

## Understanding the Quality Management Issues in Education Faculties: Experiences from Faculty Members\*

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**ABSTRACT** Instructors, lecturers and/or academicians (ILAs) generally face managerial issues while they teach whether part time or full time at education faculties in North Cyprus (NC). Such kind of managerial issues have strong effect on shaping life long education of ILAs. Being an ILA is a life long process and universities need to support this process. The current study aims at identifying the perceptions of part time and full time ILAs on quality management issues and frequency of such identified issues in education faculties in NC. Interpretive methodology under qualitative research paradigm was used. QMIs were found to be academic issues, administrative issues, trainee issues, financial issues and quality issues. To conclude, the study provided data regarding how FMs perceive QMIs academically, administratively and trainee based, financially as well as quality based.

### INTRODUCTION

There is a great deal of pressure to understand Quality Management Issues (QMIs) to meet expectations regarding increasing quality of EFs in terms of trainee-trainer performances, manager-administrative staff performances and financial-quality issues. Pressure is also mounting from those seeking to create alternatives to EFs in order to manage quality. The direction for change has been expected to guide EFs to be more productive, innovative, effective, efficient and human. Quality management refers to a relationship between consequences and the ongoing process where consequences are attained successfully. The quality management has always been a worldwide issue in higher education sector since it has been a desirable systematic process to be reached (Frazier 1997).

There are three quality management application levels in education (Herman and Herman 1994). These levels include managing processes at school where strategic planning, recruiting and staff development, deploying resources and arrangement of what and how to teach and how it is assessed; teaching to raise qualifications of students where students are well familiar with the educational workers in the system; and involving effective training of students at administrative level since students should be part of the administrative trainings. Administrative trainings seeking learning includes the important level of quality principles having an impact in the classroom. Teachers and educators need to interrogate their teaching and learning processes and

methods in order to reach the intended outcomes. Similarly, quality standards can be used for each process in order to have improved grades and test results. When concentration has been on teaching processes and learning of students, then impact of quality management has been increasing (Goldberg 2002: 10; Aytac 2014). Employee satisfaction has close relationship with communication between employees and managers. This yields to the importance of effective and ongoing development of the quality management system. Among the principles of quality management system, managers needs to focus on the importance of the genuine aim of the quality management system, requires getting interest by the employees and meets their expectations. It should be noted that higher level of in-service trainings of employees must be supplied to get a stronger level of improvement (Zelnik et al. 2012).

A quality assurance model including behavioural dimensions of student achievement have dimensions called "technical, functional, infrastructure, interaction and atmosphere of higher education institutions" (Zineldin et al. 2011: 231). The quality assurance model affects students' awareness of increasing level of satisfaction. Chen et al. (2015: 1) identified that TQM has the weakest qualities including being innovative, managing resources and knowledge that require more attention for increasing management qualities in organizations. Managers' way of approaching in higher education sector gives rise to the successful or unsuccessful operations by managers and staff. In fact, manager's involve-

ment in the issues' process has close relationship whether the manager has effective or ineffective service recovery skills and whether the manager brings justice or not. Service recovery skills of the manager include stages called pre-recovery, immediate recovery, follow-up recovery and lessons learned (Murphy et al. 2015). The abovementioned stages and the level of the justice brought by the manager mostly guide them to solve the quality management issues. Graduates' cognitive and practical skills are found to be under the acceptable levels. However, there are various courses facilitate to improve their cognitive and practical skills throughout their studentship (Sadler 2015). Managers' role is very significant and twofold in improving the cognitive and practical skills of students. Initially, they need to contribute to students to improve their skills on both levels and then they need to supervise FMs whose goal is to improve students' cognitive and practical skills creatively. Higher education providers should hire qualified managers to make sure that very qualified students with well-developed cognitive and practical skills are graduated because when the graduates are employed, their cognitive and practical skills will gain much importance. Higher education providers should also keep in mind that increasing number of students entering the higher education sector decreases the quality of higher education year-by-year (Pitman et al. 2015). Therefore, higher education providers should be very careful while hiring managers.

### **Purpose of the Study**

Regarding experiences of both part-time and full-time FMs from NC universities, this study aims at identifying the factors and frequency of factors contributing to QMIs throughout the EFs in NC. The study is significant in that it presents data regarding both part-time and full-time FMs' perceptions and frequency of their perceptions about QMIs throughout the EFs in NC. The study provided fruitful findings generating practical conclusions regarding the nature, structure and philosophy of the QMIs in EFs of NC, which might offer global multiple perspectives for educators and managers.

In order to realize its aim, the study sought answers to the following research questions:

1. What do FMs report about factors contributing to QMIs throughout the EFs of universities in NC?
2. What do FMs report about the frequency of factors contributing to QMIs throughout the EFs in NC?

## **METHODOLOGY**

Research design, participants, instrumentation, procedures, data collection and data analysis of the study were explored in detail in this section.

### **Research Design**

Interpretive methodology under qualitative research paradigm was adopted as an epistemological position. Phenomenology was used as the research design within interpretivism. The phenomenological research design emphasizes the understanding of the social world through an examination of the interpretation of that world by the key stakeholders (Bevir and Kedar 2008). Bryman (2004:14) generates that getting access to key stakeholders' "common sense of thinking" gives rise to interpret actions and social world through key stakeholders' point of view.

### **Participants**

46 focus group members (FGMs) participated in the focus group interviews (FGIs). 81 in-depth interviewers participated in the in-depth interviews (I-DIs). FGMs were both full-time and part-time FMs, teaching at EFs of various universities in NC. 9 FMs from University-1; 9 FMs from University-2; 9 FMs from University-3; 9 FMs from University-4; and 10 FMs from University-5 participated to the first phase of the study.

In-depth interviews were conducted with 81 different faculty members (dFMs) to make sure that identified factors contributing to QMIs were common. Unless it is common, the issue on quality management was eliminated. 21 dFMs from University-1; 15 dFMs from University-2; 15 different FMs from University-3; 15 dFMs from University-4; and 15 dFMs from University-5 participated in the second phase of the study to identify the common factors contributing to QMIs. The issue on quality management was eliminated unless it was common. The third phase of the study was conducted to the initial-FGMs for identifying the frequency of common factors

contributing to QMIs throughout EFs of universities in NC.

### Research Instrumentation

Semi-structured interview form-1 for FMs were produced and implemented to identify the factors contributing to QMIs of FMs throughout EFs of universities in NC. After analyzing the data, unstructured interview form-1 for different faculty members (dFMs) were produced and implemented to identify common factors contributing to QMIs throughout the EFs of universities in NC. Throughout the process, data analysis results of FGIs and I-DIs were compared and common points were regarded as common QMIs. Then, frequency of each factor contributing to QMIs was identified using semi-structured interview form-2 through FGIs by taking perceptions of FMs.

### Procedures

FGIs for identifying factors contributing to QMIs throughout the EFs of universities in NC were conducted from March-to-June-2012, whereas FGIs for identifying the frequency of factors contributing to QMIs throughout the EFs of universities in NC were conducted from September-to-November-2013. Similarly, I-DIs were conducted from February-to-March-2013 to identify the common factors contributing to QMIs. Data collection process for identifying factors contributing to QMIs throughout the EFs of universities in NC lasted between 76 minutes to 84 minutes. Similarly, data collection process with dFMs for identifying common factors contributing to QMIs throughout the EFs of universities in NC lasted 68 minutes to 82 minutes. Data collection process for identifying frequency of factors contributing to QMIs throughout the EFs of universities in NC lasted between 68 minutes to 75 minutes.

Starting the process, recorded data on factors contributing to QMIs via perceptions of FMs throughout the EFs of universities in NC were transcribed and then coded. I-DIs were applied to take the perceptions of dFMs regarding common factors contributing to QMIs throughout the EFs of universities in NC were transcribed and then coded. Then, recorded data on frequency of factors contributing to QMIs via perceptions of FMs throughout EFs of universities in NC were transcribed and coded.

### Data Collection and Data Analysis

Interpretive approach was used for qualitative data collection. Semi-structured interviews and then in-depth interviews were applied as part of data collection methods. Data collected through interpretive approach were analyzed using content analysis method. Content analysis includes identifying, coding, categorizing, classifying and labelling the main occurring themes in the data (Miles and Huberman 1994; Patton 2002). Throughout the process, each participant of the study was assigned an ID. Through content analysis, data were put into categories and then themes and sub-themes were identified using the data by FMs and dFMs. Categories, themes and sub-themes were identified manual. The experts in the field of educational sciences reviewed the research instruments and the data each time. Based on the reviewers' comments, the ambiguous and uncertain interview questions were redesigned and the complex/unclear items were re-worded for enhancing content validity. Also, the ineffective and non-functioning questions were either removed or re-shaped. Also, these experts' face validated the questions. The dependability of the results obtained from the data using the open-ended and semi-structured interview forms were provided through the use of the techniques called the investigator's position, triangulation and audit trial (Lincoln and Guba 1985).

For the current study, the-status-of-the-researcher (as an academician, researcher's social position increased the possibility of reaching the most appropriate participants) and the-choice-of-informants (the researcher described the participants clearly; therefore, any independent researcher who might desire to replicate the study, could do it very easily) and the-social-situations-and-conditions (the study was conducted in academic environments and situation. Therefore, the social situation and condition was fairly constant and uniform to the participants); the-analytic-constructs-and-premises (main terms, constructs, definitions, units of analysis and premises were delineated and their underlying assumptions were elaborated explicitly) and the-methods-of-data-collection-and-analysis (data were collected using semi-structured interviews and I-DIs. Methods and thematic interpretations were explored clearly) were applied for managing the external reliability) (Zohrabi 2013). Having mechanically recorded data (the interviews

were recorded and preserved. Any independent researcher can easily implement the reanalysis or replication of the data) have been maintained to elaborate internal reliability (Nunan 1999).

## RESULTS

The results were presented in two categories followed by the emerging themes. Before each category, the related research question was given. The next section attempted to respond to the following research question: *What do FMs report about factors contributing to QMIs throughout the EFs of universities in NC?*

### Category 1: Common Factors by FGIs and I-DIs on QMIs

Factors contributing to QMIs throughout the EFs of universities in NC were identified. Among the category, 4 themes and 16 sub-themes were identified. Category on common factors by FGIs and I-DIs on QMIs generated themes on: *academic-based issues, administrative and trainee-based issues, financial-based issues and quality-based issues.*

#### **Theme 1: Academic-based Issues**

Theme on academic issues generated sub-themes on managing retired FMs issue; managing political FMs issue; managing new FMs issue; managing flying FMs issue; and managing performance issue.

Nearly all of the participants agreed that issues regarding managing retired FMs generally occur from not having the driving force to withdraw themselves when the need arises and this ends up preventing younger academicians from maximizing their potentials. Whereas, more than half of the participants said that issues regarding managing political FMs, generally occur from the impact of politicians over managers and this gives rise to strong effect of politicians on management. Similarly, nearly all of the participants believed that issues regarding managing new FMs generally occur from familiarity and gives rise to a feeling of lack of experience. In the same vein, nearly all of the participants agreed that issues regarding managing flying FMs generally occur from mutual benefit and gives rise to fliers' earning much money, and fliers' causing managers to spend much money on them. Also, nearly all of the participants revealed that issues regarding managing performance generally occur from

meeting organizational behaviours and this opens door for effective communication, leadership skills, voluntary teamwork and accountability.

#### **Theme 2: Administrative-and-Trainee-based Issues**

Theme on *administrative and trainee based issues* generated sub-themes on *managing family-university relationships issue; managing gambling/drinking issue; managing trainers-managers issue* and *managing office hour issue.*

More than half of the participants revealed that issues regarding *managing family-university management relationships* generally occur from *less communication* and give rise to *lack of contact*, whereas issues regarding *managing gambling/drinking* generates from *feel of falling into the emotional gap* and gives rise to *uncontrolled needs of trainees*. Similarly, nearly all of the participants agreed that issues regarding *managing trainees-managers* are derived from *not being part of the management process* and give rise to *not having a say at the management level*, whereas more than half of the participants agreed that issues regarding *managing office hour* generally occur from *less contact with the trainees* and give rise to *misunderstandings and loss of trainees.*

#### **Theme 3: Financial-based Issues**

Theme on *financial issues* generated sub-themes on *managing ethical worries issue* and *managing low payments of part-time FMs issue.*

More than half of the participants agreed that issues regarding managing ethical worries generally occur from lack of enough supervision by faculty/university managers and give rise to full-timers of an NC university and part-timers of another NC university, lack of adaptation both to the institution and to the academic title. Whereas more than half of the participants revealed that issues regarding managing low payments of part-time FMs generally occur from investing in buildings, but not investing in qualified part-time FMs and this give rise to a lack of sense of belonging in the department.

#### **Theme 4: Quality-based Issues**

Theme on *quality issues* generated sub-themes on *managing academically autonomy issue; managing cooperation issue; managing plagiarism issue; managing infrastructure issue; and managing privileges issue.*

Nearly all of the participants revealed that issues regarding managing academic autonomy, generates from field based publication and gives rise to a situation whereby unjust structure and promotions are allowed, without the existence of single-authored and masterpiece field based publications. Similarly, nearly all of the participants said that issues regarding managing cooperation comes from lack of cooperation among universities and FMs and give rise to competition among them and lower level of FMs satisfaction. Also, nearly all of the participants revealed that issues regarding managing plagiarism generally occurs from not having appropriate inspection and give rise to lack of justice and ongoing feel of injustice, whereas, nearly all of the participants believed that issues regarding managing infrastructure generally occurs from the classrooms and their facilities and give rise to general dissatisfaction. More than half of the participants revealed that issues regarding managing privileges generally come from political efforts and give rise to unfair protection of an education faculty.

The following part deals with the next research question: *What do FMs report about the frequency of factors contributing to QMIs throughout the EFs in NC?*

**Category 2: Frequency of Common Factors Contributing to QMIs**

Frequencies of each factor contributing to QMIs throughout the EFs of universities in NC were identified. Among the category, 4 themes and 16 sub-themes were identified. Category on common factors by FGIs and I-DIs on QMIs generated themes on frequency of academic-based QMIs; frequency of administrative-based and trainee-based QMIs; frequency of financial-based QMIs and frequency of quality-based QMIs.

**Theme 5a: Frequency of Factors Contributing to Academic-based QMIs**

Perceptions of FMs regarding frequency of factors contributing to academic-based QMIs can be seen in Table 1.

**Table 1: Theme 5a: Frequency of factors contributing to academic-based QMIs**

Name of sub-themes	Frequency of sub-themes	FMs from U1	FMs from U2	FMs from U3	FMs from U4	FMs from U5	Total
Managing Retired FMs Issue	Always	12	7	6	4	9	38
	Often	42	45	42	38	51	218
	Usually	1	2	1	3	4	11
	Sometimes	1	1	3	1	0	6
	Never	0	0	0	0	0	0
	Total	56	55	52	46	64	273
Managing Political FMs Issue	Always	3	6	4	5	7	25
	Often	40	46	39	49	45	219
	Usually	2	1	2	1	2	8
	Sometimes	1	1	0	3	2	7
	Never	0	0	0	0	0	0
	Total	46	54	45	58	56	259
Managing New FMs Issue	Always	39	44	38	41	43	205
	Often	4	6	11	9	8	38
	Usually	2	5	6	1	2	16
	Sometimes	1	3	2	1	2	9
	Never	0	0	0	0	0	0
	Total	46	58	57	52	55	268
Managing Flying FMs Issue	Always	43	46	40	44	42	215
	Often	11	10	5	12	9	47
	Usually	3	4	3	6	3	19
	Sometimes	2	3	7	4	2	18
	Never	0	0	0	0	0	0
	Total	59	63	55	66	56	299
Managing Performance Issue	Always	41	43	39	44	40	207
	Often	14	12	14	9	11	60
	Usually	3	2	1	4	6	16
	Sometimes	0	0	0	0	0	0
	Never	0	0	0	0	0	0
	Total	58	57	54	57	57	283

Sub-themes on *managing retired FMs issue* (coded 273 times) and *managing political FMs issue* (coded 259 times) ‘often’ happen whereas sub-themes on *managing new FMs issue* (coded 268 times), *managing flying FMs issue* (coded 299 times) and *managing performance issue* (coded 283 times) ‘always’ happen.

**Theme 5b: Frequency of Factors Contributing to Administrative-and-Trainee Based QMIs**

Perceptions of FMs regarding frequency of factors contributing to administrative-and-trainee based QMIs can be seen in Table 2.

Sub-themes on *managing family-university relationships issue* (coded 317 times) and *managing trainees-managers issue* (coded 341 times) ‘usually’ happen, whereas sub-theme on *managing gambling/drinking issue* (coded 335 times) ‘always’ happens. Similarly, sub-theme on *managing office hour issue* (coded 336 times) ‘often’ happens.

**Theme 5c: Frequency of Factors Contributing to Financial-based QMIs**

Perceptions of FMs regarding frequency of factors contributing to financial-based QMIs can be seen in Table 3.

**Table 2: Theme 5b: Frequency of factors contributing to administrative-based and trainee-based QMIs**

Name of sub-themes	Frequency of sub-themes	FMs from U1	FMs from U2	FMs from U3	FMs from U4	FMs from U5	Total
<i>Managing Family-University Relationships Issue</i>	Always	5	3	4	6	4	22
	Often	3	2	5	8	9	27
	Usually	46	47	41	50	49	233
	Sometimes	5	7	8	9	6	35
	Never	0	0	0	0	0	0
	Total	59	59	58	73	68	317
<i>Managing Gambling/Drinking Issue</i>	Always	48	43	51	56	45	243
	Often	11	10	6	8	9	44
	Usually	6	5	8	9	4	32
	Sometimes	2	3	2	5	4	16
	Never	0	0	0	0	0	0
	Total	67	61	67	78	62	335
<i>Managing Trainees-Managers Issue</i>	Always	2	3	1	4	3	13
	Often	5	7	6	9	8	35
	Usually	56	49	51	55	59	270
	Sometimes	5	4	6	3	5	23
	Never	0	0	0	0	0	0
	Total	68	63	64	71	75	341
<i>Managing Office Hour Issue</i>	Always	5	6	4	7	8	30
	Often	44	43	51	50	49	237
	Usually	7	8	5	8	5	33
	Sometimes	2	4	6	5	6	23
	Never	1	1	4	3	4	13
	Total	59	62	70	73	72	336

**Table 3: Theme 5c: Frequency of factors contributing to financial-based QMIs**

Name of sub-themes	Frequency of sub-themes	FMs from U1	FMs from U2	FMs from U3	FMs from U4	FMs from U5	Total
<i>Managing Ethical Worries Issue</i>	Always	6	5	9	7	6	33
	Often	49	43	52	41	55	240
	Usually	7	9	3	4	5	28
	Sometimes	3	5	1	2	2	13
	Never	1	0	0	0	1	2
	Total	66	62	65	54	69	316
<i>Managing Low Payments of Part-time FMs Issue</i>	Always	54	51	56	60	61	282
	Often	10	17	14	13	11	65
	Usually	0	0	0	4	8	12
	Sometimes	0	0	0	2	1	3
	Never	0	0	0	0	0	0
	Total	64	68	70	79	81	362

Sub-theme on *managing ethical worries issue* (coded 316 times) ‘often’ happens whereas sub-theme on *managing low payments of part-time FMs issue* (coded 362 times) ‘always’ happens.

**Theme 5d: Frequency of Factors Contributing to Quality-based QMIs**

Perceptions of FMs regarding frequency of factors contributing to quality-based QMIs can be seen in Table 4.

Sub-themes on *managing academic autonomy issue* (coded 389 times), *managing cooperation issue* (coded 391 times) and *managing privileges issue* (coded 405 times) ‘always’ happen whereas sub-theme on *managing plagiarism issue* (coded 368 times) ‘often’ happens. Similarly, sub-theme on *managing infrastructure issue* (coded 425 times) ‘usually’ happens.

**DISCUSSION**

Both full-time and part-time FMs teaching at higher education sector face various managerial

issues. Regarding experiences of full-time and part-time FMs, this study aims at identifying the factors and frequency of the identified factors contributing to QMIs throughout the EFs in NC. Studies conducted in quality management field are “conceptually heterogenous and multidisciplinary” (Pratasavitskaya and Stensaker 2010: 37). Quality in higher education has two inseparable legs that are on quality improvement at university level and on the level of delivering education (Jones 2003). “Self-evaluation reports” are suggested to improve quality management in higher education institutions since these reports have “greater tendency to demonstrate organizational quality” (Zou et al. 2012: 169).

Identified factors and frequency of identified factors contributing to QMIs of FMs throughout the EFs in NC showed that they experience various academic issues. Academic works and career have been under control of faculty boards and FMs since they are the decision makers (Santiago et al. 2015). Initial academic issues faced in

**Table 4: Theme 5d: Frequency of factors contributing to quality-based QMIs**

Name of sub-themes	Frequency of sub-themes	FMs from U1	FMs from U2	FMs from U3	FMs from U4	FMs from U5	Total
<i>Managing Academic Autonomy Issue</i>	Always	54	59	55	61	64	293
	Often	11	7	9	12	10	49
	Usually	6	5	7	6	3	27
	Sometimes	8	5	2	1	4	20
	Never	0	0	0	0	0	0
	Total	79	76	73	80	81	389
<i>Managing Cooperation Issue</i>	Always	65	60	59	68	66	318
	Often	11	10	6	9	12	48
	Usually	4	2	6	3	1	16
	Sometimes	2	1	2	1	3	9
	Never	0	0	0	0	0	0
	Total	82	73	73	81	82	391
<i>Managing Plagiarism Issue</i>	Always	12	15	10	11	8	56
	Often	54	61	60	58	55	288
	Usually	5	3	1	4	2	15
	Sometimes	3	1	2	1	2	9
	Never	0	0	0	0	0	0
	Total	74	80	73	74	67	368
<i>Managing Infrastructure Issue</i>	Always	6	11	9	8	11	45
	Often	7	5	12	8	10	42
	Usually	56	55	61	59	51	282
	Sometimes	6	5	8	4	7	30
	Never	5	9	6	4	2	26
	Total	80	95	87	83	80	425
<i>Managing Privileges Issue</i>	Always	66	64	49	58	61	298
	Often	7	8	16	9	11	51
	Usually	4	6	8	3	2	23
	Sometimes	3	2	1	4	2	12
	Never	1	5	6	3	6	21
	Total	81	85	80	77	82	405

EFs in NC are based on the retired people and political people and their desire to teach at EFs although they are not graduates of EFs. The issue has fed the perspective that being an academician does not require any teaching background especially for retired people and political people. Retired people from organization apart from teaching organizations unfortunately find opportunities to teach at EFs in NC. A retired public prosecutor, for example, can teach law based lessons although s/he does not even trained as a FM. Participants agreed that without holding appropriate certificates, no one should be allowed to teach at EFs since teaching is both a talent and a product of effective trainings. Political FMs are due to seeing the universities as the backyard of politicians and paying them without considering their expertise and educational background. Most politicians are very active and strong in NC education system. However, there is absence of justice because their mutual benefits focus on the logic 'I see you-you see me logic'.

Second academic issue has been related to the new FMs in EFs in NC. New FMs are expected to show much effort to gain acceptance among the colleagues and by the managers. New FMs, either part-time or full-time, for an education faculty mostly bring some chaos since the new comers are not aware of the departmental issues especially when they are inexperienced. The managers often tend to be oppressive towards them, and the new comer inexperienced faculty members often feel dissatisfied. Their tendency has been changing as they gain experience. The new comer experienced FMs often get full support from the managers. The new comer experienced FMs have tendency to have less contact with the trainees and create less communication opportunities with the trainees. Similarly, when new FMs in a EF gets greater support from the managers, the new FM does not even show any effort to gain acceptance among the colleagues. Being equal to and trusted by each FM is an important issue. When new FMs gets greater support by the managers and new FMs do not even show any effort to gain acceptance among the colleagues, then colleagues feel unequal and distrusted. New FMs' expectations, working with colleagues, working in balance and location facilitate contribution to their success. Expectations, working with collegiality and location contribute to "job satisfaction, general life satisfac-

tion, health and stress" indirectly. In addition to this, FMs with years of experience offer lower job satisfaction and are aware of departmental support to the department they recently start teaching (Stupnisky et al. 2015: 368). Next academic issue faced in EFs in NC is related to the flying FMs. Flying FMs are mostly full-timers of a university abroad (mostly from universities in Turkey) and part-timer of an education faculty in NC. They mostly fly every 2-3 weeks, but not every week on a regular basis. They do not publish using the name of the university they teach part-time. They do not have any contribution to increase the impact factor of the university. Universities in NC cannot open a new department using flying FMs' title. They teach and earn their money. They do not take much responsibilities of the department they teach part-time, and they do not feel themselves part of the university they teach part-time. This generates that they do not consider the trainees much. They only consider the amount of money they earn. Their transportation, accommodation, communication and food expenses as well as their salaries cost a lot for a university in NC when compared a local part-time FM. There are some FMs being expert in the same field with the flying FMs, but the university may want to use the FMs' fame, and/or mostly the flying FMs were the supervisor of the manager of the faculty/university and their friends. They altogether form a group of FMs flying to EFs of NC. However, there are some local FMs in NC whose fame is worldwide, but they cannot get the necessary attention from the managers of universities. There is dilemma since local FMs, especially when they are worldwide known, should be precious for the faculty managers to avoid superior brain drain. Final academic issue is focused in EFs in NC is related to the performance management of FMs. Managing performances of FMs include being communicative with the team-members, colleagues and managers, showing leadership in the courses, working in and within a team voluntarily for the benefit of the trainees, the university, the faculty and the department as well as being accountable at every respect. Managing all kinds of issues regarding performance requires an effective management and being decisive. Otherwise, teamwork, accountability, communication, leadership issues, equity and fairness are not valuable. Quality in higher education has been derived from quality as culture, quality as compliance and

quality as consistency (Cardoso et al. 2015). Maintaining performance has close relationship to quality management orientation (Maleti et al. 2014). They (2014) agreed that quality management orientation dimensions have positive relationship to performance maintenance. By testing the impact of quality management orientation on performance maintenance, strong foundations on quality management orientation contribute to it effectively. Identified practices of total quality management (TQM), called “visionary leadership, internal and external cooperation, learning, process management, continuous improvement, employee fulfillment, and customer satisfaction”, have impact on innovativeness and greater influence on operational performance (Wiengarten et al. 2013). Asif et al. (2013: 664) identified six quality management practices, which are called “continuous improvement, statistical quality control, customer satisfaction management, process-improvement techniques, individual learning, and new product development methods”. These quality management practices can have a strong effect to the types of knowledge-creating processes, which are called “socialization, externalization, combination, and internalization”. Knowledge-creating processes can be brought into action using various channels and at multiple organizational levels. Benchmarking and/or quality assurances are suggested processes to improve practices and performances of higher education institutions (Jackson and Lund 2000; Odhiambo 2011). Mentioned processes allow for continuous professional development of FMs since they provide self-evaluation methods supporting administrative, technical and management activities of them (Rosa et al. 2012), which also give important clues about the self-professional development of FMs within the process for the managers to observe academicians’ performances closely. It should be admitted that higher education has direct effect on the developments in the area of measurement in performance (Sarrico 2010). Performance management of the FMs should be based on how they communicate and work with colleagues, accountability, level of communication and collaboration, level of sustainable effort they show on researching skills, level of hard work and leadership skills they show, level of being equal and fair towards students and colleagues. Benchmarking and/or quality assurance processes for managing performance of FMs should be identified regarding

the criteria on personal professional development, on communication and collaboration with and among students and colleagues, on effort for researching skills and on the level of leadership skills.

Identified factors and frequency of identified factors contributing to QMIs of FMs throughout the EFs in NC showed that they face various administrative-based and trainee-based issues. Initial administrative and trainee based QMIs are based on the triple relationship between family-university-management. Family-university-management complements each other like three legs of a table. Unfortunately, in NC they do not contact regularly. Communication should be increased among them. Next administrative and trainee based QMIs has close relationship with gambling/drinking. Issues regarding gambling/drinking are based on the trainees having been sent more than enough money as well as not giving enough attention and interest to their needs. They mostly feel deeper emotional gap. Similarly, some trainees may not have self-control, they may become slaves of gamblers and drug sellers/users and they may be addicted to alcohol/gambling. Their attention to university becomes fading and they do not attend to classes regularly. These students should be directed to the rehabilitation centers to solve their gambling/drinking/drug-based problems, to facilitate their returning and adaptation process to university with the aim of protecting the students and their welfare.

Next administrative and trainee based issue is related to managing trainees and managers. Some trainees may choose studying at a university for having a diploma without considering quality. Managing trainee participation to university governance represent having sense of being democrat of university managers, which has a vital influence on achievement and learning in higher education. Students should be given more opportunities to take part in the university governance, as they should have a word in planning and shaping their future. Improving quality of trainee education has higher influence on adding values to their educational process, but not seeing educational process valuing for money (Jungblut et al. 2015). Trainees are seen as servants in higher education rather than being benefactor of higher education due to the improvements implemented over time with the function of “economic productivity through ed-

educational transformation and academic standards, to market competition and efficiency” (Pitman 2014: 348). However, limited involvement to the management process gives rise to feelings of greater frustrations and dissatisfactions among trainees since trainees believe that they should take part in decision making processes at higher levels (Menon 2005). Less attendance to decision-making process makes student representatives be responsible from complex motivations and conceptions since they challenge with role ambiguity (Lizzio and Wilson 2009). Participatory process for structures of universities, academicians’ and coordinators roles positively contribute to student participation in university governance (Planas et al. 2013). Similarly, student engagement to university governance contribute to four influential research perspectives which are behavioral perspective that “foregrounds student behavior and institutional practice”; psychological perspective describing student engagement as an “individual psycho-social process”; socio-cultural perspective emphasizing the importance of the “socio-political context” and holistic perspective giving a wider view of student engagement (Kahu 2013: 758). It seems that university managers should be open to student participation, engagement and representation of trainees in the university governance since trainees are one of the vital key stakeholders of higher education. Being open to these processes bring changes in decreasing level of politicization in the form of student activities and internalizing “consumerist student political discourse” (Luescher-Mamashela 2010: 259). Final administrative-trainee based QMIs on the demand of fruitful office hours by the FMs. Trainees demand to have office hours from the FMs. However, full-time FMs mostly believe that they offer much help to trainees within the class time. Part-time FMs mostly are not paid extra for the office hours, or flying FMs do not have extra time to deal with office hour issue. Therefore, managers mostly do not satisfy the needs of trainees demanding extra help outside the class time. However, out of class hours can be the most beneficial time for the trainees since they may not ask or see every point of view in the class. Job descriptions of each branch at EFs should be identified and FMs should be aware of their job descriptions. Job descriptions provide benefits and easiness for the FMs while doing their academic work (Pitt and Mewburn 2016).

Identified factors and frequency of identified factors contributing to QMIs of FMs throughout the EFs in NC showed that they have experiencing various financial issues. Policies identified by governments and financial barriers are kinds of symbolic violence that form the status quo to the education system of countries (Watson and Widin 2015). Regarding ethical worries issue, the initial financial QMIs, some full-time FMs of a NC university work part-time in another university. They mostly teach at another education faculty in NC. Some prefer being flying FMs of an education faculty of a university in Turkey. FMs who get support from the management of the department they teach full-time, starts teaching part-time of another university. The issue is not based on being specialist on the field of expertise, but it is based on the support they have from the managers of the department they teach both full-time and part-time, and on the desire to earn much money. However, they pose barriers to newly graduated PhD holder FMs. Such kind of issue needs to be regulated since earning much money brings injustice among the FMs. When a FM works full-time in a university, the department can open new academic programs such as master’s and/or PhD programs as well as new departments. Actually, opening a new program/department requires FMs to be full-timer according to Higher Education Council (HEC) of Turkey. Finding out that a FM could both be a full-timer and part-timer of NC universities, then these FMs should pay extra tax to the university they teach full-time and HEC should close the programme/department after various warning-procedures. Similarly, some managers of some EFs trust their office members very much, but office members unfortunately sell the exam papers to trainees to earn more money. Managers sometimes cannot prevent the greediness of the office members. Selling exam papers to students is a kind of mobbing, since grades of the trainees who buy the exam questions before the exams are bound to be higher. This requires good relationships and good organizations. It is better to draw a strict line and identify the tasks of the office members clearly. Also, it is better to choose office members after applying standard tests and open the exam to graduates of other universities as well, since some managers tend to hire graduates of their university only and not other universities’ graduates. Policy of hiring its graduates is a popular issue in some EFs in NC. If

unqualified FMs, office members and/or staff are hired, then unqualified issues happen and quality of the faculty reduces accordingly. Taking contract from the same university need to be very difficult for a newly graduated trainee and it should require to gain experience at least 3 years in a different university. Newly graduated trainees may gain experience at universities abroad. Similarly, office members need to have an office change system among departments to prevent office members from having good relationships with illegal organizations.

Final issue regarding financial QMIs is based on the part-time FMs low payments ratios. Part-time FMs mostly have lower payments. FMs teaching only as part-timer with PhD/EdD should be paid at least minimum wages per month. Part-time FMs deserve to be invested on. Part-time FMs' fee of unit price should be improved at least to minimum wages in order to increase the academic satisfaction of part-time FMs. Wages of part-timer academicians should be raised and they should not be allowed to teach at more than one NC's university. The Higher Education Planning, Evaluation, Accreditation and Coordination Council's (HEPEACC) ethical committee should supervise both full-timers and part-timers which should have enforcement power to supervise and which should be purified from politicians and politics. Similarly, HEC of Turkey should also supervise universities in NC and HEPEACC regularly. HEC should have an ethical committee supervising HEPEACC's ethical committee and EFs in NC at regular base.

Identified factors and frequency of identified factors contributing to QMIs of FMs throughout the EFs in NC showed that they face various issues on quality. Quality management has been considered as part of quality improvement and accountability (Blackmur 2007). There is a need to transform higher education research institutions and centres from "purely academic based research to more practical and operational research" (Huang 2014: 1428). Also, it was found that "institution, department and individual member of staff" contribute to continuous quality improvement in higher education and these findings have positive outcomes in higher education institutions and faculty members mutually (McGettrick et al. 1997: 235). Actually, when academic staff has been considered as qualified new generations, then better collaboration, funding and conditions in research appear (Kyvik and

Aksnes 2015). In fact, academic freedom and academic autonomy both contribute to FMs teaching at higher education institutions very much since academic freedom and academic autonomy tend to increase academicians' "intellectual capacity, their moral prestige to defend and actively disseminate universally-accepted values" (Basheka 2009: 135).

Initial quality based QMI is closely related to gaining academic autonomy. Gaining academic autonomy has close relationship to having promotions of FMs. FMs' promotion is based on the field-based-publications they publish at Social Sciences Citation Index (SSCI). However, their promotion does not require a field-based single-authored article in NC universities. Participants believe that as a PhD holder, FMs should have various number of field based single-authored articles, but most of them do not even hold a field based single-authored article. They indicated that an associated professor and/or a professor require doing researches by themselves and contribute to the science world. Most of them have their associated professorship/professorship using scientific researches mostly what their assistants/graduate students conduct. The participants believe that in most developed countries even a professor respects what the graduate student does and does proper supervision because it is part of their profession and never puts his/or name on the published paper. In NC, mostly the issue does not have similar patterns. Supervisions in NC universities are mostly thought to be part of publishing process and when the study has been finalized, then the graduate students feel that they need to put their supervisors' name to the article they publish, otherwise supervisors may not let student graduate from the programme, which is a kind of mobbing experienced by the graduate student. Academic promotions can only be managed objectively when the FM has subject-specific single-authored publications; when accreditation conditions do not change from one NC university to other NC university, but unique to every university; when accreditation conditions are under control of HEC; and in case of injustice, when courts in Turkey are authorized to avoid personalized decisions since there is no Minister of Justice in NC. PhD candidates require having a publication in an SSCI journal basing upon their PhD thesis. Some conferences are arranged for publishing articles at SSCI journals. PhD candidates,

who pay a lot of money throughout the process, are asked to correct their articles many times for having an SSCI published article. However, such kind of arrangements should be avoided and the PhD candidate should be asked to publish at regular issues, not at conference issues. Similarly, official inspections should be provided for avoiding publication arrangement issues. Managing cooperation issue has close relationship with the cooperation and collaboration among FMs and universities. However, lack of cooperation brings competition, which never allows improving and/or maintaining a mutual perspective to go further (Erden 2014).

On the other hand, FMs' satisfaction level has been strongly affected negatively since managers manage with a merchant's logic. Education is such a field where human beings are trained. It does not show patterns like changing money due to buying and selling an item. A study confirms that job satisfaction has been affected by "administrative staff's interpersonal skills" (Jung and Shin 2015: 881). Education as a field requires investing on both full-time and part-time FMs and students mainly. Participants also reveal that FMs need to invest to their ongoing professional learning. Especially part-time FMs do not get financial support to transportation, accommodation and fees when there is a conference. Additionally, part-timers mostly do not get financial support when they publish an SSCI article for the name of the university they teach part-time. An SSCI published article increases global academic prestige of the university. Both part-time and full-time FMs should be supported by offering at least 3 minimum wages when they publish a subject-specific-single-authored article in an SSCI journal and by offering allowances for the full-time and part-time FMs at the very beginning of each semester to satisfy their needs. Also, there should be organizational help in facilitating research in and out of the university since organizational help mostly facilitates doing research. Conducting research in another university sometimes is not easy since universities may not want to share some knowledge with others, delay permission procedures deliberately and/or they may not be transparent. Next quality-based issue is on demand of authorities for grade change of the students. When students do not pass a course, or when their grade is lower than their expected grade, they do not ask for their mistakes from the FM; instead they tend to

make complains to the authorities who are called rector, dean, and/or faculty chair. Authorities do not desire to loose any students from their private university since the student has a right to transfer to another university. Authorities should not demand changing grades of FMs. Mostly there are private universities in NC. Having a logic on studying at a private university yields to students complaining about their lower grades and asking authorities to ask the FMs to change the grades. This is a mobbing for the FMs who have already given the grades objectively. Hierarchy among the authorities should be preserved. However, some students may not obey the hierarchy. Authorities should be careful enough to preserve the hierarchy. Next quality based QMI is related to the plagiarism. Plagiarism issue is a serious danger for the universities in the world (Stuhmcke 2015). Participants of the current study reveal that plagiarism is twofold in NC universities, as plagiarism on having a fake diploma and plagiarism on academic papers/thesis. Fake diplomas have two kinds, as people get some online courses/degrees, which is not equivalent to a proper degree and the next one is related to not having a proper degree, but buying a fake diploma. Preventing these issues require HEC and/or HEPEACC to form an ethical committee to deeply evaluate and punish the FM/FMs according to identified standards, when an unethical condition happens for the sake of maintaining transparency. The issue on what kind of actions means plagiarism is confusing for students and not all of them tend to read the policies adapted for plagiarism. A well-planned system to academic integrity is a requirement (Gullifer and Tyson 2014). A universal and unique approach for training students regarding plagiarism and its policies seem to be beneficial (Sutton et al. 2014).

The next quality based QMI is on managing the infrastructure of the university. Full-time FMs mostly tend to arrange the nearest, comfortable and technological classrooms for themselves. There is no full technology in most classes and there is no enough technological facilities arranged for every FM. Similarly, when the group is a small group then they do not even use a classroom, but conduct their lessons in their offices. Their offices mostly are not big enough, and the lessons are conducted in shorter times than the specified time arranged for the lesson. Participants believe that classrooms are required to be equipped with full technologies and class-

room facilities. Participants agreed that most FMs do not discuss the topics, do not give specific examples regarding the topic and do not ask students to conduct research at undergraduate levels. However, participants revealed that level of lessons should not be at feeding the trainee with knowledge, but asking them to analyze, synthesize and evaluate the topics. However, FMs give the instruction, ask the student/s to do the presentation of the lesson and then the lesson is over. Participants revealed that EFs mostly do not have enough number of field specialists. FMs of some EFs who even do not have PhD/EdD degrees can be asked to teach at the undergraduate/graduate levels. Also, some EFs in NC do not have enough number of PhD/EdD holders because a PhD holder FM from education management and supervision field, for instance, can be asked to teach sociology of education lesson. FMs who do not hold a convenient degree such as a PhD degree, but spend much time on teaching unfortunately have fewer possibilities to manage effectively in the scientific community (Höhle 2015). Final quality based QMI is on preventing the privileges issue. Teachers' Training Academy (TTA) in NC, the solely governmental institution, trains teachers only for primary and pre-primary levels in NC governmental schools. There are not any performance standards and teaching standards identified for the FMs in NC. Similarly, there are other universities training teachers of pre-schooling, but only graduates of TTA can teach at the governmental schools in NC because TTA and its graduates are under protection of laws. Graduates of pre-schooling department of other universities cannot be hired at governmental schools in NC. This is another discrimination faced due to TTA in terms of the graduates. Discrimination among the graduates (graduates of TTA and graduates of pre-primary departments from other EFs) brings inequality and takes away the power to compete with each other, which may cause hiring unqualified teachers to the governmental schools. Participants warned not to ignore the fact that hundreds of students study pre-schools in NC every year. The law article/s causing discrimination among the graduates should be rearranged to facilitate each graduate to take the exams and to hire the graduate who gets the appropriate grades at equal conditions. Levitt (2015: 417) found, "the impact of discrimination on citizens' confidence in government-especially their trust

in key liberal-democratic institutions such as legislatures and high courts". Citizens who faced discrimination do not trust government institutions any more when compared to the citizens who have never faced discrimination since distrust has corrosive effect on quality and sustaining democracy. Actually, TQM has been advantageous in putting process in action successfully. Then, whenever TQM has been put into action, critical success factors must be measured carefully (Hietschold et al. 2014). Also, it is essential that managers should be well aware of the rules, values and customs found among the organizations. Therefore, organizations with quality focus are required to support and actively encourage the values and beliefs of the cultures of its workers (Gimenez-Espin et al. 2013: 678). A current common interpretation reveals that when quality management practice has been closer to standardization, then there is a decrease in the innovation levels. However, the desired system should maintain a balance between innovation and quality management, which should be both parallel and reinforcing each other (Palm et al. 2014). The balanced quality management should balance issues such as academic autonomy, cooperation and infrastructure and should stop issues on plagiarism and privileges. Thus, management system should be linked with academic freedom and quality of education (Basheka 2009).

## CONCLUSION

To conclude, full-time and part-time FMs at EFs in NC deal with academic, administrative and trainee, financial and quality based QMIs. Maintaining success with the identified QMIs has close relationship with managing retired, political, new and flying FMs and performance issues; managing family-university relationship, gambling/drinking; managing trainees-managers and office hour issues; managing ethical worries, low payments of part-time FMs issues; managing academically autonomy, cooperation, plagiarism, infrastructure and privileges issues.

## RECOMMENDATIONS

Dealing with QMIs properly and solving the issues appeared immediately or taking steps to facilitate managers' job may help to promote higher education positively. Faculty managers are suggested to give importance to what ILAs think

and why they think in that way. Therefore, faculty administrators are strongly suggested to invite ILAs to the faculty management processes to focus and provide effective solutions to academic, administrative, trainee, financial and quality based QMIs, which may in turn provide innovative solutions and management processes throughout the education faculties.

### NOTE

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