disagreeable (MD), Disagreeable (D), Not So Agreeable (NSA), Agreeable (A), and Most Agreeable (MA).

**Table 3: Perceptions of FELDA Settlers on the Effectiveness of LADM**

| Statement  | MD   | D    | NSA  | A    | MA   |
|--|------|------|------|------|------|
| LADM activities on talks and forums on religion interfere with regular activities at the mosque. | 36 % | 44 % | 13 % | 3 %  | 4 %  |
| LADM programmes are embedded with political ideologies.  | 26 % | 41 % | 13 % | 15 % | 5 %  |
| LADM programmes help to promote the feeling of neighbourhood among FELDA settlers.               | 4 %  | 1 %  | 2 %  | 45 % | 48 % |
| LADM programmes held at the mosque are of great interest to FELDA settlers.                      | 3 %  | 2 %  | 5 %  | 47 % | 43 % |
| The knowledge learned by students at the university has been successfully applied in LADM.       | 1 %  | 2 %  | 4 %  | 63 % | 30 % |
| LADM programmes help to promote the signifiacance of collective prayer (solat berjemaah).        | 2 %  | 8 %  | 9 %  | 37 % | 44 % |

|   |      |      |      |      |      |
|---|------|------|------|------|------|
| Religious talks and <i>ceramah</i> do not give any effect on me.  | 42 % | 35 % | 9 %  | 12 % | 2 %  |
| The sports programme helps to foster good relationship between students and FELDA settlers.                             | 2 %  | 4 %  | 1 %  | 33 % | 60 % |
| Programmes related to spiritual activities give a positive effect on me.  | 3 %  | 8 %  | 5 %  | 48 % | 36 % |
| The performance on Islamic culture gives me a new exposure on the dimension of Islamic entertainment                    | 2 %  | 4 %  | 4 %  | 50 % | 40 % |
| The talk on the use of methadone as a successful treatment for drug dependency is something different from other talks. | 3 %  | 4 %  | 11 % | 55 % | 27 % |
| <i>Gotong-royong</i> activity helps to promote the spirit of co-operation.  | 0 %  | 5 %  | 1 %  | 42 % | 52 % |
| Motivational programmes have given a positive effect on school children.  | 2 %  | 4 %  | 4 %  | 51 % | 39 % |
| LADM programmes bring out the importance of doing da'wah among Orang Asli community.                                    | 2 %  | 3 %  | 5 %  | 58 % | 32 % |
| The length of LADM period should be extended.   | 4 %  | 2 %  | 3 %  | 45 % | 46 % |
| LADM field project has managed to achieve its objective.  | 1 %  | 3 %  | 10 % | 56 % | 30 % |

Table 3 above shows various perceptions held by FELDA settlers regarding LADM programmes. They can be summarised as follows:

- 44% of the respondents did not agree with the statement that religious talks and forums interfere with regular activities at the mosque.
- 41% of the respondents did not agree that LADM programmes are embedded with a political agenda and ideologies.
- 48% of the respondents were most agreeable that LADM helps to promote the sense of neighbourhood among FELDA settlers.
- 47% of the respondents agreed that LADM programmes held at the mosque are of great interest to FELDA settlers.
- 63% of the respondents agreed that students have managed to successfully apply to LADM programmes the knowledge they have acquired at the university.
- 44% of the respondents were most agreeable that LADM programmes have instilled in them the significance of collective prayer (*solat berjemaah*).
- 42% of the respondents were most disagreeable that the talk programmes did not have any effect on them.
- 60% of the respondents were most agreeable that the sports events helped to promote good relationship between students and FELDA settlers.
- 48% of the respondents also agreed that the spiritual programmes have given them a very positive effect.
- 50% of the respondents agreed that the performance on Islamic culture gives them a new exposure on the dimension of Islamic entertainment.
- 55% of the respondents agreed that the talk on the use of methadone as a successful treatment for drug dependency was something different from other talks.



- 52% of the respondents were most agreeable that the *gotong-royong* programme helped to promote the spirit of co-operation among the settlers.
- 51% of the settlers agreed that the motivational programmes have given a positive effect on school children.
- 58% of the respondents agreed that LADM programme has highlighted the importance of doing Da'wah among the Orang Asli community.
- 46% of the respondents were most agreeable that the length of LADM field exposure should be extended.
- 56% of the respondents agreed that LADM programme has managed to achieve its objective.

On the whole it can be seen that the majority of FELDA respondents has given a very positive view of the activities conducted under LADM, particularly in relation to spiritual and religious activities, including talks, forum and collective prayers. All these help to make the mosque more a life as many of the settlers came to participate in the programmes. Nevertheless, an interesting comment was given by a member of the mosque committee, Ishak bin Hamid, (11 August 2009). He retorted that such programmes definitely do have a positive effect, but only to those who were regular attenders while those who distance themselves away from the mosque, such as the youth group, still remained marginalised and uninterested in whatever is going on there.

Apart from that the respondents were very impressed with the performance on Islamic culture which has given them a new dimension to the extent of Islamic forms of entertainment, comprising of *nasyid*, *qasida*, and *Marhaban*, and Islamic fashion and attire. The general feeling was that Islam does not prohibit the Muslims from seeking entertainment and to dress up in fashionable way as long as they abide by the Shariah rules.

Even though the evening show on Islamic culture was well received by the settlers, the *post-mortem* held soon after has raised some issues regarding the appropriate kind of fashion that should be promoted. Hence the head cover for women (*tudung*) should be lengthened below the breast level, while body-clinging attire should be avoided (Post-Mortem LADM, 11 Ogos 2009).

The findings also showed that motivational programmes held at the cluster's secondary school did have a positive effect on students who were sitting for SPM as they were made to realise on the importance of education and the need to pass the examination with good results, it is a reminder that they badly needed.

As for student participants in the sports events were a welcomed break from the seriousness of LADM main activities. Apart from that these events are one of the practical ways of drawing in the involvement of the youth group.

The talk on the treatment of drug addiction, especially on the use of methadone as an alternative, received a good response from the settlers who considered it different from other talks ever held on a similar subject. The session was made even more meaningful by the attendance and participation of trainees from the drug rehabilitation centre in Raub, who shared their views and experience with student participants and the settlers.

Another important point about LADM is that it has raised the level of consciousness among FELDA settlers of Tersang cluster on the importance of doing da'wah outreach among Orang Asli community, being their immediate neighbours. There was a high level of participation among the settlers in social service activities extended to Orang Asli villages. For instance, in a programme conducted in Belau, both FELDA settlers and students took part in a *gotong royong* project which helped to promote the sense of co-operation and understanding with the Orang Asli community.

Many of the respondents felt that the duration of LADM programmes should be extended to a longer period so that students can apply the knowledge they have acquired in the classrooms more effectively in real-life situations. However, because of management and financial constraints, the time period for LADM programme could not be extended. Instead, the programmes could be upgraded to incorporate more effective activities and optimum use of resources.

To put it briefly, the majority of respondents seemed to agree that LADM has achieved its objective since all activities planned for the programme have been carried out smoothly without encountering any serious problem. Nevertheless, the measure of success of LADM programme should also be considered in a long-term period. Hence, there should be a constant effort on the part of the university to ensure that LADM programme is continued in order to achieve the main objective of Da'wah activities not only among Tersang community but also in other places as well.

Other more substantial, even critical, comments by the respondents were that UKM students should make careful and thorough preparation prior to their going to the field for LADM activities. In certain cases, typically in sports events, they went about in a haphazard manner, indicative of poor attention to planning details. Future programmes should take into account this kind of weaknesses.



The respondents hoped that LADM programme would continue to be a regular event and diligently organised by the university for the purpose of raising their level of consciousness and commitment to the religion and Da'wah efforts as well as incorporating activities that are suitable for the youth group in the settlement.

### Conclusion

The research shows that LADM is a programme that has received good response from the target community of Tersang cluster of FELDA settlement. The overall implementation of the programme has been a success thanks to the management, organisation and availability of infrastructures, as well the commitment of concerned lecturers. Overall assessment of LADM programme by the settlers was very satisfactory despite minor hitches here and there. The effectiveness of the programme was felt throughout the target community. There may be some comments and critiques by both students and settlers but these are taken as constructive views in the spirit of Islamic brotherhood and in the interest of Da'wah commitment. In the final analysis it can be said that though LADM field exposure students have been able to put theories into practice, making full use of what they have acquired in the classrooms into practical Da'wah efforts in the field. Even though the programme was a success it does not mean that those involved in the activities should remain complacent. Perhaps the new approach should be considered in order to further improve LADM programme for future exercises. As society changes students and those involved in Da'wah activities should also adapt themselves to new challenges and obstacles, a fact that they have to face as soon as they graduate from the university.

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## SAUDI SCHOOL ASSESSMENT SYSTEM FOR PREDICTING ADMISSIONS TO SCIENCE COLLEGES

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**ABSTRACT:** A high variance of the quality of High School Assessment System (HSAS) is posing challenges for higher education institutions to estimate the level of rigor of high school curriculum by examining students' performance obtained through High Schools results. These results have promoted the idea of external assessment for college entry level admissions called National Assessment System (NAS). This research study is conducted to validate the students' performance differences and investigate whether there are any significant differences among both assessment systems and any performance differences among both genders. Scope of this research is limited to students getting admissions to the Science colleges in Saudi Arabia. A sample of students' performance data, containing all specialties in the science colleges, is investigated. Results indicate that there exists a significant difference between both systems and genders. The outcomes of this research study can help education sector policy makers improve the efficacy of the High School Assessment System in Saudi Arabia.

**Keywords:** Standardized tests, high school assessment, student performance, learning outcomes, box plots, aptitude tests, capacity test grade inflation.

### INTRODUCTION

Many developed countries use the standardized tests as a mean to assess student learning level and comprehension. This practice has a long history in these countries. In Saudi Arabia, the standardized tests have started in the past few years. Students in Saudi Arabia used to be awarded with certification when successfully completed the course of study with good academic records. At the last education year of secondary school, a public examination is organized by the Ministry of Education for all secondary school students in the Kingdom at the same time and the same schedule (Al-Sadan, 2000).

In general, standardized tests focus on language and basic mathematics to measure the ability of reading comprehension, logical relations and problem-solving behavior those students had accumulated during their schooling period. Some other standardized tests also measure the ability of inference and induction in the students. Almost all standardized tests consists of relatively long list of multiple choices questions to assess the applicants' academic aptitude. Students taking the standardized test are instructed to mark their choice on a separate answer sheet that is electronically scanned and scored. These tests are then used as an admission criterion by most of post high school institutions.

In the past; admission to the Saudi colleges was awarded on high school passing grades. In 2001, it was decided by the Ministry of Higher Education to add more valid and reliable selection criteria. This admission criterion must be adopted as unified approach for college admissions to all Saudi universities in the kingdom. The main components of admission criterion comprises of academic ability, National Standardized System-I (NAS-I) and National Standardized System-II (NAS-II). In the college admission process, the high school grade accounts for 20-30% of the weight in different schools. The NAS-I is conducted bi-annually and assesses the deeper understanding of the given reading materials and some mathematic problem-solving abilities in the form of multiple choice questions. In evaluation process for admissions, NAS-I accounts for 30% of the weight. The NAS-II assesses the accumulative scientific knowledge of the three-year high school scientific subjects, which are: chemistry, biology, physics, mathematics and English. The test consists of multiple choice questions and represents 30-40% of the weight of total evaluation. The NAS-I and NAS-II tests are conducted centrally under the supervision of the National Center for Assessment in Higher Education. Refer to publications by National Center for Assessment (2007) for further details.

## LITERATURE REVIEW

Due to reliability of evaluation process, standardized tests are being practiced globally. For instance; the Scholastic Aptitude Test (SAT) was first established in 1926 in USA and it took until the late 1930's to be agreed to use the test as a common admission metric (Lemann, 2004). The SAT contains separate tests in mathematics, critical reading, and writing. Later in 1959 American College Test (ACT) was established to serve two purposes: (1) to establish a common admission test that could be used across the nation as an assessment of a student's preparation for college, (2) to inform students, by asking questions about their interests, about which institution to attend and which program to study. (Evans 2013). Some studies find that high-school grade point average is consistently the best predictor not only of freshman grades in college, but of four-year college outcomes as well (Geiser & Santelices, 2007).

After examining evidence from a variety of different standardized tests, Lemann (2004) also concludes that formal test preparation is not the root cause of the disparities in test scores between low- and high-income families. Instead, he points to the inequalities in home and school environments as the most likely cause. Parents from low-income households are less likely to read to children.

In Saudi Arabia, a research study by Al-Rukban, Munshi, & Abdulghani (2010) indicates that the standardized tests could not explain more than 6.5% of the variance in the GPA of students in Saudi medical colleges. The study further concludes that there are other factors that the standardized tests don't accurately explain the variance in students' performance in the medical colleges. These factors could be academic or non-academic attributes. The study also indicates that the NAS-II was the main statistically predictive factor of performance during the undergraduate program in medical colleges. In addition, the high school percentage was not statistically predictive of students' performance at the undergraduate level of study. Furthermore; they suggest that the students with a high school percentage below 90% are strictly not qualified for admission to medical colleges.

## DATA COLLECTION

A data of 1623 students was collected from operational data of a selected college of Science in a Saudi Arabian university that contains a large population of students from different geographical zones that make up the country and cover student from many disciplines.

The overall objective of this research study is to examine the reliability of the high school assessment system for students admitted to Science College. Another objective is also to examine whether students in Science College achieve basic capacities and fundamental knowledge during their school study period in Saudi Arabia. This research study is motivated in identifying possible challenges faced by Science Colleges in their admission system.

Conclusive research approach is undertaken to know the characteristics of certain groups such as age, sex, occupation, income, and education etc. The objective of conclusive research analysis approach is to answer the "who, what, when, where and how" of the subject under study/investigation. Descriptive studies are normally factual and simple. However, such studies can be complex, demanding scientific skill on the part of researcher. Normally these types of studies are well structured. In the subsequent section data is analyzed and outcome of results is discussed.

## ANALYSIS AND DISCUSSIONS

This research study includes students graduated from the Saudi high school system in December 2012 and enrolled in the college of Science under study. A sample of 1623 students (900 males, 723 females) is obtained from a Saudi university which satisfies certain predetermined admission criterion. Data is abstractedly coded and analyzed using statistical software. Statistical tests were deployed with significance level set at 0.05 and results are presented in Table-1 and Table-2.

Table -1 below presents descriptive summary statistics of the collected data:

**Table-1:** Descriptive statistics of each assessment system

| Assessment | Mean  | Standard Deviation | 1 <sup>st</sup> Quartile | Median | 3 <sup>rd</sup> Quartile | Range |
|------------|-------|--------------------|--------------------------|--------|--------------------------|-------|
| HSGPA      | 93.71 | 5.88               | 90.92                    | 94.45  | 97.15                    | 30.09 |
| NAS-I      | 72.49 | 8.31               | 68.00                    | 73.00  | 77.00                    | 26.00 |
| NAS-II     | 67.75 | 10.37              | 63.00                    | 68.00  | 72.00                    | 80.00 |

The summary statistics (Table-1) shows that the mean of HSGPA is 93.71% with a tight standard deviation of 5.88. Based only on the HSGPA result, it means that the students are performing well in high school and they are superiorly well prepared to pursue their post-secondary studies.

Furthermore, Figures 1-4 are presented to provide a visual comparison between all three systems. Figure-1, HSGPA for college of Science students' data is strongly skewed to the right with sharp peak. This gives very small chances of having GPA in high school below 80%. The HSGPA result indicates the grades of students in high school are strongly skewed to the right. This means that the majority of scores (more than 75%) are above 90 and hence the results are not normally distributed. This is also evident from the Normal plot with confidence interval 95% in Figure-1. In the Normal plot the tails of the data doesn't follow the 95% confidence limits especially the right tail of the data.

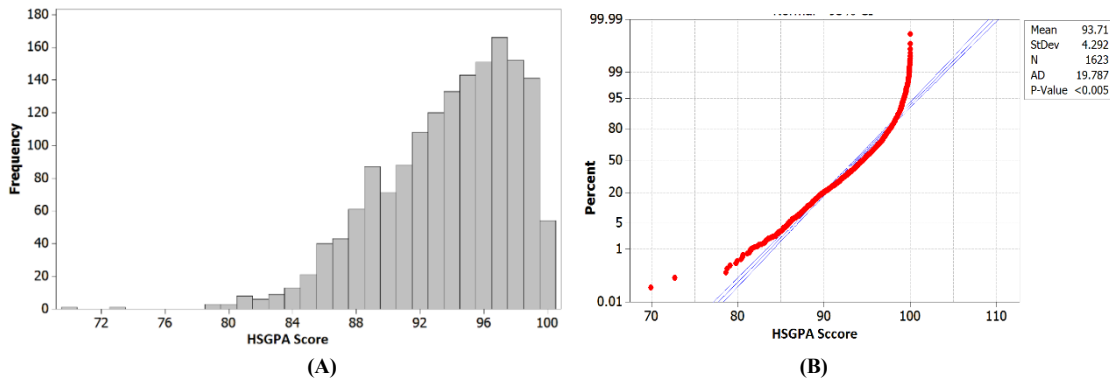


Figure-1: Histogram and Normal plot of HSGPA for the college of Science students

Comparing averages between HSGPA and both national assessment tests (NAS-I and NAS-II) show a big difference between the two categories in collage of Science. The big gap between the national assessment system and the high school assessment for college of Science students raises serious concerns about the adequacy of the learning skills and capacities of students from the high school system. Refer to Table-2. For instance, the difference between HSGPA and NAS-I in average is 21.22 indicates that the high school assessment system tends to overestimates the performance of the students of Science college.

Although NAS-II is designed to measure the overall comprehension of the students during high school, the difference in average (25.96) is even bigger between HSGPA and NAS-II. The summary of the data in Table-2, also, shows that the difference between mean and median (0.76%) for NAS-I is close to zero and one can conclude that the NAS-I scores are normally distributed. This can easily be seen from the histogram and the Normal plot of NAS-I scores in Figure-2(A). In addition, Figure-2(B) shows that most of the NAS-I scores are within the 95% confidence limits of the normal distribution.

NAS-II scores in Figure-3(A) show a more variability than NAS-I (Figure 2). The variability of NAS-II is justified by the increase in standard deviation and the quartile range. Figure-3 shows some outlier observations between 0 and 30 that need further investigation. The summary of the data for NAS-II shows that the difference between mean and median (0.34%) is close to zero and one may conclude that NAS-II scores approximately follow the normal distribution as well. The Normal plot in Figure-3(B) shows that the majority of data falls within the 95% confidence limits except for some outliers.

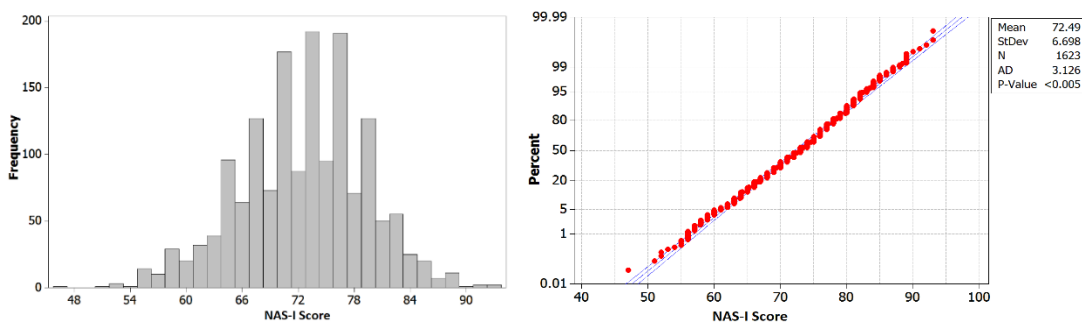


Figure-2: Histogram and Normal plot of NAS-I scores for the college of Science students

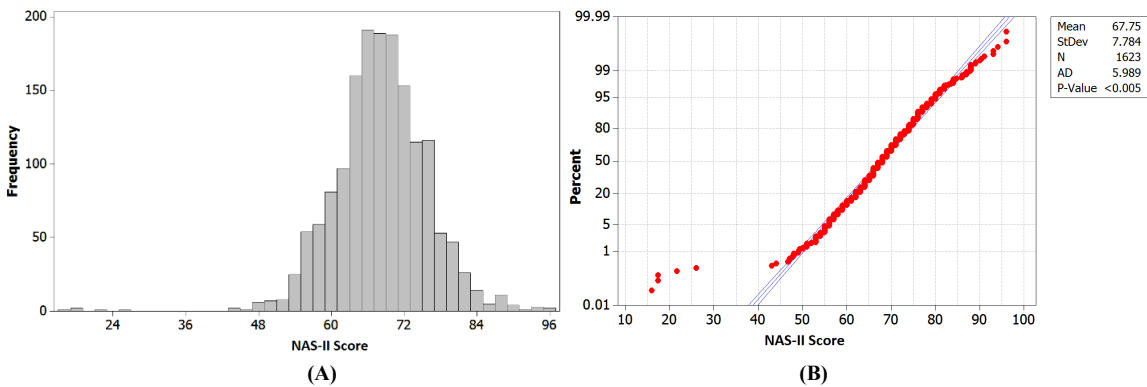


Figure-3: Histogram and Normal plot of NAS-II scores for the college of Science students

To compare between the three assessments systems we used the Box Plot depicted in Figure-4. Box plots are an excellent statistical tool for conveying location and variation information in data sets, particularly for detecting and illustrating location and variation changes between different groups of data (Chambers, et al. 1983). Obviously, the box plot of the HSGPA in Figure-4 has a completely different location compared to the other two exams NAS-I and NAS-II. If the HSGPA considered reliable in assessing the basic skills and knowledge for students the box plot should overlap in location with the box plot of NAS-I and NAS-II in the inter-quartile range of the data. In addition, Figure-4 shows that the inter-quartile range of the HSGPA (6.23%) is relatively narrow compared with the inter-quartile range of NAS-I (9%) and the inter-quartile range of NAS-II (9%).

In contrast, the comparing between NAS-I and NAS-II in box plots in Figure-4 shows that both plots share nearly 50% of the inter-quartile range. Thus, NAS-I and NAS-II are better and more reliable in evaluating student’s learning skills and knowledge background.

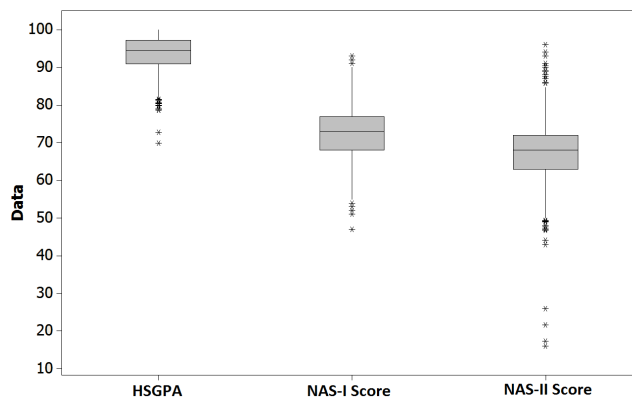


Figure-4: Box plot of high school GPA, NAS-I and NAS-II scores

Further this research study has attempted to discover whether the student’s aptitude level in the high school assessment system is same as in NAS-I for students enrolled in Science College or not. For this purpose; two-sample *t*-test (paired samples) is applied on HSGPA scores and NAS-I scores. Results of the two-sample *t*-test for the difference between HSGPA scores and NAS-I scores (Ave. Diff.), difference 95% confidence interval (Diff. 95% C.I.), *t*-value and *p*-value are listed in Table-2. Table-2 results highlighted that there is a significant difference in the aptitude level of for students obtaining HSGPA scores and NAS-I scores with 95% confidence.

HSGPA tends to overestimates the general aptitude of the students in Science College by 21.214%, on average, if the high school assessment is used to as a measure for the general aptitude.

Table-2: Results of the comparisons between HSGPA, NAS-I and NAS-II using two-sample *t*-test

| Samples        | N    | Ave. Diff. | Diff. 95% C.I. | <i>t</i> -value | <i>p</i> -value |
|----------------|------|------------|----------------|-----------------|-----------------|
| HSGPA , NAS-I  | 1623 | 21.214     | (20.83, 21.60) | 107.43          | ~ 0.0001        |
| HSGPA , NAS-II | 1623 | 25.955     | (25.52, 26.39) | 117.64          | ~ 0.0001        |
| NAS-I , NAS-II | 1623 | 4.741      | (4.24, 5.24)   | 18.60           | ~ 0.0001        |

Contrary to this; results of the two-sample *t*-test between HSGPA scores and NAS-II scores also show a significant difference, of 25.955% on average, between the two assessment systems with 95% confidence. Although, NAS-II tests the accumulated scientific knowledge acquired during the three-year high school period, the difference between HSGPA scores and NAS-II scores is even greater than HSGPA scores and NAS-II scores. A significant difference (25.96%) strongly indicates that the students admitted to Science College are lacking about 26% of the main scientific knowledge when they apply to post-secondary schools.

Results in Table-2 also demonstrate a difference of 4.74% between the average scores of NAS-I and NAS-II with 95% significance. This relatively small difference between average scores of NAS-I and NAS-II means that the level of scientific knowledge of students gained from high school is relatively close to the general aptitude of students.

## CONCLUSION

This research study is conducted to validate the students' performance differences and investigate whether there are any significant differences among both assessment systems and any performance differences among both genders. The results indicate that the HSGPA overestimates students' performance in high schools. This means that HSGPA alone is not significant to measure students' skills. The national standardized tests are critically important to be taken into account in the admission criteria in the Science college. Thus, the high school decision makers should put more emphasis on the learning skills and contents of the high schools. The scores of high school does not follow a normal distribution since it is strongly skewed to the right. Conversely, NAS-I and NAS-II scores both follow normal distribution demonstrating that the HSGPA fail to measure precisely the learning skills and comprehensions of the students.

Results indicate that there exists a significant difference between both systems. The outcomes of this research study suggests that education sector policy makers need to improve the efficacy of the High School Assessment System in Saudi Arabia to make it comparable to the results obtained by the national standardized tests. Further investigation has to be done on the teaching and learning processes during the high school.

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# THE EXPERIMENT OF UNIVERSITY OF SCIENCE AND TECHNOLOGY IN THE FIELD OF QUALITY ASSURANCE FOR ACADEMIC PERFORMANCE

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**ABSTRACT:** During the last 10 years, University of Science and Technology (UST) in Yemen has developed a special model for quality which has been inspired from the international experiments in the field quality in higher education taking into consideration the privacy and the culture of the zone. This paper presents this model which involves several tools, procedures, quality measures, and Key Performance Indicators (KPIs). The model was developed based on the organizational model so that it involves 4 dimensions of the UST educational system: inputs, processes, outcomes, and feedback. This model is implemented since the academic year 2003/2004 until now and it has subjected to continuous developing and enhancement. As a result of applying this model, a remarkable quality of service has achieved and the UST has grown dramatically in terms of number of students, colleges, programs and international partnerships.

**Keywords:** *Quality Assurance, Academic Accreditation, University of Science and Technology, UST, Quality Model, KPIs, CAQA*

## 1. INTRODUCTION

University of Science and Technology (UST) is considered the first private university in the Republic of Yemen. UST was established in 1994 in the capital of the country (Sana'a). Currently, UST has about 20,000 students divided between regular (about 8000 students) and open learning (about 12,000). Most of UST students come from the Arab Gulf countries, Yemen, and the neighbour African countries. UST consists of 7 regular colleges, a college for open learning and distance learning, a branch for girls, 6 branches in the main 6 governorates of the country, and tens of coordination offices in all Yemeni governorates, Arab Gulf countries, Jordan, Syria, and the neighbor African countries. The concept of quality has been addressed early by UST since the year 1999 when the unit of quality was established in UST and it was the first unit in the country concerning academic quality (now it is called Quality Assurance and Accreditation Management (QAAM)). The aim of QAAM in UST is to enhance the educational service quality and develop the service delivery procedures including all components of the educational system in UST such as teaching, curricula, staff, students, infrastructure, equipment, regulations, operations, and administration. Currently, QAAM consists of 4 units in the main office and 9 units in 8 colleges and the Girls Branch. In 2004, the Steering Council of Quality has been established in UST to figure out the strategies and policies of the UST quality. During the last 10 years, QAAM in UST has developed a special model of academic quality assurance which has been inspired from the international experiments in the field quality in higher education taking into consideration the privacy and the culture of the zone. This paper presents this model which involves several tools, procedures, and quality measures, and Key Performance Indicators (KPIs). The model was developed based on the organizational model so that it involves 4 dimensions of the UST educational system: Inputs, Processes, Outcomes, and Feedback. This model is implemented since the academic year 2003/2004 until now and it has subjected to continuous developing and enhancement. As a result of applying this model, a remarkable quality of service has achieved and the UST has grown dramatically in terms of number of students (from thousands to 20000), colleges (from 3 to 8), programs (from less than 20 to 40) and the international partnerships. In the field of accreditation, UST recently launched the project of international accreditation and three pilot programs are ready to register for the international accreditation on 2014. These programs are Pharmacy, Computer Science and Business Administration. When these three pilot programs are accredited, the rest of programs in UST should follow the same process to be accredited in couple of years. This paper presents the experiment of UST in the field of academic quality assurance especially, the structure of UST quality model in details, KPIs, assessment procedure, and the enhancements during the last 10 years.

## 2. QUALITY ASSURANCE AND ACCREDITATION IN YEMENI HIGHER EDUCATION

This section reports the efforts of the Ministry of Higher Education and Scientific Research in Yemen concerning quality assurance and academic accreditation. Since the last two decades, the ministry has developed the official manuals and regulations for the "opening license" that is required for new universities to open. However, the first significant effort regarding quality assurance and academic accreditation in the Yemeni higher education was addressed in 2008 during the second scientific conference of the ministry of higher education and scientific research. The conference has issued many recommendations to the Yemeni universities with regard to developing procedures of periodic review for the academic programs and updating the courses periodically to fulfil the labour market needs taking into account quality standards (Hamza A. A., 2012). In 2009, the third scientific conference of the ministry of higher education and scientific research has issued new recommendations to the Yemeni Government to provide a sort of support to the universities to enable them developing their individual quality systems (Kweeran A. A. et al., 2010). The third conference has also issued a very important recommendation to the government concerning the establishment of the Council of Academic Accreditation and Quality Assurance (CAQA) as a high steering council within the the Ministry of Higher Education and Scientific Research in Yemen. In 2010, CAQA was established by the government to take place in the near future with crises in the Arab Spring Countries. In 2012, a director has been appointed to CAQA and many regulations and manuals have been issued during the last two years regarding quality assurance and academic accreditation in the Yemeni higher education (MHESR. 2009). Additionally, CAQA has executed extensive workshops sponsored by the World Bank to achieve a good level of training for quality team works and awareness for the top managers of the Yemeni universities concerning quality assurance and academic accreditation.

During the year 2013 and as a pilot experiment, UST has been chosen by CAQA along with other 3 universities to apply the first stage of academic accreditation which is called "Beginning" which should be followed by other 3 stages: "Foundation", "Accomplished", and "Distinguished". Each stage of them has different requirements that should be fulfilled to get the accreditation. As shown by the brief history of quality assurance and academic accreditation in the Yemeni higher education, we can remark that the experiment of quality assurance and academic accreditation in UST is older than the experiment of all other universities in the country and even the experiment of the Ministry of Higher Education. While the first unit of quality assurance in UST has been established during 1999, the UST model of quality is applied since 2003, and the procedure of international accreditation is followed up since 2010 for 3 pilot programs in UST, we can remark that CAQA has been established on 2010 and activated on 2012 which is too late experiment compared to the UST experiment. Even though the Ministry of Higher Education in Yemen has early developed manuals and regulations for the "opening license", however quality assurance and academic accreditation standards were not taken into consideration in that old regulations.

Regarding the other universities in Yemen, most of them have recently joined the project of CAQA for local accreditation because they have realized that the big challenge for a university in the future is not just the course delivery and the teaching process but how it can provide an educational service with high quality so that it can fulfill the requirements of community and labour market. Additionally, many factors have affected and cause a direction to adopt the systems of quality assurance and academic accreditation in the higher education institutes. These factors can be summarized as follows (Albelawy H.H. et al., 2008):

1. The variation of objectives in higher education institutes.
2. Increasing the request on higher education services.
3. New models of higher education institutes have been created.
4. The numerous of education environments.
5. Decreasing of governmental funding for the higher education and the increasing of private institutions.
6. The social responsibility of the universities toward the community (Khanfer E. A. et al., 2011).
7. The need for enhancing an academic culture regarding the development and modernization (Qawi B. et al., 2011).

## 3. UST MODEL FOR ACADEMIC QUALITY

As per the mission of UST, the university looks forward to be a pioneer on the level of the zone as it has achieved that on the level of the country. To achieve that mission, QAAM in UST has developed its own model of academic quality assurance by inspiration of the international experiments in quality assurance of higher education such as the requirements of Quality Assurance Agency (QAA) in UK and the standards of ISO 9001/2000 taking into account the privacy and culture of the zone (UST, 2010). This section presents this model involving several tools, procedures, quality measures and KPIs based on the latest enhancement in the model which has been accomplished during the academic year 2009/2010. The model is usually achieved using an assessment manual that consists of different tools with standard KPIs which has been developed by QAAM such as the following (QAAM, 2010):

1. Figuring out relative weights for all assessment types, fields and aspects.
2. Involving a field of assessment for the Action Plan of the faculties and Academic Departments.
3. Involving an assessment tool for the Head of Department (HoD), dean and deputy dean of the faculty within the assessment of the faculty.

4. Involving a field of assessment for the examination system and course assessment in Academic Department.
5. Involving descriptive standards for the assessment of Program Specification Document (PSD) of each program in the department.
6. Involving descriptive standards for the Course Portfolio of each program in the department.
7. Involving assessment tools for staff member performance assessment which is assessed by students (teaching and assessment performance), HoD (teaching, research, administrative performance), peer-review (teaching performance), and self-assessment (teaching and research performance). Students are involved in the assessment of staff with a relative weight of 40% and the 60% is distributed between the other assessors.
8. Involving standards for the assessment of the curricula by students in order to allow them to somehow contribute in the development of curricula.

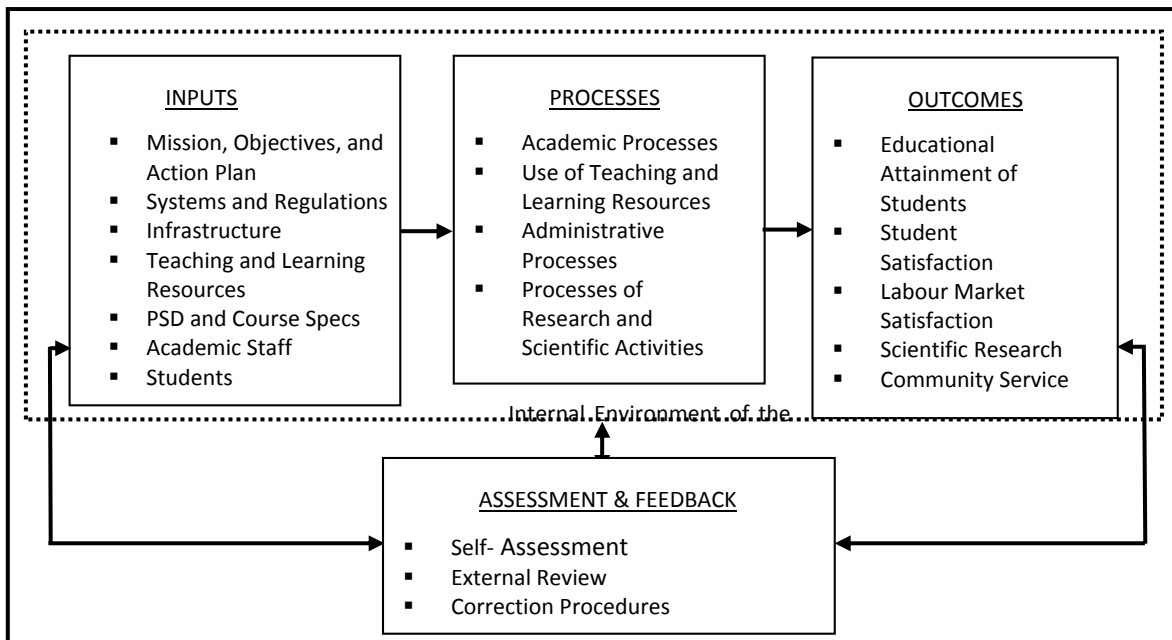


Figure 1. UST model for academic quality assurance

As shown by Figure 1, the model was developed based on the organizational model so that it involves 4 *Components* of the UST educational system: *Inputs*, *Processes*, *Outcomes*, and *Assessment & Feedback*. Each *Component* consists of a set of *Fields* and each *Field* has a set of *KPIs*. This model is implemented since the academic year 2003/2004 until now and it has subjected to continuous developing and enhancement. In the following, we present the *Fields* of each component within the model. *KPIs* will be presented later in the next section. As shown by Figure 1, the model is usually affected by the internal and external environment of the system.

### 3.1 Inputs Component

As shown by Figure 1, *Inputs Component* consists of 6 *Fields* as follows:

- Mission, Objectives, and Action Plan
- Systems and Regulations
- Infrastructure
- Teaching and Learning Resources
- PSD and Course Specifications
- Academic Staff
- Students

### 3.2 Processes Component

Figure 1 also shows the aspects of *Processes Component* which consists of 4 *Fields* as follows:

- Academic Processes
- Use of Teaching and Learning Resources
- Administrative Processes
- Processes of Research and Scientific Activities

### 3.3 Outcomes Component

As shown by Figure 1, the *Component of Outcomes* consists of 5 *Fields* as follows:

- Educational Attainment of Students
- Student Satisfaction
- Labour Market Satisfaction
- Scientific Research
- Community Service

### 3.4 Assessment & Feedback Component

As shown by Figure 1, the *Component of Assessment & Feedback* consists of 3 *Fields* as follows:

- Self- Assessment
- External Review
- Correction Procedures

## 4. UST MANUAL FOR PERIODIC ACADEMIC ASSESSMENT

As mentioned in the previous section, UST model of academic quality assurance is implemented since the academic year 2003/2004 until now and it has subjected to continuous developing and enhancement. QAAM in UST has developed a manual that includes a periodic academic assessment which is a comprehensive institutional assessment. UST has another assessment for programs self-assessment which is out of scope of this paper and it will be introduced in a future paper. The comprehensive institutional assessment was carried out annually since 2003 to 2009, then it has become carried out each 3 years while some KPIs still carried out annually to monitor the progress and the achievement of short-term objectives. This manual has become a reference for quality assurance and it consists of a set of tools (forms) as follows (Al-Shargabi A. et al., 2013):

### 4.1 Field Assessment of Academic Departments Performance (Assessor: Field Assessment Committee)

The first tool (form) in the manual is concerning the field assessment of Academic Departments performance and it is almost derived from the quality model mentioned early in this paper. As shown by Table 1, the 4 components of the model are still found in this form. Also, most fields of the model are still found in this form while other fields have been merged or measured by other tools (will be presented later). As shown by Table 1, this form consists of 125 KPIs distributed on 13 Fields that belongs to the 4 Components of UST Quality Model.

Table 1: The form of the field assessment of Academic Departments performance

| Component            | No. | Field  | KPIs/Field | KPIs/Component |
|----------------------|-----|--|------------|----------------|
| Inputs               | 1   | Mission, Objectives, and Action Plan               | 14         | 59             |
|                      | 2   | Organizational Structure, Systems, and Regulations | 5          |                |
|                      | 3   | Teaching and Learning Resources                    | 13         |                |
|                      | 4   | PSD and Course Specifications                      | 9          |                |
|                      | 5   | Academic Staff                                     | 13         |                |
|                      | 6   | Students and Registration                          | 5          |                |
| Processes            | 1   | Academic Processes in the Department               | 31         | 49             |
|                      | 2   | Use of Teaching and Learning Resources             | 6          |                |
|                      | 3   | Administration Processes                           | 8          |                |
|                      | 4   | Processes of Research and Scientific Activities    | 4          |                |
| Outcomes             | 1   | Academic Outcomes                                  | 12         | 14             |
|                      | 2   | Finance Outcomes and Community Service             | 2          |                |
| Feedback             | 1   | Correction Procedures                              | 3          | 3              |
| Total number of KPIs |     |  |            | 125            |

### 4.2 Assessment of Library Service Quality (Assessor: Student)

The second tool (form) in the manual is concerning the assessment of library service quality and it consists of 17 KPIs distributed on 3 Aspects related to some Fields of Inputs, Processes, and Outcomes Components in the UST quality model as shown by Table 2. The first Aspect is Administration Services (related to the Field of Systems and Regulations in the Inputs Component, the Field of Administrative Processes in the Processes Component, and the Field of Student Satisfaction in the Outcomes Component) with 8 KPIs. The second Aspect is Educational Resources (related to the Field of Teaching and Learning Resources in the Inputs Component, and the Field of Use Teaching and Learning Resources in the Processes Component) with 5 KPIs, and the third Aspect includes Environment, Furniture, and Equipment (related to

the Field of Infrastructure in the Inputs Component and the Field of Student Satisfaction in the Outcomes Component) with 4 KPIs.

Table 2: The form of the library service quality assessment

| Field/Component  | Aspect                                   | KPIs/Aspect |
|--|--|-------------|
| Systems and Regulations/Input<br>Administrative Processes/Processes<br>Student Satisfaction/Outcomes | Administrative Services                  | 8           |
| Teaching and Learning Resources/Input<br>Use of Teaching and Learning Resources/Processes            | Educational Resources                    | 5           |
| Infrastructure/Inputs<br>Student Satisfaction/Outcomes   | Environment, Furniture, and<br>Equipment | 4           |
| Total number of KPIs   |  | 17          |

#### 4.3 Assessment of Academic Staff Satisfaction (Assessor: Staff Member)

The third tool (form) in the manual is concerning the assessment of Academic Staff Satisfaction (and the assistant staff) and it consists of 35 KPIs distributed on 7 Aspects related to some Fields of Inputs and Processes Components in the UST quality model as shown by Table 3. The first Aspect is Salary and Bonus (related to the Fields of Systems and Regulations and Academic Staff in the Inputs Component, Administrative Processes in the Processes Component) with 5 KPIs. The second Aspect is Training and Qualifying (related to the Fields of Systems and Regulations and Academic Staff in the Inputs Component, Administrative Processes and Processes of Research and Scientific Activities in the Processes Component) with 5 KPIs. The third Aspect is the Work Circumstances (related to the Fields of Systems and Regulations and Academic Staff in the Inputs Component, Administrative Processes in the Processes Component) with 6 KPIs. The fourth Aspect is the Direct and The Top Managers (related to the Fields of Systems and Regulations and Academic Staff in the Inputs Component, Administrative Processes in the Processes Component) with 6 KPIs. The fifth Aspect is Policies and Procedures (related to the Fields of Systems and Regulations and Academic Staff in the Inputs Component, Administrative Processes and Processes of Research and Scientific Activities in the Processes Component) with 4 KPIs. The sixth Aspect is Services and Facilities (related to the Fields of Systems and Regulations, Academic Staff, and Teaching and Learning Resources in the Inputs Component, Administrative Processes and Processes of Research and Scientific Activities in the Processes Component) with 3 KPIs. The seventh Aspect is the General Environment (related to the Fields of Systems and Regulations, Academic Staff, and Teaching and Learning Resources in the Inputs Component, Administrative Processes and Processes of Research and Scientific Activities in the Processes Component) with 6 KPIs.

Table 3: The form of academic staff satisfaction assessment

| Field/Component  | Aspect                  | KPIs/Aspect |
|--|-------------------------|-------------|
| Systems and Regulations/Inputs<br>Academic Staff/Inputs<br>Administrative Processes/Processes  | Salary and Bonus        | 5           |
| Systems and Regulations/Inputs<br>Academic Staff/Inputs<br>Administrative Processes/Processes<br>Processes of Research and Scientific Activities/Processes   | Training and Qualifying | 5           |
| Systems and Regulations/Inputs<br>Academic Staff/Inputs<br>Administrative Processes/Processes  | Work Circumstances      | 6           |
| Systems and Regulations/Inputs<br>Academic Staff/Inputs<br>Administrative Processes/Processes  | Direct and Top Managers | 6           |
| Systems and Regulations/Inputs<br>Academic Staff/Inputs<br>Administrative Processes/Processes<br>Processes of Research and Scientific Activities/Processes   | Policies and Procedures | 4           |
| Systems and Regulations/Inputs<br>Academic Staff/Inputs<br>Teaching and Learning Resources/Inputs<br>Administrative Processes/Processes<br>Processes of Research and Scientific Activities/Processes | Services and Facilities | 3           |
| Systems and Regulations/Inputs<br>Academic Staff/Inputs<br>Teaching and Learning Resources/Inputs<br>Administrative Processes/Processes<br>Processes of Research and Scientific Activities/Processes | General Environment     | 6           |
| Total number of KPIs   |                         | 35          |



#### 4.4 Assessment of Academic Leaderships (Assessor: Student)

The fourth tool (form) in the manual is concerning the assessment of Academic Leaderships (Faculty Dean, Deputy Dean, Head of Department) and it consists of 50 to 65 KPIs (depends on the position type and level) distributed on 5 Aspects related to some Fields of Inputs and Processes Components in the UST quality model as shown by Table 4. The first Aspect is Position Occupying Requirements (related to the Fields of Systems and Regulations and Academic Staff in the Inputs Component, Administrative Processes in the Processes Component) with 17-22 KPIs. The second Aspect is Administration Skills (related to the Fields of Systems and Regulations and Academic Staff in the Inputs Component, Administrative Processes in the Processes Component) with 19-24 KPIs. The third Aspect is Professional Skills (related to the Fields of Systems and Regulations and Academic Staff in the Inputs Component, Administrative Processes in the Processes Component) with 4-7 KPIs. The fourth Aspect is Research Skills (related to the Fields of Systems and Regulations and Academic Staff in the Inputs Component, Academic Processes and Processes of Research and Scientific Activities in the Processes Component) with 3-4 KPIs. The fifth Aspect is Personal Skills (related to the Fields of Systems and Regulations and Academic Staff in the Inputs Component, Administrative Processes in the Processes Component) with 7-8 KPIs.

Table 4: The form of academic leaderships assessment

| Field/Component  | Aspect                          | KPIs/Aspect |    |
|--|---------------------------------|-------------|----|
|  |                                 | From        | To |
| Systems and Regulations/Inputs<br>Academic Staff/Inputs<br>Administrative Processes/Processes  | Position Occupying Requirements | 17          | 22 |
| Systems and Regulations/Inputs<br>Academic Staff/Inputs<br>Administrative Processes/Processes  | Administration Skills           | 19          | 24 |
| Systems and Regulations/Inputs<br>Academic Staff/Inputs<br>Administrative Processes/Processes  | Professional Skills             | 4           | 7  |
| Systems and Regulations/Inputs<br>Academic Staff/Inputs<br>Academic Processes/Processes<br>Processes of Research and Scientific Activities/Processes | Research Skills                 | 3           | 4  |
| Systems and Regulations/Inputs<br>Academic Staff/Inputs<br>Administrative Processes/Processes  | Personal Skills                 | 7           | 8  |

#### 4.5 Assessment of Staff Teaching Performance (Assessor: Student)

The fifth tool (form) in the manual is concerning the assessment of staff teaching performance (and assistant staff). This tool is used by students to assess a staff member in term of his/her teaching performance. There are other tools have been developed to assess a staff member by HoD, Peer-review, and Self-assessment. The assessment grade of a staff member performance is distributed between the four parts mentioned above. The form shown by Table 5 is concerning student assessment for the staff member and it will be presented here as a sample and the details of the other three parts will presented in a future paper. Student assessment for the staff member weights 40% of the total assessment and the 60% is distributed between the other three parts. The form shown by Table 5 consists of 39 KPIs distributed on 5 Aspects related to some Fields of Inputs, Processes, and Outcomes Components in the UST quality model as shown by Table 5. The first Aspect is Teaching Preparation (related to the Fields of Teaching and Learning Resources, and PSD and Course Specifications in the Inputs Component, Student Satisfaction in the Outcomes Component) with 5 KPIs. The second Aspect is Teaching Skills (related to the Fields of PSD and Course Specifications in the Inputs Component, Student Satisfaction in the Outcomes Component) with 13 KPIs. The third Aspect is Assessment Skills (related to the Fields of Teaching and Learning Resources in the Inputs Component, Academic Processes in the Processes Component, Educational Attainment of Students and Student Satisfaction in the Outcomes Component) with 6 KPIs. The fourth Aspect is Academic Support (related to the Fields of Mission, Objectives, and Action Plan, Teaching and Learning Resources in the Inputs Component, Academic Processes in the Processes Component, Student Satisfaction in the Outcomes Component) with 6 KPIs. The fifth Aspect is The Course (related to the Fields of PSD and Course Specifications in the Inputs Component, Academic Processes in the Processes Component) with 9 KPIs.



Table 5: The form of staff teaching performance assessment

| Field/Component  | Aspect               | KPIs/Aspect |
|--|----------------------|-------------|
| Teaching and Learning Resources/Inputs<br>PSD and Course Specifications/Inputs<br>Student Satisfaction/Outcomes                                      | Teaching Preparation | 5           |
| PSD and Course Specification/Inputs<br>Student Satisfaction/Outcomes   | Teaching Skills      | 13          |
| PSD and Course Specifications/Inputs<br>Academic Processes/Processes<br>Educational Attainment of Students/Outcomes<br>Student Satisfaction/Outcomes | Assessment Skills    | 6           |
| Mission, Objectives, and Action Plan/Inputs<br>Systems and Regulations/Inputs<br>Academic Process/Processes<br>Student Satisfaction/Outcomes         | Academic Support     | 6           |
| PSD and Course Specifications/Inputs<br>Academic Processes/Processes   | The Course           | 9           |
| Total number of KPIs   |                      | 39          |

#### 4.6 Assessment of Academic Supervisors Performance in the College of Open Learning (Assessor: Student, HoD, Self-assessment)

The sixth tool (form) in the manual is concerning the assessment of Academic Supervisors Performance in the College of Open Learning and it consists of 37 KPIs distributed on 5 Aspects related to some Fields of Inputs, Processes, and Outcomes Components in the UST quality model as shown by Table 6. The first Aspect is Teaching (related to the Fields of Teaching and Learning Resources, and PSD and Course Specifications in the Inputs Component) with 9 KPIs. The second Aspect is Administration and Supervision (related to the Fields of PSD and Course Specifications and Academic Staff in the Inputs Component, Use of Teaching and Learning Resources, Academic Processes in the Processes Component, Student Satisfaction in the Outcomes Component) with 15 KPIs. The third Aspect is Research (related to the Fields of Academic Processes, Processes of Research and Scientific Activities in the Processes Component, and Scientific Research in the Outcomes Component) with 2 KPIs. The fourth Aspect is Scientific (related to the Fields of Teaching and Learning Resources, PSD and Course Specifications in the Inputs Component, and Processes of Research and Scientific Activities in the Processes Component) with 7 KPIs. The fifth Aspect is Marketing, Finance, and Community Service (related to the Fields of Mission, Objectives, and Action Plan in the Inputs Component, Academic Processes in the Processes Component, Labour Market Satisfaction and Community service in Outcomes Component) with 4 KPIs.

Table 6: The form of academic supervisors performance assessment in the college of open learning

| Field/Component   | Aspect   | KPIs/Aspect |
|---|--|-------------|
| Teaching and Learning Resources/Inputs<br>PSD and Course Specifications/Inputs  | Teaching Aspect                                  | 9           |
| PSD and Course Specifications/Inputs<br>Academic Staff/Inputs<br>Use of Teaching and Learning Resources/Processes<br>Academic Processes/ Processes<br>Student Satisfaction/Outcomes | Administration and Supervision Aspect            | 15          |
| Academic Processes/Processes<br>Processes of Research and Scientific Activities/Processes<br>Scientific Research/Outcomes   | Research Aspect                                  | 2           |
| Teaching and Learning Resources/Inputs<br>PSD and Course Specifications/Inputs<br>Processes of Research and Scientific Activities/Processes   | Scientific Aspect                                | 7           |
| Mission, Objectives, and Action Plan/Inputs<br>Academic Processes/Processes<br>Labour Market Satisfaction/Outcomes<br>Community Service/Outcomes                                    | Marketing, Finance, and Community Service Aspect | 4           |
| Total number of KPIs  |  | 37          |

#### 4.7 Assessment of Academic Service Quality Provided to Students (Assessor: Student)

The seventh tool (form) in the manual is concerning the assessment of academic service quality provided to students and it consists of 45 KPIs distributed on 8 Aspects related to some Fields of Inputs, Processes, and Outcomes Components in the UST quality model as shown by Table 7. the first Aspect is Infrastructure (related to the Field of Infrastructure in the Inputs Component) with 4 KPIs. The second Aspect is Library (related to the Fields of Teaching and Learning Resources in the Inputs Component, Use of Teaching and Learning Resources in the Processes Component, Student Satisfaction in the Outcomes Component) with 4 KPIs. The third Aspect is Employees in: a)

Admission, registration, and Student Affairs, b) Colleges and Departments with 10 KPIs, 5 for each one of the two parts. This Aspect is related to the Fields of Students in the Inputs Component, Academic Processes, Administrative Processes in the Processes Component, and Student Satisfaction in the Outcomes Component. The fourth Aspect is Admission and Registration Services (related to the Fields of Students in the Inputs Component, Academic Processes, Administrative Processes in the Processes Component, and Student Satisfaction in the Outcomes Component) with 4 KPIs. The fifth Aspect is General services (related to the Fields of Mission, Objectives, and Action Plan, Teaching and Learning Resources in the Inputs Component, Administrative Processes in the Processes Component, Student Satisfaction in Outcomes Component) with 8 KPIs. The sixth Aspect is Students Activities (related to the Fields of Students in the Inputs Component, Academic Processes, Administrative Processes in the Processes Component, and Student Satisfaction in the Outcomes Component) with 6 KPIs. The Seventh Aspect is Intellectual Image of the University (related to the Fields of Mission, Objectives, and Action Plan, Students in the Inputs Component, Academic Processes, Administrative Processes in the Processes Component, Student Satisfaction in Outcomes Component) with 5 KPIs. The eighth Aspect is Personal Development (related to the Fields of Teaching and Learning Resources, Students in the Inputs Component, Academic Processes and Use of Teaching and Learning Resources in the Processes Component, and Student Satisfaction in the Outcomes Component) with 4 KPIs.

Table 7: The form of the assessment of academic service quality provided to students

| Field/Component   | Aspect   | KPIs/Aspect |
|---|--|-------------|
| Infrastructure/Inputs   | Infrastructure   | 4           |
| Teaching and Learning Resources/Inputs<br>Use of Teaching and Learning Resources/Processes<br>Student Satisfaction/Outcomes   | Library  | 4           |
| Student/Inputs<br>Academic Processes/Processes<br>Administrative Processes/Processes<br>Student Satisfaction/Outcomes   | Employees in:<br>- Admission,<br>registration, and<br>student affairs<br>- Colleges and<br>departments | 5<br>5      |
| Student/Inputs<br>Academic Processes/Processes<br>Administrative Processes/Processes<br>Student Satisfaction/Outcomes   | Admission and<br>Registration Services   | 4           |
| Mission, Objectives, and Action Plan/Inputs<br>Teaching and Learning Resources/Inputs<br>Administrative Processes/Processes<br>Student Satisfaction/Outcomes  | General Services   | 8           |
| Student/Inputs<br>Administrative Processes/Processes<br>Student Satisfaction/Outcomes   | Students Activities  | 6           |
| Mission, Objectives, and Action Plan/Inputs<br>Student/Inputs<br>Academic Processes/Processes<br>Administrative Processes/Processes<br>Student Satisfaction/Outcomes<br>Labour Market Satisfaction/Outcomes | Intellectual Image of the<br>University  | 5           |
| Teaching and Learning Resources/Inputs<br>Students/Inputs<br>Use of Teaching and Learning Resources/Processes<br>Academic Processes/Processes<br>Student Satisfaction/Outcomes                              | Personal Development   | 4           |
| Total number of KPIs  |  | 45          |

## 5. GRADING SCALE AND PROCEDURE OF ASSESSMENT

This section presents the grading system of assessment tools that are mentioned earlier in the previous section. The section also presents the procedure and mechanism of the assessment.

### 5.1 Grading Scale of UST Assessment System

QAAM in UST approved the Likert Scale. A Likert scale is commonly involved in the research employing questionnaire (with 5 grades from 1 to 5) (UNI., 2013). This scale is used in the field assessment of Departments Colleges of UST and the other assessments mentioned in the previous section. The team of assessment write up a grade

of quality for each KPI based on proofs and evidences provided to the team during the assessment session. Table 8 illustrates the assessment grades of UST.

Table 8: The assessment grades of UST

| Grade | Grade Expression | Grade Level          |
|-------|------------------|----------------------|
| 5     | Excellent        | 90% or more          |
| 4     | Very Good        | 80% to less than 90% |
| 3     | Good             | 65% to less than 80% |
| 2     | Pass             | 50% to less than 65% |
| 1     | Weak             | Less than 50%        |

Regarding the whole assessment of the faculties and departments, the assessment system of UST has given a relative weight for 7 assessments based on the assessment structure that is mentioned above in the previous section. Table 9 shows the assessments and the individual relative weights.

Table 8: The assessments and the individual relative weights in UST

| Assessment of the Faculty Performance                          |        | Assessment of Academic Department Performance |        |
|--|--------|---|--------|
| Assessment   | Weight | Assessment                                    | Weight |
| The Performance of Academic Departments Belongs to the Faculty | 60%    | Field Assessment of Academic Department       | 45%    |
| Quality of Library Service                                     | 8%     | Student Academic performance                  | 15%    |
| Staff Satisfaction   | 10%    | Academic Service Quality Provided to Students | 10%    |
| Deanship   | 5%     | Performance of Staff/Academic Supervisors     | 10%    |
| Academic Service Quality Provided to Students                  | 5%     | Head of the Department                        | 5%     |
| Reports of Action Plans  | 7%     | PSD   | 9%     |
| Quality of Examinations and Course Assessment                  | 5%     | Course Portfolio                              | 6%     |
| Total  | 100%   | Total   | 100%   |

## 5.2 Procedure and Mechanism of UST Assessment System

The assessment undertaken in this paper is regarding to the comprehensive institutional assessment which focuses mainly on the academic performance of the departments and faculties of the university. UST has another assessment for programs which is out of scope of this paper and it will be introduced in a future paper. As mentioned earlier in this paper, the institutional assessment was carried out annually until the year 2009, then it has become carried out each 3 years. However, some KPIs still carried out annually to monitor the progress and the achievement of the short-term objectives. Here we present the procedure and mechanism of the assessment as follows (QAAM, 2010):

1. The president of UST issues a decision of the Field Assessment Committee that should involve internal and external reviewers.
2. The field assessment tools are sent to all Academic Departments within the faculties in order to prepare and get ready for the assessment session with the committee.
3. A time plan for field assessment should be prepared by the committee and then the plan is sent to all departments.
4. The committee starts applying the process of field assessment based on the time plan and using the assessment tools mentioned in Table 8. The committee follow up the forms and asks for the proofs and evidences, then it write up the grades individually by each member, then it writes up the comments, shortcomings, and the best practices that could be found applied by the department.
5. HoD then starts the process of staff performance assessment which is done by the HoD himself/herself, students, peer-review, and self-assessment by the staff member himself/herself especially for the research activities.
6. The next step is the assessment of the examinations and course assessment in each department.
7. Then, the process of academic leadership assessment starts for the dean, deputy dean, and heads of departments in each faculty. This assessment is done for each leadership by the staff and at the direct managers of each one.
8. All documents of all assessment types mentioned in Table 8 should be processed statistically.
9. The results then should be analyzed.
10. Finally, the periodic report of the academic performance for the whole university is prepared by QAAM and submitted to the university president.

## 6. CONCLUSION

The UST leadership has been interested in quality issues since 1999 through establishing a special unit for quality assurance and enhancement in academic and administrative dimensions. Supporting this unit came from its vision and responsibility towards excellence. The unit totally assessed the whole academic process in 2003/2004 within the quality model adopted in the university. This model was periodically developed after every assessment process specially the part of the KPIs. As a result of applying this model, a remarkable quality of service has been achieved and the UST has grown dramatically in terms of number of students (from thousands to 20000), colleges (from 3 to 8), programs (from less than 20 to 40) and also the international partnerships. Nowadays, the assessment process is directed toward program self-assessment and all the university units either academic or administrative. The UST vision was being translated through many actions in the strategic plan for the university 2009/2010 – 2014/2015. For example, UST started offering and equipping the educational process based on the national accreditation KPIs and, with the end of the strategy, the programs should be accredited by the CAQA, and international accreditation agencies. These actions are rephrased as 4 projects out of 36 stated in the strategic plan 2009/2010 – 2014/2015. These projects are quality manual for academic system, quality manual for administrative system, program accreditation, and institutional accreditation. These projects are in their way of accomplishment such as many agreements between the UST and CAQA as well as UST and different accreditation agencies such as ABET and AACSB.

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