

## PalArch's Journal of Archaeology of Egypt / Egyptology

### SWOT ANALYSIS AS TOTAL QUALITY MANAGEMENT TOOL: A SYSTEMATIC ANALYSIS BETWEEN PAKISTAN AND MALAYSIA PUBLIC UNIVERSITIES

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**Muhammad Naveed Jabbar (PhD), Farah Qadir Malik, Haq Nawaz (PhD). Swot Analysis As Total Quality Management Tool: A Systematic Analysis between Pakistan and Malaysia Public Universities-- PalArch's Journal of Archaeology of Egypt/Egyptology 19(4), 190-199. ISSN 1567-214x**

**Key Words: SWOT Analysis, Total Quality Management, Public Universities**

#### **ABSTRACT**

The present study narrow downs the quality management measures, standards and guidelines at global level. Moreover, focusing over review of literature related to education sector with respect to total quality management. The main objective of this research was to determine the SWOT analysis as TQM tool among Pakistan and Malaysia universities. The teaching faculty members of the public universities were the population whereas, 413 (Pakistan 219, Malaysian 194) respondents were selected as sample through simple random sampling technique. A survey method was administered to collect the data from the participants by using self-administered questionnaire. SPSS-25 was directed to analyze the data. The findings show that the Pakistan and Malaysia public universities focus on the strategies and techniques that enhance the quality of services. Furthermore, it concluded that quality of Malaysian higher education institutions is better than Pakistani universities. The study is helpful to adopt the innovative techniques for the development of quality of services.

#### **INTRODUCTION**

Total quality management ensures as a systematic approach of educational programs that retained the endurable education standards in every aspect (Sallis, 2012, Deming, 2018). Globally, in modern era from last couple of

decades the developing and developed countries introduced the various strategies based on innovation techniques of services for the up-gradation of universities (Arif & Ilyas, 2013; Sadruddin et al., 2018). Education is a progression through which an individual shares his personal ideas, experiences, new findings and value assembled over the years in his struggle for continued existence through compeers (Zakaria et al., 2016). The developing countries have been acknowledged the importance of experienced and skillful human capital that is more valuable than the physical resources for the growth of the country (Jamil, 2017). In Pakistan also, educationists highlight the importance of new reforms in higher education as a strategic tool for national development and prosperity of the general masses and developing the human resources of the country (Hassan, 2016; Naz, 2016).

The ultimate goal of university education in Pakistan is to produce competent human resources in order to make Pakistan a developed nation (Abbas, 2017; Taylor, 2017), by empowering the human capital through skills and knowledge. As, quality education has great contribution to enhance the capabilities for the young graduates in order to make them affluent members of the society with academic competencies in 21<sup>st</sup> century (Awan & Zia, 2015). The Pakistan National Policy on education thrives to widening the access of education by enlightening quality of higher education, increasing retention through less dropout rates and increasing the enrolment for achievement of national objectives (Dildar et al., 2016). The higher education is a transmission of knowledge and fabrication of graduates to make them prosperous icon of the society which can be able to face the equation standards globally (Pervaiz, 2016). In Pakistan, after more than seven decades, the developmental indicators are not showing positive results (Ali et al., 2013; Hina et al., 2016). Despite of all the other pressures, TQM always keeps a great and significant place in the educational agenda (Hamidullah, 2009; Halali, 2013; Hassan, 2016).

## **LITERATURE REVIEW**

Saeed (2014) argued that the total quality management categorized as systematic monitoring and observation of the core activities. TQM provides the appropriate awareness to determine the effectiveness of teaching-learning process through innovation techniques for the developing countries. In modern time it has also been considered the education institutions as business organizations and the growth of the institutions can be acknowledged by adopting the new strategies for the development of quality of services.

(Arif & Ilyas, 2013). The educational policy makers in Pakistan have also emphasized the greater contribution of TQM in applying innovations in the educational sector. The higher education institutions have appreciated the significance of quality services for the enhancement of employees' satisfaction (Kashif et al., 2016).

Currently, in order to meet the world standards of education it was acknowledged by the developing countries to focus on the quality of education. It is necessary to implement, retain and develop the quality of services on innovation based. Therefore, in Pakistan, it has been decided according to the higher education vision 2025 those policies must be implemented which can

enhance the quality of services (Abbas, 2017). Initially, for the development of the economic growth of the country, the HEC was established in 2002 for the up gradation of the university level and it was ensured to implement, retain and develop the quality of services (Alnaser et al., 2014; Jan et al., 2016; Memon & Awan, 2017). Presently, Quality Assurance Agencies and Quality Enhancement Cells are working under the umbrella of HEC but the appropriate standards of education do not reach at the level where can be satisfied with globe (Mohd. Deni, 2014; Shaari, 2014; Wasti, 2015).

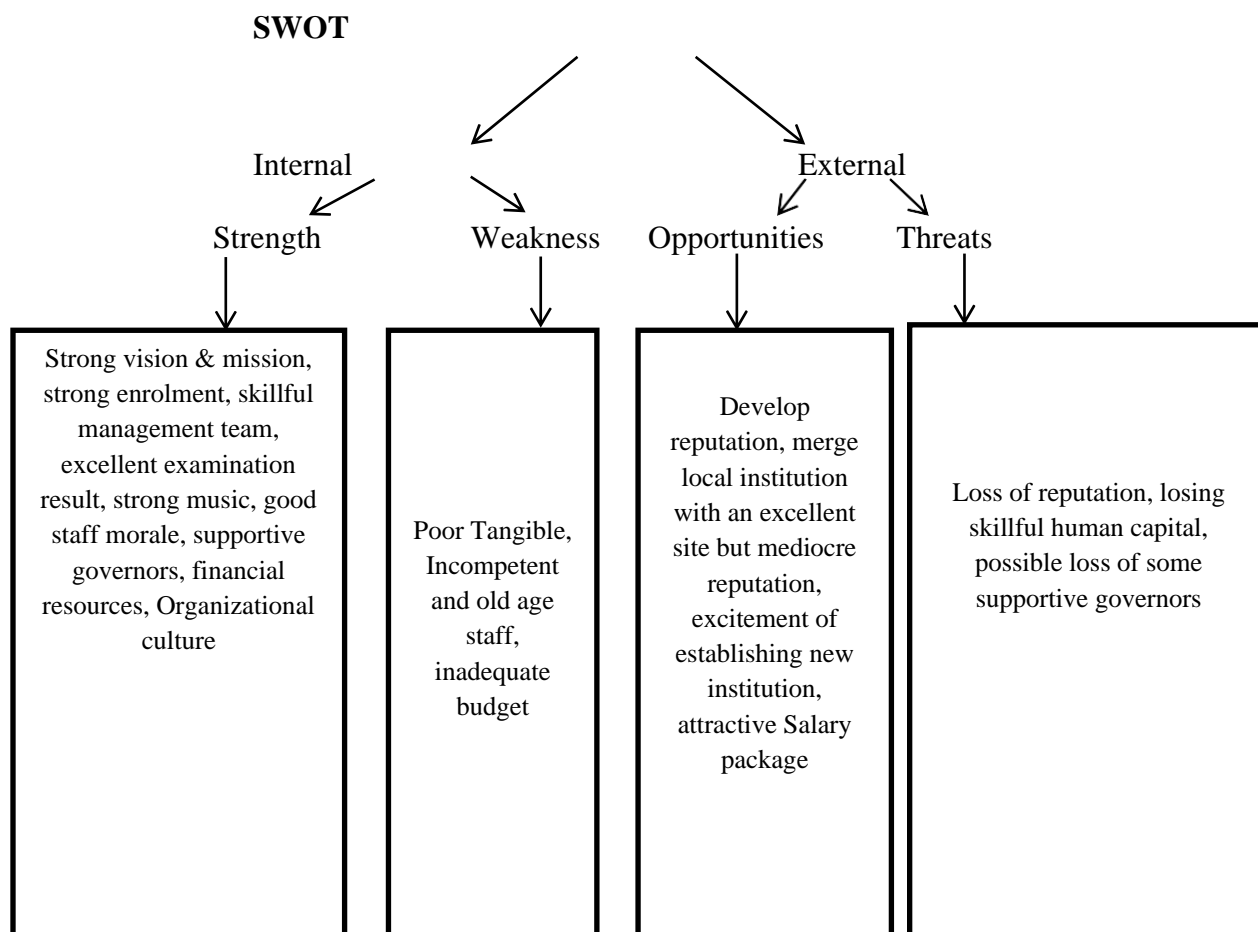
On the other side, Malaysian universities need rapid changes in making policies for the satisfaction and performance of the university employees. It is a great need to evaluate the efforts of staff development in Malaysian universities and establish a new body beneath the umbrella of Ministry of Higher Education (MOHE) for assessment. In order to retain and enhance the number of international students, there is a need to make practices with societies for immediate deviations to the job discrepancies of staff developers at university level ( Mohd. Deni, 2014). The Malaysian Quality Accreditation (MQA) decided to uplift the standards of education in order to increase the enrolment of the students until 2012 from five credits to only two credits based on Sijil Pelajaran Malaysia (Hanaysha et al., 2011).

Furthermore, it was decided to focus on the quality of education in order to get the accreditation and ranking of the programs and universities. Sharri (2014) to raise the education standards, it is necessary to focus on the quality of services. Malaysian Higher Education has made their entheustic efforts for the considerable progress in education sector under the ministry of education. It was suggested for some long-term objectives to make the Malaysia as excellent hub in education throughout this region. Now a day, Malaysia has been taken a progress to retain the existing students and also increasing the enrolment of new international students from last couple of decades and made the new policies for the growth of education sector. The higher education is taking prodigious steps to rendered the quality of education to the students and also provide the better opportunities for the lecturers. The government policies for the betterment of education sector are keeping a pace with growth.

Sohail and Daud (2010) also investigated that measuring the quality management programs and focusing over the betterment of services is an essential tool for the development of higher education. Focus on the he standard of the quality management helps to raise the education standards. According to (Mohd et al., 2014) under the rubric of Vision 2020 Malaysian education system is a liberalization of educational policies leading to the democratization. The educational administrative system has been promoted based on management and teacher empowerment. For the effective learning of the students, it is necessary to promote the professionals with better services. The new strategies are adopting for the enhancement of quality education. Selections of lecturers in higher educational institutions in Malaysia shows that such efforts have been made as arduous task due to the numerous challenges to be overcome.

### SWOT ANALYSIS

SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) is a method of assessing the quality management, its resources, and its environment. It has become a common place tool of strategic planning in education, but it remains a most effective means of locating an institution’s potential (Kalpande et al., 2015). Moreover, this tool can be classified into two factors; internal factors and external factors. The internal factors explain the performance of the institution whereas external factors compel to focus on the innovation according to market value as global changes (Khalid, 2017).



**Figure 1.** SWOT Analysis

The essence of the SWOT analysis is to discover what we do well; how we could improve; whether we are making the most of the opportunities around us; and whether there are any changes within the institution—such as technological developments that meet the market value according to the new trend. The traditional approach for completing SWOT is to produce a blank grid of four columns— one each for strengths, weaknesses, opportunities, and weaknesses—and then list relevant factors beneath the appropriate heading. Don’t worry if some factors appear in more than one box and remember that a factor that appears to be a threat could also represent a potential opportunity (Directors’ Briefing, 2006; Dana, 2012; Kalpande, Gupta & Dandekar, 2015). For the development of the education institutions, it is necessary to enhance the strength and opportunities and minimize the weakness and threats (Indu

Garg, 2008; Sallis, 2012).

## RESEARCH QUESTIONS

- i. What is the existing level of TQM among Pakistan and Malaysia public universities regarding SWOT analysis?
- ii. What is significance difference between Pakistan and Malaysia public universities regarding SWOT analysis as TQM tool?

## METHODOLOGY

This study is quantitative in its nature. The population of the study was teaching faculty from the public universities of Pakistan and Malaysia whereas, 413 (Pakistan 219, Malaysian 194) respondents were selected as sample through simple random sampling technique. Krejcie and Morgan (1970) model was followed to select the sample size of the study (Asada et al., 2020; Junoh et al., 2019; Basheer et al., 2019a; Muneer et al., 2019; Basheer et al., 2019b; Basheer et al., 2018). A survey method was administered to collect the data from the participants by using self-administered questionnaire based on the factors of SWOT analysis. Five points Likert scale 1. SA to 5. SDA format was used for structure questionnaire. SPSS-25 was computed to analyze the data. The descriptive analysis and independent sample t-test was applied to analyze the research questions that proposed in this study.

## FINDINGS

### *Test of Normality*

In order to investigate the normality of data, it was determined the skewness and kurtosis value. To find out the peakness of the data distribution, it was suggested that if the skewness and kurtosis values are near to  $\pm 1$  (skewness  $< -1$ , kurtosis  $> +1$ ) that considered the peaked according to threshold values suggested by (Hair et al., 2007; Tabachnick & Fidell, 2007; Raoof et al., 2021; Abdulmuhsin et al., 2021; Hameed et al., 2021; Yan et al., 2020; Nuseir et al., 2020). In this study the table 1 showed the data is normal.

**Table 1.** Values of Skewness and Kurtosis of measured constructs

Dimensions	Skewness		Kurtosis	
	Statistic	Std. Error	Statistic	Std. Error
Strength	-.328	.119	1.49	.231
Weakness	-.554	.119	1.36	.231
Opportunities	-.623	.119	1.68	.231
Threats	-.419	.119	1.29	.231

### *Multicollinearity Test*

In this study tolerance and variance inflated factors value was determined to examine the multicollinearity test. Götz et al (2010) recommended that tolerance  $> .20$ , VIF  $< 5.0$  and condition index  $< 30$  are considered there is not

multicollinearity problem.

**Table 2.** Tolerance and variance inflated factor (VIF) value

Dimensions	Collinearity Statistics		
	Tolerance	VIF	Condition Index
Strength	.88	1.42	23.32
Weakness	.73	1.23	19.34
Opportunities	.92	1.19	17.56
Threats	.76	1.04	14.91

**Table 3.** Descriptive analysis

Factors	M	SD
Strength	4.01	.94
Weakness	3.76	.87
Opportunities	4.12	.97
Threats	3.87	.91

**Table 4.** Independent Sample t- test

Factors	Group	N	M	SD	t	Sig
Strength	Pakistan	219	3.02	.57	.27	.00*
	Malaysia	194	3.86	.69		
Weakness	Pakistan	219	3.84	.71	.43	.01*
	Malaysia	194	3.46	.63		
Opportunities	Pakistan	219	3.32	.83	1.29	.14
	Malaysia	194	3.46	.84		
Threats	Pakistan	219	3.24	.72	1.63	.09
	Malaysia	194	3.31	.79		

Level of significance < .05

### CONCLUSION

It was concluded that the teaching faculty of both countries (Pakistan, Malaysia) is satisfied according to the SWOT analysis as TQM strategic tool. Moreover, the findings of the study show that the both countries have implemented the TQM practices, but there found a significant difference in factors (strength, weakness) of SWOT analysis between Pakistan and Malaysia public universities. Moreover, there was a Mean difference between Malaysian and Pakistani universities; the Mean of Malaysian Universities was greater than Pakistani universities.

### DISCUSSION AND RECOMMENDATIONS

This research work tries to enrich the literature reviewed as well as contribute to improvement of university education. As there are inconsistency in the literature and identified the gap as further study were suggested to clarifies. The present research has also moderately supplemented the understanding of TQM. Since the last decade of 20<sup>th</sup> century, the education sector also realized the importance of quality management. This study has systematic review for

implementation, retain and develop the quality of services. Moreover, Total quality management has its significance role for the development of the higher education institutions. It is recommended that if there good monitoring mechanisms in place, then there is a possible chance that quality retains at a high profile. The future studies should be conducted to investigate the quality of the universities through TQM strategies, techniques and practices between developing and developed countries.

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