A REVIEW OF TOTAL QUALITY MANAGEMENT IN HIGHER EDUCATION

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ABSTRACT

This study reviews Total Quality Management (TQM) in Higher Education in Ghana. The methodology used for the study is benchmarking technique for reviewing various literature on total quality management in higher educational institutions. The study reviewed and analyzed other publications in relation to the subject matter in different places around the globe. The impressions of the study indicated that other countries such as United Kingdom Higher Education Funding Council for England (HEFCE), and Quality Assurance Agency (QAA), and the South African Qualifications Authority (SAQA) whose duty is to monitor and license higher educational institutions have helped to improve high quality education in their countries. The situation is, however, different in the case of Ghana, accounting for most Ghanaians preferring western education to Ghanaian education because of its high quality and standards.

Keywords: Total Quality Management, Review, Higher Education Institutions

1.0 Introduction and Background

In this world of rapidly increasing competition, speedy changes of technology, increasing quality standards, varying demographics, privatization and internalization in education, have resulted in the need to the use of the concept of TQM in education. The various stakeholders such as students, parents and the general public are currently dissatisfied with the current education system and this is evident in such complaints as students are unable to register themselves in the colleges due to limited seats, insufficient faculty, courses are taught by the senior graduates and not by the experienced faculty and lack of commitment on the part of faculty (Hogg & Hogg, 1995).

Changes in the world today such as knowledge explosion, cutting edge developments in the field of science and technology, globalization and depleting resources have brought into every sphere of life under tremendous pressure to respond to these changing scenario and educational institutions are no exception.

These phenomena have prompted accountability, efficient utilization of resources, market driven approach and quick response to emerging needs and requirements of the stakeholders in higher education institutions. There has been an escalation in demand for value for money, time and recourses on the part of various stakeholders like students, government, the business industry and the society as a whole. TQM has become increasingly popular in education, as evidenced by the plethora of books and journal articles especially in the 1990s. A case in point is the Association for Supervision and Curriculum Development in India, which devoted its entire November, 1992 issue of its journal, ‘Educational Leadership’, to the quality movement in education (Bhalla, 2012).
In relation to TQM in education, Crawford and Shutler (1999) developed a model to suggest a practical strategy for using TQM principles in education. Their strategy focused on the quality of the teaching system used rather than on students’ examination results. They argued that examinations are a diagnostic tool for assuring the quality of the teaching system. To satisfy the educational needs of students, continuous improvement efforts need to be directed to curriculum and delivery services. From such a perspective, various root causes of quality system failure in education were identified. These include poor inputs, poor delivery services, lack of attention paid to performance standards and measurements, unmotivated staff and neglect of students’ skills (Ali, Mahat, & Zairi, 2007). One of the weaknesses of such a perspective is in its concentration on the student as a customer whereas TQM in education should concern the customer beyond students.

Some of the reasons for the adaptation of TQM in higher educational institutions include:
- Pressures from industry for continuous upgrading of academic standards with changing technology;
- Government schemes with allocation of funds which encourage research and teaching in the field of quality;
- Increasing competition between various private and government academic institutions; and
- A reduction in the pool of funds for research and teaching, implying that only reputable institutions will have a likely chance of gaining access to various funds.

**Total Quality Management in Higher Education: A Comparative Analysis**

**1.1 Total Quality in Higher Education in Kenya**

Nyaoga, Nyamwange, Onger, & Ombati (2010) reported that quality management is supposed to be at the forefront of educational management instead of the focus on mass production of students. He stated that the huge public and private investment in university education has led to an urgent need to evaluate how effective investment is being utilized by examining the quality of the educational infrastructure, the cadre of qualified tutors and other resources in place and the quality of teaching and learning.

The University of Nairobi according to him was akin to any commercial entity within the global market, which is also facing rapid information change, intense information flow and increasing competition through the reduction of barriers to trade and exchange.

Some of the challenges of higher educational institution in Kenya according to the researcher were:
- Inadequate funding especially for research and development,
- Poor quality and irrelevant courses,
- Inadequate use of ICT,
- Lack of a unified accreditation system,
- Inadequate management capacity.

In spite of these challenges educational institutions are still expected to deliver on their promises. The solution to such a situation was the implementation of TQM in these educational institutions. Some of the contributions of TQM to the University of Nairobi as were:
TQM had helped the university towards its achievement of becoming the center of excellence in university education in its sub-region.

The implementation of TQM has helped the university to constantly meet the requirements of the Higher Education Regulatory Commission and also it has helped the university to be able to meet the demands of the customers that both students and industry.

1.2 Total Quality Management in Higher Education India

Tara (2011) in her research entitled ‘Total Quality Management in Education’ stated that quality education has long been associated with excellence or conformance to specific standards. Excellence has governed quality education for a long time. Later, satisfaction replaced excellence to denote quality in the beginning of the 21st century. This has made TQM very essential in academic organizations (Bhalla, 2012). Some of the most common contributions of TQM in higher educational institutions in India are as follows:

- The implementation of TQM resulted to the adoption of new philosophies that bring about new teaching and learning strategies that leads to success of every student.
- It also ensured the participation of all stakeholders in ensuring the success of the entire organization.
- TQM has helped educational institutions to focus on continuous growth and improvement of institution, parental involvement in education, contribution of their time, labor, materials and land, participation in decision making process and monitoring of teacher performance.
- TQM helped to effectively identify and address factors that cause educational problems. In institutions, there may be different problems such as low participation, dropouts, repetition, poor academic performance and poor management styles.
- TQM stresses a systematic, integrated, consistent and organization-wise perspective to resolve problems.
- TQM ensured increased managerial participation.
- TQM focuses on the managerial part of the educational sectors continuously involving all managerial hierarchy of education.
- To increase teaching learning process. TQM does not only focus on the managerial parts but also on teaching learning process in classrooms.
- It also helps to maintain quality in examination of various standards which leads to service quality, and effective teaching.

1.3 Total Quality Management in Higher Education in South Africa

Ramlagan (2009) in his research work in South Africa entitled ‘An Investigation Into Quality Practices At Private Higher And Further Education Institutions In The Durban Central Business District’ also stated that higher education institutions in South Africa are faced with an increasing number of complex challenges including implementing and maintaining a quality management system. Aside these, the policy of mergers among higher educational institutions introduced further regulations, especially to private higher and further education institutions which require these institutions to maintain higher standards. Managing these change in private higher and further education institution became complex as these institutions were required to meet the Department of Education’s registration requirements else they lose their certification.

From his findings Ramlagan indicated that there is a need for a quality management system for private higher and further education institutions and specifically TQM philosophy was suitable for private higher and further education. It was also revealed that in other for higher educational...
institutions in South Africa to be able to meet the requirements of the audit criteria of the Department Of Education and ensure the delivery of standard education, there is the need for each of them to have in place internal quality mechanisms such as TQM.

1.4 Total Quality Management in Higher Education in Ghana
Quality education in Ghana has been an issue of concern in recent years. An educational system which was once envied by countries in Africa and beyond is gradually losing its enviable position. Ghana's education system from primary through to tertiary level in recent times has taken center stage of many discussions related to national development. The facts are clear that, enrollment in tertiary education in both public and private institutions have improved over the years. But our educational system has not been structured to solve problems in our societies because the modules used have become obsolete.

In this 21st century, the focus of tertiary education has changed and Ghana must adjust to meet international standards in higher education. Ghana's education system has been reduced to 'chew, pour, pass and forget' style where students perform very well in exams but can't solve problems in our society. The world is looking for problem solvers and how do we develop our students to solve problems. Over the years, there have been a lot of talk and little action on vocational and technical education which has contributed partly to youth unemployment in our country. We currently live in a country where the course you study at the university or polytechnic no longer matters.

For instance, first degree graduates in agriculture are now bankers, higher national diploma certificate holders in engineering are in insurance industry etc. I'm not saying is wrong but we shouldn't lose focus on why we train students in particular fields. Indeed some of the courses we offer in our tertiary institutions need total overhaul and some of them must cease to exist on our campuses. Over the years, research has not taken its rightful place in higher education. Ghana cannot continue to educate young ones who have 'paper certificate' but have no respect for moral values like integrity, honesty, respect, kindness, patriotism, patience among others. Education whether formal or informal without values lead to moral decay in society.

For Ghana to reap the benefits of higher education, stakeholders such as the Ministry of Education, Ghana Education Service, National Council for Tertiary Education, Public and Private tertiary institutions must review the modules in training of students to address the ways of thinking of students to include creativity, critical thinking, problem solving, decision-making and learning. Students should be trained to be innovative so as to come out with workable solutions in their field of study for the benefit of society.

For instance, students in computer science should be able to develop softwares that will help cut the lengthy bureaucratic processes in our public sector. It has long been advocated that higher education providers should teach students a wide range of competency and generic skills that includes but are not limited to communication skills, problem-solving skills, self-directed learning skills, the ability to integrate ideas and concepts, and the capacity to work in teams and group environments but this plea is yet to be given the needed attention by various stakeholders in the tertiary education sector.

1.5 Quality Management Systems in Higher Education
Maintenance of quality in education in various parts of the world is the responsibility of a group of organizations which come to together to work as a system. The quality management system in terms of education is different from one country to the other. Whereas in some countries such
as India and South Africa, the quality management system for their educational sector is made up multiple organizations which have been empowered legally by the state to play different roles to ensure quality in their educational sector, other nations such as Ghana and Nigeria have one major organization with the legal backing of the state to ensure quality in the educational sector.

1.6 Quality Management Systems in Higher Education in South Africa
Maintenance of education in South Africa is the responsibility of different organizations which performs different roles to promote quality especially on the higher education sector. The organizations that constitute the quality management system in South Africa are as follows:

1.7 The South African Council on Higher Education (CHE)
The South African Council on Higher Education (CHE) was established as an independent statutory body in May 1998 in terms of the Higher Education Act, No 101 of 1997. It serves as an advisory body to the Minister of Education on all matters related to higher education policy issues and assumes executive responsibility for quality assurance within higher education and training.

1.8 South African Universities Vice-Chancellors Association (SAUVCA)
As a statutory body, SAUVCA is required to make recommendations to the Minister and Director-General of Education on matters referred to SAUVCA or on any other issues which SAUVCA considers to be of importance to the universities. It also appoints persons or nominates persons for appointment to a number of statutory councils and committees on which universities should be represented. It is responsible for the formulation of the Joint Statutes and Joint Regulations relating to the university sub-sector of the Higher Education system, which contain several important provisions regarding aspects such as the transfer of students between universities, the mutual recognition of credits gained at universities or other institutions and the minimum period of study for a bachelor degree (Ferreira, 2003; MacEwen, Louw, & Dupper, 2005)

1.9 The Centre for Higher Education Transformation (CHET)
This Centre mobilizes trans-disciplinary skills for specific projects by tapping available expertise in the national and international higher education sector. A non-hierarchical, flexible management style, modern information technology and a heavy reliance on consultants and steering committees affords CHET the unique capacity to respond to higher education needs with only a limited number of fulltime staff. CHET also provides a forum for interaction between the different structures, stakeholders, and constituencies in higher education. To this end, CHET is currently collaborating actively with the Ministry of Education, the Committee of University Principals, the Committee of Technikon Principals, Committee of College Education Rectors South Africa, and the National Centre for Student Leadership. International collaborators include the American Council on Education, the Association for African Universities, the Commonwealth Higher Education Management Services, and the Centre for Higher Education Policy (Netherlands) (Saketa, 2014)

1.10 Higher Education Quality Committee (HEQC)
According to the Council on Higher Education Quality Committee, Re-accreditation of MBA’s 2003 document, the Higher Education Act (No 101 of 1997) sets out quite clearly the roles and responsibilities of the CHE and its permanent subcommittee, the HEQC, with regard to policy and quality assurance related matters in the higher education sector. Simply stated, in terms of their respective mandates, the CHE advises the Minister of Education on matters relating to
higher education and the HEQC manages the quality assurance activities of all public and private providers operating in the higher education band.

In terms of its mission and vision, the HEQC supports the development, maintenance and enhancement of the quality of public and private higher education provision in order to enable a range of stakeholders to benefit from effective higher education and training. The HEQC performs its quality assurance duties also in terms of the South African Qualifications Authority Act (SAQA), 1995 (Act no 58 of 1995) and the SAQA Regulations of 1998. As an Education and Training Quality Assurance body (ETQA) for higher education, the HEQC is responsible for the accreditation of public and private institutions and their learning programmes.

The underlying objective of the HEQC with regard to quality assurance is:

*To ensure that institutions effectively and efficiently deliver education, training, research and community service which are of high quality and which produce socially useful and enriching knowledge as well as a relevant range of graduate skills and competencies necessary for social and economic progress.*

**The specific functions of the HEQC are to:**

- Promote quality assurance in higher education
- Audit quality assurance mechanism of institutions of higher education
- Accredit programmes of higher education

The HEQC’s role is made even more demanding by being part of a larger process under SAQA and the Sectorial Education and Training Authority (SETA) quality assurers. The HEQC has statutory responsibility to conduct institutional audits as indicated in the Higher Education Act of 1997.

The HEQC Audit Directorate began pilot audits of three higher education institutions in March 2003 which was completed in December 2003.

The participating institutions are responsible for evaluating their academic quality systems themselves and producing a self-evaluation report. The institutional audits focus to a large extent on teaching and learning. The audit criteria will extend to issues relating to research only if an institution specifies research in its mission.

The audit sought to:

Establish the nature and extent of the quality management system in place at the institution – what policies, systems, available resources, strategies and targets exist for the development and enhancement of quality in the core functions of higher education.

Evaluate the effectiveness of the quality management system on the basis of evidence largely provided by the institution itself. The requirement to provide indicators of success and evidence of effectiveness, takes the audit beyond a checklist of policies and procedures.

The scope of the audits covered the broad institutional arrangements for assuring the quality of teaching and learning, research and service learning programmes, as well as other specified areas. Governance, finances and other institutional operations were exempted in relation to their impact on the above areas.
The one central principle that emerged was that the primary responsibility for quality assurance rests with the higher education institutions themselves.

1.11 The South African Qualifications Authority (SAQA)
SAQA is a body of 29 members appointed by the Ministers of Education and Labor. The members are nominated by identified national stakeholders in education and training. The functions of the Authority are essentially twofold:

• To oversee the development of the NQF, by formulating and publishing policies and criteria for the registration of bodies responsible for establishing education and training standards or qualifications and for the accreditation of bodies responsible for monitoring and auditing achievements in terms of such standards and qualifications.

• To oversee the implementation of the NQF by ensuring the registration, accreditation and assignment of functions to the bodies referred to above, as well as the registration of national standards and qualifications on the framework. It must also take steps to ensure that provisions for accreditation are complied with and where appropriate, that registered standards and qualifications are internationally comparable.

The National Qualifications Framework (NQF)
SAQA’s aim is to ensure the development and implementation of a NQF. The NQF is a framework, it sets the boundaries – a set of principles and guidelines which provide a vision, a philosophical base and an organizational structure – for construction, in this case, of a qualifications system. Detailed development and implementation is carried out within these boundaries. It is national because it is a national resource, representing a national effort at integrating education and training into a unified structure of recognized qualifications. It is a framework of qualifications i.e. records of learner achievement.

In short, the NQF is a set of principles and guidelines by which records of learner achievement are registered to enable national recognition of acquired skills and knowledge, thereby ensuring an integrated system that encourages life-long learning.

The NQF is based on the principles of outcomes-based education. In the NQF, all learning is organized into twelve fields. These in turn are organized into a number of sub-fields. SAQA has established twelve National Standards Bodies (NSB’s) one for each organizing field. Members of the NSB’s are drawn from the six constituencies: state departments, organized business, organized labor, providers of education and training, critical interest groups and community/learner organizations. Up to six members from each of these constituencies serve on a NSB. The NSB’s recommend standards and qualifications for registration on the NQF to SAQA.

Each NSB is responsible for recognizing or establishing, Standards Generating Bodies (SGB’s) for registration. SGB’s in turn develop standards and qualifications and recommend them to the NSB’s for registration. SGB’s are formed according to sub-fields, and members are key role players drawn from the sub-fields in question. For example, the SGB for teacher Educators is made up of school teachers, professional teacher bodies, university, college and Technicon teaching staff.

SAQA accredits Education and Training Quality Assurance bodies (ETQA’s) to ensure that the education and training which learners receive, is of the highest quality. ETQA’s in turn accredit...
providers to offer education and training in accordance with the standards and qualifications registered on the NQF.

As indicated in the table below, SAQA has adopted an eight-level framework, with levels 1 and 8 respectively being regarded as open ended. Level 1 accommodates three Adult Basic Education and Training (ABET) certification levels as well as the General Education and Training Certificate.

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<th>Rank</th>
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<td>8</td>
<td>Higher Education and Trainings</td>
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<td>General education and training</td>
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1.12 Quality Management Systems in Higher Education in Nigeria

Nigeria has a somewhat different structure from that of South Africa in terms of the organizations that forms its educational quality management systems. The main organization is the National University Commission which is supported by other organizations.

1.13 National University Commission (NUC)

The national universities commission is the regulator of university education in Nigeria. It regulates all the activities of public and private universities in Nigeria. The NUC accredits programs of university education in the country. It ensures that only accredited programs are ran by universities. The NUC is charged with ensuring quality and quality assurance in Nigerian universities. The NUC has a quality assurance unit that is responsible for using international best practices on quality assurance. The NUC demands accountability from universities and checks the overall effectiveness and efficiency of program offerings and all activities of Nigerian universities. The NUC sets the minimum standards regarding qualification of teachers, the quality of teaching in institutions, number of students to be admitted and the universities carrying capacity. As a way of improving quality, the NUC regularly monitors the activities of universities and conducts a need assessment exercise.

Quality mechanisms in Nigeria include

- Internal self-assessment;
- External examination system;
- Institutional audit;
- Accreditation of programmes; and
- Certification by professional bodies

Besides NUC, professional bodies are also major players in monitoring education quality in universities.

The two main approaches that NUC adopts in the discharge of its quality assurance mandate are:
- Setting of Minimum Academic Standards (MAS) for all programmes taught in Nigerian universities; and Accreditation of such programmes.
- The Minimum Academic Standard was developed in 1989 using subject specific experts in thirteen major disciplines as major reference instrument for accreditation. In 2004, benchmark statements were incorporated into the MAS to develop Benchmark Minimum Academic Standards (BMAS).

Other documents are also used for accreditation which include manual for accreditation procedures, self-study form, Programme evaluation form, accreditation panel report form, and accreditation re-visitation form.

1.14 Quality Management Systems in Higher Education in India

In India, the establishment of universities is regulated by law. Only the parliament of the Government of India (central/union government) and state legislation can establish a university.

Various apex institutions have been entrusted, either by an Act of Parliament or by an Act of Legislative Assembly or by central or state governments, with the responsibility to regulate the standards of education. For example, the University Grants Commission (UGC) was established by the UGC Act, 1956, to coordinate and maintain standards of university education. The NAAC was established in 1994 under 12cc of the UGC Act to assess the standards of quality. It assesses and accredits universities along with their constituent and affiliated colleges.

Similarly, the AICTE was established under the AICTE Act 1987 to plan and coordinate the development of technical education system in the country. Under Section 10 (U) of the AICTE Act, the National Board of Accreditation (NBA) has been set up to assess and accredit the technical institutions in the country and to make recommendations to the relevant authorities for recognition and de-recognition of qualifications.

Furthermore, the National Council of Teacher Education (NCTE) was established in 1995.

1.15 The National Assessment and Accreditation Council (NAAC)

To ensure quality in higher education institutions, the National Assessment and Accreditation Council (NAAC) was established on 16 September 1994 as an autonomous affiliate of the UGC.

The NAAC is different from the other accreditation agencies which accredit programmes and institutions in the field of professional studies, in that it is an autonomous body and can accredit all kinds of higher education institutions, both general, teacher, technical and professional, and in that it is not mandatory to be regulated by the NAAC, even though a few states have made it so. The professional accrediting agencies conduct assessment and accreditation of programmes or institutes within their respective domains Many specialized institutes that the professional accreditation agencies have accredited, have also volunteered for institutional accreditation by the NAAC. Quite a few engineering, medical, fine arts, law and management institutes, for example, have been accredited by the NAAC.
The accreditation process that the NAAC applies follows these 5 steps:
1. Developing the National framework for degrees and programmes;
2. An institution prepares and submits a self-study report.
3. A peer team visits the HE institution and writes a report and makes recommendations to the NAAC.
4. The NAAC certifies the final accreditation.
5. The NAAC publicly announces the accreditation outcome.

An institution can make an appeal against the outcome. The NAAC conducts two types of accreditation, i.e. institution and Programme assessment. Accreditation by the NAAC is valid for 5 years.

1.16 Quality Management Systems in Higher Education in the United Kingdom
Management of quality in the United Kingdom involves a number of agencies which work together to promote quality. Quality management is the responsibility of these institutions and the Quality Assurance Agency and the Higher Education Funding Council for England (HEFCE).

The Higher Education Funding Council for England (HEFCE) is a non-departmental public body of the Department for Business, Innovation and Skills (previously the Department for Innovation, Universities and Skills) in the United Kingdom, which has been responsible for the distribution of funding to universities and Colleges of Higher and Further Education in England since 1992. Most universities are charities and HEFCE is their principal regulator. HEFCE has therefore the duty to promote compliance with charity law by the universities for which they are responsible.

The other UK funding bodies primarily fulfill this duty by contracting with the Quality Assurance Agency for Higher Education (QAA). The QAA currently review the quality of higher education in publicly funded institutions. The QAA carries out these reviews in English institutions on HEFCE’s behalf.

UK degree-awarding bodies (mainly universities) set their own standards for the degrees and other qualifications they award (academic degrees), but since most courses are partly or entirely publicly funded (including student loans) there is a requirement that they undergo external review to demonstrate that a national ‘threshold’ standard is met, and that quality is satisfactory. QAA is the body that undertakes this independent role in the UK. It does so through processes of peer review. Reviewers have extensive experience of higher education at a senior level, or are current or recent students.

While there are some differences between the methods used by QAA to achieve this, they have some key features in common. All reviews check that UK expectations are met; currently this is done by benchmarking the provision against QAA’s Quality Code.

Each review results in a published report containing judgements on whether UK expectations are met. Separate judgements comment on academic standards, academic quality, and the public information provided about courses. Reports include recommendations for improvement, citations of good practice, and affirmations of actions taken by the higher education provider to improve since the last review.
1.18 The Quality Code
The Quality Code (full name: UK Quality Code for Higher Education) sets out 19 expectations that must be met by UK higher education providers that receive any kind of public or student loan funding. The Quality Code replaced the 'Academic Infrastructure' in 2012 as the main reference point for checking on the quality of UK higher education, having been developed in close consultation with the UK higher education sector. Owned and maintained by QAA, it sets out 'what higher education providers expect of themselves', and 'what students may expect of them'. The Quality Code covers:

- Setting and maintaining standards, as determined by the UK qualifications frameworks and subject benchmark statements, together with other relevant guidance
- Meeting UK expectations about the quality of the student experience, and seeking ways to enhance this
- Providing trustworthy and reliable information about courses.

Quality Management Systems in Higher Education in Ghana
Accreditation is mainly done by the National Accreditation Board (NAB). The government of Ghana assigned the task of accreditation of higher institutions and their programmes to NAB.

The major functions of NAB as spelt out in section 2 of the NAB Act 744, 2007 are to:

1. Accreditate both public and private (tertiary) institutions as regards the contents and standards of their programmes;
2. Determine, in consultation with the appropriate institution or body, the Programme and requirements for the proper operation of that institution and the maintenance of acceptable levels of academic or professional standards;
3. Publish as standards;
4. Publish as it considers appropriate, the list of accredited public and private institutions and programmes at the beginning of each year;
5. Advise the President on the grant of a Charter to a private tertiary institution;
6. Determine the equivalences of diplomas, certificates and other qualifications awarded by institutions in Ghana or elsewhere;
7. Perform any other functions determined by the Minister of education

The main quality assurance function of NAB is the accreditation of both public and private tertiary institutions with regard to the contents and standards of their programmes.

Accreditation in the Ghana involves a two-stage quality assurance process that first develops standards for assessing quality and then monitors the programmes or institutions to ensure that accreditation standards are met.

Through this process, an institution has the opportunity to improve its programmes whenever it does not meet the required criteria.

A further goal is to foster the notion of continuous quality improvement across the entire tertiary sector. Accreditation also assures the international communities that the education provided by Ghanaian institutions is of a high standard and that graduates are adequately prepared for further studies and for employment.

Further accreditation is to assure employers and other members of the community that Ghanaian graduates of all academic programmes have attained an acceptable level of competence in their areas of specialization.
1.19 National Accreditation Board’s Accreditation Processes
NAB has developed a roadmap to accreditation, simplifying the steps an applicant institution should take towards accreditation and charter. The roadmap to accreditation spells out the requirements and processes of accreditation as undertaken by NAB. It specifies the procedures an organization has to follow to facilitate the process of accreditation and includes details of the operational information that institutions must provide.

With regards to institutional and Programme accreditation in Ghana, both the institutions and NAB have specific roles to perform.

The roadmap outlined the following processes:

A. Interim authorization:
This is the first phase of the accreditation exercise. As the name connotes, this is the process whereby an applicant seeks official or legal backing from NAB for the establishment of an institution.

The interim authorization permits the applicant to take the following steps in respect of the institution: “to set up a governing body for the institution; commence or continue with the mobilization of financial resources needed; commence or continue the development of physical facilities; and commence or continue assembling academic facilities”. The only prohibition at this stage is that the institution can neither admit students nor advertise for students. When the institution has finished assembling its human and financial resources, it can then apply for institutional accreditation.

B. Institutional Accreditation:
The holder of a valid interim authorization may within three years from the date of the grant of the interim authorization apply to NAB for accreditation. In practice, higher institutions in Ghana have to initially respond to NAB questionnaire as part of their internal evaluation and also in preparation for accreditation. At the institutional accreditation stage, an applicant institution then submits a completed NAB questionnaire together with the necessary information and the appropriate fees paid to NAB. Upon receiving the application NAB reviews it.

A committee is then set up by the board to make an assessment of the facilities and structures of the institution applying for accreditation. The committee submits its report to the Board for consideration. Institutions that possess adequate physical facilities and meet the minimum standards are granted Institutional Accreditation to commence operation.

C. Programme Accreditation:
NAB has established criteria and standards to be satisfied by an institution for programme accreditation. These include:

i) The vision and mission of the institution;
ii) The governance structure of the institution;
iii) Funding available to the institution and how the financial resources will be managed to ensure transparency and accountability (Nyatanga, 1997);
iv) The state and adequacy of both the physical and library facilities available for the staff and students involved with the Programme (Materu, 2007);
v) Health, safety and the environmental sanitation of the institution;
vi) The adequacy and qualifications of both academic and administrative staff, the qualifications, administrative experience and academic leadership capability of the
proposed head of department responsible for the Programme (Vallejo & Hauselmann, 2000).

vii) Content of the Programme;


2.0 Comparative Analysis of the Quality Management Systems in Different Countries

Comparatively the educational systems in South African and India can be described as more effective relative to the ones in Ghana and Nigeria.

The quality systems in South Africa and India involve different organizations that perform different functions but all aim at ensuring that quality is maintained in higher educational institutions. The implication of employing such approach is that it ensures that the duty of ensuring quality in higher educational institutions is not in the hands of one major organization as is in the case of Ghana and Nigeria.

Comparatively, the approach in India is very developed compared to those in the other countries. In addition to the requirements of the NAAC, in India, specific programs are accredited by specialized accreditation institutions. This measure ensures that accreditation is not undertaken by a general body which may not have much understanding about the program in question but by experts who have in depth knowledge about the specific program to be offered or accredited. These experts stand in a better position to be able to know which direction the program must be channeled compared to a general body who may have very little knowledge about it.

The situation in Ghana and Nigeria are relatively less effective. In these two countries accreditation or enforcement of quality is the responsibility of one major body with assistance from other organizations.

The limitation with such approach is that the same body serves as developers and monitors of quality standards. This implies that quality in higher educational institutions will be limited to what they only come out with. The inputs of other organizations will be seen as suggestions which are not mandatory for them to accept.

In spite of all that has been discussed above, there exists a common challenge among all the quality managements systems reviewed above. In all of these countries, the maintenance of quality (internal quality) after accreditation (external quality) is left in the care of the institutions. The accrediting agencies only come in when re-accreditation is due.

Quality therefore in effect becomes what these institutions do and not what the external quality management does because most of these institution especially those in Ghana only enforce quality when re-accreditation in due.

Even though the system in the United Kingdom is similar to those in Ghana and Nigeria it can be described as more effective because the issues of quality is made to go beyond academic issues to a whole process of seeking for funds.

2.1: Major Findings in Ghana Higher Education

As indicated above quality education in Ghana has been an issue of concern in recent years. An educational system which was once envied by countries in Africa and beyond is gradually losing its enviable position. Ghana's educational system from primary through to tertiary level in recent
times has taken center stage of many discussions related to national development. The facts are clear that, enrollment in tertiary education in both public and private institutions have improved over the years. But there has not been improvement in both infrastructures and faculty. Our educational system has not been structured to solve problems in our societies because the modules used have become obsolete.

Also, in Ghana no previous study has been conducted into how higher educational institutions can incorporate TQM into their operations to maximize total customer satisfaction. This study seeks to investigate into the broad principles of TQM and see how they have been applied in the UK, India, East Africa and South Africa and also suggest how they can be adapted to be effective in Ghana.

This study is long overdue owing to factors such as economic pressures etc. This among others accounts for why many Ghanaians prefer western education to that of Ghanaian education because of high standards and quality and relevancy to their ambitions.

3.0: Conclusion
To make quality more effective, there is the need for educational institutions to be able to adopt effective quality management practices such as total quality management.

The purpose of the above reviews in different countries is to seek a benchmark for implementing TQM in Ghana. It is clear that, no one system is appropriate but a hybrid of features from other countries that are suitable for Ghana.

4.0 References

