Evaluating education quality as a research instrument: A systematic review

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Abstract The pursuit of quality reflects a fundamental aspiration toward perfection, embodying a commitment to ideal principles and standards. Those who strive for excellence are expected to imbue their work with a sense of conscience and morality. This is particularly salient in organizations that provide services to individuals, including universities, schools, companies, and other educational institutions. In educational contexts, the presence of conscience and morality is crucial for several reasons. First, these attributes cultivate a favorable and principled atmosphere that encourages sincerity, uprightness, and impartiality among students, teachers, and staff members. The aim of this study was to investigate the concept of quality in education and the assessment methods used, drawing on previous studies. Despite numerous studies on this topic, a comprehensive understanding of the quality of education and education tools has yet to be achieved. This study emphasizes the importance of educational quality and stresses the need for educational institutions to gain a thorough understanding of it and stay up-to-date with the latest developments in evaluation methods. Quality in education pertains to the extent of progress made and the fulfillment of expectations by students, parents, and teachers. The evaluation of educational quality is crucial, and there are various methods available for this purpose. One method for evaluating educational quality is to analyze students' exam results and compare them to previous results. Additional indicators of educational quality include students' discipline, their ability to participate in higher education, and their employability. Other factors to consider when evaluating educational quality include educational inspection, retention rates in schools, examination type, course quality, efficiency, effectiveness, cost-effectiveness, school management, and guardians' satisfaction with their children's education. By evaluating these aspects, educational institutions can assess the quality of the educational process and implement necessary improvements.

Keywords: performance, school, student, teacher

1. Introduction

The concept of education quality, which has been widely studied across various academic disciplines, has received significant attention in educational research. This literature review aims to investigate and consolidate the current body of literature concerning education quality.

Quality is a universal concern for all human beings. Whether they make a small or large purchase, people always inquire about quality and the likelihood that it meets at least a minimum standard. Although quality can be considered an instinctive concept, perceptions of quality may vary from person to person. Along with other institutions, especially those in the educational sector, educational organizations need to strive to utilize their full potential to provide the best services that satisfy stakeholders with their quality specifications. Companies, producers, and organizations need to direct their attention not only to the overall notion of quality but also to the particular quality standards that are pertinent to the services they provide. Whether food, education, clothing, or any other sector is considered, advancements need to be constantly monitored and incorporated in all areas related to quality. By doing so, they can ensure that their products are linked to these developments, enhancing overall quality and meeting the expectations of their customers/stakeholders (Elamy, 2015; Khanolainen, 2019; Law, 2010; Malhoit, 2005; Mukhopadhyay, 2020; Mosadeghrad, 2014; Pro et al., 2017; Standard, 2000; Zheng, 2020).

Institutional quality has a direct impact on students' achievements, the quality of teachers, the curriculum, and teaching methods. Therefore, it is crucial for institutions to strive for high-quality standards and evaluate their performance using assessment tools. The supervisors, teachers, and students within the institution are interconnected, and their collective efforts contribute to the overall quality of the institution. Additionally, the surrounding environment also plays a role in shaping institutional quality. It is important to note that teachers can enhance their productivity when they receive good
salaries and fair incentives (Astuti et al., 2023; Fomba et al., 2023; Hidayah & Rasyidiyah, 2022; Jamoliddinovich, 2022; Kaso et al., 2021; Khakimov & Sharopov, 2023; Surya Atmaja et al., 2023).

This study aims to address the gaps identified in previous research on the concept of quality in education and its evaluation tools. While numerous studies have discussed this topic, they have not provided a comprehensive understanding of educational quality and have not given sufficient attention to the role of teachers in ensuring educational quality. By building upon the existing body of literature and addressing these limitations, this study sought to contribute to a more holistic understanding of educational quality and provide valuable insights into the evaluation of teachers’ contributions to this aspect.

2. Research Methodology

To achieve the research objectives, a literature review was conducted by collecting academic articles and books from the scientific journals listed in the Scopus, Web of Science, Emerald, and Google Scholar databases. The research was conducted within the databases to cover the research topics using a set of criteria: 1) The search keywords included “The concept of quality”, “The concept of quality in learning”, “Quality tools”, and “Quality tools in education”. 2) Relevance to the research topic: Articles were filtered from the databases based on their title, abstract, and research methodology, and articles that were not related to the research topic were excluded.

The most important findings related to the research were extracted after identifying the articles, comparing them with each other, and conducting a critical analysis of them. Finally, the research topics were divided into the following sections: the concept of quality, the concept of quality in education, and quality measurement tools. A set of proposals for future research on the topic of measuring the quality of education was reached.

3. Concept of Quality

Life encompasses various individuals, including managers, workers, teachers, students, and others. While some individuals take an active role in their own personal and societal growth, others rely on external facilitators to support their development. The pursuit of quality is considered one approach to fostering progress.

Performance management involves collaborative effort between managers and employees, working together to plan, monitor, and assess the objectives or work goals of employees. Its primary objective is to support the overall success of the organization or company. Alternatively, it can be viewed as a continuous process that involves goal setting, progress evaluation, and providing guidance and feedback to assist employees in achieving their career goals and objectives (Surya Atmaja et al., 2023). Dr. W. Edwards Deming initially introduced total quality management (TQM) in the late 1950s. Although the U.S. industry initially rejected his ideas, they were enthusiastically embraced by Japan during their post-World War 2 reconstruction. As a result of the effective application of TQM, the phrase “Made in Japan” has undergone a remarkable shift in meaning, evolving from a negative expression to a prestigious symbol of excellence (Marmar Mukhopadhyay, 2020).

Quality is a timeless concept that has transcended time and societies. Throughout history, individuals have recognized the importance of distinguishing between desirable and undesirable traits. For example, in ancient times, people who gathered food had to acquire knowledge about edible and inedible items. Similarly, hunters had to experiment with different tools to determine the most effective tools for their specific objectives (Elassy, 2015). The importance of quality in our lives has increased significantly as individuals continuously seek high-quality goods and services. This emphasis on quality has compelled businesses and organizations around the world to recognize its critical role in their operations and production methods. Quality serves as a key factor in maintaining a competitive edge and strategically differentiating oneself. By refining their structures and processes to enhance quality and refining their structures and processes to enhance quality, companies can reduce waste, rework, and delays while also lowering costs, expanding their market share, and cultivating a positive corporate image. This leads to improved productivity and profitability, highlighting the significance of defining, measuring, and enhancing the quality of healthcare services (Mosadeghrad, 2014).

Defining quality is a complex task due to its subjective nature and the inclusion of intangible qualities. Its meaning can vary depending on the viewpoint and situation, and there is no widely accepted definition. As a result, quality has been described in various ways, including as value, superiority, meeting specifications, fulfilling requirements, suitability for purpose, exceeding customer expectations, and ensuring consistent satisfaction. Achieving quality involves delivering products and services that meet the latest functional requirements, exceeding both stated and unstated customer desires, and satisfying the expectations of the producer or provider (Mosadeghrad, 2014). However, understanding and grasping the essence of quality pose a challenge for many individuals. There is considerable uncertainty and misconception surrounding the concept of quality. From a linguistic perspective, the term ‘quality’ derives from the Latin word ‘qualis’, which signifies the true nature of something (Dale, 2007).

The internationally recognized definition of quality is the degree to which a set of inherent characteristics meets certain requirements (Standard, 2000). Quality is directed toward both the product and the customer. In terms of the product, quality is focused on a set of characteristics chosen for their accuracy and precision in measurement. However,
when quality is oriented toward the customer, it involves understanding consumer behavior and predicting how well the product will perform in the marketplace (Shewfelt, 1999). Essentially, quality means meeting the requirements and desires of the customer (Lockwood, 1995).

The various levels of quality can be classified into five distinct yet interconnected categories. Quality can be viewed as a differential, as flawlessness, as suitability for a specific objective, as a worthwhile investment, or as a catalyst for change (Harvey & Green, 1993). These definitions of quality differ and, to some extent, reflect diverse viewpoints held by individuals and society. In a democratic society, it is crucial to allow for differing perspectives, as there is no definite, universally correct definition of quality. Attempting to define quality is futile, as it is contingent upon the stakeholders involved. For instance, students and lecturers may prioritize the educational process, while employers may prioritize the outcomes of higher education. Therefore, it is impossible to discuss quality as a singular, unified concept (Harvey & Green, 1993).

4. Concept of Quality of Education

Education is crucial and necessary across all industries, and it is imperative to comprehend the standards and principles of educational quality during these times. It is important to recognize that the quality culture in education encompasses both organizational and psychological elements (Stalmeijer et al., 2023).

Institutional factors have a positive impact on enhancing students’ academic performance and ensuring their successful completion of schooling while simultaneously preventing educational shortcomings. The mechanisms through which institutional quality affects academic outcomes are significant. A decline in institutional quality, exemplified by factors such as corruption, political instability, or a decrease in government effectiveness, can diminish the positive impact of public expenditure on education and the standard of teaching. The decline in institutional quality can be attributed to unethical conduct among teachers and the employment of unqualified or inadequately trained individuals to fulfill teaching duties (Fomba et al., 2023). To ensure that contemporary students receive high-quality education, it is essential to provide adequate methodological assistance for their subjects. This has become particularly crucial during the COVID-19 pandemic when traditional classroom teaching may not be feasible. In such circumstances, lessons are shifted to an online module system (Khakimov & Sharopov, 2023).

The management of education financing is considered moderately effective, indicating that budget allocations for education are not entirely satisfactory. The quality of graduates falls within the moderate range, suggesting that schools have struggled to produce high-quality graduates. Only 18% of graduates are successful at securing admission to public schools annually (Diah Astuti et al., 2023). There is a significant and favorable correlation between department heads’ competence in technical and conceptual skills and the level of educational quality (Navaebrahim, 2023).

The matter of guaranteeing and enhancing the standard of education in higher education institutions varies depending on the educational policies followed by different states. Specifically, in Uzbekistan, attaining a reasonable level of educational quality is seen as the primary objective in the initial stage, whereas ensuring the quality of education becomes the main focus in the subsequent stages. This is crucial for establishing intense competition among public, nonprofit, and private higher education institutions (Jamoliddinovich, 2022). Private higher education institutions in Oman have achieved excellent results in various areas, such as staff profile, severance, promotion, incentives, and Omanization. "However, several recommendations were made regarding staff organizational climate and retention, human resource (HR) planning and management, professional development, and recruitment and selection processes (Kooli & Abadi, 2022).

Universities need to redefine their approach to online education by incorporating methodological and technological choices and fostering collaboration among educators, students, and administrative personnel. These findings are not applicable to educational institutions that solely offer online courses but rather to institutions that had to quickly adapt and modify course material originally intended for in-person instruction (Ramirez-Hurtado et al., 2021).

Total quality management (TQM) is not a new concept, but its widespread application emerged primarily after World War II in Japan and later in the United States and Europe, particularly in the business and industrial sectors. In recent years, TQM has also been applied to enhance the educational system in Europe and the U.S. The focus on educational quality gained prominence due to economic and political changes in the 1970s. As a result, there has been a greater emphasis on effectively utilizing resources, ensuring the successful operation of educational institutions, addressing issues of educational quality and efficiency, and promoting equal opportunities for all students (Marmar Mukhopadhyay, 2020).

The concept of assessing the quality of education is based on its suitability for its intended objectives. In other words, it is determined by how well a product or service fulfills its stated purpose. Internal customers of education consist of students and teachers, while external customers encompass parents, higher-level institutions, church groups, employers, government agencies, and the broader community (Marmar Mukhopadhyay, 2020).

Several countries are striving to implement similar principles and techniques of total quality management (TQM) to effectively enhance their educational systems (Marmar Mukhopadhyay, 2020). The notion of educational quality has gained increased attention as educational effectiveness is viewed as a means of promoting economic growth. This perspective, characterized by a corporate approach to quality, is becoming increasingly prevalent globally (Khanolainen, 2019). The implied meaning of this perspective is that the final results should be prioritized when evaluating the quality of education and
that education should not be perceived as a rigid, automated system that is unaffected by its environment and unique conditions.

Both public and private universities recognize the significance of providing a high standard of education to attract and retain students (Arokiasamy, 2012). Although the definition of quality in education has always been unclear and lacks a definitive answer, it appears that in practical terms, there is a general agreement that quality refers to both suitability for a specific purpose and effectiveness in achieving that purpose (Wittek & Kvernbeck, 2011).

For postsecondary institutions that have firmly established quality assurance practices, the primary emphasis should be on the learning environment and the experiences of students, as well as any organizational processes that affect them (Law, 2010). Chung Sea Law (2010) presented several different perspectives on the notion of quality in postsecondary education. These include:

1) Quality, which is commonly understood as the traditional notion of exceptional performance in terms of academic accomplishment, is typically measured by exceptionally high standards.

2) Quality, whether seen as perfection or consistency, revolves around processes and their specifications. This approach is closely connected to the concepts of zero defects and achieves accuracy from the very beginning.

3) The concept of quality is defined as the degree to which a product or service fulfills its intended purpose.

4) Quality as value for money refers to evaluating the quality of a product or service based on the return it provides in relation to the investment or cost involved.

5) Quality is a transformative concept that perceives quality as a dynamic process aimed at enhancing the educational value for students throughout their learning journey.

The concept of quality in education is often used without a clear definition (Sayed, 1997). However, quality in education is determined by the objectives and principles that form the foundation of education, which is fundamentally a human endeavour. It is important to note that quality in education has a definite boundary, although this boundary may not always be clearly defined (Rationalisation, 1993).

Enhancing the understanding of customers' views on service quality is essential for the effective management and development of service-providing systems that increase customer satisfaction. Therefore, conducting a study to understand students' expectations and evaluations of service quality is necessary to attract, cater to, and retain students (Seymour, 1992).

5. Assessment Tools for Quality

Education is of paramount importance in all fields, and it is crucial to examine current standards of education. Various tools have been employed to evaluate the quality of education services. These tools encompass metrics such as service quality, service performance, education performance scale, and a combined scale (Htang, 2021).

The majority of educational institutions in the U.S. prioritize financial success over other goals, which can lead them to focus on profit and appeal. In contrast, in many EU countries, education is based on public trust and support (Marmar Mukhopadhyay, 2020). It was believed that education quality prioritizes student nonacademic outcomes over academic achievements. However, the existing evaluation system, which places a primary focus on exams, may hinder the holistic development of students (Zheng, 2020).

Enhancing the quality of education relies not only on academic achievements but also on the development of students' social skills, characteristics, and daily behavior. These factors play a significant role in the overall success of students. Creating an emotionally supportive environment is essential for helping students discover their interests, find enjoyment, and actively engage in school (Zheng, 2020). Inviting teachers to participate in the task of creating understandable and open educational reforms is necessary, as they possess unique insights into effective practices within their specific situations. By encouraging them to take part in professional growth, experiment, share ideas with peers, and engage in professional discussions, teachers will have the means to reflect and understand what drives quality education and progress. This collaboration between teachers and education policymakers can lead to more effective and sustainable educational reforms, allowing teachers to contribute to the growing knowledge base and recognize that standards should be based on practical evidence rather than ideology (Khanolainen, 2019; Sachs, 2003). In evaluating exceptional school systems, the academic performance of students on PISA tests is often the sole criterion. Policymakers frequently rely on both international and national testing programs to identify schools or systems that are considered "high quality" or those that require improvement. The quality of a system or school can be determined by consistently achieving positive overall results, demonstrating improvement over time, or significantly enhancing outcomes while considering factors such as social disadvantages (Hooley & Rice, 2019).

Each institution is expected to provide services that focus on ensuring student satisfaction, as students are regarded as the primary customers (Boulouta et al., 2015). To build a modern and informed society, governments should prioritize the education they offer to their citizens. To cultivate a knowledgeable and informed citizenry, governments must invest their
efforts and resources in establishing a high-quality educational system. This is a global trend, as governments worldwide are striving to foster robust connections between the education sector and society (Zaman, 2015).

Since students are regarded as the primary customers of educational institutions, these institutions must tailor their services in a way that ensures student satisfaction (Bouloua et al., 2015). There are four main consequences to consider regarding quality assurance in higher education. The first is the challenge of establishing a consistent definition of quality. Second, there are clashes between how academics and how students perceive quality assurance. Third, it is important to comprehend the connections between quality assurance (QA) and quality enhancement (QE) in higher education. Finally, it is necessary to continuously implement both concepts in higher education institutions (Elassy, 2015).

Occasionally, it is necessary to revisit and examine fundamental ideas in education, such as quality, quality assurance (QA), and quality enhancement (QE). This is because there has not been significant progress in fully comprehending the concept of quality. Consequently, engaging in theoretical discussions about quality in higher education is potentially significant, despite being a laborious task (Blanco Ramírez, 2013).

A university’s assessment of its service quality is typically based on how students perceive it, as they are considered the primary customers of universities (ISO, 2007). The process of school inspection plays a crucial role in the evaluation, supervision, and enhancement of educational quality (De Wolf & Janssens, 2007). Two main approaches have been identified for defining quality in education. The first approach, which is rooted in economics, regards quality as measurable outcomes, such as student performance on standardized tests, educational attainment levels, or rates of school retention (Barrett et al., 2006). Quality tools can enhance and improve educational systems in higher education institutions. Quality, as defined in this context, has two aspects. The first aspect relates to measurement, where the results are expected to meet specified criteria. The second aspect pertains to fulfilling customer requirements and ensuring customer satisfaction (Zavlanos, 2006).

High-quality education programs are characterized by rigorous educational standards and positive outcomes, which encompass more than just test scores. These outcomes include improved student achievement as assessed through various metrics. They also include increased graduation rates, minimal disciplinary incidents, opportunities for higher education participation, access to well-paying employment, and readiness for nonacademic aspects of life. These nonacademic aspects include community involvement, ethical conduct, generosity, prudent decision-making, and personal values (Malhot, 2005).

To achieve quality education, it is essential to consider whether the education system is suitable for society at large and for organizations in general. This can be achieved by soliciting feedback from organizations regarding the current state of education and comparing education levels with those of neighboring countries. Failure to understand the quality of education can result in a decline in overall education levels and an inability to effectively implement quality education practices. Failing to understand the quality of education can cause it to fall behind the demands of the current era, thereby negatively impacting societal progress and advancement. Various methods, such as assessing efficiency, effectiveness, the economy, and students’ grades, are used as tools for evaluating the quality of education (Bakir, 2005; Pro et al., 2017). The contribution of quality to the evaluation of performance in higher education in Hong Kong has been investigated. The study utilized rating scales that focused on nine dimensions of effectiveness, namely, productivity efficiency, quality, cohesion, adaptability readiness, information management communication, growth, planning goal setting, human resource development, and stability control (Pounder, 1999).

An alternative approach to defining academic excellence focuses on the fundamental academic procedures within individual courses and assesses the quality of these procedures based on the level of academic expectations or rigor imposed on students. Examples of such procedures include the types of inquiries posed by faculty during class, the characteristics of term papers or other written assignments, and the format of examination questions created by faculty members (Nordvall & Braxton, 1996). According to Lockwood (1995), quality involves meeting customers’ requirements and fulfilling their expectations. In the context of education, standards are evaluated by considering the opinions of both students and teachers (Babbar, 1995) (Table 1).

6. Results

The term “quality” refers to the pursuit of perfection and the continuous striving for excellence. It is of paramount importance that educational institutions actively endeavor to provide students with the highest standards of education. This should involve the integration of innovative teaching methods and comprehensive subjects that encompass both professional and personal aspects of their lives. By doing so, institutions can facilitate the holistic development of students and equip them with the knowledge and skills that are necessary to succeed in their personal and professional lives. These aspects include moral values, proper guidance, positive behavior, effective communication, and the delivery of accurate and reliable information. It is crucial to assess these processes using relevant evaluation tools. This ensures that educational institutions maintain and improve the quality of their educational programs and that students receive a high-quality education that prepares them for their personal and professional lives.
Table 1 Tools used for assessment.

<table>
<thead>
<tr>
<th>No.</th>
<th>Tools of assessment</th>
<th>Explanation</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students’ opinions and notes</td>
<td>By giving his/her opinions on: 1. The value of learning 2. The teacher’s level of active involvement and passion in delivering the course 3. The teacher’s effectiveness in clarifying the lesson 4. The teacher’s level of interest in the students</td>
<td>(Coffey &amp; Gibbs, 2001; ISO, 2007)</td>
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<td>2</td>
<td>Teachers who are in contact with the student</td>
<td>Teachers have a deep understanding of their students’ understanding and reception of the lessons they teach because they have direct interactions with them.                                                   (Babbar, 1995)</td>
<td></td>
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<td>3</td>
<td>Guardians’ satisfaction with the study of their children</td>
<td>Parents’ satisfaction with the level of education attained by their children and their behavior in school.                                                                                                     (Marmar Mukhopadhyay, 2020)</td>
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<tr>
<td>4</td>
<td>School control</td>
<td>Conducting a comparison between outcomes and objectives. School monitoring and evaluation facilitate the presentation of a comprehensive and centralized dataset that indicates the progress of the school. Revealing errors and providing pathways for educational improvement and enhancement. (De Wolf &amp; Janssens, 2007; Miller, 2017)</td>
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<td>5</td>
<td>Type of course (Curriculum)</td>
<td>The curriculum comprises all essential components and is customized to align with the developmental stage and educational progress of the students.                                                              (Nordvall &amp; Braxton, 1996)</td>
<td></td>
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<td>6</td>
<td>Ability to find a job</td>
<td>The ability to secure employment by leveraging one’s educational background and the reputation of the educational institution, whether it is a school, university, or country, is a crucial aspect of career development. (Malhoit, 2005)</td>
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<td>7</td>
<td>The students’ discipline and their ability to participate in society and higher education.</td>
<td>1- Moral 2- The ability to help society by teaching.                                                                                                                                                      (Malhoit, 2005)</td>
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<tr>
<td>8</td>
<td>Students’ exam results</td>
<td>A school’s commitment to supporting its students in obtaining accurate and relevant information is reflected in the students’ academic performance.                                                            (Bakir, 2005; Malhoit, 2005; Pro et al., 2017)</td>
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<td>9</td>
<td>Rates of retention in schooling</td>
<td>1. The percentage of students enrolling in a school or university each year, compared to the previous year, can be used as an indicator of the institution’s enrollment trends. 2. The percentage of students who continue their studies in a school or university each year, compared to the previous year, can be used as a measure of the institution’s retention rate. (Barrett et al., 2006)</td>
<td></td>
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<tr>
<td>10</td>
<td>Efficiency performance</td>
<td>Efficiency pertains to the successful execution of plans and policies in pursuit of goals at minimal costs, while ensuring the standard and quality of the service provided.                                                        (Bakir, 2005; Pro et al., 2017)</td>
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<tr>
<td>11</td>
<td>Economy performance</td>
<td>Economy refers to the process of minimizing costs associated with the utilization of resources for a specific activity. This involves ensuring access to the required resources at the appropriate quality level, while meeting the required quantity and quality standards within the designated timeframe. The objective is to prevent wastage, extravagance, loss, and misuse of resources. (Bakir, 2005; Pro et al., 2017)</td>
<td></td>
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<tr>
<td>12</td>
<td>Effectiveness performance</td>
<td>Effectiveness refers to the attainment of goals. This entails executing the agreed-upon plans and policies through recognized procedures within the designated timeframe and per predetermined specifications, while minimizing costs. The evaluation of effectiveness involves appraising whether the goals have been achieved and assessing the alignment of the methods employed with the established objectives. In cases of positive or negative deviations, recommendations are made to sustain positive performance outcomes and address and prevent negative ones in the future. (Bakir, 2005; Pro et al., 2017)</td>
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<td>13</td>
<td>The type of examination questions written by faculty</td>
<td>1. The exam is aligned with the content covered by the teacher in class. 2. The exam adheres to the rules and provisions set forth. 3. The exam matches the capabilities of the students. (Nordvall &amp; Braxton, 1996)</td>
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<td>14</td>
<td>Educational inspection conducted by the head of school or ministry</td>
<td>1. When a school fails to meet the required criteria, an inspectorate typically implements various measures, ranging from closely monitoring and supporting the school’s progress to ultimately shutting it down if necessary. (De Wolf &amp; Janssens, 2007)</td>
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2. School inspections generate improvement plans for schools, which, in turn, lead to enhanced quality and increased value for their students. 
3. School visits serve as the primary tool used by inspectorates to evaluate schools. These visits typically span multiple days and involve a systematic evaluation of a school’s strengths and weaknesses, assessing its level of educational quality, as well as compliance with legal requirements.

The education sector employs various evaluation tools that are effective at assessing its quality. Such tools include students, student outcomes, teachers, student families, and the surrounding community. By evaluating these aspects, one can gauge the quality of education and observe various outcomes, including abilities, satisfaction, student achievement, economic impact, progress, prosperity, and cohesion.

Results are inherently linked to the concept of truth. To determine quality of things, we evaluate outcomes, performance, and activities. Quality education is evidenced by students’ skills and academic performance, which can be readily observed through interactions and collaborations in universities and schools. On the other hand, satisfaction depends on the contentment of students, their families, and the surrounding community with the educational institution. A high level of educational quality indicates satisfaction with the university or school’s operations.

Quality education plays a crucial role in driving the development of communities and nations, including advancements in industries, urban development, communication networks, and more. This fosters economic growth, technological progress, thriving industries, and overall social harmony.

![Figure 1](https://www.malque.pub/ojs/index.php/mr) Quality evaluation in education.

### 7. Final considerations

Quality is a universal demand, as both producers and consumers strive for excellence in products and services. In essence, quality refers to the degree of conformity to specifications and purpose, which is determined by the customer's needs and expectations. Ultimately, customer satisfaction aligns with the goals of the company owner. By prioritizing customer satisfaction, companies can increase their market share by increasing their attention given to precision and measurement in the production process. This requires a deep understanding of customer requirements and desires, as well as the ability to forecast future needs and trends. The significance of quality cannot be overstated, as people universally aspire to acquire knowledge derived from scientific endeavors. The advancement of education is essential for the development of communities. However, when exploring the concept of educational quality in the literature, it becomes apparent that the term is somewhat elusive. Just as each objective necessitates a designated path, the pursuit of quality in education necessitates a clear definition based on goals and values. This understanding is crucial for ascertaining the proper path that supports the delivery of education in the most effective manner, ultimately contributing to the betterment of society. By implementing quality standards in education, societies, nations, and educational institutions can experience development, progress, and the dissemination of knowledge that empowers individuals to pursue their aspirations and contribute to the advancement of their communities. Quality encompasses moral values, honesty, integrity, and a conscientious way of life, among other factors, all of which foster satisfaction and resonate with recipients of knowledge, guardians, and owners of educational organizations. Therefore, it is imperative that educational institutions and teachers possess sufficient knowledge regarding the principles of quality and its application in the field of education.

Comparison is a fundamental tool for assessment, similar to how a baby boy compares different food options to find the best taste. In the same way, it is important to compare educational processes with those of neighboring schools, cities,
and countries. Governments and organizations conduct educational evaluations to provide feedback that can enhance the educational process based on evaluation outcomes. Before undertaking any task related to ensuring quality and reliability in education, individuals are expected to possess the necessary knowledge and review fundamental aspects. Although achieving quality can present challenges, it is essential to strive for excellence and remain aligned with societal advancements. In this context, quality is determined by meeting specific criteria and resulting in customer satisfaction. Therefore, quality implies fulfilling the desires of customers.

Involving teachers in the process of developing educational plans is a crucial measure for attaining high-quality education. This is attributed to the fact that teachers have direct interaction with students and access to educational resources, such as textbooks, which contain essential information. The academic performance of students serves as a significant indicator of educational quality, making it the most important tool for assessment. In addition, factors such as the discipline of students, their ability to actively participate in society, pursue higher education, and secure employment are important indicators that contribute to the overall quality of education. Moreover, there are various other tools available for evaluating educational quality, including educational inspections, types of examinations, course offerings, efficiency, effectiveness, cost-effectiveness, and oversight.

Therefore, researchers must conduct in-depth investigations and acknowledge the significance of issues pertaining to education, including but not limited to the influence of teachers, curriculum, and community development. Additionally, it is essential to examine the environmental factors surrounding students and schools, as they can considerably impact the quality of education. Therefore, future research efforts should prioritize identifying and addressing the various factors that contribute to the quality of education, with the ultimate goal of improving educational outcomes for students.

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Conflict of interest

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Multicultural Education ACTUALIZATION OF PERFORMANCE MANAGEMENT MODELS FOR THE DEVELOPMENT OF HUMAN RESOURCES QUALITY, ECONOMIC POTENTIAL, AND FINANCIAL GOVERNANCE POLICY IN INDONESIA MINISTRY OF EDUCATION Multicultural Education.


