Obstacles and success factors for the implementing of quality assurance system case study - Department of Architecture, University of Al-Nahrain

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ABSTRACT

Education and Higher Education in particular, are the most important millstones of knowledge economy and community; as Higher Education Institutions essentially contribute to maximize the knowledge capacity of society in research, use, and application through exercising their roles of (teaching) knowledge dissemination, scientific researches (knowledge production) and community service (Application of knowledge). However, the success of these institutions, to prepare qualified human capital for production, to develop creative capabilities for it, and to raise the level of its qualification to meet the needs of society, mainly depends on the success of applying the quality assurance system to its academic institutions. This research seeks to present and discuss concepts and ideas related to the concept of higher education's quality assurance system, which is a recent introduction in the literature of higher education; to also explore the most important impediments of applying quality assurance system in higher education institutions, specifically in the Department of Architecture - Al-Nahrain University, in addition to diagnosing certain factors that make the application of this system successful. By adopting the opinions of the faculty members of that department, the research came out with a set of impediments, of them (...). In its conclusions, the research also contains a number of factors that serve the success of applying the quality assurance system in the department.

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1. Introduction

No one opposes the fact that we live in an era in which knowledge has become a theme of wealth, an essential source of growth and an effective engine for all economic activities. The progress and development of contemporary societies have become affected more and more by the degree of acquiring the sources of knowledge and the ability to produce them. Especially, after it was totally confirmed that acquisition of material resources only is useless, as the purpose is to make institutions Higher education a beacon to science and knowledge, and to open them at their social and economic environment and their contribution to the country's development. Moreover, to meet the society's various needs of sustainable development, in all social, human, economic and cultural areas, require paying attention to the issue of quality assurance of higher education, especially since success of its application conceptually and practically constitutes the basic millstone for applying a comprehensive quality management approach and access to global reliability [1].

In education, the concept of quality has been moved to system establishment stage for managing the quality of education. Along with the difficulties of application, a great importance has emerged to apply quality management to education. This needs all people to take apart to ensure the survival and continuity of educational institutions, an approach of better performance with higher efficiency.

Quality culture and programs drive all officials involving in the management of the educational institution, students and faculty members to become part of the quality culture's program. Therefore, quality means the

necessary driving force required to effectively push the university education system to achieve its goals and mission entrusted to it by the community and several parties interested in university education [2].

Research Objective

The objective is to explore and identify the most important impediments and success factors of implementing the quality assurance system in higher education institutions, specifically in the Department of Architecture – Al-Nahrain University.

Research Question

What are the impediments and success factors of applying quality assurance system to higher education institutions?

Research Hypothesis

The research assumes that there is a set of factors that hinder the application of quality system and other factors that help facilitate the success of its application, specifically in the Department of Architecture – Al-Nahrain University.

Quality in Education

Quality is one of the most important means and methods to improve the quality of education and raise the level of its performance in the current era, some intellectuals call it the era of quality. Quality is no longer a luxury that educational institutions aspire to or an alternative solution to be taken or left by educational systems. Rather, quality has become an urgent need dictated by the contemporary life movement; it is an evidence of the survival of the soul and the spirit of survival of the educational institution [3].

As agreed at the UNESCO Conference on Education, convened in Paris, October (1998), the concept of quality stipulates that higher education's quality is a multi-dimensional concept that should include all education functions and activities such as: [4]:

1. Curriculum.
2. Educational Programs.
3. Scientific Researches.
4. Students.
5. Buildings, Facilities and Tools.
6. Making services available to the local society.
7. Internal self-education.
8. Determination of quality's internationally-recognized comparative standards.

Definition of Quality

"Quality is an integration of the features and characteristics of a product or service in a form that assists to meet specific or implicit needs and requirements. Or, Quality is a set of characteristics and features of an entity that reflects its ability to achieve the defined or expected requirements by the beneficiary."

The quality system is concerned with the comprehensive identification of the organizational structure, the distribution of responsibilities, the authorized powers applied to individuals, the clarification of actions and procedures to monitor and follow up the work, as well as the control and examination of all things received by the educational institution and to ensure that the service has been examined and that it meets the required quality requirements [5].

Levels of Quality

Quality System – ISO 9000:

ISO: 9000 is a general term describes a series of standards that have been designed by the International Standardization Organization (ISO) to determine quality systems that should be applied to industrial and service sectors. The Acronym "ISO" is derived from a Latin word means "equality". The number "9000" is

the issuance number under which the standard or specification is issued. Since its issuance in 1987, ISO 9000 has received great attention that has not been receive by an international standard before [6].

Requirements of ISO 9000 Quality Systems are divided into three levels, as follows:

- ISO 9001: It is concerned with the institutions specialized in designs, developments, production and services [7].

- ISO 9002: It is concerned with institutions specialized in production and services. Where schools do not design curricula, they are not subject to ISO 9002 [8].

- ISO 9003: It is concerned with small workshops, as they do not design their products, but assemble them [9].

Importance of Quality: [10]

identifies the importance of quality as pointed out below:

(1) To control and develop of the administration system within the educational institution.

(2) To upgrade the level of students in all fields.

(3) To control, minimize and set solution for complaints submitted by students and their parents.

(4) To increase educational competence and to raise the performance level of the staff.

(5) To meet the requirements of students, their parents and the society, and to seek their satisfaction in accordance with the general system of the educational institution.

(6) To enable the educational institution to analyze problems by scientific approaches.

(7) To raise the level of students and parents towards the educational institution by highlighting the commitment to quality system.

(8) To establish bolding and integration between all those concerned with teaching and those committed to administration in the institution and work by forming teams and within the team spirit.

(9) To apply a quality system that gives the educational institution local respect appreciation and to be locally recognized.

Achievement of quality culture in education and knowledge can never be compared with the quality principle in industrial, commercial or agricultural production; as the fundamentals that control measurements and specifications of each are very different from one to another. Both education and knowledge are valuable and millstones depending mainly on mind and intellect. Therefore, they are more connected to the human's intellectual and spiritual side than the material one [11].

In education, the quality concept has two interrelated meanings, one is realistic and the other is sensory. In its realistic sense, The education quality means that the educational institution is committed to achieve real, recognized indicators and standards such as university education's cost rates. For the sensory meaning, the education quality is based on the feelings and sensations of the recipients of educational services such as students and their parents [12].

Quality Importance in Education

(1) To review the direct educational product, the student.

(2) To examine the indirect educational product.

(3) To discover wastage cycles and their different types.

(4) To develop education through adjusting the educational system and diagnosing deficiencies in inputs, processes and outputs so that the adjustment will be reflected into real development and effective control of the quality of the educational service [13].

Concept of Quality Assurance System:

Through this element, we will attempt to review certain concepts related to quality assurance as an introduction to clarify the concept of quality assurance system.

(1) Concept of Quality Assurance: confirms that quality assurance shall be on priorities of the strategic concerns facing our lives in this era, as called "the era of quality" by certain intellectuals. It aims to upgrade professional practices, ensuring to get the maximum benefit of resource(s) until the high-quality output. This concept focuses on customer satisfaction, gains customer loyalty, and increases customer confidence in the products offered to him/her, as it confirms that they meet the approved specifications. There are many definitions that dealt with the subject of quality assurance [14], some of them are stated below:

Quality Assurance is defined on all necessary planned and systematic actions to give confidence that products have met certain needs, and is also defined as "a set of activities that an organization or corporation takes to ensure that certain criteria are already established for a good or service that is accessed regularly. The goal of these activities is to avoid any defects in any products or services" [15].

According to ISO 9000 as issued in 2000, the International Standardization Organization, defined Quality Assurance as: A part of quality management that concentrates on providing confidence that quality requirements will be met [16].

Quality assurance is also defined as "a procedures that allows stakeholders to gain confidence through meeting the findings of their minimum expectations and requirements" [17].

Through the above definitions, we can say that the quality assurance is: a set of previously-planned procedures (a process in advance) that would confirm that the product will be offered according to the prescribed specifications (to avoid errors).

Quality Assurance System's Concept and Components.

(a) Concept of Quality Assurance System: The researchers and intellectuals, specialized in the field of quality and its assurance, have provided a set of definitions of the quality assurance system, including:

The Quality Assurance System is defined as: "A unified global system for quality standardization, as globally agreed upon to be an international document to ensure the quality of management."

It is also defined as: "a system verifies that the actions made by you are in compliance with the procedures and policies that you have written down and approved.

Quality Assurance System was also defined as: "a set of plans and activities applied by an institution management to all departments and at all levels, to ensure that the outcome of operations will meet the customers' needs and their expectations through influencing the way by which products are designed, manufactured, inspected, tested, installed, delivered and served. Quality System aims to fill the corporate's products with confidence" [18]. Quality Assurance System can be also defined as: the process whereby mistakes or faults in the organization's products are prevented, by determining what will be done and implemented according to what has been agreed upon. Noncompliance cases should be discovered and addressed through carrying out measurements and evaluations. this allows confidence to be provided by the organization's products [19].

(b) Components of Quality Assurance System: The concept of quality assurance system is based on three components, namely [20]:

- To establish product standards describing a set of characteristics that must be Ingrained in it;

- To carry out production so that the products are obtained according to the precedent standards.

- To build confidence among customers that what is promised will always be fulfilled.

What is quality assurance system of higher education

In different countries around world, many higher education institutions were keen on applying the educational service quality assurance system, as one of the most important entrance that enable them to achieve the satisfaction of all parties getting benefit from their services. Through this requirement, we will attempt to highlight the concept, scope and objective of quality assurance system in higher education [21].

First –Concept of Quality Assurance System of Higher Education: To clarify this concept, we must primarily clarify the concept of quality assurance of higher education.

Concept of Quality Assurance of Higher Education: Quality assurance is a multi-meaning concept, as those interested in the field of quality in higher education have keen to provide a set of its definitions, including:

Quality Assurance is defined as: "The guiding force behind the success of any program, system or course [22]. This requires that their mechanisms should be integrated into all activities of the educational institution, and that the goal of quality assurance always is to avoid making mistakes and to prevent failure. Of the examples presented quality assurance measures, we herein state: developing curricula, conducting notebook reviews of academic programs and creating incentives and pressure on faculty members to persevere in developing their professional competence [23].

It is also defined as: "an organized quality inspection process that leads to ensuring that the educational institution (or program) meets the standards, and its ability to be continuously improved and subsequently meet them, so that the institution guarantees quality to itself, and that the external party guarantees the quality of education in The Foundation to the public [24].

It is also defined as:

(1) A systematic procedural examination made to the institution and its academic programs to measure the methodology in terms of the appropriateness of planned arrangements to achieve its goals, the application in terms of conformity of the actual practices with the planned arrangements, and the results in terms of achieving the arrangements and procedures for the required results, and the evaluation and review in connection with learning and improvement carried out by the institutionthrough its self-evaluation of the arrangements, methods, implementation and the results" [25]. (Westerheijden) mentioned several definitions of quality assurance of higher education.

(2) Quality Assurance is: "a set of tools, methods and procedures aims to achieve quality and maintaining its continuity within the educational institution"; It is also: "a set of activities and procedures that aims to achieve the quality of the educational product according to the specific criteria; as well as it is: "A systemic approach based on establishing quality within the components of the educational system itself; i.e. its inputs, processes and outputs to ensure that resources are in consistent with and direct according to the agreed plans, goals, standards and performance indicators [26].

(3) Quality assurance is also defined as "a set of procedures or mechanisms that allow ensuring the quality of programs, institutions or national system of education.

In education, the concept of quality is limited to a specific definition, as it differs according to different visions and perspectives. There are some people define quality as distinction, some people define it as the continuity of mastery in education outcomes, some people define it as the appropriateness between education outcomes and labor market, some people use it as an indicator to compare the value of educational output and the amount spent on education or as an indicator to measure the return (material and non-material) against investment in education, and some people see quality in higher education as the adaptation to structural changes in the labor market and the national economy as well as the ability to keep pace with scientific and technological developments that have the ability to achieve continuous change for the better [27].

The quality essentials of university education institutions: - Can be summarized as follows: -

(1) Existence of Realistic Objectives and verifiable tasks.

(2) Existence of policies, systems and mechanisms and mechanisms to implement the access to goals.

(3) Existence of binding standards within the academic and administrative field, student activities, and infrastructure and resources areas.

(4) Presence of Benchmarks to clarify the nature and characteristics of the programs and academic degrees as granted in various specializations.

(5) Existence of specific and developed performance measurement systems and performance indicators to judge the policies and implementation systems and mechanisms within the framework of goals and tasks.

(6)   Existence of a continuous institutional system for managing and ensuring quality aiming to perform audit, accountant and development.

(7)   Existence of continuous "Think Tank" mechanisms and centers for thought and planning for the future. According to [28], Quality assurance is also defined as:

A permanent and continuous procedure for evaluating the quality of higher education programs or institutions

We generally distinguish between two forms of quality assurance, namely: Internal Quality Assurance and External Quality Assessment:

(1)   Internal Quality Assurance: is a set of internal practices aim to monitor and improve the quality of the organization's operations [29].

It is also defined as: "the policies and mechanisms adopted by an institution or a program to ensure the achievement of the stipulated objectives and to respect the higher education standards in general". Arguably, the internal quality assurance is: a set of practices carried out by a higher education institution with a view to improve the quality of its services [24].

(2)   External Quality Assessment: It is defined as: a set of practices performed by an external corporate, generally independent, and is usually called evaluation/ accreditation agency, which aims to impart transparency and objectivity to the results of higher education institution practices.

Of these definitions, the quality assurance of higher education can be defined as a set of practices, internally or externally, that guarantees the quality, maintenance and upgrading of higher education services [30].

concept of quality assurance system of higher education: of the definitions given to clarify the concept of quality assurance system of higher education, we herein mention some of them as follows:

The Quality Assurance System of Higher Education was defined by [31]. as:

(1)   The quality of elements of the educational process consisting of student, faculty member, quality of educational materials, including programs, university books and teaching approaches, quality of the learning place as located at universities, laboratories, computer centers, workshops, and educational halls of policies and administrative philosophies, as well as the organizational structures, funding means and marketing as drawn up by universities, and finally quality of the calendar that meets the needs of the labor market.

According to [32], It was also defined as:

(2)   "The tool adopted by a Higher Education Institution to assure itself and the stakeholders that the minimum commitment was achieved".

It is also defined as:

(1)   The organizational structure, responsibilities, procedures, processes, and resources required to apply quality improvement, and to follow-up the trends and goals of educational institutions from an effective educational leadership that helps to achieve effective participation, organizational ownership and improvement of professional development programs. There is also another dimension, which is learning as a feature of institutions that learn from their own expertise, their mission depends on the students' learning outputs, the improvement is centered around educational experiences, and the future of the institution will be directed through management, strategy and scenario planning, and quality assurance of the educational outcome.

Through these definitions, it's clarified that the quality assurance system of higher education is: the tool that enables the higher education institution to play its role in ensuring the quality of its own outputs to stakeholders. By that system, it emphasizes the quality of all elements of the higher education system through providing and perfectly using the appropriate systems, human and financial resources and information (inputs), by adhering to the established quality standards, achieving the highest levels of outputs with paying an attention to the continuous evaluation process to improve the quality of higher education outputs.

Scope of Application of Quality Assurance System: There are multiple domains in which the quality assurance system can be applied by the multiplicity of the components forming the higher education systems. Therefore, it can be applied to the higher education system, as a whole or to some of its sectors, and it can also

be applied to university or non-university institutions. It can also be applied to public or private institutions [33]. Below is an illustration:

University and/or non-university institution: A quality assurance system of higher education can be applied to university and/or non-university institutions. However, it is often applied to university institutions, taking into account that since the establishment of the latter, they leverage the largest share of academic independence and autonomy, especially in connection with educational programs. Certain countries also define an application of the quality assurance system in both university and non-university institutions. Now, the main question that arises here is: Can we apply same methodology and standards to both types of institutions? Especially, as most university institutions are academic in nature, which requires faculty members who have rich knowledge derived from scientific research; the situation is not the same for non-university institutions focusing on vocational training. On this basis, some regional accreditation agencies in the United States of America establish committees for university accreditation and others for accreditation of non-university institutions [34].

Institutional and/or Programmatic Quality Assurance: Another very important concern is raised regarding whether the quality assurance system of higher education institutions is applied to the institution as a whole or only to institution's programs. In respect of the application of the quality assurance system to the higher education institution, it becomes clear that it is more comprehensive than the application of the quality assurance system to the programs. It includes the mission, governance, management, programs, faculty members, pedagogical resources, student-supported services, equipment, tools and financial resources. The institutional quality assurance system is also concerned with determining the clarity of the vision, mission and goals and the appropriateness of resources and procedures to achieve the stated objectives or to adhere to the established standards. It could be the best option, if the system has a great difference in the quality of its institutions and knows a great weakness in the management aspect, because it will constitute a tool to support the management capabilities within the higher education institutions [35].

The application of quality assurance system to programs, especially educational programs has constitute the second area, following the first concern of quality assurance of institutions and their academic components. Many countries have adopted advanced mechanisms and methodologies, either to evaluate educational program projects in order to permit higher education institutions to present them, or to conduct assessments and reviews of groups of converged programs or that enter in fields broader than their specialization, such as engineering programs, or medical science programs, and others [36].

2. Material and methods

Practical Study

Throughout reviewing the previous literature for the subject of the research, a set of factors has been concluded for the purpose of the questionnaire about their effects on impediment or success of the quality assurance system, specifically in the Department of Architecture - Al-Nahrain University, where the research scoped an intended sample of the faculty members from the same department whom are at the level of (Teacher, Professor Assistant, Professor) whom have at least ten-year experience of teaching. The questionnaire forms have been distributed to that sample to verify the research hypothesis

3. Results

Test of the factors that may hinder the application of quality assurance system:

Table 1. illustrates the potential impediments hindering the application of the quality assurance system at the level of (Organizational Aspect) from the viewpoint of the Department's teaching staff.

Serial No.	Impediments	Completely agree	agree	Neutral	disagree	Completely disagree
1	The quality assurance unit has not been incorporated into the faculty's organizational structure					%100
2	The powers granted to the QA Officer by senior administration are not sufficient to perform his/her duties	%6	%83	%7	%4	
3	The duties of members of Quality Assurance Unit are not clearly determined	%11	%71	%10	%6	%2

4	The duties of QA Officer are not clearly defined		%12	%20	%62	%6
5	There is an instability in members of Quality Assurance Unit	%7	%71	%16	%3	%3
6	The Institution's Senior Administration is not keen to create quality assurance units at the departmental level	%0	%0	%10	%74	%16
7	The Institution's Senior Administration is not keen on respecting the approved standards of electing members of the Quality Assurance Unit	%0	%3	%79	%16	%2
8	The Institution's Senior Administration is not keen on creating quality assurance units at the faculty level	%0	%0	%5	%84	%11
9	The Institution's Senior Administration is not keen on respecting the approved standards in choosing a QA Officer.	%0	%5	%63	%32	%0

Table 2. illustrates the potential impediments hindering the application of the quality assurance system at the level of (Directional Aspect) from the viewpoint of the Department's teaching staff.

Serial No.	Impediments	Completely agree	agree	Neutral	disagree	Completely disagree
1	The Institution's Senior Administration is not keen on involving the QA Officer in taking the decisions of the Institution	%2	%72	%12	%8	%6
2	The leadership pattern prevailing in the institution hinders the application of the Quality Assurance System	%3	%69	%14	%6	%8
3	The Institution's Senior Management is not keen on holding regular meetings with QA Officer	%0	%17	%63	%15	%5
4	The Institution's Senior Management is not keen on mitigating the pedagogical workloads of the members of the Quality Assurance Unit	%0	%10	%36	%54	%0
5	The QA Officer is not keen to continuously contact with external stakeholders	%6	%68	%11	%2	%13
6	The QA Officer is not keen to continuously contact with internal stakeholders	%2	%15	%44	%22	%17
7	The QA Officer is not keen on holding regular meetings with his/her colleges	%4	%3	%78	%12	%3
8	The decision-making process for applying the Institution's Quality Assurance System is not carried out according to scientific principles	%2	%56	%34	%8	%0

Table 3. illustrates the potential impediments hindering the application of the quality assurance system at the level of (Control Aspect) from the viewpoint of the Department's teaching staff.

Serial No.	Impediments	Completely agree	agree	Neutral	disagree	Completely disagree
1	The Institution's Senior Management is not keen to follow up the progress of applying the Quality Assurance System	%20	%41	%34	%5	%0
2	The Quality Assurance Unit is not keen on conducting a progress evaluation process for what has been planned	%2	%73	%23	%2	%0
3	The Institution's Senior Management is not keen to invest the assessment findings to address the adverse diversion	%11	%87	%2	%0	%0

Table 4. illustrates the potential impediments hindering the application of the quality assurance system at the level of (Behavioral Aspect of those in charge of the application of Quality Assurance System) from the viewpoint of the Department's teaching staff.

Serial No.	Impediments	Completely agree	agree	Neutral	disagree	Completely disagree
1	Fear of the assessment process	%2	%91	%3	%5	%0
2	Fear of extra effort	%4	%85	%11	%0	%0
3	Fear of losing independence.	%2	%77	%3	%13	%5
4	Fear of losing influence.	%11	%69	%9	%5	%6
5	Preferring Stability is a preference for relying on routine methods in performing the work.	%8	%56	%36	%0	%0
6	Feeling alienation as a job-worker (non-participation)	%5	%83	%9	%3	%0
7	Fear of inability to respond to the nature of new tasks	%7	%77	%14	%2	%0
8	Lack of confidence in the results of applying the quality assurance system	%4	%92	%4	%0	%0

Table 5. illustrates the potential factors succeeding the application of the quality assurance system from the viewpoint of the Department's teaching staff.

Serial No.	Success Factor	Completely agree	agree	Neutral	disagree	Completely disagree
1	To improve and educate stakeholders of the culture of quality	%45	%34	%21	%0	%0
2	To support senior administration of its different levels with applying the quality assurance system	%21	%33	%19	%14	%13
3	To make changes to the strategic direction (vision, mission, goals).	%31	%65	%4	%0	%0
4	To make changes to educational technology.	%20	%65	%12	%3	%0
5	To make changes to organizational structures.	%5	%23	%55	%17	%0
6	To know the reasons of resisting the application of the quality assurance system to mitigating its severity.	%9	%89	%2	%0	%0
7	To link the state support to the institutions eager to apply quality assurance system	%22	%45	%18	%7	%8
8	To establish effective information systems.	%7	%92	%1	%0	%0
9	To adopt adequate incentive systems.	%19	%78	%2	%1	0
10	To make changes to organizational culture.	%12	%67	%10	%3	%8
11	To establish proper training programs.	%21	%66	%2	%4	%7
12	To involve Stakeholder in the process of applying quality assurance system (avoiding participation principle).	%13	%57	%19	%10	%1
13	To make changes to educational technology	%9	%81	%4	%3	%3
14	To focus on effective communications	%8	%88	%1	%1	%2
15	To open the competition among higher education institutions	%12	%46	%32	%0	%10
16	To make changes to organizational structures	%11	%38	%37	%11	%3
17	To establish appropriate training programs	%14	%53	%23	%9	%1

4. Conclusions

The impediments and the succeeding factors of the application of the Quality Assurance System in accordance with its significance as appeared in the results, are listed from the most effective to less, as follows:

Impediments hindering the application of QA System:
The research results have shown the most important impediments across several aspects:

1. From the side of (Organizational Aspect)
    - The powers granted to the QA Officer by senior administration are not sufficient to perform his/her duties (83%)
    - The duties of members of Quality Assurance Unit are not clearly determined (71%)
    - There is an instability in members of Quality Assurance Unit (71%)
2. From the side of (Directional Aspect)
    - The Institution's Senior Administration is not keen on involving the QA Officer in taking the decisions of the Institution (72%).
    - The leadership pattern prevailing in the institution hinders the application of the Quality Assurance System (69%).
    - The QA Officer is not keen to continuously contact with external stakeholders (68%).
    - The decision-making process for applying the Institution's Quality Assurance System is not carried out according to scientific principles (56%).
3. From the side of (Control Aspect)
    - The Institution's Senior Management is not keen to invest the assessment findings to address the adverse diversion (87%).
    - The Quality Assurance Unit is not keen on conducting a progress evaluation process for what has been planned (73%)
4. From the side of (<u>Behavioral Aspect of those in charge of the application of Quality Assurance System</u>)
    - Lack of confidence in the results of applying the quality assurance system (92%).
    - Fear of the assessment process (91%).
    - Fear of extra effort (85%).
    - Fear of losing independence (83%).
    - Feeling alienation as a job-worker (non- participation) (77%).
    - Fear of inability to respond to the nature of new tasks (77%).
    - Fear of losing influence (69%).
    - Preferring Stability is a preference for relying on routine methods in performing the work. (56%).
5. Factors contribute to the success of applying QA System are descendingly listed from the most importance to the less:
    - To establish effective information systems. (92%).
    - To know the reasons of resisting the application of the quality assurance system to mitigating its severity. (89%).
    - To focus on effective communications (88%).
    - To make changes to education technology (81%).
    - To adopt adequate incentive systems (78%).
    - To make changes to organizational culture (67%).
    - To establish appropriate training programs (66%).
    - To make changes to the strategic direction (vision, mission, goals) (65%).
    - To make changes to education technology (65%).
    - To establish appropriate training programs (53%).
    - To open the competition among higher education institutions (46%).
    - To improve and educate stakeholders of the culture of quality (45%).

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