



Total Quality Management Practices in Malaysian and Pakistani Public Universities using SWOT Analysis

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Abstract: The growth of every nation is dependent on the quality of education; quality education is a key priority across the world. Total Quality Management (TQM) is a strategy used to improve educational quality at the university level. Furthermore, a survey of literature on comprehensive quality management in the education sector was conducted. The primary goal of this article is to analyse the extent of TQM practises in Malaysian and Pakistani universities, as well as to compare and contrast the institutions. The population consisted of teaching instructors from public institutions, and 346 responses were selected as a sample using a stratified random selection procedure. The data was gathered using a survey approach. The data were analysed with SPSS-25. To establish the extent of TQM procedures, descriptive analysis was used, ANOVA analysis was used to compare the universities, and an independent sample t-test was used for SWOT analysis. The findings indicated that public institutions in Malaysia and Pakistan prioritise the implementation of TQM strategies that increase educational quality. Furthermore, the study determined that Malaysian higher education institutions use overall quality management techniques better than Pakistani universities.

Introduction

During the globalisation period, education quality is critical since it is considered that a quality education system may develop a workforce with superior personal traits such as being inventive, hardworking, skilled, competitive, resilient, and creative (Mahmood, Ismail, & Omar Fauzee, 2020b). Several new initiatives have been established in the preceding decades to promote the expansion of the nation's education system among emerging and developed countries. The Malaysian government has taken a variety of initiatives to improve the quality of public service management, including quality management training, seminars and workshops, and the publication of handbooks as guides, such as the Total Quality Management for the Public Service PADC, 1992 Handbook (Ismail, 2014). Emerging countries have recognised the significance of

experienced and talented human capital as being more important than physical resources (Mahmood, Ismail, & Mdzalli, 2022). Pakistani educationists emphasise the necessity of new changes in higher education as a strategic weapon for national advancement, population welfare, and the development of the country's human resources (Hassan, 2016; Naz, 2016). The ultimate purpose of Pakistani university education is to generate educated human resources to help Pakistan become a developed nation. (Taylor, 2017).

Higher education is critical for the socioeconomic advancement of the country as well as the development of human capital via skills and knowledge. As a result, excellent education has made a significant contribution to strengthening the capacities of the next

generation and preparing them to compete worldwide in the fields of education and technology in the twenty-first century (Mahmood, Ismail, & Omar Fauzee, [2019](#)). To achieve national goals, the Pakistan National Policy on Education aims to increase access to education by enhancing higher education quality, boosting retention through lower dropout rates, and expanding enrollment. Higher education is the dissemination of knowledge and the production of graduates in order to produce affluent icons of society with academic competencies, contribute to the growth and development of the nation, and meet global standards when compared to other graduates abroad (Mahmood et al., [2020b](#)).

The quality of teaching, the quality of teachers, and the quality of administration define educational quality (Mahmood et al., [2021](#)). Quality management is not something that happens immediately. It is achieved in an organisation through effective management practises. TQM is supported as a management concept by quality experts such as Deming, Juran, Feigenbaum, and Ishikawa. In the 1920s, TQM principles were originally used for quality control in American manufacturing. Since then, Japanese business executives have embraced and implemented this notion in a variety of organisations. (Mahmood et al., [2020b](#)). After more than seven decades, Pakistan's developmental indices are still negative (Hina & Ajmal, [2016](#)). Regardless of external influences, TQM maintains a prominent and substantial place on the educational agenda. The question now is how far higher education institutions have gone in terms of whole quality management procedures.

Literature Review

Mahmood et al. (2020) argued that total quality management is one of the tools that enhance the quality of education. TQM has appropriate awareness to recognize and evaluate the innovations and effective methods of teaching

and learning. In developing countries like Pakistan, Educational policymakers have also recognised the significance of excellent services in assessing the progress of institutions. Educational authorities in Pakistan have also emphasised the necessity of TQM in adopting educational reforms. Higher education institutions have recognised the need to provide high-quality services in order to increase employee satisfaction. It was advised that policies developed and implemented in the country be founded on excellent education and be effectively monitored. It was also suggested that in the future, all universities in the country would adopt TQM ideas as a vision. The process of effective testing, assessment, and studying was also emphasised in an educational institution for each department and faculty member (Mahmood et al., 2021, [2022](#)). Furthermore, in order to comprehend the critical function of Higher Education in nations' socioeconomic progress, the goal has increasingly changed Higher Education in recent years. In particular, in a number of developing nations such as Pakistan and Malaysia, the Higher Education system has not yet expanded to the point where it could be at the forefront of the development process and significantly affect the countries' economic development (Rosnida, Deni, Zainal, & Malakolunthu, 2013). The higher Education Commission was founded in 2002 to enhance university education in Pakistan. Currently, the Higher Education Commission oversees the Quality Assurance Agency (QAA) and the Quality Enhancement Cell (QEC). HEC is a centralised agency that oversees all university activities (Jan, Lakhani, Kaufman, & Karimi, [2016](#)). According to TQM theories, models, and previous research, TQM components include leadership, top management commitment, training and education, continuous improvement, customer focus, staff engagement, empowerment, communication, employee satisfaction, and assessment (Ismail, [2014](#); Mahmood et al., 2021, [2019](#); Mahmood, Ismail, & Omar Fauzee, [2020a](#);

Mahmood et al., [2020b](#); Mahmood & Ismail, [2018](#)).

Malaysian universities, on the other hand, require immediate policy adjustments to ensure the satisfaction and performance of university workers. It is necessary to assess staff development efforts in Malaysian institutions and to establish a new organisation inside the Ministry of Higher Education (MOHE). Building practises with societies for quick modifications to staff developer job disparities at the university level is required (Rosnida et al., 2013). Based on Sijil Pelajaran Malaysia, the Malaysian Quality Accreditation (MQA) determined to raise educational requirements in order to expand student enrollment from five credits to merely two credits till 2012 (Hanaysha, Abdullah, & Warokka, 2011). Furthermore, educational quality was prioritised in order to get accreditation and rating for programmes and institutions. According to Shaari ([2014](#)), in order to improve educational standards, the quality of services must be prioritised. Malaysian Higher Education has made tremendous breakthroughs in the education business through entheustic initiatives led by the Ministry of Education. It was planned for specific long-term aims to make Malaysia an efficient regional educational centre. Malaysia has made strides in recent decades to retain existing students while simultaneously expanding the enrolment of new international students and has implemented new regulations to support the expansion of the education industry. Higher education is taking enormous measures to improve the quality of education for students while also providing greater prospects for instructors. Government measures to improve the education system are keeping up with the expansion.

Sohail & Daud ([2009](#)) also explored if monitoring quality management programmes and concentrating on service improvement is an

important instrument for expanding higher education. Concentrating on quality management standards aids in the advancement of educational standards. According to Deni & Malakolunthu ([2013](#)) and Rosnida et al. (2013), the Malaysian education system is experiencing educational policy liberalisation, which will result in democratisation. Management and teacher empowerment have been emphasised in the school administration structure. It is vital to promote experts with superior services in order for pupils to study more effectively. New measures are being implemented to improve educational quality. The selection of lecturers at Malaysian higher educational institutions demonstrates that such efforts have been made.

SWOT Analysis

The exercise in strengths and weaknesses is essentially an internal evaluation of how well the institution functions. The threats and opportunities part focus on the external or environmental situation in which the institution operates. SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis is a way of analysing quality management procedures in any organisation, whether for products or services. The SWOT analysis seeks to identify a few important areas under the headings of Strengths, Weaknesses, Opportunities, and Threats. The exercise's goal is to optimise strengths, minimise weaknesses, mitigate dangers, and capitalise on opportunities (PINGLE & Garg, 2013; Sallis, [2014](#)). The goal of the SWOT analysis is to discover what we do well, how we may improve if we are capitalising on the opportunities around us, and if there are any changes inside the institution, such as technological enhancements that match the market value in accordance with the current trend. The ideas underpinning the SWOT analysis will be explained by this actionist.



Figure 1. Framework of the Study

Research Questions

1. What is the level of TQM practices in Malaysian and Pakistani public universities?
2. Is there any significant difference between Malaysian and Pakistani public universities?
3. Is there any significant difference between Malaysian and Pakistani public universities regarding SWOT analysis?

Research Methodology

The nature of this study is quantitative. The population of the study was made up of teaching staff from Malaysian and Pakistani public institutions, and 346 respondents were chosen as

a sample using a stratified random selection method having Malaysian universities respondent 190 and Pakistani universities respondent was 156. The sample size for the investigation was determined using the Krejcie and Morgan (1970) methodology. The data was gathered using a survey approach. For the structural questionnaire, a seven-point Likert scale ranging from SA to 7 was employed. To examine the data, SPSS-25 was used. The descriptive analysis was utilised to assess the level of TQM practises, and the ANOVA analysis, as well as the independent sample t-test for SWOT analysis, were employed to compare Malaysian and Pakistani institutions in this study.

Table 1

Categories	Sample	Male	Female
Malaysian Universities	190	$(190 * (55/100)) = 105$	$(190 * (45/100)) = 85$
Pakistanis Universities	156	$(156 * (55/100)) = 86$	$(156 * (45/100)) = 70$
Total	346	191	155

Results and Discussion

“The Level of TQM Practices” in Malaysia and Pakistan Public Universities

To answer this question, the researchers used descriptive analysis to get an overall mean value

for each domain of the TQM practices and subsequently compare the mean value for classification and interpretation and also determine the level of "TQM practices" in two different categories, as shown in Table 2 below.

Table 2. The level of TQM practices in Malaysian and Pakistani universities

TQM Practices in Universities	Mean value (M) and Standard Deviation (SD)			
	Malaysian Universities SD		Pakistani Universities SD	
Top Management Commitment	5.17	0.77	4.19	0.40
Customer Focus	4.39	0.89	3.53	0.51
Training and Education	4.32	0.71	3.33	0.18
Involvement of Staff	5.05	1.03	4.34	0.29
Continuous Improvement	4.97	0.77	3.71	0.51
Total	4.78	0.83	3.82	0.27

Based on Table 1, the results show that the level of TQM practices in Malaysian universities are greater, with an average of 4.78, while the average values for each TQM dimension are high as compared to the Pakistani universities. Overall, the level of TQM practices in Malaysian universities is high, with a mean value of (M = 4.78, SD = 0.83), as compared to the level of

TQM practices in Pakistani universities, with a mean value of (M = 3.82, SD = 0.27). According to the one-way ANOVA test findings provided in table 2, there are significant differences between the two groups of universities, Malaysian and Pakistani, with values of $F(2684) = 19.48$, $p < 0.05$.

Table 3. One Way ANOVA Test for the differences between two different categories

Variation source	Total Square	Degrees of Freedom	Mean Squared	F value
Between groups	19.42	2	9709	19.48**
Within group	340.92	684	.50	
Total	360.33	686		

** $p < 0.01$

The researchers conducted a one-way ANOVA test, as indicated in Table 3. The results of the ANOVA test revealed that there is a significant

difference between the two groups. For the SWOT analysis given in table 4, researchers employed an independent sample t-test.

Table 4. Independent Sample t-test for strength, weakness, Opportunity, Threats

Factors	Group	N	M	SD	t	Sig
Strengths	Malaysian	190	3.71	0.54	-1.56	0.11
	Pakistan	156	3.62	0.63		
Weakness	Malaysian	190	3.19	0.60	.708	0.56
	Pakistan	156	3.16	0.62		
Opportunities	Malaysian	190	3.81	0.46	1.29	0.69

	Pakistan	156	3.74	0.54		
Threats	Malaysian	190	3.45	0.58	2.51	0.13
	Pakistan	156	3.36	0.46		

** p < 0.01

Conclusion

The study's findings demonstrate that both nations have embraced TQM methods, yet there is a substantial variation in SWOT analysis aspects (strengths, weaknesses) between Pakistan and Malaysia public universities. Furthermore, it was discovered that Malaysian universities had significant personnel and financial resources, but the government of Pakistan offered a lack of funding for the institutions.

Discussion

Before establishing preparations to attain the intended destination, a full TQM practises study may be performed. Furthermore, it is proposed that each university, particularly The Islamia University, Bahawalpur, establish a separate evaluation department or system to plan, analyse, evaluate, and execute institutional TQM procedures. Future researchers can also undertake comparison studies at other universities. More studies may be done to compare private and public sector higher education institutions. Finally, this study might be framed by adding staff and alumni of the institution, whereas another study solely included university students.

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