

Quality and strategy in Brazilian Higher Education Institutions (HEI): a performance indicators strategy

Tonny Kerley de Alencar Rodrigues

COPPEAD Graduate Business School / Federal University of Rio de Janeiro
lrakt@ig.com.br

Átila de Melo Lira

Paulista University – UNIP / São Paulo, Brazil
atilalira@hotmail.com

Irenilza de Alencar Naas

Paulista University – UNIP / São Paulo, Brazil
irenilza@gmail.com

Abstract

This research analyze the relationship between quality and strategy in the HEI using performance indicators. The results show that Brazilian HEI's acquired the character of business organizations leaving only be designed as teaching units and the performance indicators are integrated tools of strategic business to achieve quality in the HEI.

Keywords: Strategy; Quality; Higher Education Institutions; Performance Indicators; Balanced Scorecard.

INTRODUCTION

To analyze the performance of an organization proves to be quite complex because of the various structures having, are formal and physical environment, technology, processes, operations, or informal as people. Moreover, it is by measuring the performance of a company, that its manager has the possibility of performing the inspection stage and evaluate in which ways it can improve your results (Blau and Scott, 1962).

In the case of an organization's education sector, it becomes even more complex to analyze your performance because, unlike most organizations that have profit as the main measure of effectiveness, educational outcomes now have an important role (Ramsden 1991). Thus, to evaluate the performance of an organization, the creation of indicators is needed that can generate information that will support their strategic-level decision making. In this sense, in 1992, Robert Kaplan and David Norton created the Balanced Scorecard (BSC), which has since been performance measurement methodology most widely used worldwide. One of the main qualities of the BSC, which does have greater relevance in its application, is the fact that he seek

alignment with the core business strategies (Kaplan 1994, Kaplan and Norton, 1992, Kaplan and Norton, 1996, Kaplan and Norton, 1997).

This methodology considers four perspectives: learning and growth, internal, customer and financial. The first relates to the size of the company related to innovation in all areas and people. The second is related to operations, from product design to after-sales. The third relates to meeting the needs and desires of customers the level of service sought by them. Is the last relates to the generation of business value to shareholders (Kaplan 1994, Kaplan and Norton, 1992, Kaplan and Norton, 1996, Kaplan and Norton, 1997).

RELATIONSHIP BETWEEN QUALITY AND STRATEGY IN BRAZILIAN HIGHER EDUCATION

One reform has made the Brazilian education market suffered with quotes for strong competition between them. Thus, in recent years, these HEIs are regulated with the requirements of the Ministry of Education (MEC), including performance evaluations defined by the National Institute of Educational Studies Teixeira (INEP) through the National System of Higher Education Assessment (SINAES), for example, the National Survey of Student Performance (ENADE) (Inep 2009).

Therefore, in line with the requirements of the Federal Government, HEIs (Higher Education Institution) private are evaluated for their performance in multiple dimensions as teaching, research and extension. Thus, this path becomes important that these organizations have performance indicators aligned to continuously monitor their results in these dimensions. Moreover, these indicators should be adjusted to the organization's strategy to not incur risk subobjectivation sector, a situation to which each unit is only concerned with your goals itself and not to the organization as a whole.

In addition, there is considerable variation both national and international levels as they relate to the paths to be taken in managing the problems and challenges of quality in higher education (Amaral 2009).

An theoretical discussion for higher education shows that a "general model" of quality assurance does not apply universally, but that most of the elements that are part of it are implemented on a wide the countries. The "general model" provides a starting point to map deviations. In each country, there may be specific additions or omissions of elements of the model, as there are usually changes or extensions elements. These variations are determined by practicalities such as the higher education sector size, stiffness / flexibility of the legal issue of quality assurance and development stage of state control over the sector (Billing 2004).

From this moment, this study will utilize a first theoretical assumption on the strategic management of higher education, that Brazilian HEI's acquired the character of business organizations leaving only be designed as teaching units.

EDUCATIONAL QUALITY DIMENSIONS

For this, one can evaluate the performance analyzing four dimensions following the INEP Educational Quality dimensions: the level of structure, the level of management and organization, teacher level and the student level (Dourado et al. 2007).

To the level of structure the following indicators will be analyzed:

- a) existence of classrooms supported the activities and customers;
- b) appropriate environment for the realization of educational activities, leisure and recreation, sporting and cultural practices, community meetings etc .;
- c) equipment in quantity, quality and conditions of use suitable to school activities;
- d) library with appropriate physical space for reading, refers to the collection, individual study and / or in groups, online survey, among others, including collection with quantity and quality to meet the pedagogical work and the number of students in HEI;
- e) teaching laboratories, computer, toy, among others;
- f) support services and guidance to students;
- g) ensuring accessibility conditions and care for people with special needs;
- h) school environment equipped with safety conditions for students, faculty, staff and the community at large;
- i) programs that contribute to a culture of peace at school.

To the level of management and organization, the following indicators will be analyzed:

- a) organizational structure compatible with the aim of pedagogical work;
- b) planning, monitoring and evaluation of programs and projects;
- c) the organization of university work consistent with the educational goals set by the institution in order to guarantee student learning;
- d) the existence of mechanisms for information and communication among all segments of the HEI;
- e) the democratic participative management that includes: administrative, financial and pedagogical conditions, integration mechanisms and participation of different groups and people in activities and university spaces;
- f) the HEI leader profile: training at the college level, kind of appointment to the position and experience;
- g) the existence of collective pedagogical project of HEI, addressing social and educational purposes of it, the role and autonomy of HEIs, pedagogical and curricular activities, times and spaces of training;
- h) the availability of teaching staff in HEI for all curricular activities;
- i) the definition of relevant content in different levels and stages of the learning process;
- j) the use of teaching methods appropriate to the development of content;
- k) the implementation of focused evaluation processes for identifying, monitoring and resolving learning problems;
- l) the existence and proper use of educational technologies and pedagogical resources appropriate to the learning process;
- m) planning and collective management of educational work;
- n) the implementation of student participation mechanisms in the IES;
- o) the appropriate valuation of services provided by the HEI to different users.

For the teacher level, the following indicators will be analyzed:

- a) extensive project training, professionalization and enhancement of teaching;
- b) quality of the teaching workforce to improve student achievement;

- c) salary structures, professional careers and working conditions;
- d) career plans, incentives and benefits;
- e) incentive policies for the productivity of the teaching action;
- f) distinction between encouragement and motivation;
- g) titration / proper qualification to professional practice;
- h) effective link work;
- i) dedication to one HEI;
- j) forms of ticket;
- k) enhancement of teaching experience;
- l) adequate workload;

For the student level, the following indicators will be analyzed:

- a) student satisfaction with the learning process;
- b) active student engagement in the learning process;
- c) stay in the HEI, ie not leaving;
- d) academic performance of the student;
- e) belief in a school-academic and professional life success;
- f) classes and the attractive and engaging educational activities inside and outside the IES;
- g) strategies and teaching resources used by teachers adequately to the contents and characteristics of the students;
- h) recognition and appreciation of teachers' work by the student;
- i) entry into the labor market;

To gain a strategic advantage for the second phase, the IES can establish their own references performance indicators levels, among which can be cited:

- the involvement of HEI and student organizations in auditing activities;
- the creation of structures allowing the publication of scientific articles;
- the concerns of the university to encourage research;
- monitoring the financial activities of the IES;
- monitoring the financial activities of the IES;
- involvement of IES with the objectives of improving university curricula;
- concerns with their own procedures guarantee the quality of the IES;
- measuring and documenting the university processes periodically;

CONCLUSION

The BSC can help an educational organization to develop performance indicators which involve the four prospects. In addition, within this educational context, either in basic or higher education, can be found both entities that do not have profit as goal, for example, public and third sector organizations, as those who, beyond the educational goals, have profitable purposes, for example, private. In these, the use of performance indicators associated with BSC proposal may have a clearer application of theoretical principles espoused in the literature of this methodology (Chen et al. 2006).

Also stands out here the importance of analyzing the Brazilian higher education institutions (HEIs), as Brazil currently experiencing an expansion in the Educational System of Higher Education and increased complexity in the management of HEI's. Thus, in recent years, Brazilian HEI's acquired the character of business organizations leaving only be designed as teaching units. Thus, there needs to be the development of a set of own management procedures to those institutions (Lima et al. 2012).

Acknowledgments

Faculty St. Augustine (St. Augustine College), Teresina, Piauí, Brazil
COPPEAD Graduate Business School, Federal University of Rio de Janeiro
Universidade Paulista (Paulista University), São Paulo, Brazil.

Bibliography

- Amaral, A. 2009. Avaliação e qualidade do ensino superior: As muitas racionalidades da qualidade. In: Leite, D., eds. *Avaliação participativa e qualidade: os atores locais em foco*. Sulina, Porto Alegre, 11-32.
- Andrade, M. A. B. 2012. A avaliação da educação superior: uma breve análise no campo teórico-conceitual. *Revista Entreideias* **1**(2): 27-45.
- Billing, D. 2004. International comparisons and trends in external quality assurance of higher education: Commonality or diversity?. *Higher Education Journal* **47**: 113-137.
- Blau, P. M., W. R. Scott. 1962. *Formal organizations: a comparative approach*. Chandler, Oxford.
- Bruneau, W., D. C. Savage. 2002. *Counting out the scholars: The case against performance indicators in higher education*. James Lorimer & Company Ltd, Toronto.
- Chen, S. H. et al. 2006. The application of balanced scorecard in the performance evaluation of higher education. *The TQM magazine* **18**(2): 190-205.
- Chuchalin, A. I., A.V. Zamyatin. 2011. Higher education institution integrated Quality management system. *International Journal of Quality Assurance in Engineering and Technology Education* **1**(1): 30-43.
- Cunha, L. A. 2003. O ensino superior no octênio FHC. *Educação e Sociedade* **24**(82): 37-61.
- Dourado, L. F. et al. 2007. *A qualidade da educação: conceitos e definições*. Inep, Brasília.
- Esteves, P. C. L. 2007. *Fatores determinantes de mudanças na estrutura competitiva do sistema de ensino superior de Santa Catarina*. UFSC, Florianópolis.
- Gray, P.J., A. Patil. 2009. Internal and External Quality Assurance Approaches for Improvement and Accountability: A Conceptual Framework. *Engineering Education Quality Assurance* **5**: 299-308.
- Inep. 2009. *Sinaes – Sistema Nacional de Avaliação da Educação Superior: da concepção à regulamentação*. Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira, Brasília.
- Kaplan, R.S. 1994. Devising a balanced scorecard matched to business strategy. *Strategy & Leadership* **22** (5): 15.
- Kaplan, R. S., D. P. Norton. 1996. *The balanced scorecard*. Harvard Business school press, Boston.
- _____. 1992. The balanced scorecard: measures that drive performance. *Harvard Business Review* **70** (1): 71-79.
- _____. 1997. *The balanced scorecard: translating strategy into action*. Harvard Business School Press, Boston.
- Ledezma, I. 2010. Defensive Strategies in the Quality Ladders. *Developpemente, Institutions & Analyses de Long Terme*, **11**: 1-31.
- Leonard, D., R. McAdam. 2001. The relationship between total quality management (TQM) and corporate strategy: the strategic impact of TQM. *Strategic Change* **10**(8): 439-448.
- Lima, C. R. M. et al. 2012. A utilização de Balanced Scorecard em instituições de ensino superior. *Revista de Informação Contábil* **6** (3):1-13.
- Nunes, E. 2007. Desafio estratégico da política pública: o ensino superior brasileiro. *Revista de Administração Pública* **103** (47).