

# MANAGING UNIVERSITIES IN THE 21<sup>ST</sup> CENTURY: QUALITY ASSURANCE ISSUES AND CHALLENGES

By

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# MAJOR CHALLENGES FACING THE 21<sup>ST</sup> CENTURY NIGERIAN UNIVERSITIES

- ◉ Access for Qualified Students.
- ◉ Quality of Graduates
- ◉ Quality of Research

- The university student enrollment ratio in Nigeria is less than 10 percent, the lowest quantity of the world regions.
- Thus, a determined effort must be made to significantly increase university enrollment
- In increasing enrollment, however, the intake to existing public institutions must be controlled, taking into account their capacity.
- The vast majority of public universities have student enrollment far beyond their carrying capacities.

- Further enrollment without adequately increasing the infrastructure and other resources can only worsen the situation and affect quality.
- At the same time, efforts are being made to rapidly set up new universities that are almost copies of the existing ones. This is not the right approach, as in many cases this results in depleting the staff of the existing institutions and transferring them to the new ones.
- Yet another tendency is to create new universities by simply upgrading polytechnics, colleges of education and technical colleges.

- ◉ Nigeria needs differentiated institutions, ranging from research-strong universities to polytechnics and technical colleges, as well as diversified programs within each institution, to cater for different types of learners and needs of the nation.
- ◉ In increasing access, appropriate steps must be taken to ensure the success of the admitted students. The lack of resources, including faculty, often leads to high dropout rates. The time to complete a four-year degree program sometimes takes as much as five to six years.
- ◉ The situation is also exacerbated by frequent campus closures as a result of student and teachers unrests, which hamper revitalization initiatives.

- ◉ A national approach to this challenge needs to be considered.
- ◉ Clearly, the increasing demand for university education in Nigeria will never be met by traditional face-to-face delivery alone. Other approaches such as open, distance, and
- ◉ online learning will have to be met, especially for continuous adult education and teacher training.
- ◉ This is already happening with the establishment of open university and the use of distance education in traditional universities to complement face-to-face teaching.
- ◉ However, these approaches require serious quality assurance.

## ◉ FUNDING

- ◉ The dramatic increase in student enrollment in tertiary institutions has not been matched by public funding. Effectively, the public expenditure per student has declined considerably, and this has inevitably led to deterioration in quality.
- ◉ The daunting challenges facing Nigerian universities involve the ongoing increase in student numbers, the more faculty needed to be recruited, additional infrastructure to be built; and yet, the availability of public funds will be limited.
- ◉ Paradoxically, public spending per higher education student in Nigeria is much higher than in other developing countries, indicating overspending and inefficiency in the use of resources.
- ◉ Reduction in expenditures and promoting efficiency in the institutions should therefore be the first step in coping with the shortage of funds.

- ◉ Changing the method of budgeting is another approach. Currently, the annual institutional budget allocated by government is determined by simply adjusting the previous year's budget by a percentage, depending on the availability of public funds.
- ◉ The use of formula funding, for example, based on the unit cost per student, can stimulate improvement in institutions and help to achieve more accountability and transparency.
- ◉ Ultimately, however, public institutions will inevitably have to resort to the charging of tuition fees from students if they are to provide quality education.
- ◉ While fees should be introduced, they should represent only a proportion of the actual economic cost and should be accompanied by appropriate loan schemes or scholarships for the socially disadvantaged students.

- The income from cost-sharing measures, however, will never sufficiently cover the huge cost of physical infrastructural development. Capital expenditure funding to a large extent must come from government.
- TetFund—set up for funding capital other academic related projects in tertiary institutions. Most institutions have performed very badly in accessing their allocations.
- Public-funded institutions alone will never manage to meet the huge demand for university education. Private and cross-border higher education institutions, which already operate in significant numbers in Nigeria, should be encouraged and can be beneficial in many ways.
- However, many of them are profit motivated and offer poor-quality education.
- They, therefore, need to be regulated and quality controlled.

## ○ RESEARCH

- The research output from Nigerian universities is very low in terms of quality. The reasons include a lack of research-experienced faculty, given brain drain, heavy teaching load, and lack of resources—such as,
- library facilities, information and communications technology infrastructure, and well-equipped laboratories.
- The relevance of the research carried out is also questionable.
- Most faculty undertake research for personal gain, with the aim of publishing in internationally refereed journals for promotion purposes.

- ◉ The chosen topic is often not appropriate to national development.
- ◉ Most faculty do their research as individuals; there is insufficient multidisciplinary research, essential for solving development problems.
- ◉ Much of the research is externally funded, and being determined by the funders, the topics may not be of direct relevance to national development.
- ◉ Research publication comprises another challenge. Most of the research results end up on university library shelves—in theses and dissertations or advanced research journals. They are, thus, not accessible to or understood by policymakers or communities.

- ◉ There is a dearth of quality Nigerian research journals; those that are started are often not sustainable.
- ◉ Several steps need to be taken to redress the situation. Adequate provision should first be made for funding research at the national level.
- ◉ The setting up of a national research council can extend toward mobilizing resources and identifying national priorities for research.

- ◉ At the institutional level, universities should incorporate research in their strategic planning and ensure that it is given the same priority as teaching.
- ◉ Each university should create a central research office to coordinate, promote, facilitate, and manage research.
- ◉ Also create a central extension office to disseminate research results to the community.
- ◉ A process of upgrading the research qualification of university staff—through, for example, split-site PhDs—is already under way in many institutions and needs to be expanded.
- ◉ With regard to accessing publications on and in Nigeria, efforts should be made for greater online access to research publications and theses.

## ◉ QUALITY ASSURANCE

- ◉ Quality assurance in higher education is a relatively new phenomenon in Nigeria.
- ◉ The agencies have been created mainly to regulate the development of higher education provision, and ensuring accountability or improving quality.
- ◉ The main challenges facing quality assurance in Nigeria are a dearth of adequately trained professional staff in the national quality assurance agencies,

- ◉ lack of knowledge about the related process among the staff in the institutions,
- ◉ resistance from faculty to get fully engaged in the very time-consuming process of data collection and processing, and lack of funds to establish quality assurance systems in the institutions.
- ◉ Sensitization, capacity building, and funding are, thus, the main issues that need to be addressed in promoting quality assurance.
- ◉ Some of the challenges faced by Nigerian higher education can be dealt with at the institutional level, a number at the national level.
- ◉ If higher education institutions are to meet those challenges, they need to plan and innovate.

- ◉ Their policies require commitment and collaboration of all the stakeholders.
- ◉ There is no reason why Nigerian universities cannot transform these challenges into opportunities to make their sector a vibrant and productive one.
- ◉ Most of the issues and challenges raised above will be easily resolved with the implementation of Total Quality Management (TQM) in our tertiary institutions.

- ◎ HISTORY OF QUALITY MOVEMENT IN JAPAN
- ◎ HISTORY OF QUALITY MOVEMENT IN USA
- ◎ HISTORY OF QUALITY MOVEMENT IN NIGERIA

# WHAT IS QUALITY?

- ◉ Conformance to agreed customer requirements
- ◉ Mutually negotiated between
- ◉ Supplier and consumer
  
- ◉ RIGHT FIRST TIME AND EVERY TIME
- ◉ ERROR FREE
- ◉ ZERO TOLERANCE

# QUALITY IS...

- Excellence
- Functionality
- Compliance
- Endurance
- Meets Specifications
- Satisfies User

# WHO IS A CUSTOMER?

- ◉ Anyone who is impacted by our products or services
- ◉ Internal customer
- ◉ External customer

# TOTAL...

- ◉ involves everyone and all activities in the organisation

# TQM...

- ⦿ A process for managing quality;
- ⦿ it must be a continuous way of life;
- ⦿ a philosophy of perpetual improvement in everything we do.

# "TQM

- ◉ is a management approach for an organization,
- ◉ centered on quality,
- ◉ based on the participation of all its members and
- ◉ aiming at long-term success through
- ◉ customer satisfaction, and
- ◉ benefits to all members of the organization and to society."

# TOTAL QUALITY MANAGEMENT

- ⦿ is a philosophy that says that
- ⦿ uniform commitment to quality in all areas of an organization
- ⦿ promotes an organizational culture that meets
- ⦿ consumers' perceptions of quality.

# PRINCIPLES OF TQM...

- ⦿ Produce quality work the first time.
- ⦿ Focus on the customer.
- ⦿ Have a strategic approach to improvement.
- ⦿ Improve continuously.
- ⦿ Encourage mutual respect and teamwork.

# CUSTOMER SATISFACTION

- ⦿ The first and major TQM principle is to satisfy the customer—
- ⦿ the person who pays for the product or service.
- ⦿ Customers want to get their money's worth from
- ⦿ a product or service they purchase.

# STRATEGIC APPROACH TO IMPROVEMENT

- Dr. W. Edwards Deming: (1900-1993) is considered to be the Father of Modern Quality
- Deming 14 points

## *POINT 1:*

- ⊙ *Create constancy of purpose*
- ⊙ *toward improvement of the product and service so as to*
- ⊙ *become competitive,*
- ⊙ *stay in business and*
- ⊙ *provide jobs.*

## *POINT 2:*

- ◉ *Adopt the new philosophy.*
- ◉ *We are in a new economic age.*
- ◉ *We no longer need live with commonly accepted levels of*
- ◉ *delay,*
- ◉ *mistake,*
- ◉ *defective material and*
- ◉ *defective workmanship.*

## *POINT 3:*

- ⦿ ***Cease dependence on mass inspection;***
- ⦿ ***require, instead, statistical evidence that quality is built in.***

## POINT 4:

- ⦿ **Improve the quality of incoming materials.**
- ⦿ **End the practice of awarding business on the basis of a price alone. Instead, depend on meaningful measures of quality, along with price.**

## POINT 5:

- ⦿ **Find the problems;**
- ⦿ **constantly improve the system of production and service.**
- ⦿ **There should be continual reduction of waste and**
- ⦿ **continual improvement of quality in every activity so as to yield a continual rise in productivity and a decrease in costs.**

## *POINT 6:*

- ◉ *Institute modern methods of training and education for all.*
- ◉ *Modern methods of on-the-job training use control charts to determine whether a worker has been properly trained and is able to perform the job correctly.*
- ◉ *Statistical methods must be used to discover when training is complete.*

## POINT 7:

- ◉ ***Institute modern methods of supervision.***
- ◉ ***The emphasis of production supervisors must be to help people to do a better job. Improvement of quality will automatically improve productivity.***
- ◉ ***Management must prepare to take immediate action on response from supervisors concerning problems such as***
- ◉ ***inherited defects, lack of maintenance of machines, poor tools or fuzzy operational definitions.***

## POINT 8:

- ◎ **DRIVE OUT FEAR;**
- ◎ ***Fear is a barrier to improvement so drive out fear by encouraging effective two-way communication and other mechanisms that will enable everybody to be part of change, and to belong to it.***

## POINT 9:

- ◎ Break down barriers **between departments and staff areas.**
- ◎ **People in different areas such as research, design, sales, administration and production must work in teams to tackle problems that may be encountered with products or service.**

## *POINT 10:*

- ⦿ *Eliminate the use of slogans, posters and exhortations for the workforce, demanding zero defects and new levels of productivity without providing methods.*
- ⦿ *Such exhortations only create adversarial relationships.*

## *POINT 11:*

- ◉ *Eliminate work standards that prescribe numerical quotas for the workforce and numerical goals for people in management.*
- ◉ *Substitute aids and helpful leadership.*

## POINT 12:

- ⦿ *Remove the barriers that rob hourly workers, and people in management, of their right to pride of workmanship.*
- ⦿ *This implies, abolition of the annual merit rating (appraisal of performance) and of management by objectives.*

## POINT 13:

- ⦿ *Institute a vigorous program of education, and encourage self-improvement for everyone.*
- ⦿ *What an organization needs is not just good people; it needs people that are improving with education.*

## POINT 14:

- ⊙ Top management's permanent commitment
- ⊙ to ever-improving quality and productivity must be clearly defined and
- ⊙ a management structure created that will continuously take action to follow the preceding 13 points.

# APPLYING TQM IN ACADEMICS

- ⦿ The concept of TQM is applicable to academics.
- ⦿ the Deming's concept of TQM provides guiding principles for needed educational reform.
- ⦿ For True Quality Revolution in Education TQM principles are most salient to education reform.

# PRINCIPLE 1: SYNERGISTIC RELATIONSHIPS

- ◉ an organization must focus, first and foremost, on its suppliers and customers.
- ◉ application of this principle of TQM to education emphasizes the synergistic relationship between the “suppliers” and “customers”.
- ◉ The concept of synergy suggests that performance and production is enhanced by pooling the talent and experience of individuals.

- ◉ In a classroom, teacher-student teams are the equivalent of industry's front-line workers.
- ◉ The product of their successful work together is the development of the student's capabilities, interests, and character.
- ◉ In one sense, the student is the teacher's customer, as the recipient of educational services provided for the student's growth and improvement.
- ◉ The school is responsible for providing for the long-term educational welfare of students by teaching them

- ⦿ how to learn and communicate in high-quality ways,
- ⦿ how to assess quality in their own work and in that of others, and
- ⦿ how to invest in their own lifelong and life-wide learning processes by maximizing opportunities for growth in every aspect of daily life.
- ⦿ In another sense, the student is also a worker, whose product is essentially his or her own continuous improvement and personal growth

## PRINCIPLE 2: CONTINUOUS IMPROVEMENT AND SELF EVALUATION

- ◉ The second principle of TQM applied to education is the total dedication to continuous improvement, personally and collectively.
- ◉ Within a Total Quality institution setting, administrators work collaboratively with their customers: teachers.
- ◉ Today it is in our best interest to encourage everyone's potential by dedicating ourselves to the continual improvement of our own abilities and those of the people with whom we work and live.

- Total Quality is, essentially, a win-win approach which works to everyone's ultimate advantage.
- TQM emphasizes self-evaluation as part of a continuous improvement process.
- In addition, this principle also translates to the focusing on students' strengths, individual learning styles, and different types of intelligences.

# PRINCIPLE 3: A SYSTEM OF ONGOING PROCESS

- ◉ The recognition of the organization as a system and the work done within the organization must be seen as an ongoing process.
- ◉ The primary implication of this principle is that individual students and teachers are less to blame for failure than the system in which they work.
- ◉ Quality speaks to working on the system, which must be examined to identify and eliminate the flawed processes that allow its participants to fail.
- ◉ Since systems are made up of processes, the improvements made in the quality of those processes largely determine the quality of the resulting product.
- ◉ In the new paradigm of learning, continual improvement of learning processes based on learning outcomes replaces the outdated “teach and test” mode.

# PRINCIPLE 4: LEADERSHIP

- ◉ the success of TQM is the responsibility of top management.
- ◉ The teachers must establish the context in which students can best achieve their potential through the continuous improvement that results from teachers and students working together.
- ◉ Teachers who emphasize content area literacy and principle-centered teaching provide the leadership, framework, and tools necessary for continuous improvement in the learning process.

# ISO CERTIFICATION

- ◉ **ISO - International Organization for Standardization**
- ◉ ISO is responsible for the *ISO 9000*, *ISO 14000*, *ISO 27000*, *ISO 22000* and other international management standards
- ◉ The ISO 9000 family addresses various aspects of quality management and contains some of ISO's best known standards.
- ◉ The standards provide guidance and tools for organizations who want to ensure that their products and services consistently meet customer's requirements, and that quality is consistently improved.
- ◉ **ISO 9000 is TQM is measurable terms!**

**ISO  
9001**  

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**QUALITY  
ASSURANCE**



# ISO 9001:2008

- ISO 9001:2008 sets out the criteria for a quality management system and is the only standard in the family that can be certified.
- It can be used by any organization, large or small, regardless of its field of activity.
- In fact ISO 9001:2008 is implemented by over one million companies and organizations in over 170 countries.
- This standard is based on a number of quality management principles including a strong customer focus, the motivation and implication of top management, the process approach and continual improvement.
- Using ISO 9001:2008 helps ensure that customers get consistent, good quality products and services, which in turn brings many business benefits.

## WHAT DOES ISO 9001:2008 MEAN TO YOUR CUSTOMERS?

- ◉ The customer has the assurance that your products and services meet standards that are internationally recognised, and your emphasis is on customer satisfaction and continual improvement through reviewing Key Performance Indicators.
- ◉ Many Educational Institutions are already ISO certified.
- ◉ ISO certification is conducted in Nigeria by Standards Organisation of Nigeria (SON).
- ◉ Is your university available for ISO certification?
- ◉ Ministry Of Education, Science and Technology. ISO 9001:2008 Certification

⦿ Thank you and God bless you.