

**QUALITY MANAGEMENT PRACTICES IN PUBLIC AND
PRIVATE UNIVERSITIES OF ISLAMABAD: A COMPARATIVE
STUDY**

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CHAPTER 1

INTRODUCTION

1.1 Background of the study

In competitive world, quality management plays very integral role in success of any organization. Higher education institute follow the quality management practices to strong their management system. Universities follows some specific practices and strengthen their management system. Total quality management model is the famous model used in higher education institutions (Bayraktar et al., 2013). According to Martin and Parikh (2017), Higher education institutions adopt quality management system worldwide in order to ensure national quality assurance and internal quality management as well. In higher education and other aspects, quality is a relative term, which means different people have different concepts related to quality.

According to Gharakhani, et al. (2013), the last years, improvement of quality is the most important strategy of a universities to achieve some specific goals. For quality improvement, managers follow the international trends and parameters. In a universities, Quality management is a crucial approach for quality enhancement. Quality management approach is a broad administration to increase the strength of a quality, productivity, competence, customer's loyalty and efficiency. Quality management is also a philosophy which main aim to satisfy the customer and generate a good quality reliable production (Bozbura et al., 2011, July).

Higher education universities is providing bachelors (hons), MPhil and PhD education, the main aim of the HEI is to make students specialize in a specific field. Universities plays very important role in every decade because they provide higher studies, make students capable to know their worth and students are able to stand in an international platform. According to the World Bank (2009), quality of HE (higher education) is progressively more considered for the sake of

nationally development of economic, and for productivity. Most of the higher education institutes build some mechanism, to handle the quality management system in universities to produce or generate some quality students and output. In most of the educational institutes, quality management system used because this is the continuous process and improve the quality of an institute.

Quality management is a proper quality upgrading approach for an organization management. The application of a quality management practices helps organization to improve the internal competencies, and make a standard in a market globally (David, 2018). Managers are always implementing quality management practices to achieve organization improvement and to achieve the common goal of a company. Quality management practice are include leadership, customer satisfaction, employee training, systematic decision making, vision, workforce, commitment, teamwork, etc. (Biswas et al., 2019 & Terziovski, 2006).

According to the Islamabad Policy Research Institute (2019, December 21), Education is a lifelong continuous process. Education of Pakistan is overlook by federal ministry of education and provincial governments. The educational system of Pakistan is divided into six levels Preschool, Primary, Middle, Higher level, Intermediate level and university program leading to undergraduate and graduate degrees. The education system of Pakistan divided into two main categories public sector and private sector. The private sector schools owned not under government and the public schools run under government of Pakistan. In 2000, private sector arose in Pakistan. Private sector helps the condition of education in Pakistan and increase literacy rate. On the other side, public schools not full filed the demands of the students (Comparison of Public-private Education in Pakistan, 2017).

1.2 Rational

Quality management practices are implemented by the managers to satisfy the need of customer and generate quality in universities. Researcher will focus on the principles of Quality Management system introduced by ISO 9001:2015, with help of those principles researcher will investigate the Quality

Management practices in public and private universities of Islamabad. The reason to select the topic is to highlight the quality management practices in public and private universities of Islamabad.

1.3 Research gap

Quality management system used in so many researches as a whole. Even in a research "Quality Management Practices and Customer Satisfaction in Middle level colleges in Machakos Country, Kenya" researcher was explore the quality management practices and their relation with customer satisfaction. But In this study "Quality Management Practices in Public and Private Universities of Islamabad: A Comparative Study" researcher will select quality management principles, then compare between public and private universities in Islamabad.

1.3.1 Population gap

In research "Quality Management Practices and Customer Satisfaction in Middle level colleges in Machakos Country, Kenya" the population was management staff, head of department, tutors, support staff and students of teacher training college Machakos, Kenya. Total targeted population was 312 respondents. In this study "Quality Management Practices in Public and Private Universities of Islamabad: A Comparative Study" targeted population will be Quality Enhancement cell directors, Faculty members and Head of department of the Faculty of Social Sciences at public and private sector universities of Islamabad.

1.3.2 Methodology Gap

In research "Quality Management Practices and Customer Satisfaction in Middle level colleges in Machakos Country, Kenya" the research design was descriptive and nature was quantitative. Researchers was collect the data with the help of questionnaire. In this study "Quality Management Practices in Public and Private Universities of Islamabad: A Comparative Study" the researcher design will be descriptive and the nature of the study will be quantitative method. Researcher will get data through Questionnaire.

1.3.3 Theoretical gap

In research “Quality Management Practices and Customer Satisfaction in Middle level colleges in Machakos Country, Kenya” researcher was used different theories for example quality management theory, structural contingency theory, systems theory, and customer relationship management theory. In current study “Quality Management Practices in Public and Private Universities of Islamabad: A Comparative Study” researcher will use 7 principles of quality management system introduced by ISO 9001:2015 as a theoretical framework.

1.4 Statement of the problem

In Pakistan, higher education institutes practice some parameters of quality management. Universities of Pakistan follow quality management practices. Now a days, customer focus is the priority in every universities. The customers in universities are students, their needs and demands are the priority of the universities. Most of the universities are not fulfill the need of the students and they don't provide them productive classroom environment. Leadership is a powerful tool for every universities. Most of the universities felt issues in leadership styles, staff don't know about how to lead and solve the issues in a good manner. Engagement of the people is very crucial in any university because people belongs to different background and Qualification. When people are engaging in universities they become exchange knowledge and skills to each other. Most of the universities don't provide the platform where they communicate to each other and enhance their knowledge like trainings.

Process approach is very important for taking any step in universities. Most of the Universities are not focus on this approach and they are taking step without planning. Universities in Pakistan felt issues in continuous improvement. Even most of the universities are not fully equipped with technology in classrooms till now. Universities have to improve in continues basses so we will met the international standards of education. The primarily responsibilities of Head or directors of the universities is taking decision after check the facts and figures. The decision should be based on evidence, facts and figures. In Pakistan,

universities employees and students facing issues after taking illogical decision. Building strong formal relationship with your staff is to promote healthy, safe and sound environment. When higher authority built good repo with their staff, they indirectly optimize the services of the staff but unfortunately some universities are lacking in the principle of relationship management.

This research will be focus on seven principles of quality management system, on the basis of these principles researcher will do comparative study in public and private universities of Islamabad. This study was undertaken to investigate the quality management practices in universities of Islamabad. Moreover, this study finds out the effect of demographic factor (sectors) over the perception of QEC directors, HOD and faculty members about the quality management practices.

1.5 Research objectives

Research objectives of the study will be:

1. To investigate the customer focus practices in public and private universities of Islamabad.
2. To explore the leadership practices in public and private universities of Islamabad.
3. To find out the engagement of people practices in public and private sectors universities of Islamabad.
4. To examine the process approach practices in public and private sector universities of Islamabad.
5. To explore the improvement in public and private sector universities of Islamabad.
6. To investigate the evidence based decision making practices in public and private sector universities of Islamabad.
7. To examine the relationship management practices of public and private sector universities of Islamabad.
8. To compare the quality management practices of public and private sector

universities of Islamabad.

1.6 Research hypothesis

The hypothesis of the study will be:

There is a positive effect on customer focus practices in public and private universities of Islamabad.

The leadership practices are significant in public and private universities of Islamabad.

The engagement of people practices are positive effect in public and private sectors universities of Islamabad.

There is a positive process approach practices in public and private sector universities of Islamabad.

There is a positive improvement in public and private sector universities of Islamabad.

There is a positive evidence based decision making practices in public and private sector universities of Islamabad.

There is a positive relationship management practices of public and private sector universities of Islamabad.

There is a significant difference in the quality management practices of public and private sector universities of Islamabad.

1.7 Significance of the study

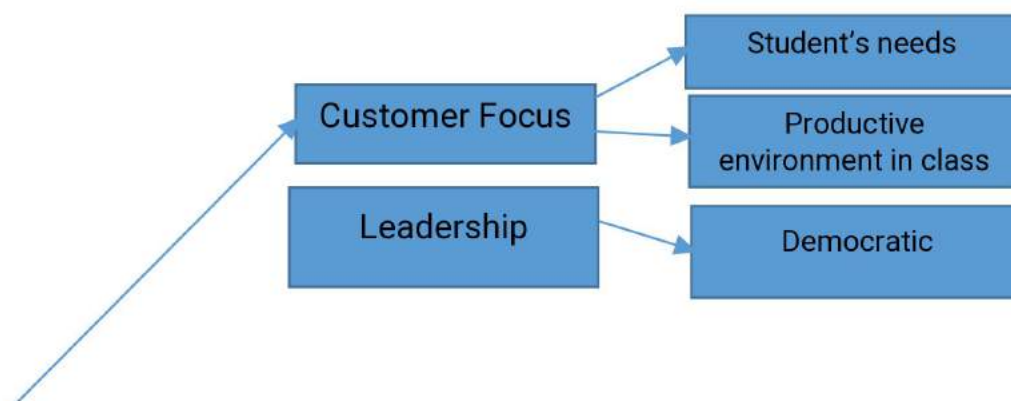
This research will highlight the comparative analysis of quality management practices in public and private sector universities of Islamabad. This study will be significant for students because after trained teachers, continues improvement, good leadership and focus on customer satisfaction students will get benefit from the high quality management staff. This study will also be significant for faculty members because after results of the study faculty members will more understand the importance and need of quality management practices (teacher training, continuous improvement, and leadership and

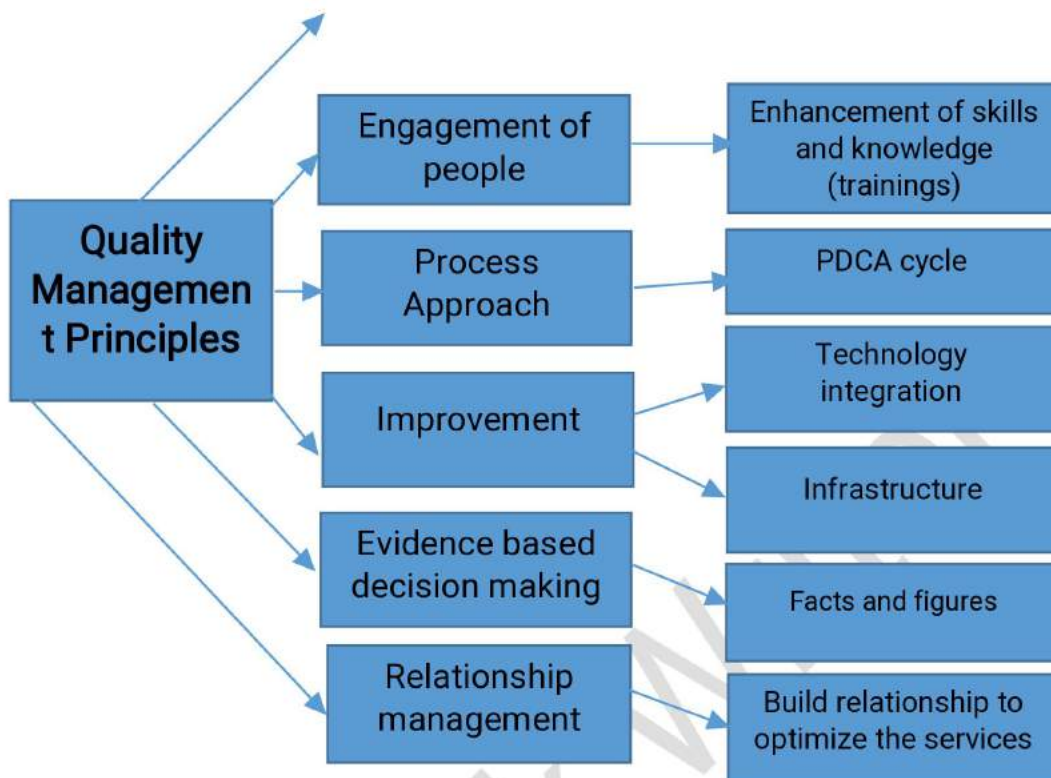
customer satisfaction) in universities. This study will be significant to the policy makers, policy makers will also focus on the selected practices of quality management and make those policies which is beneficial for universities. This study will be significant to the administration (dean, Quality Enhancement cell directors and Head of department) so they will solve the queries of teachers and students, improve their quality management practices in both sector universities. This study will also helpful for future researchers, they will get guidance from this study when they choose quality management practices in their study.

1.8 Theoretical Framework and Conceptual framework

Theoretical and conceptual framework of the study will be based on principles of ISO 9001:2015 quality management system. In 1987 ISO 9001 was published by the international organization for standardization. This international agency made the national standards of more than 160 countries. The latest version of ISO 9001 released on September 2015. There are seven principles of quality management system, which was introduced by ISO 9001:2015. These seven principles are the building blocks of quality management system. These seven principles are also called practices of quality management system because these seven principles are followed in most of the universities in form of practices. After following these seven principles, the quality of a management system will increased and strong management system will be made in universities.

With the help of theoretical framework, researcher will explain the seven principles further as a conceptual framework. So, basically conceptual framework of the study will be based on quality management principles. These are seven principles of quality management system:





1.9 Delimitations of the Study

The study will be delimited to:

1. Universities of Islamabad
 - International Islamic university, Islamabad
 - NUML University, Islamabad
 - Preston University, Islamabad
 - Air University, Islamabad
2. Faculty of social sciences and Humanities
 - Department of English
 - Department of Psychology
 - Department of Education

1.10 Operational Definition

These are following some operational definition:

Higher education: Highest level of education and HE provide the students specific specialty in any subject. They recognized by higher education commission (HEC).

Quality: quality is a term which means the standard of something. Quality is a relative term. Quality is the characteristics of any product which compare to the another same product and satisfy the needs of customer.

Quality Management: According to Khan (2010), quality management is the set of procedures and documents which is implement and maintained in order to certifying the growth of institutions in a reliable manner.

Quality management system: A set of a specific system which produce quality in management. The QMS is a set of all practices and procedures, the aim of the QMS is to certify the quality of a product or services for example university produces good quality students in every year.

Quality management practices: Quality management practices are those practices which are used in an institutes to generate more good and reliable products and satisfy the customer satisfaction. In this study researcher select these practices: teacher training, leadership, continuous improvement, and teamwork.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The concept of quality management has been debated extensively for many years. The quality of the final product has been referred to as quality management since the early 1920s. From the standpoint of product quality control, it was viewed. Products were then physical and mechanically based, therefore product quality control was meant to check and measure those utilizing

statistical methods and defined values (Golowko et al., 2017). However, as manufacturing processes became more efficient, it became harder to regulate the product's quality. The concepts of Total Quality Management (TQM) were gradually adopted into manufacturing facilities during this period thanks to the work of Edward Deming, Armand Feigenbaum, Joseph Juran, and Philip Crosby. Consequently, quality control was also carried out throughout certain manufacturing steps to stop mistakes or flaws as soon as feasible.

2.1.1 Quality

Defining quality is difficult since everyone has a different standard for what constitutes excellent work. Although the majority of customers find it challenging to describe quality precisely, they can recognize it when they encounter it. In other words, perception of quality is subjective (Prisacariu, 2016). The definition of quality is influenced by who is doing the defining. There are almost as many definitions of excellence as there are writers. The individual's opinion of perfection determines the quality.

2.1.2 Total Quality Management

TQM is a technique for structuring the entire company to increase its effectiveness and business flexibility by engaging and organizing every single unit of the organization, i.e., every activity, department, and person at every level. This definition was provided by Permana (2021).

2.2 Concept of quality management

In the twentieth century, the idea of quality first appeared. At first, it happened in business and management. The issue of quality was brought up by industrialization and scientific methods. In organizations, both tangible and immaterial characteristics are considered when determining quality. In other words, every component that has an impact on an organization's goals, whether directly or indirectly, is under the purview of quality and its assurance.

Total quality management is not adopted at educational institutions with

its complete primary implementation, according to (Lethy et al., 2017). To achieve goals, the quality assurance approach must be used in educational procedures. Utilizing resources properly might improve education and its results. When the framework is broken down, the job is arranged into smaller, repeated activities. With mass production, work is divided into smaller, repetitive activities that are done by machines. In this circumstance, the employee's quality-checking was diminished. In the twenty-first century, quality is valued in every industry (Khan, 2020).

Recent years have seen a rise in the diversity of quality as more factors are included in organizational structure. Education professionals continue to be concerned about the students' migratory shift in our worldwide society. The need of understanding one's place in society and where they shift is heavily emphasized. Total Quality Management is a crucial instrument for successful organization management, according to research on the subject that was done in Nepal. As this strategy places a strong emphasis on the interaction between customers and employees. TQM, in all of its manifestations, operates in many management organizations (Biswakarma, 2017).

Total Quality Management is focused on the entire company, including its ideas and practices. In addition, it reacts to factors that are influenced by organizational structure quality (Kazancoglu, 2019). Creating an environment where all resources are utilized effectively and efficiently is the core goal of TQM (Vinni, 2011). TQM was first implemented in industrial firms. However, since then, it has been promoted in areas of society where quality is valued as a necessary component of achieving goals. The well-known ones include those in banking, nonprofits, healthcare, insurance, and educational institutions. TQM combined key organizational components such as top-level management's cooperation with staff, customers, and employees, as well as the use of development tools and training (Murad & Rajesh, 2010).

Thus, efforts are made to maintain quality based on the market's current consumer impression. Eventually, those institutions that have adequate

resources and a good understanding of stakeholder demand are more likely to achieve a better result (Brown, 2017). In essence, quality preserves the balance between internal and external pressures. The genuine winners are systems that satisfy the demands of external forces like consumers while also using internal pressures to accommodate them. The quality of a product or service for a consumer may be determined by its competitive positioning in the market, but the quality of a training programme or institution for faculty is determined by its reputation (Mosadeghrad, 2014).

2.3 Concept of quality management in education

Al-Salim (2018) concludes that "there appears to be no evident justification for dismissing the applicability of TQM as a general philosophy" after reviewing the literature on the theory and practice of TQM in educational institutions. To see success and gain from this management strategy, higher education should put it into practice.

According to Zubair (2013), several educational institutions have adopted TQM, and this adaption has led to success stories regarding "better communication, higher staff morale, enhanced productivity, improved system efficiency, and decrease in defects and costs."

Through exploratory factor analysis, Ahmed (2016) observed that this concept is still novel in Pakistan's business schools and also that areas that need attention contain employee training (Human Resource Development), the orientation of vision with academic processes, and the establishment of links between industry and curriculum. This study focused on the top business schools in Pakistan (public and private combined).

Asif et al. (2013) concluded that "leadership, measurement, vision, and analysis, process control and evaluation, program design and resource allocation, and stakeholder's focus" are the most crucial and appear as critical achievement factors of TQM in higher education during their research to recognize key success features of TQM in Pakistani Higher Education Institutions.

The arguments in favor of the importance of educational quality are explained by Sallis (2014). Four "quality imperatives" were listed by him as the motivation behind school quality improvement initiatives. The moral imperative is the notion that kids, parents, and the community, who are the service's clients, deserve the highest quality education. An employee's internalized professionalism, which is motivated by a dedication to upholding the highest standards in both classroom instruction and institution administration, is the source of the professional imperative. The competitive imperative highlights the reality that, like industry, the education industry is not an exception and is subject to market laws. An educational institution's quality could be its primary point of differentiation, making it its only competitive advantage (Powell, 1995).

2.4 Relationship between quality management and higher education

Academic freedom in higher education is diluted in correlation with quality (Manatos, et al, 2017). Second, because universities are independent organizations, it is challenging to appraise quality as a team. Given that excellence demands teamwork, it is typically challenging to apply its characteristics to higher education (Asif et al., 2013). In addition, maintaining quality in higher education is significant to its stakeholders. It's critical to educate funders, students, and employers on the importance of quality. Product, service, and programming are three factors that are taken into consideration while evaluating quality. The idea that Total Quality Management and its many components are connected to the success of school education, such as higher-level courses, was also endorsed by Shah Mohammadi (2018). (Lethy, 2017) claims that the complete primary execution of total quality management is not used in educational institutions.

Early in the 1990s, IBM committed some resources to adopt TQM in higher education after evaluating the value of this method. IBM also made an effort to highlight the significance of this strategy at higher education institutions. The Damtew (2022) reviews, as well as the research covered in the journal of

total quality management, were the most specific and noteworthy (Damtew, 2022). Instead of providing evidence to justify the value of such an approach, these publications have effectively proven the relevance of Total Quality Management and the processes that support it that are applied in a business. In papers, it has been examined and disclosed that over 50% of higher education institutions have formed quality control cells and councils inside five years, despite very little research being done on the empirical evidence (Ullah et al., 2017).

The majority of higher education institutions have complicated organizational structures, which makes it difficult to identify the target consumers. As a result, TQM initiatives there have generally been unsuccessful. Similar to commercial businesses, higher education institutions provide a wide range of advantages and goods, including test scores, credit hours, certifications, degrees, student performance, and the capacity of graduates to find employment. It is a widely held belief that colleges and universities offer a variety of goods, and because of their complicated organizational structures, it is becoming more challenging to adopt TQM methods uniformly across all campuses. The majority of the time, it is challenging for higher education institutions to come to an understanding of what they are truly providing and what is expected of them. The universities and colleges concentrated on what they are predicted to sell, to which target section, and what could be the possible challenges while incorporating the TQM practices as a result of the numerous questions elevated concerning the customer's individuality and the products and services being presented to them.

2.5 Overview of higher education in Pakistan

Pakistan's higher education system started on a very low foundation (Gilani, 2017). Only two of the 21 universities that existed at the time India divided the University of Punjab in Lahore's West Wing, founded in 1882, and the University of Bangladesh in Dhaka's East Wing which was located on the

Pakistani side of the border. When Pakistan became independent in 1947, Sindh University had just gotten its charter and was beginning to organize (Mehmood, 2018).

The universities/Degree Awarding Institutions (DAIs) and associated institutions make up Pakistan's higher education system. The Higher Education Commission oversees these institutes of higher learning (HEC). The Higher Education Commission is an independent, top-tier organization that approves degree programs at universities and DAIs and distributes federal government funding to them. Although the associated institutions are paid and governed by the provincial governments, they are required to accept the curricula of the HEC-supported universities and DAIs with which they have a connection. The HEC also provides some funding to private institutions for infrastructure development and research, and it keeps an eye on their standards of quality.

Public universities and DAIs now control the majority of the higher education market in Pakistan, although the number of private institutions of advanced learning has skyrocketed in recent years. Due to the HEC's efforts, there are now 132 universities and DAIs, including 73 in the public sector and 59 in the private sector (HEC, 2009). The colleges and DAIs can be divided into two categories: general and professional colleges and DAIs. While private sector HEIs solely concentrate on professional and vocational programs and courses like business, medicine, IT, etc., bearing in mind the market's need, public sector HEIs provide a wide range of academic programs (Isani & Virk, 2005).

2.5.1 Quality management practices in detail in the Pakistani context

Total Quality Management has been the subject of research in the domains of service organization and education in the context of Pakistan. The two main areas of focus in total quality management in education are higher education and secondary education. In many firms in Pakistan, Total Quality Management (TQM) is practiced. Depending on the corporate objectives, several Total Quality Management application methods are used. Pakistan is one of the nations that use quality assurance in education along with other organizational

structures when it comes to the implementation of Quality Management methods (Mahmood et al., 2015). To achieve this goal, specialized training services should be employed and provided to educational staff.

Batool (2007) reviewed the history of the quality movement in Pakistan in their most recent article, highlighting the fact that the country's quality management has gone through four key phases: inspection orientation (before the 1980s), process improvement (1980s), system orientation (1990s), and performance excellence (2000s). There is an indication that Pakistan's industrial sector has adopted the quality management concept, and articles related to this topic have been published. For instance, Moosa (2000) conducted research involving 20 different Pakistani organizations and identified seven aspects technological position, quality of management purposes, the effectiveness of quality assurance/ISO 9000, levels of continuous quality improvement, quality of human resource development, awareness and application of TQM tools, and position of planned TQM program where common quality management practices were observed. Additionally, authors have documented the application of TQM in Pakistani small and medium enterprises (SMEs), pharmaceutical companies, the banking sector, engineering, textile, consumer products, the construction industry, and automobile companies (Basheer et al., 2018; Mehralian et al., 2016); and pharmaceutical companies (Imran, 2018). Pakistani commercial organizations urgently need to establish a customer-focused quality culture given the level of international competition (Ataullah, 2014). The same is true for Pakistan's HEIs, who must compete in the international academic market and make education relevant to regional socio-economic demands.

Numerous educational institutions are using quality management systems, even though the idea of quality management is still relatively new in Pakistani higher education (Baig et al., 2015). Universities' faculties of Management Sciences provide TQM courses. Many private organizations are actively promoting quality management concepts and putting them into practice in the education sector. For instance, the Pakistan Institute of Quality, a private

organization founded in 1991 and formerly known as the Pakistan Institute of Quality Control (PIQC), has been arranging training sessions in quality management and hosting conferences on quality management in education.

2.6 ISO model

To establish a general framework for the application of quality management in businesses throughout the world, the International Organization for Standardization (ISO) created a quality management standard in 1987. (Bijlmakers, 2020). According to Shafiq (2012), among all the TQM models and frameworks out there, ISO 9000 and the EFQM model are the most often used for carrying out quality management activities. The EFQM Excellence Model and the ISO 9000 quality management framework are examined in depth in the subsequent subsections, possession in mind their significance.

A case in point of an international consensus on effective quality management techniques is the ISO 9000 family of standards. It was developed by the International Organization for Standardization (ISO), which was established in 1947. The goal of ISO was to establish international standards for many businesses (ISO, 2011). In comparison, ISO introduced its first ISO 9000 quality standard series, based on BS 5750, in 1987. The British Standards Institute (BSI) created the first set of standards for the improvement of quality in goods and services in the UK sector in 1979 (Shafiq, 2014). Over 18,500 international standards have been created by the ISO for a variety of topics. The ISO 9001:2008 standard, part of the ISO 9000 family of standards, offers a set of uniform specifications for a quality management system. No matter the activity, size, or nature of the user organization, this standard may be applied (e.g., private & public sector). This standard offers a tried-and-true framework for the methodical management of organizational procedures so that goods may be produced that meet consumer expectations (ISO, 2011).

2.6.1 Modes of quality enhancement and challenges in the implementation of ISO

Murmura, (2017) analyses the notion of resistance to ISO standards and

certification procedures. According to Ahmed et al. (2006), obstacles to novel implementation are associated with reluctance to change. Interestingly, academic institutions and faculty members take a change for granted.

Bibi, the enhancement of the quality system will undoubtedly occur in a university setting in 2021. There are frequently mixed reviews of added documentation. The construction of a quality management system, which has various advantages for students, employees, and people.

According to Hussein (2014), resistance to alteration is more pronounced in universities than in other organizations because educated individuals may not take criticism of their working methods since they believe that they are a good example for others. This might fail to develop a new culture or structure that culture is required for the adaption of QM implementation, or it could result in inefficient management of the opposition to change.

Some universities are a little confused by the idea that implementing an accreditation system will take the place of the ISO 9001 standard's requirement for a quality management system. According to Hussein et al. (2017), the existence of university accreditation will be beneficial, and in reality, institutions are already using ISO 9001. According to Thandapani et al. (2011), institutions should be aware that ISO certification delivers only little benefits that are necessary to support the programme in the rapidly expanding market that values certification.

2.7 Public university and private university in higher education

Saleem (2018) examined the institutional promise of the coaching staff at public and private DAIs in Khyber Pakhtunkhwa, Pakistan, in their study. Contrary to popular belief, the study's analysis of data from 90 academic staff revealed that, in contrast to the majority of employees in the private sector, who indicated a medium degree of organizational commitment, most university employees in the public sector were extremely dedicated. In this period of technology and information-linked society, globalisation, rapid pace of growth, and economic and

social advancement, higher education has become crucial for the economic and cultural development of a nation. Demand for advanced education is rising, especially in the post-communist and emerging worlds. From being competitive and exclusive, the educational system has evolved into one that is generic and diverse. Diverse types of advanced education have resulted from it, and in the majority of situations, the private sector has been permitted to offer higher education to as many students as feasible (Guri-Rosenblit, 2007).

According to Becker et al. (2017), the majority of private DAIs has been promoting and expanding higher education in a variety of crucial fields that are essential for both national and economic growth, including business education, research-oriented higher education, and science and technology education. According to Harvey (2010), the majority of private colleges prioritize education for immediate requirements, such as degrees and credentials that are directly tied to employment and jobs, without putting any emphasis on quality; this approach will harm the entire system of higher education. The high percentage of jobless university graduates, notably from private institutions, was also noted by Austin et al. (2014) in their study as one of the fundamental effects of the weak regulatory framework and emphasis on short-term job-oriented educational programs.

CHAPTER 3

METHODOLOGY

This chapter deals with the description of the detailed methodology of the research. This study will conduct to investigate the quality management practices in the public and private sector universities of Islamabad.

3.1 Research Design

The research design will be quantitative because, in quantitative measurement, data are collected from respondents and explain or predict the result in numerical form. Descriptive design was used to ascertain the quality management practices in the universities of Islamabad. Descriptive research describes the current situation and collecting numerical data to test a hypothesis or answer questions about the current topic of study (Mills and Gay, 2019).

3.2 Population

According to Mills and Gay (2019), a larger group of people is used to investigating the problem. The population of the study will be consist of all the quality enhancement cell directors, head of department and faculty members of the universities of Islamabad. According to the HEC website, 25 universities are currently in Islamabad. In 25 universities, 17 universities are Public and 8 universities are Private.

Population of universities:

Sector	Universities	HOD	QEC Director	Faculty member
Public	International Islamic			

	university Islamabad IIUI			
	NUML, Islamabad			
Private	Preston University, Islamabad			
	Air University, Islamabad			
Total	4 Universities			

Population of Social Sciences and Humanities:

Sector s	Universities	QEC director s	HOD	Faculty member s
Public	Internationa l Islamic university Islamabad IIUI	1	10	
	NUML, Islamabad	1	9	
Private	Preston University, Islamabad	1	4	
	Air University, Islamabad	1	5	

Total	4	4	28	
	Universities			

3.3 Sample and Sampling Technique

Sample is the smaller size of population so the researcher will take 4 universities of Islamabad. In four universities, two public and two private universities will be taken because the demand of the study is to compare the quality management system in public and private sector universities of Islamabad. The sampling technique of the study will be proportionate stratified sampling technique. The sample size of the study will be 4 Quality Enhancement cell director, Head of department (HOD) and faculty member from selected universities.

Sample of the study:

Sectors	Universities	QEC Directors	HOD	Faculty Members
Public	International Islamic university Islamabad IIUI	1		
	NUML, Islamabad	1		
Private	Preston University, Islamabad	1		
	Air university, Islamabad	1		
Total	4 Universities	4		

3.4 Instrumentation

The researcher will use self-developed questionnaires according to the theoretical and conceptual framework of the study. The researcher will collect the data through close ended questionnaire from Faculty members and Head of

department and QEC Directors of Faculty of Social Sciences.

3.5 Data Collection

The data will be collected through a personal visit by the researcher to the universities. Researcher will collect the data from quality enhancement cell directors, faculty members and Head of department.

3.6 Data Analysis

After the collection of the data, the researcher will analyze the data. The Researcher will use quantitative methods in the study. The researcher will collect the quantitative data from close ended questionnaire of faculty members and Head of department and QEC Directors. The researcher will analyze the data through mean, percentage, frequency and t-test.

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