

Quality Education Management at Private Universities: A Case Study of the Faculty Education Staff in Jordan

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ABSTRACT

Globalization in the modern day's technology requires every society of the world to stand up to the challenge of tensed competition. Quality human resource management is an effective way to conquer such challenge; and education is a key driver in the creation of human resources. In 1990, the government of Jordan began granting of official license to private universities. This was in partial response to the demand of higher education. The aim of this study is to determine the factors associated with quality education management at private universities in Jordan and the view of Jordanian faculty education staff on research facilities and cost of education. A simple random sampling was used for this study. 200 self-administered questionnaires were given out, of which 192 were duly completed, while 8 were not. The result revealed a modest quality in research facility (51.0%), campus facility (42.2%), faculty credentials (37.5%), academic calendar (50.0%) and classroom facilities (59.4%). It also revealed a high cost of education (51.0%) amongst private universities in Jordan. In conclusion, private education in Jordan has led to competition towards outstanding quality among schools in quality education, strict adherence to academic calendar, environment conducive to learning and presence of research facilities. Private universities in Jordan have not truly achieved the desired level of quality. Cost of education in private university is generally high and necessary provision need to be made available to cater for students in need of financial aid.

Keywords: Jordan, quality management, Private universities, faculty education staff.

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Introduction

Globalization in the modern day's technology requires every society of the world to stand up to the challenge of tensed competition. Quality human resource management is an effective way to conquer such challenge (Sawaji *et al*, 2011). According to Purwati and Kadir (2018), "education is a factor which plays an important role in the development of science and creation of human resources who are able to compete with national and global markets". Hence, tertiary education has recently become a common necessity for most societies in both developed and developing countries of the world. Altahayneh (2014) states that universities face several challenges resulting from financial problems, rapid increase in student enrolments, inadequate competent staff, low amount of quality graduates and qualified faculty members, and increasing competition among public and private universities. According to Ariff, Zaidin and Sulong (2007), such borderline issues prompted many institutions of higher education to review the approach to deliver services to their students. In like manner, this assessment encouraged many institutions of higher learning to discover ways to

modify their processes of administration with the aim of improving quality and competence (McMillan, 2016). McMillan (2016) further revealed that "in reaction to the necessity of improvement in the university services and administrative processes, numerous universities have instigated to search various management processes". According to Ritter (2015), total quality management is among the well-known management practices accepted by numerous universities and the suitability of total quality management in the educational field has attracted the attention of several researchers (Zabadi, 2013; Sabet, Saleki, Roumi, and Dezfoulani, 2017; Salameh, Alzyadat, and Alnsour, 2015; Becket & Brookes, 2016; Kwan, 2016; Venkatraman, 2017; Currie, Krbec, & Higgins, 2015). Total quality management is a known research area where quality practitioners, researchers and academics have shared their thoughts on the approach to its progress. Santarisi and Tarazi (2018) Total quality management is appropriately described as both a set of controlling principles and philosophy that characterize the foundation of steady developing institutions and it is the process of changing the necessary traditions of an organization

and channeling it toward improved quality of service. In their study, Krajewski *et al.*, (2017) mentioned that “total quality management is the idea that stresses the ideologies of customer satisfaction, employee participation and unceasing process development for reaching high levels of quality and performance”. Sabet *et al.* (2017); Venkatraman (2017); Becket and Brookes (2016); Kwan, (2016); Currie *et al.* (2015); Salameh *et al.* (2015) state that universities have focused on total quality management in order to improve performance and provide high quality programs and services. Several research works in the past have therefore pointed out a positive impact of total quality management on short-term and long-term performance alike. According to Brigham (1993), “the momentum of total quality management has been so spreadable that it swept through manufacturing, then service and health care, and now comes to government and higher education”.

Literature Review

Quality Management In Education

According to Okeke (2001), quality management refers to a compendium of “all efforts from the top management to the lowest rung of the organizational hierarchy geared towards doing the right things first and all the time and continually striving for improvement”. While Jacklin (2002) sees quality management as a perfect methodical procedure for managing modification in education. Quality management deals with the advancement of the institutional performance. It is concerned with deliberate and intensive efforts of everyone that is involved in the educational structure. Though it is a reality that every stakeholder in education is obliged to contribute towards the progressive advancement of the educational system for quality performance; those who are charged statutory obligation to supervise education for standard and quality in addition to standing up to the demanding shifting society are mandated to demonstrate leadership qualities and practices that will generate and foster best education performance. Quality management in education needs the concentration of education administrators in the input-process-output structure to accomplish any success due to the fact that quality entails quality in process, people, products and service. As Iheonunekwu (2003) puts it, “each element in the input-process-output framework of the education enterprise should be of an acceptable quality to ensure high quality in education. This implies that quality management which results in quality education has to really address these elements in the education enterprise”. It is necessary to adequately plan, provide, organize, evaluate and re-plan the educational inputs, process and outcomes. The

condition, intensity, degree, quality and amount and organization of these elements determines for the quality of management in education. For instance, if the educational inputs (financial and human resources) like students’ enrolment, funding, quality and quantity of teachers are in the correct ratio, teacher/students ratio, textbooks, curriculum, facilities, school materials etc are proportionately, timely and adequately provided for delivery of education, quality management is in line. Likewise, when educational service delivery process is checked, monitored, encouraged and enhanced for effectiveness, the end-result would be of optimum quality. The manner in which education is structured is assessed, the quality and content of what is taught, the number of teaching hours and contact hours determined, evaluation and graduation processes are established. After the required and necessary inputs have been provided, and the process of delivering or producing the outcome made certain, the outcome is then assessed to determine whether the three dimensions of attainment, achievement and standards which establish their significance and strength have been achieved.

Aims of the study

The aim of this study is to determine the factors associated with quality education management at private universities in Jordan and the view of Jordanian faculty education staff on research facilities and cost education.

University Education in Jordan

University education in Jordan is recognized as an agent of revolution and development and that has started an increase in the demand for enrolment, accompanied by a variety of challenges. In his view, Chapman (2011) states that university education in Jordan encounter several problems, caused by the economic growth, technological advancement, social changes, and the globalization of the world economy. Currently, Jordanian higher education registers around three hundred and eighty thousand students spread across thirty-four public and private universities and fifty-one community colleges supervised by the Ministry of Higher Education and Scientific Research (Khaled, 2019).). Currently, the Higher Education Accreditation Council for both private and government universities is autonomous (Chapman, 2011). Despite the adjustments made to achieve high quality education, many Jordanian universities still struggle to incorporate quality to their management activities. Khader (2017) opined that Jordan has several things followed on the road to educational supremacy.

Private Universities in Jordan

In 1990, the Jordanian government began licensing private universities to response partly to the rising demand for higher education as the public universities could only accommodate only a small number of qualified secondary school students seeking admission into universities. Currently, there are thirteen private universities in Jordan (MOHE 2005), with an enrollment in approximating twenty-five percent of the total student body in Jordan's universities.

Education quality in Jordan

There are about six pillars approved by Jordan as a standard scheme for accreditation and quality assurance in education. These include teaching, student's performance, learning-assessment, student's support and guidance, quality management and education resources. Each university responsible for its own standards prepares the elementary criteria. A capabilities and procedures assessment has been put into operation on ten Jordanian Universities as a direct test and the outcome revealed that students shall be capable of making the right decisions concerning their preference to apply to universities, businesses as well can then choose from where to employ their future human resources (Badran, 2014). A number of difficulties faced by the Jordanian educational system are centered principally on research support among which are; the heavy workloads for the academic staff which only afford very diminutive time for research work, largely inadequate financial support, incoherent research approach, lack of rewards and incentives and lack of awareness and interest about the significance of research learning (Batarseh, 2011). In addition, in a paper examined by Al-Omari *et al.* (2013), it was established that the faculty members' expectations, practices and attitudes of knowledge management (KM) in Jordanian

universities were in fair levels that faculty members in the scientific discipline have lower attitudes than those in humanities without showing considerable dissimilarities in terms of academic status and discipline or gender. Furthermore, quality of higher education has greatly improved by technology with the introduction of e-learning initiatives to the educational service by training and academic institutions in Jordan like the Hashemite University in order to support the distance teaching-learning activities which also improves the quality of the service rendered (Khasawneh, 2010).

Quality Education Management at Private Universities in Jordan

Private universities in Jordan are governed by certain Jordanian laws as clearly inscribed in the Private Universities Act No. 19 of 1989 Jordanian

constitution amended. They are under the regulation of the Companies Law as private or public shareholding companies. The university's board of trustees is the highest governing body in private universities. There are no laws guiding employment conditions in private universities. Higher education is regulated by the Higher Education Council. this council is headed by the minister of education and higher education. Other members of council include the presidents of the public universities, the ministers of planning and culture, representatives from the community colleges, and six ordinary members. This council is responsible for regulating quality management in private universities. The council sets criteria for admissions into the universities, approves the kind of studies and area of specialization at different academic levels, approve acceptance of grants, donations and gifts, review performance via assessment of budgets and reports, and approve every technical or cultural cooperation agreements the university may wish to make with other institutions and organizations. Guidelines are given for accreditation and licensing with criteria— so precise as the appropriate faculty/student ratio, the minimum proportion of full-time academic staff, usually eighty percent, the maximum number of credit hours a student may take per semester and the maximum teaching load for each academic rank.

Both private universities and their students do not receive any monetary support from the government. Private universities pay a mandatory one-time accreditation fee of J\$10,000 per department, and under the Companies Law pays an annual tax of twenty-five percent of their total profit to the government.

Benefits of Quality Management Implementation

Quality management models like total quality management can facilitate education institutions to present more qualitative services to its principal customers (Farooq *et al.*, 2007). Ali and Shastri, (2010) listed the important benefits of adopting total quality management to include: continuous development, higher employee confidence, improved quality from the customer's perspectives, better teamwork and bridge of functions of faculty-staff. Todorut (2013) stated that benefits of adopting total quality management also include: financial potential, innovation, innovation opportunities, better control of design processes, distribution field, planning, greater flexibility, large services quality and strength of the position in the labour market. Total quality management has been exceptionally recognized and successfully adopted in several institutions, giving them the advantage in local and global markets via the creation of high quality products or services to

satisfy the customers' needs (Zakuan *et al.*, 2012; In'airat & Al-Kassem, 2014). According to Zabadi (2013), there are latent benefits from total quality management implementation which include emphasis on the market needs, high level of service quality excellence satisfaction of the demands of stakeholders, maintenance competitiveness, elimination of inefficiencies, reduction of the cost of performance, increase of production capacity, and high level in all areas of an organization.

Research Methodology

The Method of the Study

In order to achieve the set objectives of this study, the researcher investigated the quality of education management in private universities in Jordan from the view points of faculty education staff by using a survey method. A self-administered questionnaire on quality of education management in private universities in Jordan was administered by the

researcher. A simple random sampling was used for this study.

Sample Size: 200 self-administered questionnaires were given out, of which 192 were duly completed, while 8 were not. The researcher utilized the 192 correctly completed questionnaires. Members of the faculty of education staff were randomly selected from private universities in Jordan.

Data Analysis: The data collected were used to develop a frequency distribution. Descriptive statistics of percentage was used in presenting the data for the study.

Result and Discussion

Two hundred (200) questionnaires were administered; one hundred and ninety-two, 192 (96.0%) of them were appropriately completed while the remaining 8 (4.0%) of the questionnaires were not. Table 1 illustrates the age and gender of the respondents of the 192 (96.0%) returned questionnaires.

Table 1. Age and Gender of the Respondents

Age (Years)	Number	Percentage	Number of Male		Number of Female	
			Freq.	Per (%)	Freq	Per (%)
Below 29	25	13.0	15	13.4	10	12.5
29 - 33	30	15.6	18	16.1	12	15.0
34 - 39	36	18.8	17	15.2	19	23.8
40 - 44	47	24.5	27	24.1	20	25.0
Above 45	54	28.1	35	31.3	19	23.8
Total	192	100.0	112	100.0	80	100.0

Table 2. Respondents who are Faculty Education Staff of Jordanian Private Universities

Faculty Member	Frequency	Percentage (%)
Research Assistant	18	9.4
Assistant Lecturer	33	17.2
Lecturer	47	24.5

Assistant Professor	40	20.8
Associate Professor	30	15.6
Professor	24	12.5

As represented in the table 2 above, most of the respondents, 24.5% were lecturers, followed by 20.8% who were assistant professors; 17.2 % and 15.6% of the respondents were assistant lecturer and

associate professors respectively; 12.5% and 9.4% of the respondents were professors and research assistants respectively.

Table 3. Evaluation on the Quality of Education

Factors	Description
Classroom facilities	This cumulates the conducive learning environment /atmosphere; up-to-date teaching aids
Faculty credentials	This includes the academic background of faculty staff; their teaching experience and communication skills; revised course content; and just treatment to students
Cost of education	This encompasses high tuition fees; scholarships; financial aid for students; cost of textbooks and school supplies.
Quality education	This entails being recognized nationally for providing outstanding education; affiliated with foreign universities; lucrative graduate jobs.
Academic calendar	This entails strict adherence to academic schedules; automated and timely conclusion registration process
Research facility	This entails the presence of research centres and facilities for publication; supporting faculty and students' research
Campus facility	This comprises contemporary campus building; transport; general library; dormitory facilities, dining facilities; recreational facilities; High-speed Internet access.

Table 4. Faculty Education Staff Evaluation on the Quality of Education

Media Education/Literacy/Awareness (Indicator)	Evaluation					
	High		Medium		Low	
	Freq	Per(%)	Freq	Per(%)	Freq	Per(%)
Research facility	62	32.3	98	51.0	32	16.7
Quality education	43	22.4	106	55.2	43	22.4

Campus facility	51	26.6	81	42.2	60	31.3
Academic calendar	72	37.5	96	50.0	24	12.5
Faculty credentials	52	27.1	72	37.5	68	35.4
Cost of education	98	51.0	70	36.5	24	12.5
Classroom facilities	30	15.6	114	59.4	48	25.0

32.3% of the respondents' evaluation of the quality of research facilities was high indicating efficient research centres supporting faculty and students' research, excellent publication facilities; about half of the respondents (51.0%) did not think highly of the quality of research facilities; 16.7% of the respondents reported a low quality of research facilities in private universities. In the aspect of gaining nationwide recognition, affiliation to foreign universities, private universities in Jordan were generally reported (22.4% and 55.2%) to have high quality of education; while 22.4% of respondents reported the quality education as a little to be desired. 26.6% of respondents in their evaluation reported an efficient campus facility as key factors that ensured quality education;

42.2% of the respondents rated the campus facilities of private universities as average.

37.5% of the respondents reported that private universities ensured strict compliance to academic schedules; half of the respondents (50.0%) reported that academic schedule alongside the automated process and completion of registration is fair enough; while a handful of them (12.5%) reported poor adherence to academic schedules.

According to 27.1% of the respondents, faculty credentials such as academic background of the faculty of education staff, teaching experience and revised course content in terms of quality management was above average; 37.5% of respondents reported that the faculty credentials in private universities in Jordan was average; while 35.4% of them reported poor faculty credentials among private universities in Jordan.

Majority of the respondents (51.0%) reported high cost of education in private universities; 36.5% of respondents reported a modest cost of education; while 12.5% of the respondents reported an affordable cost of education in private universities. In their evaluation, 15.6% of the respondents reported high quality management in classroom facilities which included conducive atmosphere to learning

and up-to-date teaching aids; 59.4% reported a medium quality of classroom facilities in private universities in Jordan; 25.0% of the respondents reported low quality of classroom facilities in private universities.

Conclusion

Private education in Jordan has led to competition towards outstanding quality among schools in quality education, strict adherence to academic calendar, environment conducive to learning and presence of research facilities. Though private universities in Jordan have not truly achieved the desired level of quality, cost of education in private university is generally high and necessary provision need to be made available to cater for students in need of financial assistance.

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