



## **SOLUTIONS TO IMPROVE EDUCATIONAL MANAGEMENT QUALITY**

**Ramezan Jahanian<sup>1</sup> — Masoomeh Motahari<sup>2</sup>**

<sup>1</sup>Assistant Professor, Department of Psychology, Karaj Branch, Islamic Azad University, Karaj, Iran

<sup>2</sup>Education Management, Islamic Azad University- Research and Science Branch- Alborz Province

### **ABSTRACT**

*Nowadays, enhancing the quality in educational systems of different countries has gained especial importance and stand. Improving utilizing and increasing the quality in our country's educational system is felt too. One of the utilizing factors in education system is to improve the educational management quality. In this article, effective factors in educational management quality and one of its improving solutions, thorough management quality, is analyzed.*

**Keywords:** Education system, Education, Educational management, Quality, Thorough management quality.

**Received:** 5 June 2013/ **Revised:** 12 October 2013/ **Accepted:** 25 October 2013/ **Published:** 6 November 2013

### **1. INTRODUCTION**

In current era, educational institutions face too many changes and they should adapt their selves with this fast growth to grow their employees' innovation and creative thinking power with complete caution.

Those organizations will survive in 21th century which knows how to improve management skills to continuously enhance their operational agencies "such as management quality organizations" and begin a new era. (GARY, 1990)

### **2. EDUCATIONAL SYSTEM**

Whole sample of formal institutions and organizations of society which have duties such as transporting the culture and its efflorescence, growing individuals and training skilled human force, are called educational system. (Alaghe Band, 2009)

### **3. PURPOSE OF EDUCATION**

General purpose of education in every society is this that its individuals are raised up according to sample of beliefs and cultural, religious, social, political values and become helpful and suitable members. (Hossain and Amin, 2010)

### 3.1. Education purposes' role in educational management

1. They direct education process.
2. They create motivation and activity.
3. They establish control and valuation criteria of educational activities. (Hossain and Amin, 2010)

## 4. EDUCATION

Education definition: Education is an experience based on learning and it is to create relatively persistent changes in individual may he can improve its capability to perform the task. (Shaimun *et al.*, 1996)

Education is some kind of useful investment. (Emadzade Mostafa, 1993)

### 4.1. Education Process

1. Determining educational needs
2. Determining education purposes and developing human resource
3. Determining periods' contents
4. Using learning rules
5. Implementation and valuation (Abtahi, 2004)

### 4.2. Definition of Educational Management

"Manager" term was been gradually used for every one who had the responsibility of organizing activities and their implementation control. And its related functions or activities which are organizing, budgeting, coordination, decision making and the like became directing rules which this establish the base of classic organizations formation. (Mc caffery, 2004)

Educational management is a social process which organizes and coordinates all human and material resource by utilizing scientific, technical and artistic skills and tries to reach learning goals by brining motivations and growth grounds and supplying individualistic and group logical needs of students, teachers and employees.

In above definition, four features such as purposeful, completeness, continuity and steadiness, and dynamic are embodied. (Nirumand *et al.*, 2005)

#### 4.2.1. Educational Manager

It means bringing facilities by which individuals could consult with each other and use their experiences. (Nirumand *et al.*, 2005)

#### 4.2.2. Employees' Education Process

1. Determining educational needs
2. Educational planning

3. Program implementation
4. Valuation (Abtahi, 2004)

## 5. QUALITY

Quality must be analyzed in consumer point of view. According to one definition, quality means every thing which increase product value before customer. Some quality aspects such as product efficiency, reliability and its useful life cycle could be easily recognized.(Auguario,2003)

### 5.1. Quality Word Meaning

In quality ground, whether human force quality or goods and services quality, there is no known standard. In Dehkhoda Dictionary it is defined as an adjective, mood and description which are gained a thing.

Mo'en dictionary defines quality as a synonym with "condition" and Amid dictionary provided it as an adjective, state and condition. Quality has the *qualitat-qualitas* Latin root which its *tot* and *tas*, are Latin and *qui* meanis who. (Soltani, 2004)

### 5.2. Definition of Quality of Different Views

Quality means total adapting of product or service characteristics with predetermined values. This view is heavily based on measurable values and quantities and also on assuring the implementation of what is requested. (Shakarami, 2003)

### 5.3. David Garvin believes that quality has 8 dimensions

1. Function
2. Reliability
3. Sustainability
4. Could be repaired
5. beauty
6. equipments
7. adaption
8. perceived quality (Garvin, 1987)

Professor Beran says about quality that quality concept idea is based on conflictions. (Bahari, 1993)

Quality is how much the product or service satisfies the product or the service. (Hoy Way we and miskel Cecil, 2001)

### 5.4. Educational Quality

Accordance of education status with predetermined standards or quality in education is based on accordance of intrinsic and extrinsic factors and is based on consequences of this system with predetermined standards in order to improve educational activities. (Ross and Posteleth, 1987)

### **5.5. Quality Aspects**

Quality is multi-aspects and it doesn't have a single feature. Comprehensive quality of a product or service essentially means that all the quality features must be based on high quality criteria. (Niaz Azari, 2006)

### **5.6. Solutions of quality improving systems in educational management**

Quality improvement in fields such as industry and manufacturing, hygiene and education is a necessity. In educational management field because of factors such as budget decrease, low level of knowledge and skill of postgraduates and insist of people and governments on reconstruction of educational systems has gained much importance and in this situation scholars consider (comprehensive quality management) concepts as important tool to rebuild education systems. (Herman *et al.*, 2005)

Analysis of quality improving systems' solutions is based on this that we know the educational quality improving system:

### **5.7. These systems are expressed in comprehensive order**

1. comprehensive quality management: continuous improvement
2. quality assurance: pre-predicting and pre-preparing
3. quality control: investigation and valuation (Shakarami, 2003)

### **5.8. Comprehensive Quality Management**

Comprehensive quality management is about forming and expanding organizational culture which seeks to gain customer permanent satisfaction. This concept includes continuous progress of organizational process which leads to high quality products or services. (Kiniki and Kritner, 2005)

Of serious and effective usage of comprehensive quality some good results are gained. Activity for quality attracts senior managers' attention and facilitates resource gaining and in all organization level, directs employees' attention from executives to customers and reveals hidden gaps, inefficiencies and communication defects. (Mclagan, 1991)

### **5.9. Continuous Improvement**

Organization must enforce usage of creative and innovative solutions to improvement process. It should always observe the implementation of improvement activities and this must provide data for future improvements. (Shaikh Eslami and Salaholldin, 2006)

### **5.9.1. Quality Assurance**

Quality assurance is part of quality management which concentrates on creating reliability about this that related demands in quality will be satisfied. In addition, it is used for those kinds of regular and modern actions which assure that the product has the suitable condition. (Shakarami, 2003)

### **5.9.2. Quality Control**

It is part of quality management which focuses on meeting necessities and related demands. It is the comparison of what has results with what should be gained. (Shakarami, 2003)

TQM as a development process of education organization:

Some people consider TQM as the organization development; TQM is the change of organization culture or organization development in a way that be responsive to customer needs and on the other hand is effective and sufficient. (Salimi Namin and Mohammad Hossain, 2000)

### **5.9.3. Finally comprehensive quality management includes six major rules**

1. Focus on customer
2. Focus on process and results
3. Prevention instead of reconstruction
4. Mobilizing skill and specialty of work force
5. Decision making based on information
6. Feedback (Jablonski, 1991)

### **5.9.4. Effective Factors About TQM Success**

1. Teaching all future managers from now
2. Substituting traditional control and management style with new managerial methods (cooperative management)
3. Improvement of work communications among managers and employees.
4. Creating and enhancing a suitable system to continuously show the function of supervisors and management
5. Informing employees about the necessity of quality improvement
6. Creating motivation and dynamic in employees.
7. Providing suitable environment for creativity, innovation and entrepreneurship
8. Forming automated and circle teams of quality control drive
9. Determining the progress way of employees
10. Creating strong organizational culture and developing employees' values (Jahanian, 2010)

## 6. CONCLUSION

It was appeared that in order to education quality assurance and gaining the predicted goals be performed, the tools of assuring quality must be prepared, coordination must be created among education factors, suitable assessment indices be created in different local, religion and national levels and valuation system be created which their outcome be used to modify the methods and strategies so we can create fundamental changes in education.

Funding: This study received no specific financial support.

Competing Interests: The authors declare that they have no competing interests.

Contributors/Acknowledgement: All authors contributed equally to the conception and design of the study.

## REFERENCES

- Abtahi, H., 2004. Education and renovation of human resource. Pouyand, Tehran.
- AlagheBand, A., 2009. Theoretical and educational management rules, Tehran. Ravan publication, twenty first press.
- Aguario, R. and T. Doming, 2003. The one who taught the quality to the Japanese, translator: Taimouri, Mitra, Isfahan, Amuze Publication, fifth press.
- Bahari, M., 1993. Class management, Management in Education: 34-35.
- Emadzade Mostafa, 1993. Education economy, Isfahan, Jahad.
- Garvin, D.A., 1987. Competing in the eight – dimensions of quality.
- GARY, J., 1990. The quality to schooling: Framework for judgement. British Journal of Educational Studies, 38(3): 200-210.
- Herman, J. Jerry and E. Janis, 2005. Change programming in educational management, Alagheband translation. Tehran: Arsbaran Publication.
- Hossain, A., Jahed. and H. Amin, Shavun., 2010. Educational management, second press. Tehran Jahesh publication center.
- Hoy Way we, K. and G. miskel Cecil, 2001. Educational administration: Theory, research and practice 6th Edn., Mc Graw \_ Hill Higher Education.
- Jablonski, J., 1991. Implementing total quality management: An overview. San Diego: Pfeiffer.
- Jahanian, R., 2010. Organization and management modern theories, Azad Islamic university, Sama organization, Education assistance, Payam Sama publishment, First press.
- Kiniki, A. and R. Kritner, 2005. Organizational behavior management, translators: Ali Akbar and Safarzade, Hossain, Tehran, Payam Pouya, First Press.
- Mc caffery, p., 2004. The Higher Education managers hand book. London & New York : Routledge Falmer.
- Mclagan, P., 1991. The dark side of quality. Training, 28(11): 31-33.
- Niaz Azari, K., 2006. Organization theories, Tehran, Andishe Publication, First press.

- Nirumand, Masjedian Jerry, PourAndokht and Sohrab, 2005. Educational management based on new standards, 2019/11, First press.
- Ross, K.N. and T.N. Posteleth, 1987. Planning the quality of education.
- Salimi Namin and Mohammad Hossain, 2000. Quality control for managers, publication center of Amir Kabir University (Tehran Poly Technique), First press.
- Shaikh Eslami and Salaholldin, 2006. System approach to quality, Industrial Research & Training center of Iran, Tehran, First press.
- Shaimun, L., Dulan and S.S. Rendan, 1996. Employees and human resource affair management, translators: Tusi and Saebi, Mohammad Ali, Mohammad, ShaikholEslami, Salahoddin, Systematic attitude to quality, education and research governmental management center, First press.
- Shakarami, S., 2003. Getting acquainted with process management and qualitymanagement system, ISO 9001, 2000, Kiumars publication, Tehran, First press.
- Soltani, I., 2004. Educational observation, Isfahan. Arkan publication.

*Views and opinions expressed in this article are the views and opinions of the author(s), International Journal of Management and Sustainability shall not be responsible or answerable for any loss, damage or liability etc. caused in relation to/arising out of the use of the content.*