



UNIVERSITI PUTRA MALAYSIA

***QUALITY ASSURANCE IMPLEMENTATION AND CHALLENGES IN
SELECTED MALAYSIAN PUBLIC UNIVERSITIES***

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**QUALITY ASSURANCE IMPLEMENTATION AND CHALLENGES IN
SELECTED MALAYSIAN PUBLIC UNIVERSITIES**

By

BABOUCARR NJIE

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in
Fulfillment of the Requirement for the Degree of Doctor of Philosophy**

March 2014

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DEDICATION

To my parents I.H.S Njie of blessed memory and Manchita Waggeh for the courage, moral and financial support they have given me in life; my wife, Jainaba Jallow and children, Fatou and Manchita; the Njie families in Brikama and Banjul, the Waggeh family in Brikama, my late aunty Nyima Waggeh and late colleague John Mendy.

Abstract of the thesis presented to the Senate of Universiti Putra Malaysia in fulfillment of the requirement for the degree of Doctor of Philosophy

**QUALITY ASSURANCE IMPLEMENTATION AND CHALLENGES IN
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March 2014

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Faculty: Educational Studies

The quest to improve, propelled by governments, institutions and concerned stakeholders has become the lifeline in higher education prompting many universities to wake up to this reality. Malaysia, no exception to this premise, has correspondingly responded with the dramatic upsurge of its universities in particular and tertiary education in general by expending huge resources and effort towards quality improvement and monitoring. This study was conducted with the aim of exploring the void between quality assurance policies and all those requirements and results it is expected to achieve on one hand and how superficially they view and agree or otherwise with the quality management practices and what they would have done different if they had the chance of taking charge of quality from design to implementation.

The objective of the study was to examine quality assurance implementation in two selected Malaysian public universities, explore how quality assurance practices are understood by stakeholders as well as the extent of their involvement and to explore the challenges of implementation of quality assurance processes and the purposes viewed as essential for the enhancement of current quality assurance practices in public universities in Malaysia.

For the purposes of achieving an in depth understanding of the nature of quality assurance practices, application and challenges, the qualitative approach which is characteristic for prying deep into a phenomenon was the chosen research methodology. With a view to understand the meaning of quality assurance practices, a complex phenomenon with its multifaceted challenges, the case study approach with its three pronged approach was chosen for a more comprehensive and holistic inquiry. A total of fourteen respondents comprising six Quality assurance officials and eight academic staff of two public universities were interviewed.

Four dominant themes emerged: commitment to address quality for actualization of educational goals; differences in scope of understanding quality assurance; application of quality system as a means to an end; and challenges and nurturing quality culture.

The results reveal an existence of strong policies by the government and the Universities under review, backed by material support and units specifically tasked with quality management and improvement with strict evidence of adherence to a generic quality management system called the ISO among other professional quality frameworks. The findings also reveal differences in understanding levels of quality between the two categories of staff studied which largely impacts on the views held by the two and culminate to the application of quality assurance as a means to an end by academic staff. The findings further reveal a cause and effect rationalization of challenges of quality assurance as well as a general concordance among the two categories of the challenges of nurturing quality culture.

The study concludes on a recommendation that the whole philosophy of quality assurance needs to be realigned with some local and ownership flair added in order for the stakeholders to embrace it as theirs and give it the necessary attention it deserves to serve its intended purpose. In addition, vital processes of the quality management cycle especially the planning phase need to involve key stakeholders like academic staff whose experience and thoughts can build into the framework for ease of adherence and acceptance purposes.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

PECAKSANAN JAMINAN KUALITI DAN CABARANNYA DI UNIVERSITI AWAM TERPILIH DI MALAYSIA

Oleh

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Usaha penambah baikan yang digerakkan oleh kerajaan, institusi dan pihak-pihak yang berkepenting telah menjadikannya utama dalam pendidikan tinggi seterusnya mendorong banyak universiti menyedari hakikat realiti ini – Malaysia tidak terkecual daripada premis ini dan memberikan tindak balas yang sepadan terutama dengan peningkatan dramatik universiti – universiti khususnya dan pendidikan tertier lainnya dengan memperbanyakkan usahanya dalam pengembelian sumber ke arah inisiatif peningkatan dan pemantauan kualiti.

Bertujuan untuk memeriksa pelaksanaan jaminan kualiti di dua buah universiti awam terpilih di Malaysia; untuk menerokai bagaimana amalan jaminan kualiti di fahami oleh pihak yang berkepentingan, juga sejauh mana tahap penglibatan mereka dan menerokai cabaran – cabaran pelaksanaan proses jaminan kualiti dan tujuannya yang dilihat perlu untuk peningkatan amalan jaminan kualiti di universiti awam Malaysia.

Bagi memenuhi tujuan pemahaman yang mendalam tentang ciri-ciri amalan jaminan kualiti, pelaksanaan dan cabarannya, pendekatan penyelidikan kualitatif yang bertujuan mengkaji suatu fenomena secara mendalam telah dipilih sebagai kaedah penyelidikan. Untuk tujuan memahami maksud amalan jaminan kualiti yang merupakan satu fenomena yang kompleks dengan pelbagai tahap cabarannya, pendekatan kajian kes telah dipilih untuk mendapatkan gambaran yang komprehensif dan holistik.

Empat belas responden yang terdiri dari enam pegawai jaminan kualiti dan lapan kakitang akademik dari dua buah universiti awam telah ditemuramah.

Komitmen untuk menangani kualiti bagi tujuan penyempurnaan pencapaian objektif pendidikan; perbezaan dalam skop pemahaman jaminan kualiti; aplikasi sistem kualiti sebagai cara untuk mencapai matlamat yang ditetapkan; dan cabaran dan pemupukan budaya kualiti.

Keputusan mendedahkan kewujudan dan dasar yang utuh oleh universiti-universiti di bawah kajian dalam kepatuhan terhadap usaha kerajaan dalam penambahbaikan kualiti dan peningkatan di universiti, dengan buktikukuh yang menunjukkan pematuan kepada sistem generik yang dipanggil ISO di samping kerangka profesional yang lain. Dapatan turut menunjukkan perbezaan terhadap pemahaman tahap kualiti di antara ke dua-dua kategori kakitangan yang dikaji dimana perbezaan pandangan itu memberikan impak dalam pelaksanaan jaminan kualiti sebagai satu cara untuk mencapai matlamat dalam kalangan kakitangan akademik. Penemuan kajian selanjutnya mendedahkan sebabdankesan rasionalisasi cabaran jaminan kualiti serta kesefahaman umum di kalangan dua kategori cabaran dalam memupuk budaya kualiti. Kesimpulannya, kajian ini mencadangkan supaya falsafah keseluruhan jaminan kualiti di buat penajajaran sewajarnya bersesuaian dengan perspektif tempatan di samping penambahan rasa kepunyaan dalam kalangan pemegang taruh supaya menerimanya dan memberikan perhatian yang sewajarnya dalam pencapaian matlamat yang dihasratkan. Di samping itu, proses penting dalam kitaran pengurusan kualiti perlu melibatkan pemegang taruh utama seperti staf akademik yang mempunyai pengalaman dan pemikiran yang boleh membina kerangkakerja untuk memudahkan tujuan penerimaan dan pematuan pelaksanaan amalan jaminan kualiti.

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I certify that a Thesis Examination Committee has met on 3 March 2014 to conduct the final examination of Baboucarr Njie on his thesis entitled "Quality Assurance Implementation and Challenges in Selected Malaysian Public Universities" in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the student be awarded the Doctor of Philosophy.

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CHAPTER 1

INTRODUCTION

1.1. Introduction

Universities and the quality of their programs play a crucial role in the positive transformation of students to match the much needed socioeconomic needs of society. Today's global society have awoken to the reality that a superpower is only truly judged by the "the size and prestige of university system"(Baker, 2007) because universities serve as the guiding torches in development for the fact that they produce the critical human resources needed to steer a country in the desired direction for development. Salmi (2009) aptly points out that "world-class universities are now more than just cultural and educational institutions—they are points of pride and comparison among nations that view their own status in relation to other nations". In the framework of such a compelling atmosphere, Quality Assurance which dictates as well as gauge excellence levels has hence transcended from being a luxury to an important necessity in the midst of higher Education and has unequivocally occupied centre-stage in the development plans of many countries' education systems including Malaysia.

Quality assurance systems in higher education are nowadays applied all over the world, even in the developing countries (Stamatelos, 2010). Moreover University ranking systems, standard quality assurance schemes such as the ISO 9000 Series and other quality designs of repute have made the subject of quality assurance an embedded subject mostly taken in situ and applied in different settings and geographical bounds by universities across the globe. A modern educational institution faces big amount of challenges – increasing competition, requirements of the global economy, rapid and influential development of IT in the formation of common area of European higher education and economy and therefore one of its priorities is quality assurance in higher education (Misiunas, 2007). This assertion is not only applicable in the European context but by extension holds true for all educational institutions around the globe. In this regard, the question is no more whether quality assurance is needed in higher education, but to what extent the quality assurance system in a given country is functional (Bazargan 2007) in terms of intent in the policies to the extent in the understanding levels, application and impact of the system.

The establishment of a Ministry exclusively devoted to the management of higher education matters in Malaysia in 2004 was a clear testimony to the premium placed on higher education and its improvement by the Malaysian Government. The increase of public universities from only one, around the time of Malaysia's independence, to 20(as of 2012), coupled with the facilitation of the opening of branch campuses and other private higher education institutes are all testimony to the importance and zeal for higher education in the country. Further to that the Ministry of Higher Education over the last

seven years has produced three major reports (Halatuju report,2005,The Transformation of Higher Education Document, 2007 and The National Higher Education strategic plan,2007) all geared towards the realignment and improvement of higher education for the better.

Even prior to the establishment of a Ministry exclusively for higher education in Malaysia, quality assurance issues were very much part of the efforts of the Ministry of Education(MOE) whose Quality Assurance Division(QAD) published the code of practice for quality assurance in public universities of Malaysia in 2002. This document was the reference point for the current Code of Practice for Institutional Audit (COPIA). In 2005, the Malaysian cabinet in pursuit of a more comprehensive body to cater to quality matters in education decided to match the National Accreditation Board (Lembaga Akreditasi Negara, LAN) and the quality Assurance division(QAD) of MOHE(MQA). The merger created the Malaysian Qualification Agency (MQA) in 2007 whose scope covers both the public and private higher education providers in Malaysia. MQA is specifically tasked with quality regulations in higher education in the country and makes use of the following quality documents for the execution of its functions:

- The Malaysian Qualifications Framework (MQF);
- The Code of Practice for Programme Accreditation (COPPA);
- The Code of Practice for Institutional Audit (COPIA);
- Programme Discipline Standards; and
- Guides to Good Practices.

As highlighted the code of Practice for Institutional audit as well as the code of practice for programme accreditation among the others, all geared towards the enhancement of the academic performance and institutional effectiveness of higher learning centres in Malaysia, further strengthened her commitment to the provision of education at par with best practices around the globe. The promise of quality in Malaysia's higher education is thus proven beyond doubt. However, the promise of quality with all the accompanying policies can at best be regarded as measures of accountability on the part of government. The performance of the Quality assurance systems from the receipt of the policies from higher authorities to their understanding, diffusion and implementation are all equally relevant to the overall success or otherwise for the quality regime.

Hence the quality assurance system(s) being practiced on the ground, how they are being implemented and the challenges being encountered in their execution within the broader

context of the institutional environment, institutional plans and individual differences, all of which are often inimitable in their bounded context, will be an essential look.

1.2. Background

Implementation and Challenges of change in general has been always been an area of concern due to the complexities and challenges surrounding it. Several studies have been conducted on the impact and implementation of changes like quality management on the education sector from the 1990s when the attention shifted greatly towards it (e.g. Andrews, 1997; Hall, 1996; Jauch & Orwig, 1997). Therefore, implementation of quality assurance within higher education has since attracted a lot of interest due to the peculiarity of education. Barandiaran-Galdós et al. (2012) explain that the difficulty lies in the very nature of the education process, which evades analytical approaches, and whose results depend more on the right combination of resources than on which ones are used. Lewis (1993) also earlier indicated that that implementing quality systems has been a difficult cult process in service companies such as universities because measures of quality are somewhat a difficult cult and controversial to identify and that academics have “in the past seen their responsibility as pertaining largely to themselves and to their professional associations rather than to their clients and to the organisation in which they worked” (p. 133). Hence implementation of quality has always attracted attention within education in general and the university settings in particular.

Institutions of higher education in Asia, as in other parts of the world, have experienced intense pressure to perform well in order to be in a better position to compete on a global level and attain world-class status (Mok and Wei 2008; Mok, 2010). Quality Assurance practices have been one important tool used to attain such status. Quality assurance refers to the policies and processes directed to ensuring the maintenance and enhancement of quality (Lim, 2001). Hence quality assurance is deeply rooted in the practices the foundations of which are mostly dictated by higher authority as benchmarks upon which individual institutions also strive to add significant aspects of other quality systems for greater benefits. In like manner the implementation of quality assurance involves entwining policies from their abstract states into a working motion in the environment of the higher education institution and the challenges include all those hitches that come to light as these ethereal plans are put into practice. In essence quality assurance practices which incorporate both the standard practices from authority as well as enhanced practices borne out of the drive for better quality by the institutions face a herculean but important task of implementation stemming from the institutional environment and the individual differences among many other issues. That significantly brings the issue of challenges of reorganization and rearing these policies on the ground not merely for adherence but most importantly for what it is aimed at achieving-improvement.

Quality assurance has long been a voluntary endeavor in higher education. However, the global demands for the mass enrollment of students into higher education to cover the underprivileged groups, financial realities on governments' budgets competed for by various other sectors and the demands of accountability from stakeholders of higher education changed the landscape of universities. Therefore in the late 1980s, most European countries such as UK and France who housed some of the older universities in the globe decided to instill quality assurance measures for their Universities dictated by the state. This notion soon diffused to the rest of the globe.

Today quality assurance is no longer just part of the policy instruments of Ministries of higher education of various governments but an important mechanism for the installation and maintenance of quality by individual universities in order to attract and retain students who have a choice of selecting a university from among several across diverse countries in the globe. Hence quality assurance has become an important obligation that all the stakeholders of higher education rely on to improve standards of their programs as well as their graduates for today's expectant, competent and skill- needed job markets.

Above all, the new trend of University Rankings systems that classify Universities based on criteria bordering on academic excellence and traditions embedded therein have further changed the perception of Quality Assurance, from a mere rule imposed to be applied, to a necessity that helps place Universities in higher stead. University rankings are now considered very important and used as a yard stick for gauging Universities by students for choice of learning institution, funding bodies for sponsorship especially for research and in some countries, like the United Kingdom, as a determinant in the amount of financial allocation to their public universities. Quality assurance in the era of University rankings is therefore not a voluntary or prestige seeking mechanism, as was characteristic of top universities prior to the 1990s, but strongly a defining scheme whose benefits transcends way beyond a mere good name to more of survival with university funding further shrinking due the global economic downturn.

Hence the current debate about quality assurance has gone beyond doubts about its relevance in higher education; it is rather on the structures and approaches adopted and its impact on higher educational institutions. Quality assurance requires the systematic setting out of the university's mission, objectives for teaching, research, direct community services and support services, management plans to achieve the objectives and a management structure to implement and evaluate the effectiveness of the plans (Lim, 2001). It has acquired center stage in many developed countries over the last 30 years owing to the need to step up their higher education systems and this has gradually trickled down to the higher education development agendas of developing countries for the same reasons. Feigenbaum (1994) believes that in "invisible" competition between countries the quality of education is the main and important factor. Thus quality

assurance or quality related schemes are today virtually found not only in the higher educational institutions of all countries but even in their elementary systems some as low as the nursery schools; the types of quality assurance system would differ and so will the degree of its applicability within the context of the differing environments but a quality consciousness of some sort is evidently present in the agendas of the Ministries of higher education and similarly in those of universities as well.

Quality assurance is a theme with an unchallenged position in the discussions around higher education since the 1980s and 1990s, when the first supra-institutional (i.e. national) quality assurance schemes were developed and implemented (Westerheijdena et al, 2007). Westerheijdena et al argued that quality assurance schemes were introduced as national policy instruments first in France (1984), the UK (1985), and the Netherlands (1985). Since most of these countries were pace setters in Higher education because of their long involvement in the field with some of the oldest citadels of knowledge, their sudden leap, prompted by realities of the changing dimensions of higher education, with all its ramifications was soon to be experimented across many other countries in the globe.

The 1990s were thus years of drastic restructuring of higher education across the globe and through cultural diffusion and institutional isomorphism (Lee, 2004) many countries, including Malaysia, instituted reforms to effect the changes in line with the changing global landscape for higher education (Sirat and Kaur 2010). One of such was the amendment of the University and University colleges' act, 1971 resulting in the corporatization of all public Universities (Sirat and Kaur 2010). Thus by March 1998 five public universities were corporatized (Lee, 2002). This marked the turning point of quality management issues in Universities in Malaysia as the next decade saw more practical measures adding to the corporatization reform of the 1990s.

Malaysia took a significant leap in the transformation of her higher education when its government established a Ministry exclusively for Higher Education matters in 2004. From then on a string of efforts, notably quality assurance policies, all geared towards the improvement of higher education in the country took off. The Halatuju report, 2005, The Transformation of Higher Education Document, 2007 and The National Higher Education strategic plan, 2007 among other significant higher education policy documents in Malaysia all harped on important measures that needed to be followed in order to improve the quality of higher education institutions. However owing to globalization, the universal nature of higher education and the fact that the developed countries were the first to experiment quality assurance schemes, many quality assurance policies are products of the developed countries and hence face the challenges of crafting them for the environments of the developing countries. The level of adaptability by the various universities in Malaysia as well as the synthesizing of the various goals with the national quality assurance policies would be fascinating looks.

Roberts (2001) indicated that ongoing changes in the form, function and composition of tertiary education fuel concerns about its quality and exerts public pressure for accountability. Roberts further argued that tertiary education institutions have different histories and governance arrangements and react differently to these pressures. It could in consequence be seen that individual Universities have their own goals and strategic directions and often have their own initiatives geared towards setting standards to accomplish these.

The report by the Committee to study Review and make recommendations concerning the development and Direction of Higher Education in Malaysia, 2006 used the important theme “towards excellence” after juggling with all the facts before it for the steering of Malaysia’s higher education machinery. Its use of the theme of excellence signifies distinction which cannot be achieved in the absence of the institution of sound and viable quality measures. Moreover, the five strategic thrusts they recommended all underline excellence in teaching, learning, Research, Development, contribution to society and core functions among several others.

Significantly all of the important themes of the 2006 report centered on the need to institute quality measures at the institutions of higher learning notably the Universities for their realization and success. This inevitably adds to the importance of quality assurance practices in the Universities and more importantly how they are performing in terms of acceptance, implementation and their associated challenges among the stakeholders within the higher educational surrounding substance.

1.3. Problem Statement

Quality management is not a passing tide but a living reality in higher education institutions as it has surpassed the stage of trial. Such significance is brought about by a changed relationship between the state and higher education in which demands for accountability have become paramount (Newton, 2002). Bazargan (2007) indicated the question is no more whether quality assurance is needed in higher education, but to what extent the quality assurance system in a given country is functional. This is evident by the presence of one quality assurance system or the other in virtually all higher educational institutions in Malaysia with a special body – MQA, tasked with responsibilities of monitoring and overseeing quality assurance practices and accreditation of national higher education (MQA).

Since the presence of quality assurance systems in Public Universities in Malaysia is evidently obvious, likewise in many universities across the globe, attention is now

directed on how best the system is reared to yield the best possible impacts in terms of its understanding and practice for ultimate improvement in these institutions. Westerheijden et al. (2007) argued that attention has shifted recently from design and implementation to use and usefulness of quality assurance. Many authors also contend that it is essential to take into account the expectations and values of the staff for successful quality arrangements, especially when we consider that lasting quality improvement is based on the energies and initiatives of staff (Rosa & Amaral, 2012; Newton, 2000). Westerheijden et al. (2007) further indicate that academics seem to have a negative perception of quality assessment, which only dissipate when they feel education is valued and rewarded.

While there is common platform of quality assurance system at national level stemming from the regulatory bodies as a point of departure “it is impossible to define the concept of higher education quality unchangeably and uniformly for all” (Savickienė, 2005; Sallis, 2002; Campbell ir Rozsnyai, 2002; Žibėnienė, 2006; Parri, 2006; Van Damme, 2004; Green, 1993; Harvey and Green, 1993; Harvey and Knight, 1996). Stensaker (2008) for instance argued that “a common characteristic in many quality assurance schemes around the world is their implicit and often narrowly formulated understanding of how organizational change is to take place as a result of the process.” Adherence to the processes as dictated by any quality regime is essential but the human element especially the stakeholders who practically implement and experience the implementation are crucial in the success and sustenance of any quality system. Their perceptions and understanding of the schemes beyond the superficial imposition of quality assurance processes, mostly overlooked, are imperative in grasping the core issues in the system with a view to tailoring their thoughts and understanding in future matrixes for more acceptance and ownership.

The tension between quality as a ritual and quality as it is owned by its stakeholders (Harvey et al., 2011) that stemmed from fifteen years of study on quality by various authors across many countries defines its complicated relationship in terms of its perspectives, implementation, involvement and the challenges that continue to confront it. A lot of studies that centre on quality assurance and related systems in institutions abound in Malaysia. Konting et al. (2009) assessed the graduating students’ satisfaction; Lim (2010) focused on the experiences and challenges faced by private tertiary education providers in Malaysia and Singapore; Rosdi (1999) studied the quality improvement process for teaching through ISO9000 while Dzafir (2009) focused on the implementation of quality assurance. Others also looked at the quality assurance systems of specific units within their universities and a handful yet exist on the adoption of quality assurance regimes and the systems put in place for their operation.

Studies therefore abound on quality assurance themes in Malaysia and while they all did justice to the themes they set out to address, none concentrated, in substantial depth, on

the human element; that lived experience between what is set out to be achieved in the practices and the reality of implementation in terms of its understanding, appreciation and acceptance and all those challenges that beset these. Hence there is void between quality assurance policies and all those requirements and results it is expected to achieve on one end of the scale that begs to converge with the understanding of stakeholders, not merely in knowing how things should be done but superficially their thoughts on the issue and how they would have approached it if involved at a level beyond implementation.

Beyond the strong promise of commitment to quality assurance, its step-wise processes of implementation and its resultant positives that institutions often report about, not much documentation exist on its diffusion in terms of core perceptions, understanding of quality assurance systems and corresponding implementation processes and the challenges to their implementation among its core stakeholders in their lived environments. In fact this dearth is not only peculiar to the Malaysian education arena but as well at the international level as lamented by several authors (Newton, 2000; Nasser & Fresko, 2002; Lomas, 2007; Westerheijden et al ., 2007) who decry relative underdeveloped literature on staff opinions and attitudes particularly academics on quality assessment and assurance.

Above the quality assurance policies from higher education control bodies or locally tailored ones for improvement, how is quality assurance thought of and appreciated on the ground. What is the nature of its acceptance? Are the processes understood to the desired level for use and what qualms and challenges are encountered by the stakeholders as they interact with the processes on the ground? As Reichert (2007) indicate quality development in higher education is a great deal more than the formal quality assurance processes that policymakers like to focus upon when they speak about quality in higher education and the human element is crucial to its overall success. Hence as indicated by Newton (2002) and Cartwright (2007) there are reasons to believe that there is a gap between intent and reality, at least from the perspective of academic staff and other stakeholders who live the experience.

1.4 Purpose of Study

The purpose of this study is to examine the nature and processes of implementation, level of understanding and the challenges of quality assurance practices in Malaysian public Universities.

1.5 Objectives

Objectives and research question

Objectives

1. To examine quality assurance implementation in Malaysian public universities
2. To explore how quality assurance practices are understood by stakeholders as well as the extent of their involvement
3. To explore the challenges of implementation of quality assurance processes and the purposes viewed as essential for the enhancement of current quality assurance practices in Public universities in Malaysia

1.6 Research Questions

1. What is the nature of implementation of quality assurance processes?
2. How are the quality assurance measures understood by internal stakeholders?
3. How are internal stakeholders involved in the implementation of quality assurance processes?
4. What challenges are confronted in the implementation of quality assurance in public universities?
5. What essential measures should be considered for the enhancement of quality assurance practices?

1.7 Significance of the Study

Today's higher education institutions have to grapple with global financial realities, complex customer needs and expectations as well as account for their activities to their sponsors. Governments the world over also look to their higher education institutes to provide the human capital needed to steer the work force and contribute to economic growth. It is for this reason that many developing countries, including Malaysia, set out strategies of improving the performance of their higher education institutions with agencies and departments that spell out standard procedures to be followed. Quality

assurance is used as the guiding torch to such achievement and is thus the important vehicle used to standardize procedures and practices. However institutions differ in their geographical environments, adaptability, mission, vision and their strategic directions and hence it is essential to gauge how standardized procedures are received and implemented by the various institutions which though share the same business but operate in various alcoves. The significance of this study could therefore be grouped in the following categories:

1.7.1 Policy

Quality assurance is not a one stop procedure but continuously strive for improvement. Hence constant review of the systems and procedures are significant in order to providing cutting-edge guidelines in the policy choices and applications. This study is one such inquiry that could add scholarship to current quality assurance practices, the challenges that confront its implementation on the ground and how this could be improved based on the findings and recommendations that emerge in this study.

1.7.2 Practice

Quality assurance practices are mostly outwardly driven and as such nurturing them inwardly in institutions often proves a challenge. An inward look at quality assurance would involve some key stakeholders such as the students, academic staff members and the administrative staff. Therefore studies into how practices are faring especially from the perspective of some key stakeholders like the current one under view will help inform further measures that could improve how processes or procedures for instance could be better carried out.

1.7.3 Scholarship

Quality assurance is increasingly becoming a hot issue within academe due to the scores of challenges befalling higher education. As such studies of this nature would help strengthen the literature in the field of quality assurance within higher educational circles.

1.8 Research Summary

In this chapter the importance of quality assurance is highlighted especially in a period where higher education providers and student numbers have ascended to unprecedented levels. Malaysia's higher education and efforts geared towards quality assurance and improvement is then discussed before the gap between efforts being made on paper and

the actual situation on the ground is highlighted. Objectives are then drawn which are then converted into research questions.



Table 1: Summary of Research Framework

| Objective | Research Question | Data | Interview protocol | Analysis |
|---|---|---|---|----------------|
| <p>1. Examine quality assurance implementation in Malaysian public Universities</p> | <p>1. How are the quality assurance processes implemented?</p> | <p>Interview quality assurance officers</p> | <p>Implementation of QA processes;</p> <p>Refer to the QA practices, their implementation, timelines for implementation (simultaneous, one at a time or lumped together);</p> <p>Parties involved in the implementation drive</p> | <p>Dedoose</p> |
| <p>2. Explore how quality assurance practices are understood by stakeholders as well as the extent of their involvement</p> | <p>2. How are the quality assurance measures understood by internal stakeholders?</p> | <p>Interview Lecturers</p> | <p>Understanding QA measures;</p> <p>How they are viewed, what they think about it;</p> <p>level of acceptance or otherwise;</p> <p>Thoughts on whether QA practices are addressing the purposes for which they are designed;</p> <p>What stakeholders would like to have changed or improved</p> | <p>Dedoose</p> |

| | | | | |
|--|---|--|--|----------------|
| | <p>3. How are the internal stakeholders involved in the Implementation of quality assurance processes?</p> | <p>Interview lecturers</p> | <p>Involved levels of internal stakeholders in QA implementation;</p> <p>Their role in QA implementation – mere followers or initiators;</p> <p>level of consultation if any and the extent;</p> <p>Roles they would like to play in QA implementation and practices</p> | <p>Dedoose</p> |
| <p>3. Explore the challenges of implementation of quality Assurance processes and the purposes viewed as essential for the enhancement of current quality assurance practices in Public Universities in Malaysia</p> | <p>4. What challenges are confronted in the implementation of quality assurance processes in public Universities?</p> | <p>Interview quality assurance officials and lecturers</p> | <p>Essential measures to consider for enhancement of QA practices;</p> <p>What could be done to enhance current QA practices at individual, unit, institutional or national levels;</p> <p>How the measures will be done.</p> | <p>Dedoose</p> |
| | <p>5. What essential measures should be considered for the enhancement of quality assurance practices?</p> | <p>Interview quality assurance officials and lecturers</p> | | |

1.9 Definition of Terms

Assessment: The process of the systematic gathering, quantifying and using of information in view of judging the instructional effectiveness and the curricular adequacy of a higher education institution as a whole (institutional assessment) or of its educational programmes (programme assessment). (UNESCO, 2007)

Audit: The process of reviewing an institution or a programme that is primarily focused on its accountability and determining if the stated aims and objectives (in terms of curriculum, staff, infrastructure etc) are met.

Concerns: Concerns are a combined representation of feelings, preoccupations, reflections and contemplations concerning a particular issue (Hall, George and Rutherford, 1979; Hall and Hord, 1987; Hall and Hord, 2006).

External stakeholders: External stakeholders involved all those individuals and organization outside the organization that play influential roles which directly affect the organization

Full Accreditation: An assessment exercise to ascertain that the teaching, learning and all other related activities of a programme provided by a higher education provider has met the quality standards and in compliance with the MQF (MQA)

Higher Education Provider (HEP): A higher education provider is a body corporate, organisation or other body of persons which conducts higher education or training programmes leading to the award of a higher education qualification (MQA)

Institutional Audit: Institutional Audit is an external evaluation of an institution to determine whether it is achieving its mission and goals, to identify strengths and areas of concern, and to enhance quality (MQA)

Internal Quality Audit: An internal quality audit is a self-review exercise conducted internally by a higher education provider to determine whether it is achieving its goals; to identify strengths and areas of concern, and to enhance quality. For programme accreditation, the internal quality audit generates a Self-Review Report (MQA)

Internal Stakeholders: Internal stakeholders are all those people involved and directly affected by the day to day activities of the organization. They include the students and staff of the organization

Internationalization: This refers to educational relationship across borders between nations, or between single institutions situated within different national systems; According to Knight (2005) it is a process of integrating an international, intercultural and/or global dimension into the goals, functions and delivery of higher education.

Programme Accreditation: A system of gauging if a programme has met the bare minimum of expected standards.

Public Universities: Public university means a higher learning educational institution having the status of a University in Malaysia and receives grants-in-aid approved by the Parliament and all moneys received are spent in accordance with the estimates approved under the provisions of the university constitution (Universities and University Colleges Act 1971 (Amendment 1996)).

Understanding: A combination of the comprehension of stakeholders about quality assurance as well as their perceptions of the quality assurance package in terms of agreement or otherwise of it.

Quality assurance: Quality assurance is an all-embracing term covering all the policies, processes, and actions through which the quality of higher education is maintained and developed (Campbell and Rozsnyai, 2002).

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APPENDIX A:

Brief Profiles of the 14 Respondents

University A

UA Adm 1: UA Adm 1 is female with an age range of within 41 to 45. She is a senior administrator and among the top five quality assurance officers of her University. She has over 20 years experience as an administrator and has always operated as an administrator/manager in this university for this period. She is responsible solely for quality matters and supervises a team of quality management officers at the quality assurance central office of her university as well as coordinates quality management activities at the faculties and other establishments in the university. She is keen in talking about her unit and spoke extensively about their activities over the years.

UA Adm 2: UA Adm 2 is male between the ages of 40 and 45. He has eight years experience overall in administration four of which he has spent in his current job which has some responsibilities of quality management. He manages quality matters in his unit but gets supervision from the quality assurance division of the university as well as the head of his unit.

UA Adm 3: UA Adm 3 is female between the ages of 35 to 40. Her overall experience in administration spans 12 years two out of which she has spent on quality management. He mainly coordinates quality assurance implementation in her unit especially the correspondence and the documentation. She describes herself as a middle level manager and gets supervision regarding quality matters from the Deputy Head of the quality assurance unit of her university.

UA Aca 1: UA Aca 1 is an academic staff of the rank of Associate Professor. He is male with an age range of between 51 to 55 years. He has spent over 20 years in the University system in an academic capacity with 3 out of these spent on quality management matters. Quality management is just one of the responsibilities in his portfolio as a head of a unit but he has his teaching and other academic responsibilities to do as well in his University.

UA Aca 2: UA Aca 2 is male between the ages of 45 to 50. He is a professor and also holds a senior administrative post equivalent to the position of Director in one of the centres in the University. He also headed the quality assurance unit before. He has spent over 7 years in this University but has over 13 years experience in a university setting. As a former executive of the quality assurance office he displays a mastery of the quality assurance mechanisms in his university and spoke comfortably about proceedings in this unit.

UA Aca 3: UA Aca 3 is female between 35 to 40 years. She holds the position of lecturer and operates as compliance staff who implements quality assurance directives as assigned. She has two years experience overall in a University setting.

UA Aca 4: UA Aca 4 is a senior academic staff in his faculty with previous headship responsibilities. He is male, between the ages of 61 and 65 and has 35 years experience in various capacities in the university setting. He also had brief stints in other organizations but mostly on secondment of about two years or so. He has spent four years in his current job.

While he has been dealing with quality matters in previous responsibilities he is currently not directly involve in quality management except in routine quality matters pertaining to his subject area or sometimes quality related programs organized by or for his faculty.

University B

U B Adm:UB Adm 1 is female between 40 to 45 years. She is a senior administrator and has an experience of about 23 years three of which she has spent in present job which deals solely with quality management matters.

UB Adm 2: UB Admin 2 is male between the ages of 55 to 60. He has about 32 years experience in the administrative settings out of which he has spent 3 years on quality management responsibilities which are mainly coordination and supervision. He is currently the overall head of the admin unit of his unit.

UB Adm 3: UB Adm 3 is male with about 28 years experience in the university mainly as an administrator. He belongs to the senior Administrative cadre in his unit. He has spent the last 4 years managing and supervising quality assurance matters. But overall quality assurance management is just one of his responsibilities as he is the overall head of administration in his division which is a fairly large one in his university.

UB Aca 1: UB Aca 1 is female between 55 to 60 years old. She is an associate professor and has over 20 years experience in academic matters out of which she has spent the last 3 years in her current job. She expresses her opinion pretty straightforward and does not mince her words.

UB Aca 2: UB Aca 2 is male within the 40 to 45 age bracket. He is a senior lecturer with 12 years experience. He has spent the last four years as senior lecturer in his university. His involvement in quality matters is only at the level of compliance or implementation of the quality assurance mechanisms set by the university and his faculty.

UB Aca 3: UB Aca 3 is male within 40 to 45 years. He is currently a senior lecturer with about 10 years experience in the field of education as a lecturer. He is also a compliance staff with regards quality assurance.

UB Aca 4: UB Aca 4 is female between 50 to 55 years. She is an associate professor has about 8 years experience in the field as an academic. She has also some brief spell in government service prior to joining the university as a Lecturer. She has been associate professor for only a year.

APPENDIX B

Interview Question Guide

INTERVIEW QUESTION GUIDE FOR HONORABLE RESPONDENTS

UNIVERSITY CODE:

INTERVIEW PROTOCOL

Date of Interview:

Start time:

Finished:

University Code:(to be filled by Researcher)

Category Code.....(to be filled by Researcher)

Respondent Code:.....(to be filled by Researcher)

Identify interviewee and essential background information .

- Please kindly tell me your age bracket: 21-30, 31-40, 41-50, 51-60, 61-70, 71-80
- What's your job title?
- How long have you been in this job? Institution?
- How long have you been in your current position if different from the position you were in when you just joined this institution
- How will you compare your work now as against 5/10 years ago
- Where do you see yourself in the next 5 years

Interview Questions

Set A

Implementation Process of Quality Assurance

What quality assurance systems do you have in this University/unit, please describe them? Where are they derived from?

How are the quality assurance systems you have in place implemented? What processes do you undergo to implement them? What are the cost implications for your unit/institution?

Who are involved in the implementation? What role do they play? Are there incentives/sanctions for staff for implementing or otherwise? What action is taken by your unit for non-implementation/ non-adherence to QA policies and directives? What is the timeline for implementation of QA practices? Are they done one at a time/ simultaneously or lumped together?

Are problems of clashes encountered in the implementation of different quality assurance systems? Please explain. What is done to align them when such problems arise?

Set B

How do you understand the quality assurance measures being practiced by your university/ faculty? How do you view/see the current quality assurance measures in your institution?

Have you received orientation or training on the quality assurance systems in your university/faculty? For how long? Was it enough?

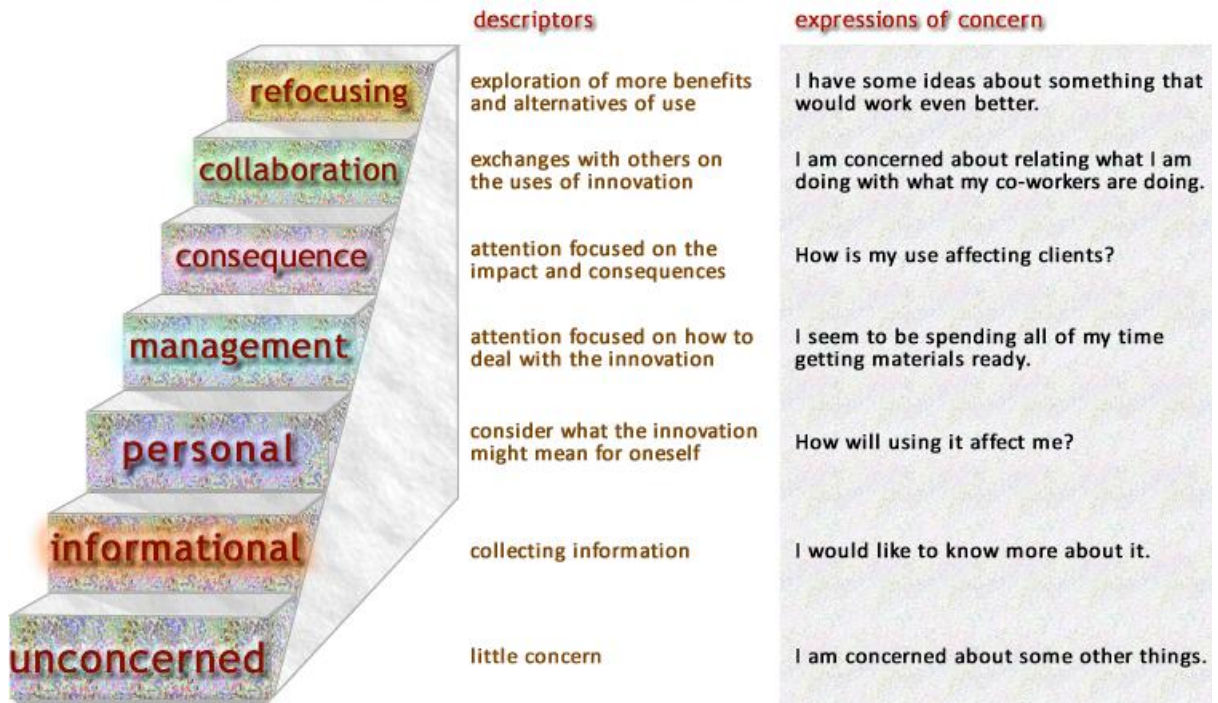
In your view are the quality assurance systems currently in place addressing the problems for which they are set? What would you have done differently if you were given the opportunity to direct quality assurance measures?

On this seven scale description of concerns or understanding levels of educators about an innovation where do you think you belong regarding the quality assurance system in your University? Why? (Please explain)

What are you doing to address the particular stage of concern you chose in the previous question?

How much help do you need to address your concern level? Whom do you need to help with your concern- the institution, your faculty, colleagues, others? In what ways can they help?

Stages of concern



Set C

Can you describe your level of involvement in the implementation of Quality assurance? In what capacities are you involved? Do you just follow the rules as laid? Can you adjust some things in it? Can you initiate or just implement the steps or rules to the letter?(please explain)

Do you contact other colleagues regarding ambiguities, clarifications or modifications you think should be made to the QA Systems and processes? (Please explain)

How often do you interact with the QA official in your unit? Who initiates such interactions? In your view are the interactions enough/ useful? Please explain

What role would you like to play in QA Implementation and practices in your unit/ university?

What can be done to improve your involvement as an internal player in QA implementation in your faculty?

Set D

What are the challenges of implementing Quality Assurance in general in your University/faculty?

What are the challenges of implementing Quality Assurance practices e.g ISO?

What challenges are confronted in implementing QA processes e.g processes in ISO?

How should these challenges be ameliorated/ addressed?

Set E

What important measures should be considered to enhance Quality Assurance practices?

What should be done to enhance QA practices at individual, unit or institutional levels?

How should it be done? How will such measures be implemented?

APPENDIX C

REQUEST LETTER SENT TO UNIVERSITIES

XXXXXXXXXXXX

Through
Dr, Soaib B Asimiran
Chairman, Supervisory Committee
Faculty of Educational Studies
Universiti Putra Malaysia (UPM)

Dear Sir,

REQUEST TO CONDUCT RESEARCH IN XXXXXXXXXXXXXXXXXXXXXXXXXXXX

I am a PhD Candidate in the faculty of Educational Studies, Universiti Putra Malaysia. As part of my Doctoral requirements I am undertaking a research on Quality Assurance Implementation and Challenges in Malaysian Public Universities. My target respondents are quality assurance officials and lecturers in Public Universities.

Your University is among the public universities selected to collect Data and the purpose of this letter is to respectfully seek your kind approval to proceed with data collection from your University. With your kind approval I would like to be referred to the quality assurance unit of your University, a senior official of whom would first be sought for an interview and also requested to recommend 3 other quality officials and lecturers at faculty level in any 3 faculties of your esteemed University.

I hereby affirm to uphold all the ethical considerations pertaining to this study and in particular the confidentiality of all potential respondents. If approval is granted to proceed with this study in your University, all potential respondents will be issued letters of request as well a consent form to sign in consonance with my study requirements.

Thank you very much in anticipation of your kind consideration.

Baboucarr Njie
PhD Candidate
Educational Administration
Faculty of Educational Studies
Universiti Putra Malaysia(UPM)
Telephone: 0173274579
Email: babukarr75@yahoo.co.uk/bnjie@utg.edu.gm

APPENDIX D

REQUEST LETTER SENT TO RESPONDENTS

3rd September, 2012

XXXXXXXXXXXXXXXXXX

Dear Sir/Madam,

REQUEST TO SERVE AS RESPONDENT IN MY RESEARCH

My name is Baboucarr Njie and I am a PhD Candidate in the faculty of Educational Studies, Universiti Putra Malaysia. As part of my Doctoral requirements I am undertaking a research on Quality Assurance Implementation and Challenges in Malaysian Public Universities. My target respondents are quality assurance officials and lecturers in Public Universities.

XXXXXXXXXXXXXXXXXX is among the public universities selected to collect Data and after gaining approval from the XXXXX quality assurance division to proceed with my research I would like to request your kind involvement as a respondent to participate in this research. If agreed I would specifically like to interview you for 30 to 40 minutes on quality assurance the question guide of which will be sent to you prior to acquaint yourself with them. The date and time of such interview will be determined by you at your own convenience. To make good meaning out of your valuable time taken for this interview I would like to tape record the session in other not to miss any important responses.

I wish to state that the data will be used purely for research purposes, it will be available only to me, my supervisor and examiners and in the case of the last two your identity will be will not be disclosed to them. Hence your identity will be protected at all times. If approval is granted, I will kindly request you to sign a formal consent form in consonance with my study requirements.

I thank you very much in anticipation of your kind approval.

Baboucarr Njie
PhD Candidate
Educational Administration
University Putra Malaysia (UPM)
Telephone: 0173274579
Email: babukarr75@yahoo.co.uk
bnjie@utg.edu.gm

APPENDIX E

CONSENT FORM

CONSENT FORM FOR HONORABLE RESPONDENTS

Dear Honorable Respondent,

This study is intended to inquire quality assurance implementation and its attendant challenges in Malaysian Public Universities. The Purpose of this form is to kindly seek and document your consent to participate as a respondent.

If you agree to take part in this research, you will be requested to be granted an interview lasting 30 to 40 minutes. A follow up session will be sought to have you agree or otherwise to the transcriptions of the interview recordings as your own and to follow up on any further questions that need to be clarified by the researcher.

Your participation in this research is voluntary. Hence you may refuse to participate, discontinue participation, and skip any questions you don't wish to answer, or replace your responses during the follow up session at any time without any implications.

Only me as the principal researcher will have access to research any response associated with your identity. Should the findings of this research be published, no personally identifying information will be disclosed.

RESPONDENT

I confirm that I have read and understand the information sheet for the above study and have consented to participate.

Name of Respondent.....

Date.....

Signature.....

Name of Researcher: Baboucarr Njie

Date.....

Signature.....

APPENDIX F

AUDIT TRAIL

Audit Trail

Element: Data reconstruction and synthesis products

**AN INQUIRY INTO QUALITY ASSURANCE IMPLEMENTATION AND CHALLENGES
IN MALAYSIAN PUBLIC UNIVERSITIES**

Research questions 1 to 5



Research Question 1

Main Theme:

Commitment to addressing quality

Sub-Themes:

Established quality assurance structures

Organized and inclusive implementation process

Generic Quality Assurance Framework



Categories and Groups Derived from Codes

Category 1: Various Quality Assurance Systems: ISO, AQAF, MQF, accreditation body, professional QA system such as in Engineering and Medicine, research university QA system

Groups for category 1: top-down, all encompassing, units in all sectors, adherence to processes, KPI pegged to QA system, clash issues, cost issues, quality day, rewards and sanctions, peer support, scope, version, implementation timeline

Category 2: Organised offices & personnel across all units in the Universities

Groups for category 2: Central QA office, QA reps. in all faculties and units, management rep in all faculties, strict adherence, documents and documentation,

Category 3: Use of virtually the same quality assurance systems by all universities and within the units in both universities

Groups for category 3: one unique QA certificate, one Academic quality assurance framework, all inclusive periodic meetings and consultations, distinctive professional standards procedures and systems

Research Question 2

**Main Theme:
Differences in Scope of
Understanding**



Sub-Themes:

**Improvement versus Accountability
Intra versus inter University Quality management fulfillment**

Categories and Groups derived from Codes

Category 1 Purpose of quality

Groups for category 1: Accountability for staff, training, performance initiative, performance improvement, seriousness of the university to quality, marketing tool, difficulties of measuring, pressure from government and others, many dimensions, centrality of quality office, professional bodies, KPI pegged to Quality, dilemma of comparing, achievement issues, concern levels, management and refocusing levels of concern, bane of measuring quality in education, addressing internal quality objectives, improvement in teaching, better quality services, platform for comparison, contextual differences, environmental differences

Category 2 Yardstick for Measure of Quality

Internal university objectives, mission, vision, ministry of higher education requirements, world university ranking, Malaysia university ranking, university ranking systems, SETARA, MQA, regional comparison

Research Question 3

Main Theme:

**Application of Quality Assurance as a
Means to an end**

Categories, Groups and Codes

Category 1: Negotiation Resort

Groups for Category 1: Improvement initiatives, nature of involvement issues, interaction, role, top-down scenery, KPI issues, imposition issues, voluntary issues, implications of lack of following, promotion issues, document issues, accreditation issues, certification issues, relationship issues, negative perceptions, rebellious issues,

Category 2: Nature of Change Issue

Groups for Category 2: understanding issues, comfort zones, resistance to change, working relations, boss ownership issues, agreement issues, purpose



Research Questions 4 and 5

Main Theme:

Challenges and Nurturing Quality Culture|

Sub-Themes:

Cause and Effect rationalization

Challenge of nurturing quality

Enhancement Initiatives



Categories and Groups Derived from Codes

Category 1 understanding and reasoning challenges

Groups for category 1 : Packaging issues, routine change issues, resistance, comfort zones, familiarity with routine practices, phobia of moving, imposition, lack of involvement, planning issues, one-size-fits-all issues

Category 2 applying and maintaining quality

Groups for category 2 : Practice challenges, addressing, general challenges, ownerships issues, relevance issues, process challenges, lack of quality culture, lack of understanding, resistance, shifting responsibility, implementation challenges

Category 3 developing and improving quality

Groups for category 3 : Benchmarking, creating quality culture, staff involvement, own design initiatives, more training, compare with world class universities, looking outside the box, practice enhancement, institutional enhancement, individual and unit enhancement, ways of enhancing

APPENDIX G

DATA ANALYSIS

ADMIN. PROJECT

The screenshot displays the Dedoose 4.7.0 web application interface. The browser address bar shows the URL <https://app.dedoose.com/App/?Version=4.7.0>. The interface is divided into several panels:

- Admin Copy:** Shows summary statistics: Users: 1, Resources: 6, Descriptors: 0, Excerpts: 153, Tags: 29, and Tag Apps: 216.
- Media:** A table listing document files:

| Title | Added |
|---------------|------------|
| UB Adm 3.docx | 04/29/2013 |
| UA Adm 3.docx | 04/29/2013 |
| UB Adm 2.docx | 04/29/2013 |
| UA Adm 2.docx | 04/29/2013 |
| UB Adm 1.docx | 04/29/2013 |
| UA Adm 1.docx | 04/29/2013 |
- Codes By Descriptor:** A panel for filtering and analyzing codes, currently showing "No Data Available".
- Codes:** A hierarchical list of codes including:
 - Implementation Process
 - quality assurance systems
 - system of implementation
 - parties involve in implementation
 - timeline for implementation
 - clash issues
 - cost issues
 - rewards and sanction issues
 - Challenges of implementation
 - challenges of QA implementation
 - challenges implementing QA practices
 - process challenges
- Excerpts: 153:** A list of text excerpts from documents, such as:
 - Resource: UB Adm 1.docx, Added: 05/07/2013. Excerpt: "Ok during the beginning days yes let's say the medical side they have their own system. The engineering side they have their own system. So w..."
 - Resource: UB Adm 1.docx, Added: 05/07/2013. Excerpt: "And also we have one we call it management representative. And after that it goes down to the working committees. So the structure is such a way..."
 - Resource: UB Adm 1.docx, Added: 05/07/2013. Excerpt: "In universities we call it the quality assurance steering committee. That one is headed of course by the vice chancellor and the other members are top..."
- Code Cloud:** A word cloud visualization showing terms like "system of im...", "quality assu...", "accreditation...", "process chal...", and "research uni...".

ACADEMIC PROJECT

Dedoose: 4.7.0 - Google Chrome
 https://app.dedoose.com/App/?Version=4.7.0

dedoose Academic Copy

Home Analyze Excerpts Descriptors Codes Media Memos Training Security Account Projects Data Set Back

Academic Copy

Users: 1

Resources: 8

Descriptors: 0

Excerpts: 234

Tags: 32

Tag Apps: 342

Media

| Title | Added |
|---------------|------------|
| UB Aca 1.docx | 04/07/2013 |
| UB Aca 2.docx | 04/07/2013 |
| UB Aca 3.docx | 04/07/2013 |
| UB Aca 4.docx | 04/07/2013 |
| UA Aca 1.docx | 04/27/2013 |
| UA Aca 2.docx | 04/27/2013 |
| UA Aca 3.docx | 04/27/2013 |
| UA Aca 4.docx | 04/27/2013 |

Codes By Descriptor

Sub-code Count Normalize %

Field: Frequency Weight

No Data Available

Codes

- understanding
- involvement
- challenges
- enhancement

Excerpts: 234

Resource **UB Aca 3.docx** Added ▼ 05/02/2013

There is a central quality assurance office in this university and at the same time we also have a professional body you know which also do the same ...

Resource **UB Aca 1.docx** Added ▼ 05/02/2013

Yes yes there have been a lot of orientation and training programs on quality mostly by the quality assurance division of this university. The training most...

Resource **UA Aca 4.docx** Added ▼ 04/28/2013

Then a document could be developed in every faculty and maybe at some stage they could be synchronized into one for the university. This must be done by each ...

Code Cloud

Sub-Code Count

10:27 PM
11/9/2013

CODE APPLICATION ADMIN.

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Code Applications

Sort Field Title (Down)

| Documents | Codes | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------|------------------------|---------------------------|----------------------|--------------------|-------------------|---------|-----|-----------------------------|-------|---------|--------------------------|-----------------------------------|-----------------------------|--------------|-------------|-----------------------------|------------------------------|------------------------------|------------|-----------------------|-------------------------|-------------------------|------------------------------|--------------------|---------------------------|--------------------------|
| | Implementation Process | quality assurance systems | reasons for adoption | accreditation body | british influence | genesis | ISO | research university quality | scope | version | system of implementation | parties involve in implementation | timeline for implementation | clash issues | cost issues | rewards and sanction issues | Challenges of Implementation | challenges of QA implementat | resistance | lack of understanding | lack of quality culture | shifting responsibility | challenges implementing QA F | process challenges | how to address challenges | measures for enhancement |
| UB Adm 3.docx | | 5 | | | | | | | | | 2 | 3 | 1 | 1 | | 1 | | 2 | | | | | | 1 | 3 | |
| UB Adm 2.docx | 1 | 3 | | | | | | | | | 3 | 3 | 2 | 1 | 1 | 1 | | 2 | | | | | 3 | 3 | 3 | |
| UB Adm 1.docx | 14 | 10 | 1 | 1 | 1 | 3 | 1 | 2 | 1 | 1 | 1 | 3 | 1 | 1 | 3 | 2 | 4 | 4 | 2 | 1 | | | | 1 | | 3 |
| UA Adm 2.docx | | 3 | | | | | | | | | 4 | 2 | 1 | 1 | 1 | 1 | | 2 | | | | | 1 | 2 | 1 | |
| UA Adm 3.docx | | 3 | | | | | | | | | 2 | 1 | 1 | 1 | | | | 3 | | 2 | | 2 | 3 | 1 | | |
| UA Adm 1.docx | | 10 | | | | | | | | | 8 | 5 | 2 | 1 | 1 | 2 | | 1 | | 1 | 1 | 1 | | | | |
| ls | 15 | 34 | 1 | 1 | 1 | 3 | 1 | 2 | 1 | 1 | 20 | 17 | 8 | 6 | 6 | 7 | 4 | 14 | 2 | 1 | 3 | 1 | 7 | 10 | 8 | 3 |

CODE APPLICATION ADMIN.CONT.

Dedoose: 4.7.0 - Google Chrome
 https://app.dedoose.com/App/?Version=4.7.0

Admin Copy

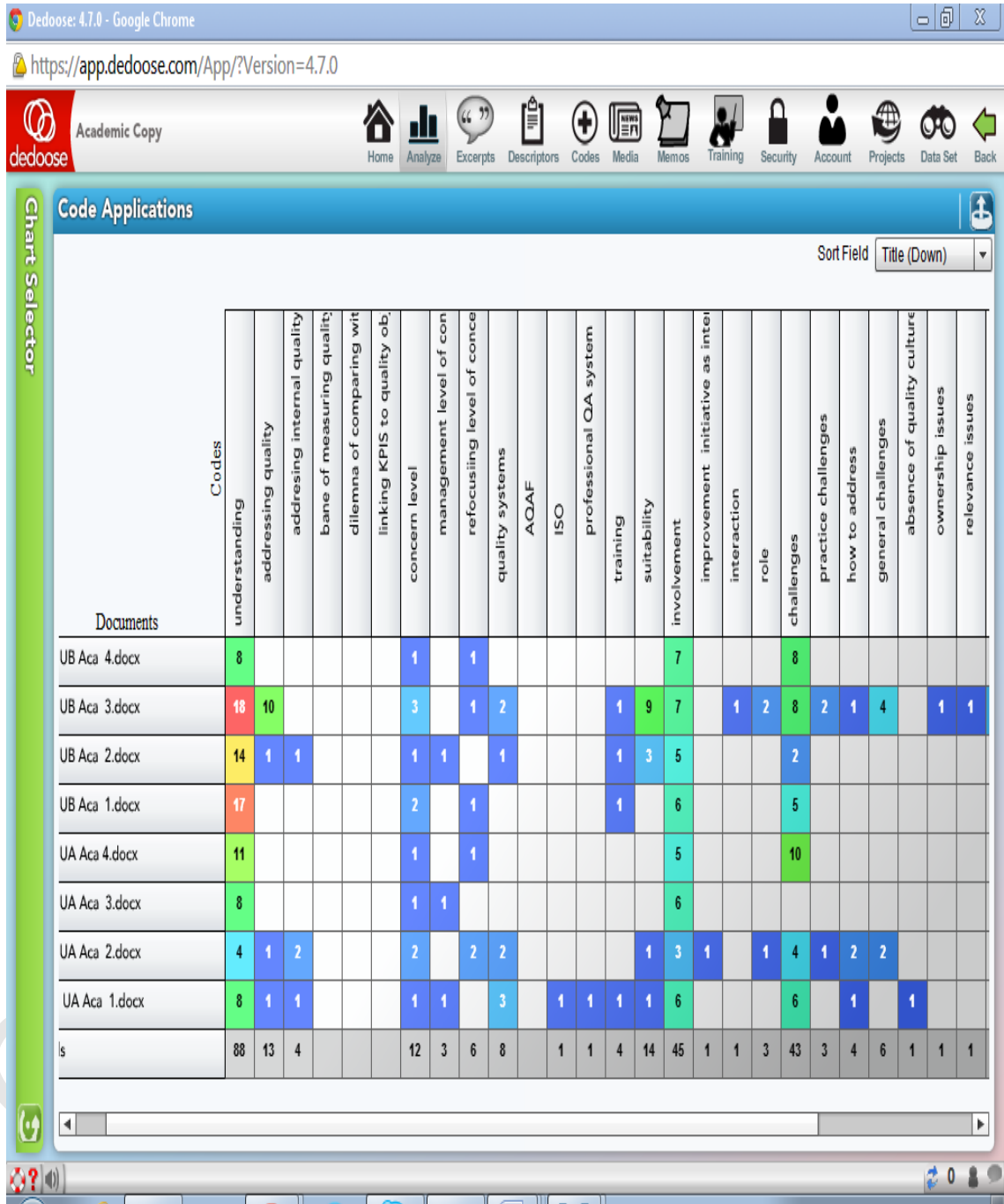
Home Analyze Excerpts Descriptors Codes Media Memos Training Security Account Projects Data Set Back

Code Applications

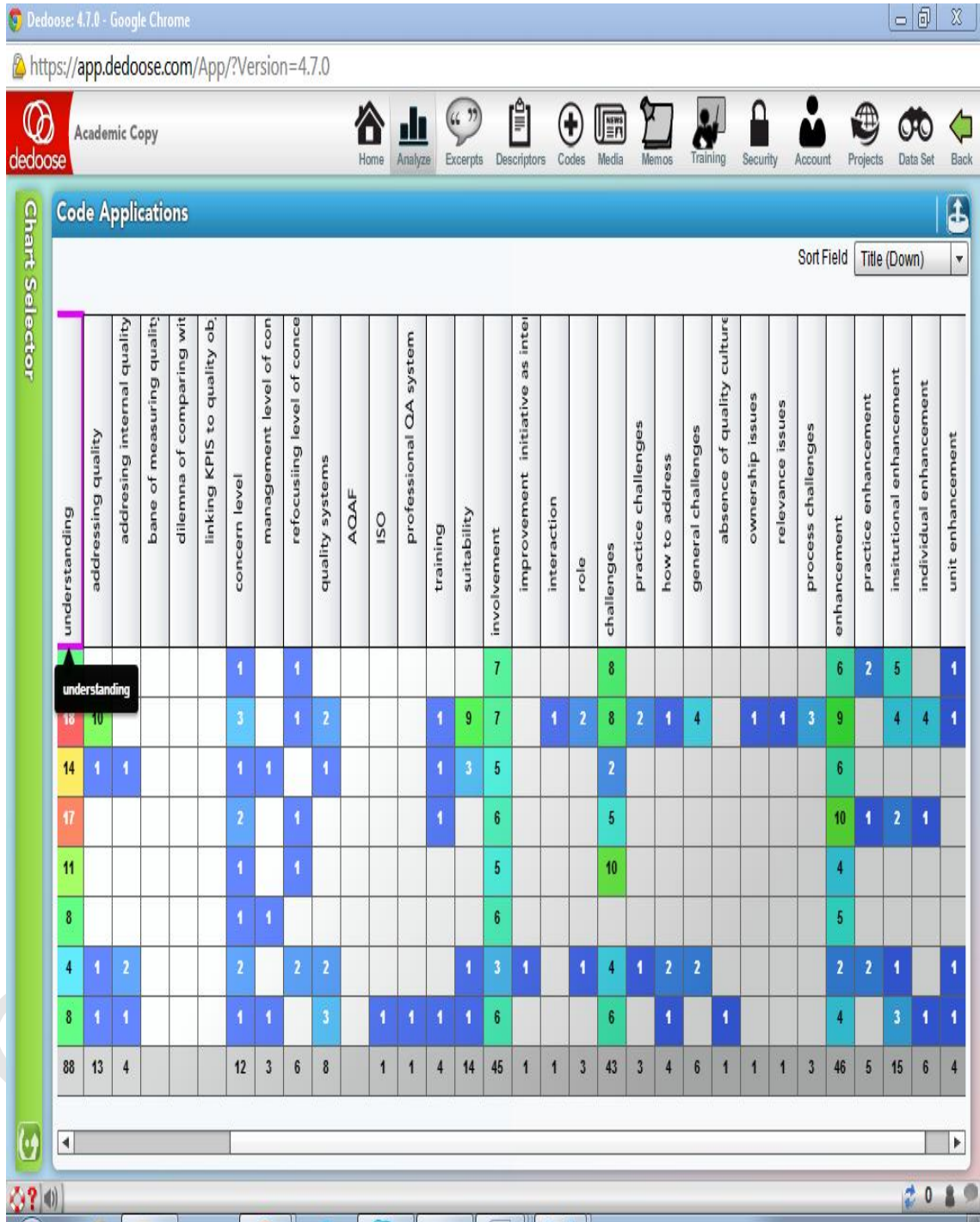
Sort Field: Title (Down)

| Codes | Implementation Process | quality assurance systems | reasons for adoption | accreditation body | british influence | genesis | ISO | research university quality | scope | version | system of implementation | parties involve in implementation | timeline for implementation | clash issues | cost issues | rewards and sanction issues | Challenges of Implementation | challenges of QA implementat | resistance | lack of understanding | lack of quality culture | shifting responsibility | challenges implementing QA F | process challenges | how to address challenges | measures for enhancement | individual, unit institutional ent | measures to enhance QA practi | ways of enhancing | Totals |
|-------|------------------------|---------------------------|----------------------|--------------------|-------------------|---------|-----|-----------------------------|-------|---------|--------------------------|-----------------------------------|-----------------------------|--------------|-------------|-----------------------------|------------------------------|------------------------------|------------|-----------------------|-------------------------|-------------------------|------------------------------|--------------------|---------------------------|--------------------------|------------------------------------|-------------------------------|-------------------|--------|
| | 5 | | | | | | | | | | 2 | 3 | 1 | 1 | | 1 | | 2 | | | | | | 1 | 3 | | 1 | 2 | 2 | 24 |
| | 1 | 3 | | | | | | | | | 3 | 3 | 2 | 1 | 1 | 1 | | 2 | | | | | 3 | 3 | 3 | | 2 | 1 | 3 | 32 |
| | 14 | 10 | 1 | 1 | 1 | 3 | 1 | 2 | 1 | 1 | 1 | 3 | 1 | 1 | 3 | 2 | 4 | 4 | 2 | 1 | | | 1 | | 3 | 3 | 1 | 2 | 67 | |
| | | 3 | | | | | | | | | 4 | 2 | 1 | 1 | 1 | 1 | | 2 | | | | | 1 | 2 | 1 | | 5 | 1 | 3 | 28 |
| | | 3 | | | | | | | | | 2 | 1 | 1 | 1 | | | | 3 | | | 2 | | 2 | 3 | 1 | | 6 | 4 | 3 | 32 |
| | | 10 | | | | | | | | | 8 | 5 | 2 | 1 | 1 | 2 | | 1 | | | 1 | 1 | 1 | | | | | | | 33 |
| | 15 | 34 | 1 | 1 | 1 | 3 | 1 | 2 | 1 | 1 | 20 | 17 | 8 | 6 | 6 | 7 | 4 | 14 | 2 | 1 | 3 | 1 | 7 | 10 | 8 | 3 | 17 | 9 | 13 | |

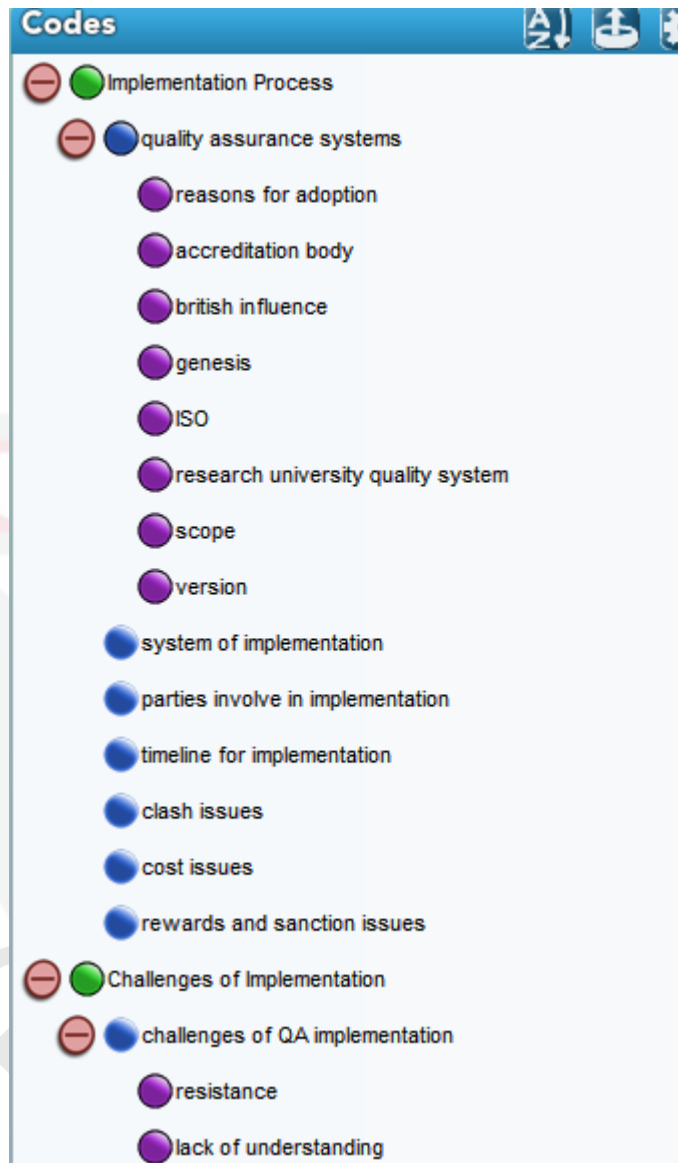
CODE APPLICATION ACADEMIC



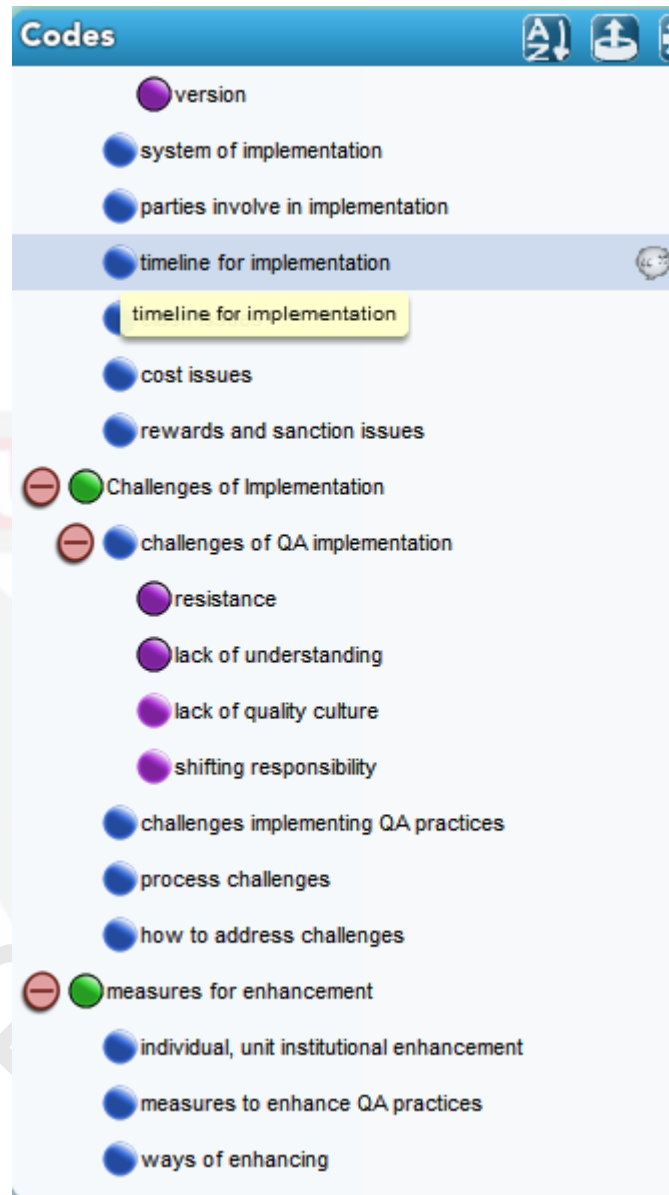
CODE APPLICATION ACADEMIC CONT.



CODES ADMIN.



CODES ADMIN CONT.



CODES ACADEMIC

Codes

- understanding
 - quality systems
 - AQAF
 - ISO
 - professional QA system
 - concern level
 - management level of concern
 - refocusing level of concern
 - addressing quality
 - dilemma of comparing with other universities
 - bane of measuring quality in education
 - addressing internal quality objectives
 - linking KPIS to quality objectives
 - training
 - suitability
- involvement
 - improvement initiative as internal player
 - interaction
 - role

CODES ACADEMIC CONT.

The screenshot displays a software interface titled "Codes" with a blue header bar containing icons for sorting (A-Z), a search icon, and a refresh icon. The main area lists various codes in a hierarchical structure, each preceded by a colored circle (blue for active, green for expanded, red for collapsed) and a minus sign. The code "improvement initiative as internal player" is highlighted in blue, and a yellow tooltip box next to it displays "improvement initiative as internal p" and "Weight: 0-10".

- linking KPIS to quality objectives
- training
- suitability
- involvement
- improvement initiative as internal player (Weight: 0-10)
- interaction
- role
- challenges
 - practice challenges
 - how to address
 - general challenges
 - absence of quality culture
 - ownership issues
 - relevance issues
 - process challenges
- enhancement
 - practice enhancement
 - insitutional enhancement
 - individual enhancement
 - unit enhancement

SAMPLE EXCRPTS ADMIN.

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Home Analyze Excerpts Descriptors Codes Media Memos Training Security Account Projects Data Set Back

Active Excerpts

Columns & Filters

Columns

- Type
- Document
- DateTime
- User
- Length
- Codes Count
- Codes Short
- Memos
- ▶ Codes

Uncheck All Check All

Filtering

- ▶ Selected
- ▶ Document
- ▶ Length
- ▶ Codes Count

Clear Filters

| Selected | Type | Document | DateTime | User | Length | Codes Count | Codes Short | Memos |
|--------------------------|-------|--------------|------------|--------------|--------|-------------|----------------------------|-------|
| <input type="checkbox"/> | UBAdm | UBAdm 2.docx | 05/02/2013 | baboucar2013 | 131 | 1 | Implementation Pr... | 0 |
| <input type="checkbox"/> | UAAdm | UAAdm 1.docx | 04/29/2013 | baboucar2013 | 208 | 1 | quality assurance ... | 0 |
| <input type="checkbox"/> | UAAdm | UAAdm 1.docx | 04/29/2013 | baboucar2013 | 149 | 1 | quality assurance ... | 0 |
| <input type="checkbox"/> | UAAdm | UAAdm 1.docx | 04/29/2013 | baboucar2013 | 241 | 1 | quality assurance syste... | 0 |
| <input type="checkbox"/> | UAAdm | UAAdm 1.docx | 04/29/2013 | baboucar2013 | 68 | 1 | quality assurance ... | 0 |
| <input type="checkbox"/> | UAAdm | UAAdm 1.docx | 04/29/2013 | baboucar2013 | 164 | 1 | quality assurance ... | 0 |
| <input type="checkbox"/> | UAAdm | UAAdm 1.docx | 04/29/2013 | baboucar2013 | 878 | 1 | quality assurance ... | 0 |
| <input type="checkbox"/> | UAAdm | UAAdm 1.docx | 04/29/2013 | baboucar2013 | 190 | 1 | quality assurance ... | 0 |
| <input type="checkbox"/> | UAAdm | UAAdm 1.docx | 04/29/2013 | baboucar2013 | 470 | 1 | quality assurance ... | 0 |
| <input type="checkbox"/> | UAAdm | UAAdm 1.docx | 04/29/2013 | baboucar2013 | 94 | 2 | parties involve in i... | 0 |
| <input type="checkbox"/> | UAAdm | UAAdm 1.docx | 04/29/2013 | baboucar2013 | 835 | 2 | parties involve in i... | 0 |
| <input type="checkbox"/> | UAAdm | UAAdm 1.docx | 04/29/2013 | baboucar2013 | 735 | 2 | system of implem... | 0 |
| <input type="checkbox"/> | UAAdm | UAAdm 1.docx | 04/29/2013 | baboucar2013 | 586 | 1 | cost issues | 0 |
| <input type="checkbox"/> | UAAdm | UAAdm 1.docx | 04/29/2013 | baboucar2013 | 216 | 2 | system of implem... | 0 |
| <input type="checkbox"/> | UAAdm | UAAdm 1.docx | 04/29/2013 | baboucar2013 | 598 | 1 | system of implem... | 0 |
| <input type="checkbox"/> | UAAdm | UAAdm 1.docx | 04/29/2013 | baboucar2013 | 123 | 1 | system of implem... | 0 |
| <input type="checkbox"/> | UAAdm | UAAdm 1.docx | 04/29/2013 | baboucar2013 | 141 | 1 | system of implem... | 0 |
| <input type="checkbox"/> | UAAdm | UAAdm 1.docx | 04/29/2013 | baboucar2013 | 1119 | 1 | rewards and sanc... | 0 |
| <input type="checkbox"/> | UAAdm | UAAdm 1.docx | 04/29/2013 | baboucar2013 | 209 | 1 | system of implem... | 0 |
| <input type="checkbox"/> | UAAdm | UAAdm 1.docx | 04/29/2013 | baboucar2013 | 455 | 1 | rewards and sanc... | 0 |
| <input type="checkbox"/> | UAAdm | UAAdm 1.docx | 04/29/2013 | baboucar2013 | 157 | 1 | timeline for imple... | 0 |

Showing 1 of 1 Codes

Page: 1 of 7. Items: 1-23 of 153

1 | 2 | 3 | 4 | 5 | Next > | Last >>

Delete Selected Select All Select None

SAMPLE EXCERPTS ACADEMIC

Dedoose: 4.7.0 - Google Chrome
 https://app.dedoose.com/App/?Version=4.7.0

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Home Analyze Excerpts Descriptors Codes Media Memos Training Security Account Projects Data Set Back

Active Excerpts

| Columns & Filters | Selected | Type | Document | Date/Time | User | Length | Codes Count | Codes Short | Memos |
|--|--------------------------|---------------|---------------|--------------|--------------|--------|-------------------------|-----------------------|-------|
| Columns <input checked="" type="checkbox"/> Type <input checked="" type="checkbox"/> Document <input checked="" type="checkbox"/> Date/Time <input checked="" type="checkbox"/> User <input checked="" type="checkbox"/> Length <input checked="" type="checkbox"/> Codes Count <input checked="" type="checkbox"/> Codes Short <input checked="" type="checkbox"/> Memos <input type="checkbox"/> Codes | <input type="checkbox"/> | UB Aca 1.docx | UB Aca 1.docx | 04/21/2013 | baboucar2013 | 283 | 3 | understanding: 5, ... | 0 |
| | <input type="checkbox"/> | UB Aca 3.docx | UB Aca 3.docx | 04/09/2013 | baboucar2013 | 95 | 2 | understanding: 5, ... | 0 |
| | <input type="checkbox"/> | UB Aca 3.docx | UB Aca 3.docx | 04/09/2013 | baboucar2013 | 141 | 2 | understanding: 5, ... | 0 |
| | <input type="checkbox"/> | UB Aca 3.docx | UB Aca 3.docx | 04/09/2013 | baboucar2013 | 196 | 3 | understanding: 5, ... | 0 |
| | <input type="checkbox"/> | UB Aca 3.docx | UB Aca 3.docx | 04/09/2013 | baboucar2013 | 374 | 3 | understanding: 5, ... | 0 |
| | <input type="checkbox"/> | UB Aca 3.docx | UB Aca 3.docx | 04/09/2013 | baboucar2013 | 172 | 3 | understanding: 5, ... | 0 |
| | <input type="checkbox"/> | UB Aca 3.docx | UB Aca 3.docx | 04/09/2013 | baboucar2013 | 123 | 2 | understanding: 5, ... | 0 |
| | <input type="checkbox"/> | UB Aca 3.docx | UB Aca 3.docx | 04/09/2013 | baboucar2013 | 132 | 3 | understanding: 5, ... | 0 |
| | <input type="checkbox"/> | UB Aca 3.docx | UB Aca 3.docx | 04/09/2013 | baboucar2013 | 78 | 1 | understanding: 5 | 0 |
| | <input type="checkbox"/> | UB Aca 3.docx | UB Aca 3.docx | 04/09/2013 | baboucar2013 | 119 | 2 | understanding: 5, ... | 0 |
| | <input type="checkbox"/> | UB Aca 3.docx | UB Aca 3.docx | 04/09/2013 | baboucar2013 | 239 | 4 | understanding: 5, ... | 0 |
| | <input type="checkbox"/> | UB Aca 3.docx | UB Aca 3.docx | 04/09/2013 | baboucar2013 | 207 | 2 | understanding: 5, ... | 0 |
| | <input type="checkbox"/> | UB Aca 3.docx | UB Aca 3.docx | 04/09/2013 | baboucar2013 | 84 | 3 | understanding: 5, ... | 0 |
| | <input type="checkbox"/> | UB Aca 3.docx | UB Aca 3.docx | 04/09/2013 | baboucar2013 | 135 | 3 | understanding: 5, ... | 0 |
| | <input type="checkbox"/> | UB Aca 3.docx | UB Aca 3.docx | 04/09/2013 | baboucar2013 | 97 | 3 | understanding: 5, ... | 0 |
| <input type="checkbox"/> | UB Aca 3.docx | UB Aca 3.docx | 04/09/2013 | baboucar2013 | 244 | 1 | understanding: 5 | 0 | |
| <input type="checkbox"/> | UB Aca 3.docx | UB Aca 3.docx | 04/17/2013 | baboucar2013 | 68 | 2 | involvement 0, role | 0 | |
| <input type="checkbox"/> | UB Aca 3.docx | UB Aca 3.docx | 04/17/2013 | baboucar2013 | 57 | 2 | involvement 0, role | 0 | |
| <input type="checkbox"/> | UB Aca 3.docx | UB Aca 3.docx | 04/17/2013 | baboucar2013 | 57 | 1 | involvement 0 | 0 | |
| <input type="checkbox"/> | UB Aca 3.docx | UB Aca 3.docx | 04/17/2013 | baboucar2013 | 48 | 2 | interaction, involve... | 0 | |
| <input type="checkbox"/> | UB Aca 3.docx | UB Aca 3.docx | 04/17/2013 | baboucar2013 | 56 | 1 | involvement 0 | 0 | |
| <input type="checkbox"/> | UB Aca 3.docx | UB Aca 3.docx | 04/17/2013 | baboucar2013 | 90 | 1 | involvement 0 | 0 | |
| <input type="checkbox"/> | UB Aca 3.docx | UB Aca 3.docx | 04/17/2013 | baboucar2013 | 285 | 1 | involvement 0 | 0 | |

Page: 1 of 11. Items: 1-23 of 234

1 | 2 | 3 | 4 | 5 | Next > | Last >>

Clear Filters Delete Selected Select All Select None

Windows Taskbar: 10:23 PM 11/9/2013

CODE SHOWING SAMPLE MATCHING EXCERPTS

The screenshot displays the Dedoose 4.7.0 web application interface. The browser title is "Dedoose: 4.7.0 - Google Chrome" and the URL is "https://app.dedoose.com/App/?Version=4.7.0". The application header includes a navigation menu with icons for Home, Analyze, Excerpts, Descriptors, Codes, Media, Memos, Training, Security, Account, Projects, Data Set, and Back. The main interface is titled "Codes" and "Codes Per Document". A "Chart Selection Reviewer" window is open, showing a selection of "individual enhancement". The window displays "Matching Excerpts: 6" and "Matching Resources: 3". The excerpts are listed as follows:

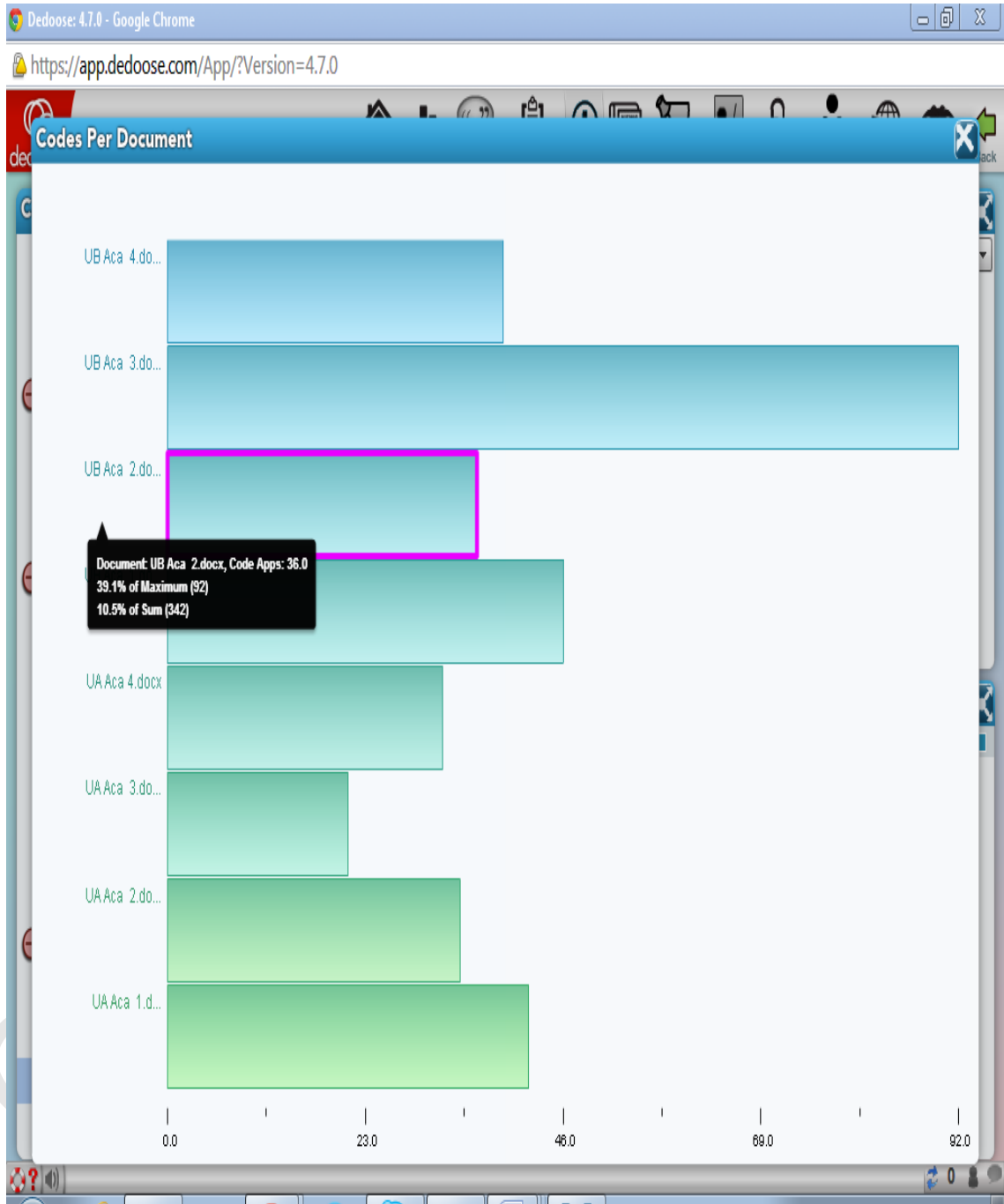
- you are willing to do well even if they don't ask you because you like what you are doing.
- The school must encourage staff also to come up with what quality system they want to practice base on what they are teaching.
- at individual level you try to encourage ownership aaah yes
- That is primary. So lecturers are most important in university and they must involved them. Dont force them involve them, let them participate.
- I think most important is people involve in quality and for me is staff, academic staff, admin or technical but the most important ones are lecturers because university is about teaching and learning.

The resources are listed as "UB Aca 3.docx" with the following details:

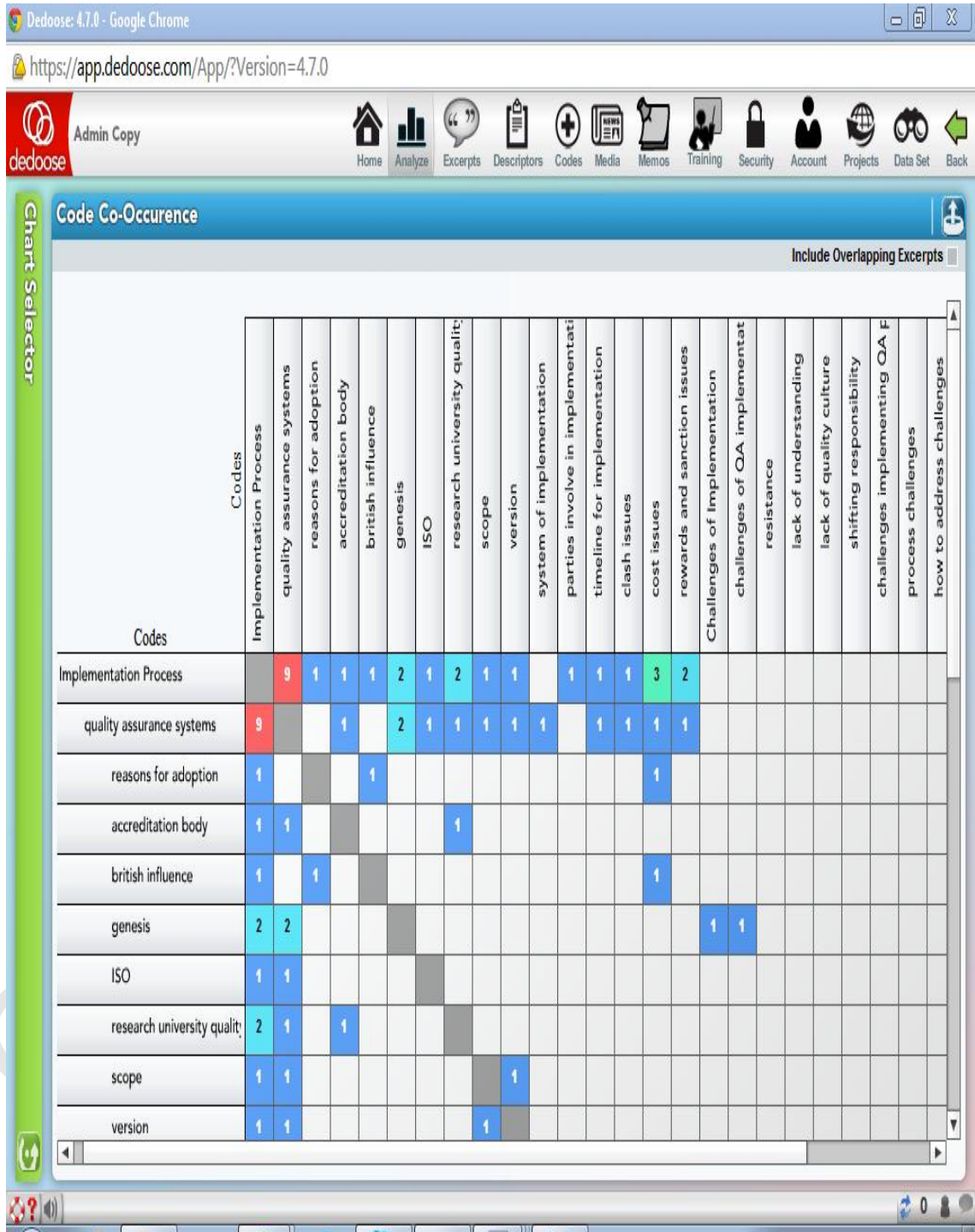
- Added: 04/17/2013, Username: baboucarr2013, # Codes: 3
- Added: 04/17/2013, Username: baboucarr2013, # Codes: 2
- Added: 04/17/2013, Username: baboucarr2013, # Codes: 2
- Added: 04/17/2013, Username: baboucarr2013, # Codes: 2

The interface also includes a sidebar with a list of codes, a search bar, and a bottom toolbar with various icons. The system tray at the bottom shows the time as 9:54 PM on 11/9/2013.

CODES PER DOCUMENT



CODE CO-OCCURRENCE



BIODATA OF STUDENT

Baboucarr Njie hails from the Gambia West Africa. He obtained his Bachelor's degree in English from Saint Mary's University, Canada in 1999 and Masters in Public Sector Management from the Ghana Institute of Management and Public Administration in 2007. He is also a trained teacher and has the Higher Teachers Certificate (HTC) from the Gambia College in 1995.

On the professional front Baboucarr taught briefly as a teacher trainee in Brikama Secondary Technical School in 1993 after obtaining his Ordinary level Certificate. Again after obtaining a higher teachers certificate he taught for one year at Gunjur Junior Secondary School before leaving for studies in 1996. After obtaining his Bachelor's degree he taught as a graduate teacher in Essau Senior Secondary School until early 2001 when he left to join the University of the Gambia as an Administrator.

Baboucarr joined the University of the Gambia in 2001 as an Administrative Assistant and rose through the ranks to Administrative Office/Faculty Officer, Assistant Registrar, Senior Assistant Registrar, Principal Assistant Registrar and Deputy Registrar (Academic) a position he held up to the time of leaving for his Doctoral degree. He also acted as the Director of International Office/ Relations of the University of the Gambia from 2008 to 2009 in addition to his routine portfolio as Deputy Registrar.

Baboucarr has also served as the national Coordinator of the Mini University project a joint project of Saint Mary's University and the University of the Gambia from 2001 to 2003. He served in many committees both in the University of the Gambia and the ministry of Education as well. He was also a member of the Scholarship Advisory Board of the Ministry of Higher Education from 2008 up to the time of leaving for studies.

His research interests are in the areas of higher education administration, quality assurance, school management and qualitative research.

LIST OF PUBLICATIONS

| Title | Journal/ Publisher | Year | Impact Factor/indexed | Status |
|---|---|------|--|--|
| 1. An Exploratory Study of the Free Riding Debacle in a Malaysian University: Students' Perspectives | The Asia-Pacific Education Researcher - Springer | 2013 | 0.933 (2012 impact factor) Social Science Citation Index, SCOPUS, Google Scholar, EBSCO, OCLC, SCImago, Summon by Serial Solutions | Published |
| 2. Historical Development of Higher Education and Quality Assurance in Southeast Asia | International Journal of Management in Education- InderScience Publishers | 2013 | Scopus (Elsevier); Academic One File (Gale); British Education Index (Leeds University); Business and Company Resource Center (Gale); Educators Reference Complete (Gale); Expanded Academic ASAP (Gale); General BusinessFile ASAP International (Gale); Google Scholar; InfoTrac Custom Journals (Gale); Inspec (Institution of Engineering and Technology); Scirus (Elsevier) | Accepted for publication (awaiting publication after final revision) |
| 3. Perceptions of international students on service quality delivery in a Malaysian public university | Quality Assurance in Education- Emerald | 2012 | A+ Education; Academic Search Alumni; Academic Search Complete; Academic Search Premier; Academic Source Complete; Academic Source Premier; Australian Education Index; Current Abstracts; Education Administration Abstracts; Education Resources Information Center (ERIC); Educational Research Abstracts; Emerald Management Reviews; OCLC; Publishing in Academic Journals in Education; School Organisation and Management Abstracts; Scopus | Published |
| 4. School Safety and Responsibility in Developed Countries and Implications to Related Issues in the Gambia | European Journal of Educational Studies- OZELA | 2011 | E Journals in Education; NewJour; Index Copernicus; Google Scholar; DOAJ | Published |