THE IMPACT OF BALDRIGE EDUCATION CRITERIA FOR PERFORMANCE EXCELLENCE IN THE UNIVERSITIES OF KARACHI

Tayyaba Arif[*]

Ahmed Saeed*

Abstract:

The study endeavors to measure the Impact of Baldrige Education Criteria for Performance Excellence in different universities of Karachi. The purpose of the present research is to develop a systematic method for the assessment of quality of education indifferent universities of Karachi, through using the Baldrige Education Criteria for Excellence. The research on perceived the quality of education is about the perception of the different universities of Karachi. The research emphasize on the structural survey in different universities to gather the data and to know what and how the teachers perceived their universities and what are their expectations for quality of education. In the process of survey deep observations were made by teachers as a respondent. The overall methodology is the combination of qualitative and quantitative approach. This combination allowed the researcher to focus the quality and effectiveness of educational criteria and create new knowledge in all areas of educational organizations. Eighty teachers of two private and two public universities of Karachi were sampled randomly. Forty teachers were selected for interview and forty for questionnaire. The Average percentage method is used to measure the questionnaire and interview studies According to questionnaire, 61% respondents show the good standard of quality in our universities and 25.1%respondents show response in negative and 13.9%respondents were undecided. According to interview study, 65.8% shows the good quality of education in our universities and 34.16% shows respondents in negative. The results show an effective and systematic approach in evident. Good organizational

[*] HIESS, Education, Hamdard University, Karachi

A Quarterly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories
Indexed & Listed at: Ulrich's Periodicals Directory ©, U.S.A., Open J-Gage, India as well as in Cabell's Directories of Publishing Opportunities, U.S.A.

International Journal of Research in Social Sciences
http://www.ijmra.us

295

performances at all levels are reported The analysis of survey the data allowed researcher to discuss in detail the measurement of institutional continuous improvement and organizational performance results. It is the comprehensive frame work and criteria for quality improvement. The process allows everyone to have a stake in the education of students, parents, teachers, administrators and community members work together to build a common vision, mission, core values, and goals that address the needs of all aspects of education. The results items of the Criteria represent an organization's performance and improvement in all key areas. It uses a system approach for performance excellence and continuous improvement focused on academic success for all students. It is the best current research in what it takes to make organizations get better.

Key Words:

Baldrige, Criteria, Education, Excellence, Impact, Performance, Excellence

Introduction:

According to the public law 100-107 the Malcolm Baldrige Criteria was created. This law was signed on August 20, 1987 in United States. The name of award and criteria is named for Malcolm Baldrige, who worked as a secretary of commerce from 19881 to 1987 until his death. He contributed a managerial excellence for the improvement in efficiency and effectiveness of commerce and economy of the US government. It began in 1990 in United State. The award is considered as a standard of excellence to achieve the quality of world class.

The Malcolm Baldrige Education Criteria for Performance Excellence represents a better approach for achievement for all organizations and their results. In 1987, the criteria have increased a continuous improvement which was essential for world economics, their environment and their political strengths. The Baldrige frame work provides to achieve the goals in all types of organizations like education, private, public and not profit business etc.

Today, the Baldrige Criteria is implicated and liked all over the world. In 1999, education and health's categories were included.In2010, the program's name was changed to the Baldrige Performance Excellence Program.Approrximately 21,300 attendees have reached the quest for excellence conference.

The study examined the importance of Baldrige Education for performance excellence in all universities of Karachi. According to Wikipedia, 2013, there are 66 universities in Karachi.34 universities are registered and 32 are not registered by HEC. The study focused on 02 public and 02 private universities in Karachi.

Finally, the thesis plans and designs for future development of education in Karachi at university level. It helps in making and designing the policies, factors of developing, and a clear and comprehensive vision for future.

WHAT IS BALDRIGE EDUCATION CRITERIA

The Baldrige Education Criteria for Performance Excellence, created by the National Quality Program(PNQP,2005) to achieve the performance excellence at university level. The Baldrige Criteria are developed for measuring the quality and awarding Baldrige Award and providing feed back to achieve the setting aims and goals. It can be used by any level and category of business to improve performances, capabilities, skills and results (BNQP, 2005) Excellence of performance at higher level of education is so important factor.

In all business, it is observed that the standard of quality for improvement and recoganization in all categories is formal. (Karathons and Karathons, 1996).The scope of marketing is increased day by day including all educational institutes and other all non-profit business (Kotler and Levy 1969a, 1969b)

Senior leadership enhances the Baldrige Criteria and accepted the importance and principles of quality, performance excellence and continuous improvement in all aspects. The student consider as customer in all practices.

In present, effectiveness, measurements and processes are the foundations to asses the quality of these public and private universities. The reputed universities cannot achieve their goals without implementation on principles of performance excellence. Malcolm Baldrige National Quality Award (MBNQA) Criteria and Framework have been limited to theoretical and empirical evidence for applied validity in higher level of education.

In 1987, the MBNQA criteria have evolved from measurement of quality to guidelines for moving toward performance excellence .The measurements, examination items, and framework of the MBNQA criteria resent the quality management and organizational performance. The

MBNQA criteria provide a comprehensive framework or tool for self-assessment and help organizations develop a common language for concerning quality.

The survey of literature described two major applications of MBNQA in higher education institutions, the organizational effectiveness and the relationship between learning and the curriculum. The framework of the Baldrige National Quality program: Education Criteria for Performance Excellence (2004) consists of seven basic elements namely,

1, Leadership

2, Strategic development

3, measurement, analysis and acknowledgement management

4, Faculty and staff focus

5, Process management

6, Student, Stakeholders, and market focus and the satisfaction

7, Organizational performance results

Figure 2.4.1
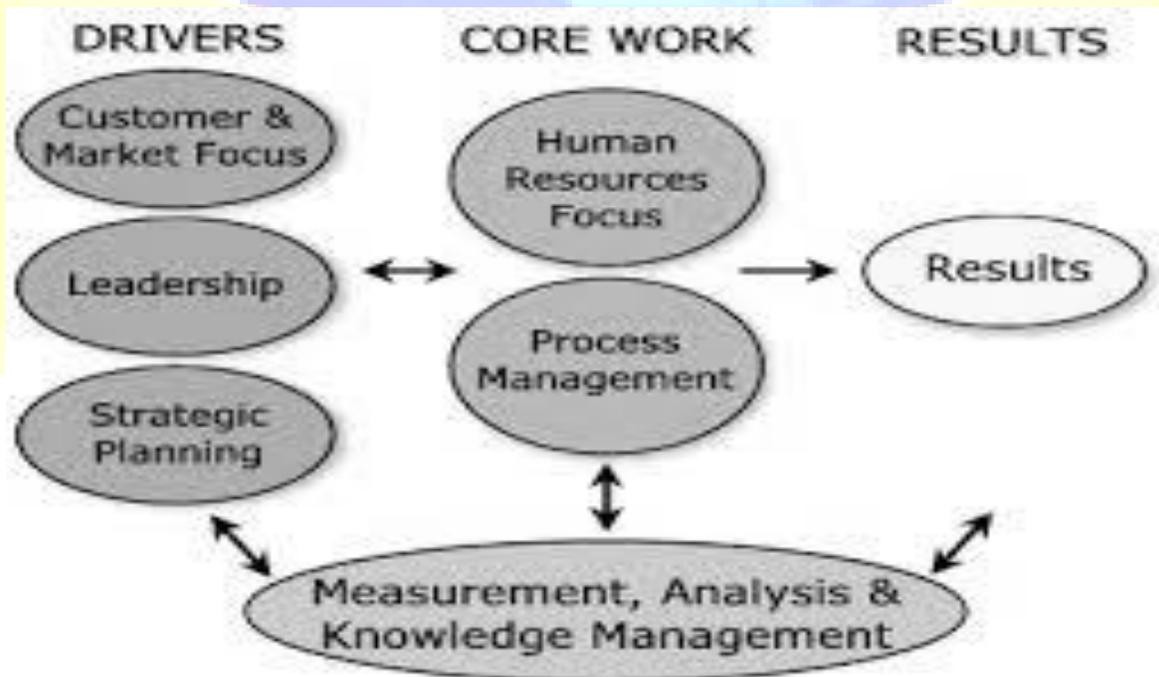
The quality leadership has been mentioned as the most important key driver in the MBNQA criteria (Burtin Khampirat, 2009)

The Baldrige Criteria for Performance Excellence have played vital roles in helping the organizations to improve their operations, by focusing on three major goals

1) Delivering ever-improve value Customers and Stakeholders

2) Improving the organization's overall effectiveness

3) Organizational and personal learning

(NIST, 2009b)

The award has been distributed in six categories namely,

1) Manufacturing Business

2) Service Business

3) Small Business

4) Education organizations

5) Health Care organizations

6) Non-profit organizations

(Mackerron Massom, and Mc Glynn, 2003 cited in Badri et al., 2006)

CORE VALUES AND CONCEPTS

The criteria are interrelated with following set of core values and concepts

1- Visionary leadership

2- Learning, centered education

3 -Organizational and personal learning

4- Valuing faculty, staff, and partners

5 -Agility

6- Focus on the future

7 -Managing for innovation

8- Management by fact

9 -Social responsibility

10- Focus on results and creating value

11- Systems perspective

Figure 2.5.1

BUSINESS	HEALTH CARE	EDUCATION
Visionary Leadership	Visionary Leadership	Visionary Leadership
Organizational and Personal Learning	Organizational and Personal Learning	Organizational and Personal Learning
Focus on the Future	Focus on the Future	Focus on the Future
Valuing Workforce Members and Partners	Valuing Workforce Members and Partners	Valuing Workforce Members and Partners
Managing for Innovation	Managing for Innovation	Managing for Innovation
Management by Fact	Management by Fact	Management by Fact
Focus on Results and Creating Value	Focus on Results and Creating Value	Focus on Results and Creating Value
Agility	Agility	Agility
Societal Responsibility	Societal Responsibility and Community Health	Societal Responsibility
Systems Perspective	Systems Perspective	Systems Perspective
Customer-Driven Excellence	Patient-Focused Excellence	Learning-Centered Education

These Values and Concepts are firmly beliefs and behaviors found in high performing organizations. They are the basis for related key required with in a results-oriented framework that creates a foundation for action plan and a better feedback.

Table 2.5.11

Description of core values and concepts of MBNQA

Core Values	Concepts

Visionary Leadership	Senior leaders set directions and create a student-focused, learning oriented environment; clear and visible values; and high expectations. The directions, values, and expectations balance the needs of all stakeholders. Leaders ensure the creation of strategies, systems, and methods for achieving performance excellence, stimulating innovation, building knowledge and capabilities and skills Senior leaders serve as role models through their ethical behavior and their personal involvement in planning, communicating, coaching the workforce, developing future leaders, reviewing organizational performance..
Learning-Centered Education	Education organizations need to afford the opportunities to pursue a variety of success. Learning-centered education supports this goal by placing the focus of education on learning and the real needs of students. Such requirements derive from market and citizenship requirements. Learning-centered education is a strategic concept that demands constant changing and emerging student, stakeholder, and market requirements and to the factors that drive student learning, satisfaction. It demands the changes in the education market
Organizational And personal learning	Learning means (1) is a regular part of daily work; (2) is practiced at personal, work unit, department and all levels; (3) results in solving problems with their root causes (4) is focused on building and sharing knowledge all over the organization; and (5) opportunities to effect significant, meaningful change and to innovate. Sources for learning include ideas from faculty and staff, education and learning research findings, students' and stakeholders' input, best-practice sharing, and benchmarking.
Valuing Workforce Members and partners	Organization's success depend on increasing thr engaged workforce that benefits from meaningful work, clear organizational direction, and performance, the successful organization capitalizes on the diverse backgrounds, knowledge, skills, creativity, and motivation of its workforce and partners. Organizations need to build internal and external partnerships to better accomplish overall goals. Internal partnerships include cooperation among senior leaders, faculty, and staff; they also include workforce cooperation. External partnerships with other schools, suppliers, businesses, business associations, and community and social service organization and all stakeholders included.
Agility	Success in ever-changing, world wide competitive environment supports agility—a capacity for developing and more flexible responses to the needs of students and stakeholders. Education organizations are responsible for new or emerging social issues. A cross-trained and empowered workforce is essential for this environment

Focus on the future	Creating a sustainable organization needs to understand the short- and longer-term factor that affect the organization and the education market. The pursuit of education excellence, sustainable growth, and sustained performance requires a strong future orientation and a willingness to make long-term strategies to students and key stakeholders— community, parents, employers, workforce, suppliers, partners, and the stake holders
Managing for innovation	Innovation means making meaningful change to improve an organization's programs, services, processes, operations, and business model to create new value for the organization's stakeholders. Organizations lead and managed so that innovation becomes part of the learning. Innovation related to daily work and supported by performance improvement system. Systematic processes for innovation reach across the whole organization
Management by fact	Organizations depend on the measurement and analysis of performance. Such measurements derive from the organization's needs and strategy, and they provide important data and information about key processes and results. Many types of data and information are needed for performance management. Performance measurement focuses on student learning, environmental data, performance data, comparative/competitive data, workforce data, cost data, process performance, and operational performance measurement. Measurement which include are students' backgrounds, learning styles, aspirations, academic strengths and weaknesses, educational progress, classroom and program learning, satisfaction with instruction and services, extracurricular activities, dropout/matriculation rates, and post-graduation success.. Analysis refers to extracting data and information to support evaluation, decision making, improvement, and innovation. Analysis using data to determine trends, projections, and cause and effect that might not otherwise be evident. Analysis supports a variety of purposes, such as planning, reviewing overall performance, improving operations, accomplishing change management, and comparing performance with that of organizations providing similar programs and services or with "best practices" benchmarks.
Societal responsibility	The leaders take responsibilities to the public, ethical behavior, and the need to consider societal well-being and benefit. Leaders serve as role models for the organization in focusing on ethics and the protection of public health, safety, and the environment. The protection of health, safety, and the environment includes any impact of the organization's operations.

Focus on Results and Creating values	Organization's performance measurements need to focus on key results. Results used as to create and balance value for students and for the key stakeholders—the community parents, employers, workforce, suppliers, partners, and the stakeholders. By creating value for students and the key stakeholders, the organization participate in society and to improving overall education performance..
Systems perspective	The seven Baldrige criteria dimensions, the core values, and the scoring guidelines form the building blocks and the integrating mechanism for the system. However, successful management of overall performanceneeds organization-specific synthesis, alignment, and integration. Synthesis means looking at the organization as a whole and builds on key educational attributes, including the core competencies, strategic objectives, action plans, and work systems. Alignment means using the key relation among requirements in the Baldrige criteria dimensions to ensure consistency of plans, processes, measures, and actions. Integration builds on alignment, so that the individual parts of the performance management system operate in a fully interconnected manner and deliver anticipated results. A systems perspective directions and on students and stakeholders. It means that leaders monitor, respond to, and manage performance based on the results. A systems perspective also includes using measures, indicators, core competencies, and organizational knowledge to build key strategies. It means linking these strategies with work systems and key processes and aligning resources to improve overall performance and focus on students and stakeholders. Thus, a systems perspective means managing the whole organization, as well as its components, to achieve success.

Source; Adapted from NIST, 2009b, pp 51-56

EDUCATION CRITERIAFOR PERFORMANCE EXCELLENCE

FRAMEWORK

The Education Criteria have seven aspects for managing and performing as an

organization. These are

1) Leadership

2) Strategic Planning

3) Customer Focus

4) Measurement, analysis, and Knowledge Management

5) Workforce Focus

6) Operations Focus

7) Results

. These help in

- To arrange all resources

- Identify skills, strengths and opportunities for improvement in quality

- Improve communication ,productivity, and effectiveness

- Achieve the strategic goals and objectives.

We get these answers as a result which are

- We deliver ever-improving value to all students, other customers, and stakeholders, which contribute to organizational success.

- We improve our organization's overall effectiveness and skills

- All organization improves and learns about the world class quality.

- All workforce members learn and grow through implementation on this criteria.

(2013-2014 Education Criteria for Performance Excellence)

BALDRIGE CRITERIA FOR PERFORMANCE EXCELLENCE FRAMEWORK
A Systems Perspective
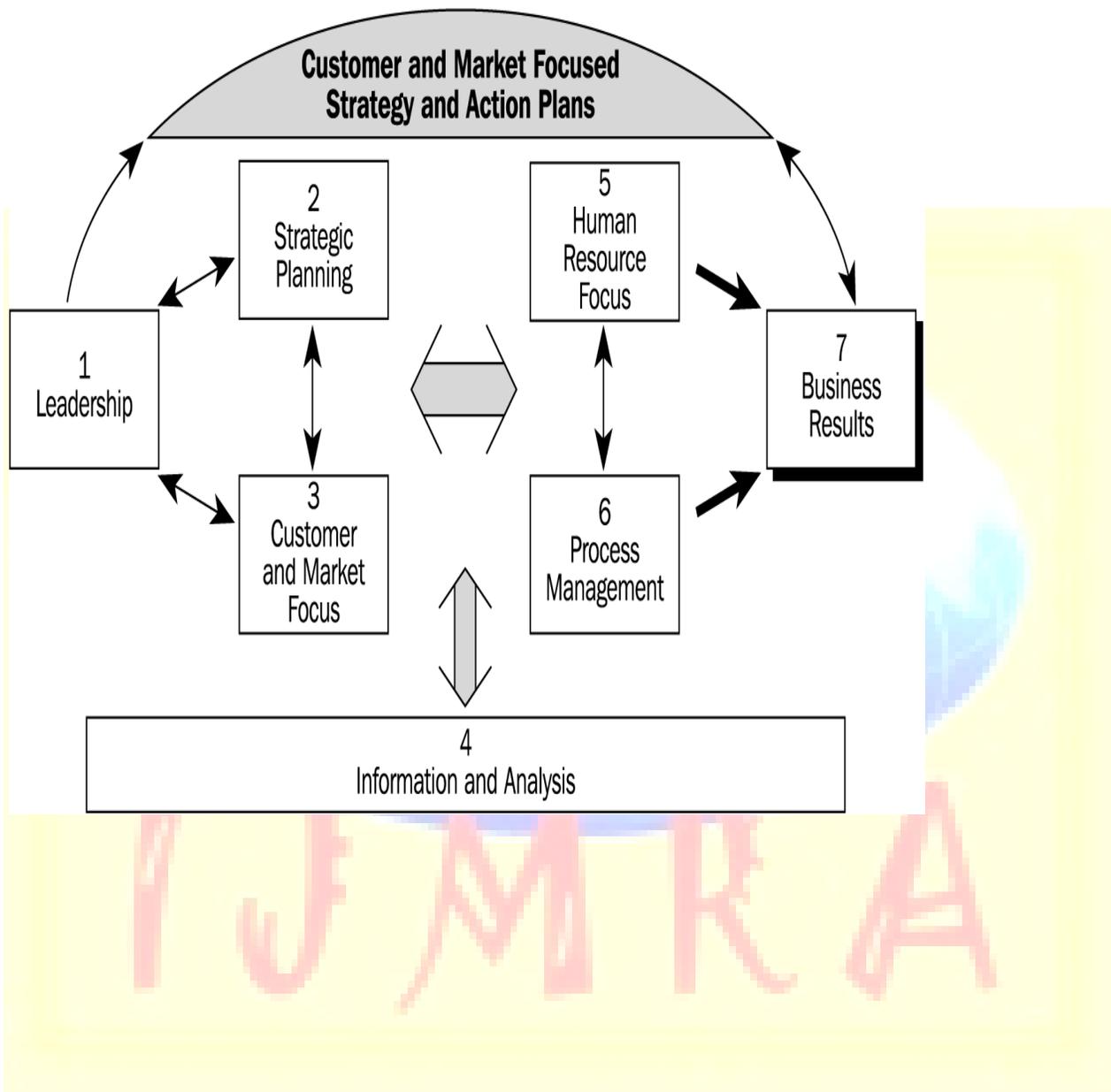
Organizational profile and criteria for performance excellence

Dimensions/Indicators	Description

Preface: Organizational Profile - Organizational description - Organizational situation	Describe an organization's operating environment and key relationships with students, stakeholders, suppliers, and partners. Describe an organization's competitive environment, key strategic challenges and advantages, and system for performance improvement
1. Leadership 1.1 Senior leadership 1.1.1 Vision, values, and mission 1.1.2 Communication and organizational performance 1.2 Governance and societal Responsibilities 1.2.1 Organizational governance 1.2.2 Legal and ethical behavior 1.2.3 Societal responsibilities and support of key communities	Examines how an organization's senior leaders' personal actions guide and sustain organization. Also examined are organization's governance system and how organization fulfills its legal, ethical, and societal responsibilities and supports its key communities.
2. Strategic Planning 2.1 Strategy development 2.1.1 Strategy development process 2.1.2 Strategic objectives 2.2 Strategy deployment 2.2.1 Action plan development and deployment 2.2.2 Performance projection	Examines how organization develops strategic objectives and action plans. Also examined are how organization chosen strategic objectives and action plans are deployed and changed if circumstances require, and how progress is measured.
3. Student, Stakeholder, and Market Focus (customer focus) 3.1 Customer engagement 3.1.1 Educational programs, offerings, and services, and student and stakeholder support 3.1.2 Building a student and stakeholder culture 3.2 Voice of the customer 3.2.1 Student and stakeholder listening 3.2.2 Determination of student and stakeholder satisfaction and engagement 3.2.3 Analysis and use of student and	Examines how organization engages its students and stakeholders for long-term market success. This engagement strategy includes how organization builds a student- and stakeholder-focused culture. Also examined is how organization listens to the voice of its customers (students and stakeholders) and uses this information to improve and identify opportunities for Innovation.

stakeholder data	
4. Measurement, Analysis, and Knowledge Management 4.1 Measurement, analysis, and improvement of organizational performance 4.1.1 Performance measurement 4.1.2 Performance analysis and review 4.1.3 Performance improvement 4.2 Management of information, knowledge, and information technology 4.2.1 Data, Information, and Knowledge Management 4.2.2 Management of Information Resources and Technology	Examines how organization selects, gathers, analyzes, manages, and improves its data, information, and knowledge assets and how it manages its information technology. The category also examines how organization reviews and uses reviews to improve its performance.
5. Faculty and Staff Focus (workforce focus) 5.1 Workforce engagement 5.1.1 Workforce enrichment 5.1.2 Workforce and leader development 5.1.3 Assessment of workforce engagement 5.2 Workforce environment 5.2.1 Workforce capability and capacity 5.2.2 Workforce climate	Examines how organization engages, manages, and develops your workforce to utilize its full potential in alignment with an organization's overall mission, strategy, and action plans. The category examines organization ability to assess workforce capability and capacity needs and to build a workforce environment conducive to high performance.
6. Process Management 6.1 Work systems 6.1.1 Work systems design 6.1.2 Key work processes 6.1.3 Emergency readiness 6.2 Work processes 6.2.1 Work process design 6.2.2 Work process management 6.2.3 Work process improvement	Examines how organization designs its work systems and how it designs, manages, and improves its key processes for implementing those work systems to deliver student and stakeholder value and achieve organizational success and sustainability. Also examined is organizational readiness for emergencies.

A Quarterly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories
Indexed & Listed at: Ulrich's Periodicals Directory ©, U.S.A., Open J-Gage, India as well as in Cabell's Directories of Publishing Opportunities, U.S.A.

International Journal of Research in Social Sciences
http://www.ijmra.us

307

7. Organizational Performance Results 7.1 Student learning outcomes 7.2 Customer-focused outcomes 7.3 Budgetary, financial, and market outcomes 7.4 Workforce-focused outcomes 7.5 Process effectiveness outcomes, including key operational performance results 7.6 Leadership outcomes, including governance and societal responsibility	Examines organization's performance and improvement in all key areas-student learning outcomes; customer focused outcomes; budgetary, financial, and market outcomes; workforce-focused outcomes; process effectiveness outcomes; and leadership outcomes. Performance levels are examined relative to those of competitors and other organizations with similar programs and services.

Source; Adapted from NIST, 2009b, pp.4-27

RESEARCH METHODOLOGY

STRATEGY

The strategy of research adopted in this study was that of one interview protocol and one Questionnaire for teachers.

METHOD

The data were collected through survey method, observation, interview and questionnaire tools. The over all methodology was the combination of quantitative and qualitative approaches.

POPULATION AND SAMPLING

The target population of this study was 2 public and 2 private universities in Karachi, for which the samples were stratified randomly to reflect the population. The interviews and questionnaire were brought directly to 80 teachers of 2 public and 2 private universities of Karachi. Selected 20 teachers of each university for interview and questionnaire.

SAMPLING PROCEDURE

Out of the total of 40 interviews were brought, representing a response rate 95%. Out of the total 40 questionnaires were distributed, representing a response rate 96%.The response rate is considered to be acceptable. Random sampling technique has been applied for selected universities of Karachi.

A Quarterly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories
Indexed & Listed at: Ulrich's Periodicals Directory ©, U.S.A., Open J-Gage, India as well as in Cabell's Directories of Publishing Opportunities, U.S.A.
International Journal of Research in Social Sciences
http://www.ijmra.us
308

INSTRUMENTATION

According to the needs of required data, a interview protocol and a questionnaire for teachers of 2 public and 2 private universities of Karachi had been designed. In addition record analysis, articles, journals, net resources and related books were used. The interview was consist of 15 items which were prepared in the light of experts, researcher personal experience and relevant literature and the questionnaire of 25 items were designed according to research.

PROCEDURE

The Interview protocol and questionnaire were personally administered by the investigator to the respondents. Although these procedures were rather time consuming but they did yield a high rate of return and provided an opportunity to the investigator to answer any question of the respondent regarding these research instruments.

PLAN OF ANALYSIS

The qualitative and quantitative analytical techniques were used for the analysis Of interview protocol and questionnaire which involved both descriptive and inferential statistical procedures. The average or percentage method was used for item analysis.

DATA ANALYSIS

The Finding of the study is presented in three sections.

Section 1 is explaining the scoring system, process scoring guidelines and results scoring Guidelines

Section 2 comprises of Item-by-Item .Analysis of data and computation of questionnaire is consist on simple mean method or average percentage method.

Section 3 includes the interview questions finding which are done with the teachers of universities. Analysis of data and computation is based on percentage method.

_____
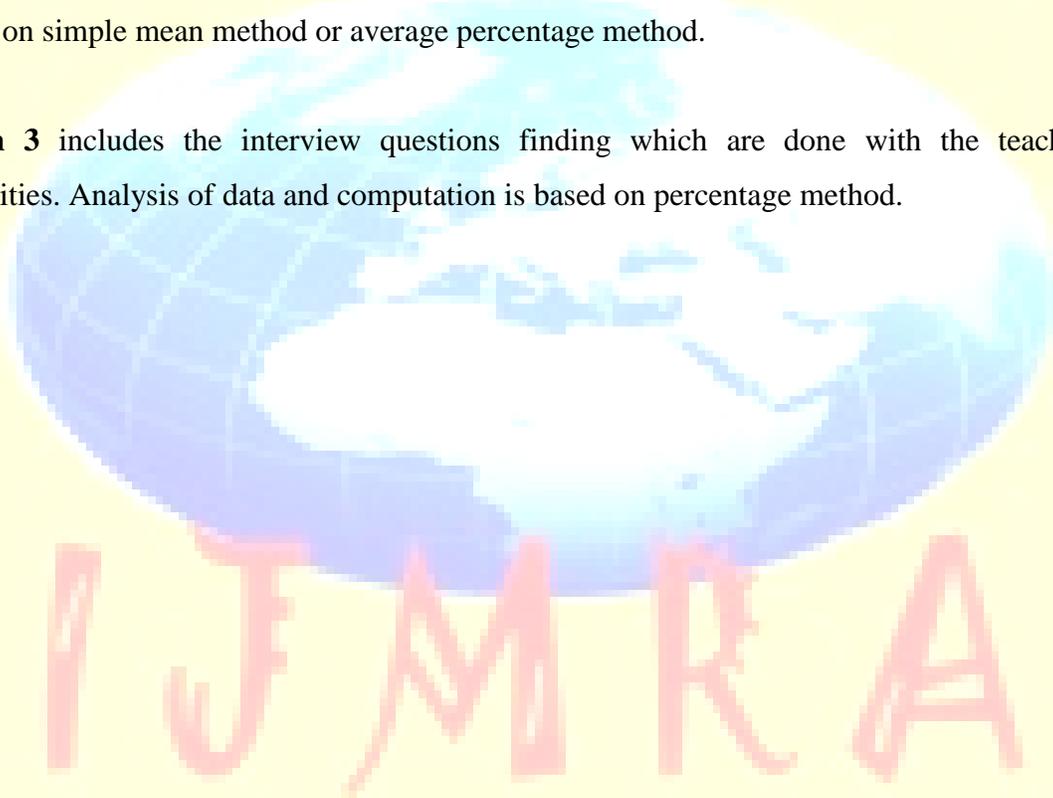
<div align="center">SECTION 1</div>

SCORING SYSTEM

The scoring of responses to criteria items and Baldrige Award applicant feedback are based on two dimensions;

1-process   and

2-results.

 Criteria users and researchers need these valuaeable information related to these dimensions

ITEM CLASSIFICATION AND SCORING DIMENSIONS

A -PROCESS

A process item score of 50 percent represents an approach that meets the overall requirement of the item. Higher scores reflect greater achievement, demonstrated by broader and consistence deployment, valuaeable organizational learning and increased integrating themes.

<div align="center">

Table
Source, Adapted from Education Criteria for performance Excellence,
2011-2012, pp 70

</div>

Score	Process (for use with categories 1-6)
0 % or 5%	* No systematic approach to item requirements is evident; information is Anecdotal * Little or no deployment of any systematic approach is evident * An improvement orientation is not evident ;improvement is achieved through reacting to problem * No organizational alignment is evident; individual areas or work units operate independently
10%,15%, 20% or 25%	* The beginning of a systematic approach to the basic requirements of the item is evident * The approach is in the early stages of deployment in most areas or work units, inhibiting progress in achieving the basic requirements of the item * Early stages of a transition from reacting to problems to a general improvement orientation are evident * The approach is aligned with other areas or work units largely through joint problem solving

A Quarterly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories
Indexed & Listed at: Ulrich's Periodicals Directory ©, U.S.A., Open J-Gage, India as well as in Cabell's Directories of Publishing Opportunities, U.S.A.

International Journal of Research in Social Sciences
http://www.ijmra.us

311

30%,35%, 40%,or 45%	* An effective, systematic approach, responsive to the basic requirements of the item, is evident * The approach is well deployed, although deployment may vary in some areas or work units * A fact based, systematic evaluation and improving the efficiency and effectiveness of key process * The approach is aligned with your overall organizational needs identified in response to the organizational profile and other process items.
50%,55% 60% or 65%	* An effective, systemic approach, responsive to the overall requirements of the item, is evident. * The approach is well deployed, although deployment may vary in some areas or work units. * A fact-based, systematic evaluation and improvement process and some organizational learning, including innovation, are in place for improving the efficiency and effectiveness of key processes. * The approach is aligned with your overall organizational needs identified in response to the organizational profile and other process items.
70%,75% 80% or 85%	* An effective systematic approach, responsive to the multiple requirements of the item, is evident. *The approach is well deployed, with no significant gaps. * Fact-based, systematic evaluation and improvement and organizational learning, including innovation, are key management tools; there is clear evidence of refinement as a result of organizational-level analysis and sharing. * The approach is integrated with your current and future organizational needs identified in response to the organizational profile and other process items.
90%,95% Or 100%	*An effective, systematic approach, fully responsive to the multiple requirements of the item, is evident. *The approach is fully deployed without significant weakness in any areas or work units. * Fact-based ,systematic evaluation and improvement and organization all learning through innovation are key organizational-wide tools; refinement and innovation, backed by analysis and sharing, are evident throughout the organization. *The approach is well integrated with your current and future organizational needs identified in response to the organizational profile and other process items.

Source, Adapted from Education Criteria for performance Excellence, 2011-2012, pp 70

B- RESULTS

A results item score of 50 percent represents a clear indication of good levels of performance, beneficial trends, and appropriate comparative data for the results areas covered for item and important to the business or objectives of organization. Higher scores better trends and levels of performance, and vast coverage and integration with the needs of the business ..

Table
Results Scoring Guidelines

Score	Results(for use with category 6)
0% or 5%	* There are no organizational performance results and /or poor results in areas reported. *Trend data either are not reported or show mainly adverse trends. * Comparative information is not reported. * Results are not reported for any areas of importance to accomplishment of your mission of organization
10%,15% 20%or25%	* A few organizational performance results are reported, responsive to the basic requirements of the item, and early good performance levels are evident. * Some trend data are reported with some adverse trends evident. * Little or no comparative information is reported. * Results are reported for a few areas of importance to the accomplishment of your mission of organization.
30%,35% 40% or 45%	* Good organizational performance levels are reported, responsive to the basic requirements of the item. *Some trend data are reported, and a majority of the trends evident. * Early stages of obtaining comparative information are evident. * Results are reported for many areas of importance to the accomplishment of your mission of organization.
50%,55% 60% or 65%	* Good organizational performance levels are reported, responsive to the overall requirements of the item. * Beneficial trends are evident in areas of importance to the accomplishment of your mission of organization. * Some current performance levels have been evaluated against relevant comparisons and/or benchmarks and show areas of good relative performance. * Organizational performance results are reported for most key student, stakeholders, market, and process requirements.

70%,75% 80% or 85%	* Good to excellent organizational performance levels are reported, responsive to the multiple requirements of the item. * Beneficial trends have been sustained over time in most areas of importance to the accomplishment of your mission of organization * Many to most trends and current performance levels have been evaluated against relevant comparisons and/or benchmarks and show areas of leadership and very good performance. * Organizational performance results are reported for most key student, stakeholder, market, process, and action plan requirements.
90%,95% Or 100%	* Excellent organizational performance levels are reported that are fully responsive to the multiple requirements of the item. * Beneficial trends have been sustained over time in all areas of importance to the accomplishment of your mission of organization. * Evidence of education sector and benchmark leadership is demonstrated in many areas. * Organizational performance results and projections are reported for most key student, stakeholder, market, process, and action plan requirements.

Source, Adapted from Education Criteria for performance Excellence, 2011-2012, Pp 71

SUMMARY

This research paper has described a comprehensive of review of past and present situation of Baldrige Education Criteria for Performance Excellence in universities of Karachi. The focus of the study was to measure the criteria; such a focus on the policy makers to reshape the education policies and systems according to Baldrige Education Criteria for Performance Excellence. This thesis has discussed the application of the Baldrige Education Criteria for Performance Excellence as indicators of institutional effectiveness and quality of work in all key areas (NIST, 2000). Today, the Baldrige Education Criteria is applicable all over the world. However, the scope of the thesis was limited to the universities of Karachi. The analysis of survey of the data allowed researcher to discuss in detail the measurement of institutional continuous improvement and overall performance results of an organization. In the process of survey deep observations were made by teachers as a respondent. The overall methodology is the combination of qualitative and quantitative approach. This combination allowed the researcher to focus the quality and effectiveness of the educational criteria and create new skills and knowledge in all areas of educational organizations. Eighty teachers of two private and two public universities of Karachi were sampled randomly. Forty teachers were selected for interview and forty for questionnaire. The researcher finally made conclusion after the

calculation. According to questionnaire, 61% respondents show the good standard of quality in our universities and 25.1%respondents show response in negative and 13.9% respondents were undecided. According to interview study, 65.8% shows the good quality of education in our universities and 34.16% shows respondents in negative. The results show an effective and systematic approach is seen. Good organizational performances at all levels are reported. According to survey, leadership is the most important enabler for achieving higher educational performance excellence. Additionally, there are several enablers of quality and performance excellence in higher education. They are strategic planning; faculty and staff focus; student, stake holder and market focus; process management; and measurement, analysis and knowledge management. These impacts on the six out comes: student learning results; students and stake holder results; budgetary, financial and market results; faculty and staff focus; organizational effectiveness results; and governance and social responsibility results

FINDINGS

The study describes how to measure the Baldrige Education Criteria for Performance Excellence indifferent universities of Karachi. The study is limited to only recognized universities by HEC Two universities from public and two universities from private sector were selected randomly as population sampling. In next stage of sampling, eighty teachers were selected as a respondent. To find the opinion of teachers, a questionnaire and a interview have been designed. The research on perceived the quality of education is about the perception of the different universities of Karachi. The research emphasize on the structural survey in different universities to gather the data and to know what and how the teachers perceived their universities and what are their expectations for quality of education. The purpose of the present research is to develop a systematic method for the assessment of quality of education in different universities of Karachi, using the Baldrige Education Criteria for performance Excellence. According to the calculation of questionnaire items, 61% respondents show the response in positive way which show the average but good quality of standard ofeducation.25.1% respondents show responses in negative form which are also acceptable.13.9% respondents were undecided which are also acceptable. According to the interview's calculation, 65.8% shows average but good result of performance.34.16% shows response in negative. After the calculation of results, take average of

both studies (questionnaire and interview) Results, got 63.4% response in positive and 19.5% in negative .All the goodness-of-fit criteria is seen and suggested that the proposed model fits the data with average.

CONCLUSION

The Baldrige Criteria provide a comprehensive frame work for the quality improvement. Implementation of this frame work and criteria have enabled the educational organizations to achieve a system view with inter related among faculty, staff, and administration, students and stake holders. The questionnaire study described various factors and reasons which were experienced by the teachers of different universities of Karachi. The questionnaire helped to observe the various outcomes of educational organizational based on these standards of excellence. Another important aspects of the study was interview based questions which further complemented the questionnaire itself however, the literature review itself provided a complete reviewing pentagram picture for each and every aspect of education. It is necessary for this situation to observe the data collected by the teachers may be motivated,, self hyping and having a touch of social economic factors which are desirable and applicable. The criteria are applicable for the needs of all organizations. The criteria encourage to respond with creative, adoptive, and flexible approaches and major improvement through innovation. The universities teachers have adapted the Baldrige Education Criteria for Performance Excellence and began to see positive results from the efforts, faculty, staff, students and external stake holders have been able to realize the benefits of this system. The Baldrige Education Criteria is evident as a standard of excellence that will help us to achieve world-class quality in all areas .The criteria are a mark able method to move an organization toward high class quality.. It is a powerful set of mechanisms for disciplined people that produce sustainable results. It analyzes every aspect of organization's strengths and weaknesses. It improves performance and achieves world-class results.

SUGGESTIONS

The all educational organizations identified these areas of opportunity for improvements in high quality of education are

1-All universities are required to develop strategic plans and each academic program must complete an annual assessment report including specific plans and goals for continuous improvement.

2-Administrators have implemented a number of mentoring and leadership development programs for employees at all levels of education.

3- All student and stake holder require to allow for better evaluation for action plans and for new future planning.

4-The criteria are not practical in all aspects in education. The awareness of the criteria is required at all level of educational organizations.

5-changes should occur rapidly or even may be in yearly base

6-Use the process as a learning opportunity for everyone.
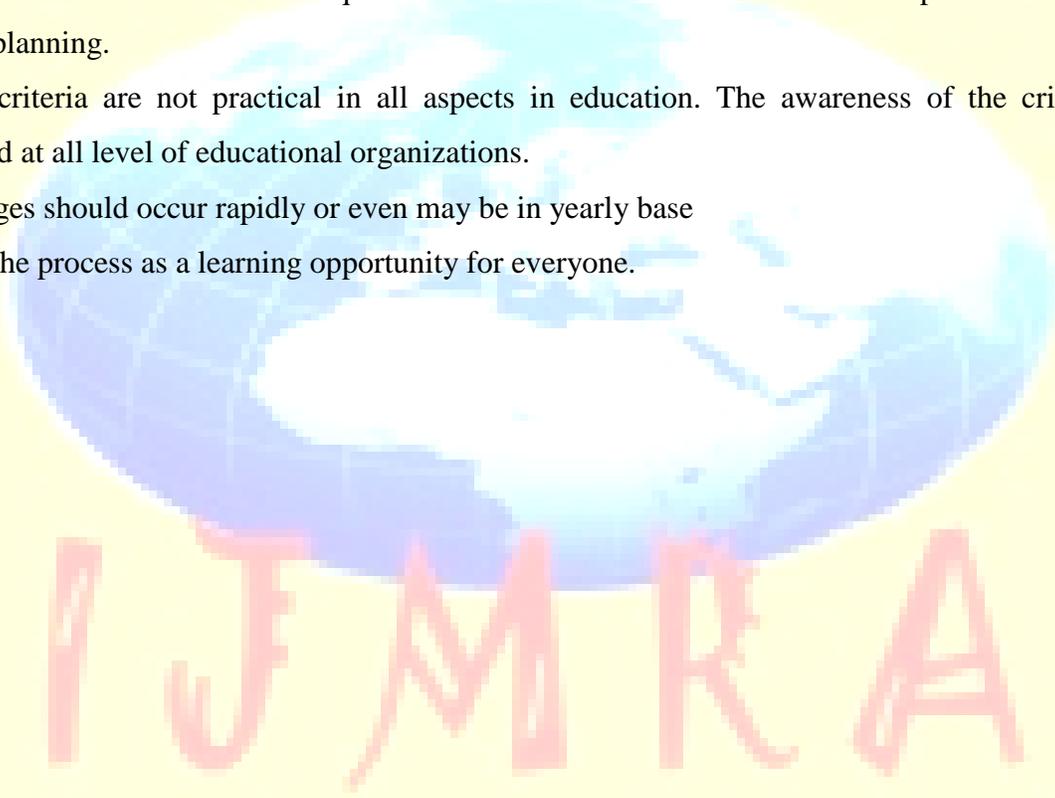
BIBLIOGRAPHY

Application Guidelines, 2012-2013.Malcolm Baldrige National Quality Award. United States Department of Commerce, Technology Administration, National Institute of Standards and Technology, Gaithersburg, MD.

Arcaro, J.S. (1995). The Baldrige Award for Education: How to measure and document quality improvement. Delray Beach, FL: Lucie Press

Azam, K.S.M. (2007). Quality Assurance in Higher Education: initiatives in Pakistan, in Enhancing Higher Education, Theory and Scholarship, Proceedings of the 30th century

Badri, M.A, Selim H, Alshare, K, Grandon, E.E, Younis, H, & Abdullah, M. (2006).The Baldrige Education Criteria for Performance Excellence Framework: Empirical test and Validation. International Journal of Quality & Reliability Management, 23(9), 1118-1157

Baldrige Education Criteria, 3 public law, (100-1079) at http://BaldrigeEducation Criteria for Performance Excellence.html

Baldrige Criteria. Retrieved May 1, 2008, from http://www.baldrige.com
National Institute of Standards and Technology, United States Department of Commerce. (2008).

Baldrige National Quality Program: Education Criteria for Performance Excellence. Wisconsin: America Society for Quality. Retrieved, May 1, 2008, from
http://www.quality.nist.gov/Education_Criteria.htm

Baldrige National Quality Program (2006).Education Criteria for Performance Excellence .Gaithersburg. Md: National Institute for Standards and Technology

Baldrige in Education (2001).Baldrige in Education initiative Retrieved August 24, 2001 from the World Wide Web: http://www.bein.org/default.asp

Baldrige National Quality Program. Education Criteria for Performance Excellence. Gaithersburg, National Institute for Standards and Technology, 2006.

Batool, Z. & Qureshi, R.H. (2008).Quality Assurance Manual for Higher Education in Pakistan. HEC: Islamabad

Baucer, R, Collar, E, and Tang, V.The Silver Lake Project: Transformation at IBM. New York: Oxford University Press, 1992

Bell, R, &Keys, B. (1998).A Conversation with Curt W.Rieman on the background in the future of the Baldrige Award. Organizational Dynamics, 26(4), 51-61.

Belohlav, J.A, Cook, L.S, & Heiser, D.R. (2004). Using the Malcolm Baldrige National Quality Award in Teaching: One Criterion, Several Perspectives. Decision Science, 2(2), 153-176.

Benter, P.M, & Bonnet, D.G. (1980).Significance Tests and Goodness of fit in the Analysis of Covariance Structures, Psychological Bulletin, 88,588-606.

Blazey, (1997).Achieving Performance Excellence .Quality Progress, 30(6), 61-64

Bollen, K.A, & Long, J.S. (1993).Testing Structural Equation Models. Newbury Park, CA: Sage

Browne, M.W, & Cudeck, R. (1993).Alternative ways of Assessing model fit. In Boilen, K.A, & underlying the Baldrige Criteria. Journal of Operations Management, 19(6), 617-652.

Cornesky, R. (1993).The Quality Professor: Implementing TQM in the classroom.Madison, WI: Magna Publications

Ettorne, B. (1996, March). Is the Baldrige still meaningful? Management Review, 85 (3), 28-31.

Evans, J.R, 1997.Critical Linkages in the Baldrige Award Criteria: Research Models and Educational Challenges. Quality Management Journal 5 (1), 13-30

Evans, J.R, Ford, M.W, 1997.Value-driven Quality. Quality Management Journal 4(4), 19-31

Ford, M.W. & Evans, J.R (2000).Conceptual foundations of strategic planning in the Malcolm Baldrige Criteria for Performance Excellence. Quality Management Journal, 7 (1). 8-26
.
Handifield, R.B, Ghosh, S, 1995.An empirical test of linkages between the Baldrige Criteria and financial performance. Proceeding of the Decision Sciences Institute 3, 1713-1715.

Handifield, R.B, Ghosh, S, Faewcett, S, 1998.Quality-driven change and its effects on financial performance. Quality Management Journal 5 (3), 13-30

Hubbard, D.L. (2001).Malcolm Baldrige National Quality Award for Education 2001 Application.(National Award Application)

Juran, J.M, 1994.The upcoming century of Quality. Quality Progress 27 (8) ,29-37

Keinath, B.J, Gorski, 1999, an empirical study of the Minnesota quality award evaluation process. Quality Management Journal 6 (1) 29-39

Khampirat, B, & Bowarnkitiwong, S. (2005).Evaluation of effective academic deamship in the context of Thai Higher Education: A multilevel model. Paper presented at the 2005 .Annual Meeting of the American Educational Research Association (AERA) in Montreal, Canada, April 11-15, 2005.

Khampirat, B, & Bowarnkitiwong, S. &Kaemkate, (2006).Evaluation of effective academic deamship in the context of Thai Higher Education: A multilevel model. Paper presented at the 2006.Annual Meeting of the American Educational Research Association (AERA) in Portland, Oregan, USA, October 31-November 5, 2006.

A Quarterly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories
Indexed & Listed at: Ulrich's Periodicals Directory ©, U.S.A., Open J-Gage, India as well as in Cabell's Directories of Publishing Opportunities, U.S.A.
International Journal of Research in Social Sciences
http://www.ijmra.us

320

Kosko,J. (2001),April 6). Baldrige Index, Consistently outperforms S&P.Retrieved August 28, 2001 from the World Wide Web: http://www.nist.gov/public_affairs/release/S&P500.htm

Muthen, L.K, & Muthen, B.O (2005).Mplus: The Comprehensive Modeling Program for Applied Researchers user's guide, Version 3.13.Los Angles, a: National Institute of Standards and Technology, United States Department of Commerce. (2008 a).

National Institute of Standards and Technology (1999b).1999 Education Criteria for Performance Excellence. Retrieved December 8, 2001 from the World Wide Web:http://www.quality.nist.gov/docs/99_crit/99crit.htm l# education

National Institute of Standards and Technology- NIST (2000b).Education Criteria for Performance Excellence.Gaithersburg, MD: Author.

National Institute of Standards and Technology, NIST (2001b). Education Criteria for Performance Excellence. Gaitherburg, MD: Author.

National Institute of Standards and Technology, United States Department of Commerce. (2009a) Baldrige Core Values. Retrieved January 9, 2009, from http://www.baldrige21.com/Baldrige%20Core% Values.html 17/17

National Institute of Standards and Technology, United States Department of Commerce.(2009b). 2009-2010 Baldrige National Quality Program: Education Criteria for Performance Excellence. Retrieved May 12, 2009, from www.baldrige.nist.gov

Oxford Advanced Learner's Dictionary of Current English: A.S Aornby: Sixth Edition

Pannirselvam, G.P, Fergson, 2001, A Study of the relationship between the Baldrige Categories. International Journal of Quality and Reliability, 18(1), 14-34.

A Quarterly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories
Indexed & Listed at: Ulrich's Periodicals Directory ©, U.S.A., Open J-Gage, India as well as in Cabell's Directories of Publishing Opportunities, U.S.A.
International Journal of Research in Social Sciences
http://www.ijmra.us

321

Pannirselvam, G.P, Siferd, and S.P: Ruch, W.A, 1998, Validation of the Arizona governor's Quality Award Criteria: a set of Baldrige.Journal of Operation Management.16 (5), 529-550.

Rafikul, I. (2005).MBNQA Criteria in Education: Assigning weights from a Malaysian perspective and proposition of an alternative evaluation scheme. International Transactions in Operational Research, 14, 373-394.

Sorenson, C.W. "University of Wiscon-Stout: Malcolm Baldrige National Quality Award" Journal of Innovative Management, 2003, 8(2), 41-78

Sorenson, C.W, Furst-Bowe, J.A, and Moen, D. (Eds). Quality and Performance Excellence in Higher Education on Campus. Bolton, Mass: Anker Publishing, 2005.

Spanghel, S.D (2000). Academic Quality improvement project. Retrieved April 1, 2000 from the World Wide Web: http://www.aqip.org

Spanghel, S.D. "The North Central Association of Colleges and Schools Academic Quality Improvement Project (AQIP)" In B, D. Ruben(ed), Pursuing Excellence in Higher Education: Eight Fundamental Challenges. San Francisco: Jessey-Bass, 2004.

Srikanth, G, and DDalrymple, J.F."Developing a Holistic Model for Quality in Higher Education." Quality in Higher Education, 2002, 8(3), 215-224

Wilson, D.D, & collier D.A (2000). An empirical investigation of the Malcolm Baldrige National Quality Award Causal Model. Decision Sciences, 31(2), 361-383.

Winn, B.A, & K.S (1998). Organizational Quality: An Examination of the Malcolm Baldrige National Quality Framework. Research in Higher Education, 319(5), 491-512

Wood, 1997.Baldrige undergoes Reconstruction.Incentives, 7.

A Quarterly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories
Indexed & Listed at: Ulrich's Periodicals Directory ©, U.S.A., Open J-Gage, India as well as in Cabell's Directories of Publishing Opportunities, U.S.A.
International Journal of Research in Social Sciences
http://www.ijmra.us

322