

ROLE OF CONTINUOUS QUALITY IMPROVEMENT IN HIGHER EDUCATION: LIMITATIONS AND INTERPRETATIONS

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ABSTRACT

Despite decades of study and research, the problem of Continuous Quality Improvement (CQI) in higher education around the world continues to exist. Although academic institutions in developed countries are able to produce graduates with internationally-recognized professional qualifications (in contrast to university graduates from developing countries who must first pass further tests before being considered for a job position in developed countries), universally-reliable benchmarks for ideal teaching methods and CQI initiatives continue to be evasive, even in developed countries. It is the aim of this article to provide an ideal CQI-complemented teaching model for higher education that can be used in both developed and developing countries. The approach of this exploratory study is conceptual, not empirical, as it explores literature on existing CQI models that are utilized in academic institutions today. The concepts of Plan-Do-Study-Act (PDSA), Scholarship of Teaching and Learning (SoTL), Outcome-Based Education (OBE), and Continuous Quality Improvement (CQI) possess positive attributes that should not be disregarded, but instead incorporated into an ideal model that makes use of such attributes. Through qualitative analysis, the findings show that educational systems are trying to improve the quality of teaching methods that may not always match the different learning capabilities of the students. For this reason, this paper suggests an innovative CQI-complemented teaching framework that can effectively address the problem of CQI in higher education. The model can be further improved in future studies that explore more effective adoption and merging of PDSA, SoTL, OBE, and CQI principles into the proposed model.

Keywords: Continuous Quality Improvement (CQI); Teacher Centered Learning; Student Centered Learning; Outcome-Based Education (OBE).