

# PRIMENA STANDARDA KVALITETA U OBLASTI VISOKOG OBRAZOVANJA

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*Pregledni rad*

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## ***Apstrakt***

*Internacionalizacija, globalno rangiranje i reputacija visokoškolskih ustanova stvorili su visoko konkurentno okruženje ne samo za poslovne subjekte već i za institucije visokog obrazovanja. Efikasnost i efektivnost sistema u visokoškolskim ustanovama može se ostvariti implementacijom standarda ISO (International Organization for Standardization) 9001. Ovim međunarodnim (globalno prihvaćenim) standardom specificiraju se zahtevi koji obezbeđuju usluge visokog obrazovanja koje povećavaju zadovoljstvo studenata i drugih stejkholdera. U ovom radu su predstavljeni motivi i prednosti primene standarda ISO 9001 u oblasti visokog obrazovanja. Ključni benefiti uvođenja standarda su povećanje zadovoljstva studenata i ostalih stejkholdera, opstanak na konkurentnom tržištu, bolja reputacija, veća mobilnost studenata itd. Sa druge strane, pored motiva i benefita primene standarda, u radu su predstavljene i barijere i teškoće u primeni u visokom obrazovanju koje uključuju nedostatak obuke i treninga, nedostatak informisanja, neizvesnost ishoda, obezbeđenje potrebnih resursa za implementaciju itd.*

***Ključne reči:*** standard, ISO 9001, visokoškolske ustanove, visoko obrazovanje.

***JEL:*** I53, O32, J53, H52, H75, I2, J8, J80.

## **Uvod**

Standardi serije ISO 9000 obezbeđuju okvir za upravljanje kvalitetom na univerzitetima (Alalfy, Hegazy, 2015). Široka primenjenost ovog standarda veoma je zastupljena u visokoobrazovnim ustanovama. Konkurencija u okviru visokoškolske ustanova globalno se povećava (Holm et al., 2014). Sve organizacije uključujući i oblast visokog obrazovanja primenom ovog standarda ostvaruju bolju reputaciju i konkurentsku prednost. Brojne su prednosti koje se ostvaruju ne samo za studente već i za ostale stejkholdere. Implementacija standarda ISO 9001 u visokoškolskim ustanovama uvodi nove organizacione i nove upravljačke modele. Primena standarda u visokom obrazovanju obezbeđuje lakše i brže prilagođavanje savremenim uslovima i trendovima na tržištu. Korisnici u ovom slučaju su studenti, roditelji studenata, obrazovni sistemi različitih nivoa, nacionalne i međunarodne organizacije,

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komercijalne organizacije, poslodavci i društvo uopšte (Prendergast et al., 2001). Visokoškolske ustanove imaju specifičan karakter zbog brojnih osetljivosti nastavnog i nenastavnog procesa. U visokom obrazovanju, učenje može biti podržano dobro struktuiranim predstavljanjem nastavnog materijala i isticanjem povezanosti sa prethodnim znanjem (Fischer, Hänze, 2019). Pored sveobuhvatnih prethodnih reformi u visokoobrazovnim ustanovama koja podrazumeva podizanje kvaliteta na viši nivo, praksa je pokazala da je moguće implementirati standard ISO 9001. Kvalitet performansi visokog obrazovanja je presudan za društvo (Daumiller et al., 2020). U tom smislu, primena standarda ISO 9001 može biti od suštinske važnosti za uspostavljanje konkurentne prednosti za visokoobrazovne ustanove. Visokoškolske ustanove implementacijom ISO standarda povećavaju efektivnost i efikasnost procesa.

Potreba za kvalitetom se pokazala kao odlučujući faktor u određivanju uspeha ili neuspeha u pružanju svih usluga ali najvažnijeg u oblasti visokog obrazovanja (Jaber, Odeh, 2018). Veoma dobri pokazatelji implementacije standarda ISO 9001 su mogući ishodi primene standarda. Kvalitet u visokom obrazovanju predstavlja sve delatnosti i aktivnosti visokoškolskih institucija i treba da budu u funkciji ispunjavanja zahteva i potreba korisnika - studenata i njihovog zadovoljstva. Danas se kvalitetu pristupa na drugačiji način zbog visokog nivoa zakonske regulative, standarda, smernica, procedura i sl. Pored akreditacije koja je osnovni preduslov za rad visokoškolskih ustanova, implementacija standarda ISO 9001 ide korak napred obezbeđujući visokoškolskim ustanovama povećanje zadovoljstva pre svega studenata i ostalih stejkholdera. Akreditacija visokoobrazovnih ustanova sama po sebi nije dovoljna za ostvarivanje konkurentskog položaja na tržištu visokog obrazovanja. Primena ISO 9001 standarda obezbeđuje visokoobrazovnim ustanovama strateški pristup za upravljanje kvalitetom. Na ovaj način, visokoškolske ustanove obezbeđuju povećanje efikasnosti i efektivnosti svih procesa. Kvalitet u obrazovanju zavisi od višestrukih faktora i elemenata (Khan, Afzaal, 2014). Dokaz usaglašenosti poslovanja svih procesa visokoškolske ustanove kroz potvrdu standardizacije svakako predstavlja uspešan pravac prema evropskom obrazovnom prostoru. Danas sve veći broj institucija visokog obrazovanja pokušava da integriše održivost svojih sistema i podsistema, operacija i kurikuluma predmeta (Ozdemir et al., 2019). Međutim, praksa pokazuje da postoji niz prepreka, teškoća i barijera sa kojom se suočavaju visokoobrazovne ustanove prilikom implementacije standarda ISO 9001. Pre 2005. godine kada su usvojeni evropski standardi i smernice u Bergenu, ISO 9001 u primeni na visoko obrazovanje se smatrao jedinom referentnom tačkom (Sârbu et al., 2009).

Akadske/nastavne zajednice su se pokazale kao najteža područja za implementaciju standarda, dok je veći uspeh postignut u administrativnim i drugim organizacijama koje se bave pružanjem usluga prema istraživanju navode (Quinn et al., 2009). Korišćenje okvira za upravljanje kvalitetom, kao što je standard ISO 9001, bilo je često u javnom sektoru 60 % a dok je u privatnom sektoru zastupljenost 40% (Land, Gordon, 2013). Predmet istraživanja u ovom radu je analiza postojećih stanja koja će dati odgovore na pitanja koji su to faktori, motivacija, odnosno

identifikovanje prepreka i barijera za implementaciju i održavanje ISO 9001 u oblasti visokog obrazovanja. Za razvijene zemlje, implementacija ISO standarda je uobičajena praksa. Organizacije kod kojih je tradicija implementacije ISO standarda imaju svoj značajniji pojavni oblik u zapadnoevropskim zemljama ali nije nemoguće da se primene na svim geografskim prostorima, iako, dosadašnja praksa pokazuje da primena i održavanje ne ide lako i brzo. npr. u Maleziji ima 106 institucija ili organizacija visokog obrazovanja koje imaju sertifikat ISO 9001 (Othman, et al., 2017). Međutim, u praksi, vrlo često se dešava da se visokoškolske ustanove fokusiraju isključivo na dobijanje potvrde-sertifikata što u budućnosti nije dovoljno za ostvarivanje održivog razvoja. Ako se postavi pitanje, zašto su akademske zajednice najteža područja za implementaciju i održavanje serije standarda ISO 9001? Odgovor je, zbog nedovoljne istraženosti primene i ishoda standarda u oblasti visokog obrazovanja. Naime, nesporno je da se standard ISO 9001 može primeniti na sve organizacije, nezavisno od tipa organizacije. Samim tim, apsolutno je standard pronašao primenu i u oblasti visokog obrazovanja. Na osnovu pregleda literature stekao se utisak da postoji nedostatak empirijskog istraživanja u vezi sa ISO 9001 profilisano u akademskim zajednicama za razliku od drugih organizacija proizvodnog i uslužnog karaktera. Zbog toga, formuliše se **istraživačko pitanje 1** koje su prednosti i motivacija za implementaciju standarda ISO 9001 u oblasti visokog obrazovanja? Zatim, **istraživačko pitanje 2** istražuje pitanje da li postoje određene barijere, teškoće i prepreke za implementaciju i održavanje ISO standarda 9001?

### **Koncept kvaliteta u visokom obrazovanju**

Važan faktor za implementaciju i održivi razvoj sistema menadžmenta kvaliteta (QMS-a) svakako je informisanost i znanje zaposlenih na visokoškolskoj ustanovi o primeni standarda ISO 9001 kao i koristi, ishodi primene istih. Implementacija sistema menadžmenta kvaliteta zahteva specijalističku obuku u ustanovi gde treba da se izvrše iste aktivnosti na sistematičan i razumljiv način (Wawak, 2013). Rahman et al., (2003). navode da treba odbaciti teškoće primenom sistema kvaliteta kroz implementaciju standarda ISO 9001 u akademskim institucijama. Navedeno do sada upućuje da postoji nedostatak empirijskog istraživanja u vezi sa ISO 9001 profilisano u akademskim zajednicama i da se mnoga pitanja vezana za samu implementaciju standarda upravo trebaju tražiti u samoj primeni ili održavanju ISO 9001 u oblasti visokog obrazovanja (Basir et al., 2017). Implementacija ISO 9001 u oblasti visokog obrazovanja zahteva sistematičan pristup u prvom koraku dekomponovanjem svih procesa. Sledi, izrada i dokumentovanje procedura za sve procese kao što su: nastavni proces, studentski servis, informaciono-komunikacioni servis itd. Uspostavljanje organizacione kulture kao i kulture kvaliteta koja uključuje sve zaposlene u procesu implementacije i održavanja sistema menadžmenta kvaliteta takođe predstavlja važan korak. Zaposleni na visokoškolskoj ustanovi su od esencijalne važnosti za funkcionisanje visokoškolske ustanove. Informisanost i znanje zaposlenih na visokoškolskoj ustanovi pruža sveobuhvatnu pretpostavku za postizanje i održavanje sistema menadžmenta kvaliteta. Csizmadia et al., (2007) navode da određene organizacione promene kao što su posvećenost lidera u procesu implementacije,

uključivanje spoljnih konsultanata, institucionalna reputacija i birokratski procesi političkog odlučivanja imaju snažne efekte na implementaciju standarda u visokoobrazovnim ustanovama.

Osim navedenih faktora koji su za visokoškolske ustanove izazov ili uopšte šansa, danas se traga za modelima upravljanja koji pokrivaju različite moderne koncepte ili trendove kao što su poslovna izvrsnost, upravljanje rizikom, upravljanje znanjem itd. (Hajrizi, 2012). Sinergijom ovih oblasti postiže se implementacija i ostvarivanje održivog razvoja u oblasti visokog obrazovanja. Poboljšavanjem organizacione kulture kao i uključivanjem svih zaposlenih u proces implementacije može se ostvariti efikasnost i efektivnost sistema menadžmenta kvaliteta. Konstantno unapređivanje kvaliteta može biti uspešno promenom obrazovnih metoda u skladu sa ciljevima učenja (Karahan, Mete, 2014).

Prema (ISO 2015), ukupan broj važećih sertifikata ISO 9001 u 2018. godini u svetu dostigao je broj 878 664. U 2015. godini u 195 zemalja sveta izdato je ukupno 1.036.321 važećih ISO sertifikata (ISO, 2015). Navedeni podatak značajno ukazuje na stepen globalne prihvaćenosti ovog standarda. Prethodne reforme u oblasti visokog obrazovanja doprinele su promenama na Evropskom području visokog obrazovanja. Standardi i smernice za obezbeđenje kvaliteta u evropskom prostoru visokog obrazovanja (ESG) usvojili su ministri nadležni za visoko obrazovanje 2005. godine na predlog Evropskog udruženja za obezbeđenje kvaliteta u visokom obrazovanju (ENQA) u saradnji sa Evropskom studentskom unijom (ESU), Evropsko udruženje institucija u visokom obrazovanju (EURASHE) i Evropsko univerzitetsko udruženje (EUA), (ENQA, 2020). Sve ovo podržava ideju usvajanja jedinstvenih standarda, poput ISO 9001 koji su prihvatljivi za sve organizacije a primena standarda može omogućiti i smanjenje troškova (Blind, et al., 2018). Značajan uticaj na konkurentnom tržištu visokog obrazovanja zahteva potrebu sertifikacije visokoškolskih ustanova. Primena sistema upravljanja kvalitetom u procesu organizacione izvrsnosti u visokom obrazovanju uključuju ljude u svakom koraku (Pabón, 2014). Zaposlenima u visokom obrazovanju mora se omogućiti konstantno informisanje o primeni sistema kvaliteta dok opšti nivo svesti mora biti na visokom nivou.

Tehnički aspekti zahtevaju izradu svih procedura i neophodnih aktivnosti u toku procesa implementacije. U nastavku rada istraživačka polja su pored motiva i prednosti, prilikom implementacije serije standarda ISO 9001 bile i prepreke, odnosno barijere i teškoće za uspešnu primenu ali i održavanje implementiranog standarda ISO 9001.

### **Prednost kao ključ uspeha implementacije standarda ISO 9001 u oblasti visokog obrazovanja**

Potreba redizajna ili ponovnog inženjeringa može se pojaviti u obrazovnim ustanovama koje žele napustiti tradicionalni pristup uvođenjem novog, modernog pristupa obrazovanju i nauci (Taskov, Mitreva 2014). Na Univerzitetima zapadne

Evrope i SAD-a koji imaju dugu tradiciju i visoki rejting postoje organizacije koje vrše promovisanje kvaliteta i ovakve organizacije su najpopularnije u predstavljanju sistema kvaliteta u primeni na visoko obrazovanje. Na univerzitetima i ostalim visokoškolskim ustanovama gde je zastupljen visok nivo razvijenosti, organizacije za promovisanje kvaliteta često predstavljaju važan konektor s jedne, kompromis i usklađivanje sa akademskim slobodama sa druge strane. Ove organizacije imaju svoj značajniji pojavni oblik u zapadnoevropskim zemljama ali nije nemoguće da se primene i na svim ostalim prostorima iako dosadašnja praksa pokazuje da primena ne ide lako i brzo. (Kasperavičiūtė-Černiauskienė, Dalius, 2018) u svom istraživanju navode da opažena kompatibilnost, relativna prednost i prilagodljivost standarda ISO 9001 imaju pozitivan efekat; u međuvremenu, njegova cena i trajanje negativno utiču na usvajanje standarda ISO 9001 u visokoškolskim ustanovama u Litvaniji, a percipirana složenost i zapaženost standarda ISO 9001 nemaju uticaja na njegovo usvajanje. Zaposleni i resursi su od esencijalne važnosti za uspešnu primenu i održavanje (QMS-a) na visokoškolskim ustanovama. Iz pregleda literature, akademska kultura je klasifikovana prema četiri elementa - akademska sloboda, individualizam, profesionalizam i kolegijalnost (Basir et al., 2018).

Ukoliko u početnoj fazi implementacije ISO 9001 kod zaposlenih preovladava negativno mišljenje i stav da implementacija ISO 9001 donosi „suvišnu papirologiju“ u praksi se pokazalo veoma neuspešan tok izvršenja. Implementaciju ISO 9001 karakteriše propratna dokumentacija koja je sastavni deo procesa. Naravno, dokumentacija u kasnijoj fazi znatno je olakšala funkcionisanje svih procesa kako nastavnih tako i nenastavnih aktivnosti u visokoobrazovnim ustanovama. Akademske zajednice su se suočavale sa mešovitim kritikama od strane akademskog osoblja. Dokaz usaglašenosti poslovanja svih procesa visokoškolske ustanove ogleda se kroz potvrdu standardizacije što svakako predstavlja uspešan pravac. Implementacija standarda ISO 9001 je svakako prvi korak. Zaposleni na visokoškolskoj ustanovi su od esencijalne važnosti za funkcionisanje i rad visokoškolske ustanove.

Informisanost i znanje zaposlenih o implementaciji standarda ISO 9001 pruža sveobuhvatnu pretpostavku za postizanje i održavanje sistema menadžmenta kvaliteta. Kontinuirani treninzi, takođe su se pokazali do sada kao veoma delotvorni i efikasni. (Kasperavičiute, 2012) u svom istraživanju navodi da rezultati istraživanja pokazuju da: (1) institucije visokog obrazovanja često primenjuju standard ISO 9001 u cilju poboljšanja unutrašnjih institucionalnih procesa i postupaka i zato što je zamišljen kao konkurentno sredstvo na tržištu, (2) prednosti standardizovanog sistema upravljanja kvalitetom su najviše obično povezane sa promenama u unutrašnjim administrativnim procesima i procedurama institucije, (3) prepreke za primenu ISO 9001 uglavnom su povezane sa unutrašnjim institucionalnim pitanjima. Kultura merenja je podignuta na viši nivo u obrazovanju, kako u obrazovanju politike tako i u praksi obrazovnih ustanova i nastavnika (Rodriguez-Mantilla, et al., 2019).

Kontinuirane inovacije koje se sprovode unutar visokoobrazovnih ustanova dale su veoma pozitivne ishode. Rezultati studije (Africano, et al., 2019) pokazuju da je od 50 visokoškolskih ustanova u Angoli, samo 20% njih primenjivalo sistem upravljanja

kvalitetom. Kao glavne prednosti primene QMS-a u visokoškolskim ustanovama Angole mogu se istaći: Pобоljšanje kvaliteta nastave; Pобоljšanje zadovoljstva učenika; Pобоljšanje poverenja studenata i ostalih zainteresovanih strana; Pобоljšanje ocenjivanja učenika; Unapređenje kompetencija nastavnika. Zbog toga, kada su u pitanju visokoobrazovne usluge, razumljivo je da visokoškolske ustanove koje imaju sertifikovan ISO 9001 na ovaj način, mogu poboljšati svoje usluge, nastavni proces kao osnovni proces, kao i procese podrške, komunikaciju sa studentima, konkurentsku prednost i veće zadovoljstvo studenata. Brojne su prednosti koje visokoobrazovne ustanove mogu ostvariti na osnovu sertifikacije ISO standarda.

**Tabela 1.** Motivi za implementaciju standarda ISO 9001 u oblasti visokog obrazovanja

<b>Motivi za implementaciju standarda ISO 9001:</b>
<i>Interni</i>
Povećanje zadovoljstva studenata
Veće zadovoljstvo zaposlenih na visokoškolskoj ustanovi
Pобоljšavanje produktivnosti celokupne visokoobrazovne ustanove
Povećanje zainteresovanosti srednjoškolske populacije
<i>Eksterni</i>
Pобоljšanje imidža i bolja reputacija visokoobrazovne ustanove
Pобоljšavanje konkurentске prednosti itd.

Izvor: Africano, et al., 2019;

Prema (ISO 21001) ključni benefiti su: bolje usklađivanje obrazovnih ciljeva i akcionih planova, mogućnosti samo-učenja i doživotnog učenja, personalizovano učenje i poboljšanja posebnih obrazovnih potreba, povećani kredibilitet obrazovne ustanove, doslednost procesa i alata za evaluaciju za povećanje efikasnosti, usvajanje najboljih praksi industrije i podizanje kvaliteta obrazovanja, povećanje konkurentnih sposobnosti obrazovnih usluga, kontinuirano usavršavanje kroz konstantno nadgledanje radi poboljšanja procesa učenja, globalna vidljivost i poverenje javnosti obezbeđivanjem integriteta i izvrsnosti programa učenja, minimiziranje gubitaka od loše reputacije itd.

### Analiza za istraživačko pitanje 1

Motivacija za implementaciju standarda ISO 9001 jeste zadovoljstvo studenata kao direktnih korisnika usluga visokoškolske ustanove i naravno, zadovoljstvo zaposlenih kao i drugih stejkholdera. Ključno merilo kvaliteta u visokoobrazovnim ustanovama je zadovoljstvo korisnika (studenata) (Varghese, et al., 2018). Interna motivacija je za korak ispred eksterne. Eksterna motivacija je opredeljena za konkurentno tržište visokog obrazovanja. Implementacija standarda serije ISO 9001 omogućava visokoobrazovnim ustanovama dobijanje povratne informacije od studenata. Povratne informacije u okviru strateškog planiranja se mogu iskoristiti za moguća unapređenja i poboljšavanja u akademskim zajednicama. Razumevanje politike reforme obrazovanja od presudnog je značaja za procenu izazova suočavanje sa ciljevima održivog razvoja i podizanja nivoa kvaliteta obrazovanja (Bruns, et al., 2019).

Ključni elementi motivacije uključuju zadovoljstvo korisnika i zaposlenih, veću produktivnost, kvalitet pružanja usluga obrazovanja, uvođenje novih kurseva, bolju reputaciju, podizanje nivoa kvaliteta pružanja usluga visokog obrazovanja (Martin, Thawabieh, 2018). Kod organizacija koje su motivisane da koriste standard za poboljšavanje internih procesa, veća je verovatnoća da će imati ne samo interne benefite već i eksterne (Blind et al., 2018). O internim benefitima je pisano je u prethodnom izlaganju. Međutim, kada su u pitanju eksterni benefiti, visokoobrazovne institucije su specifične organizacije uslužnog karaktera. Eksterne benefite karakteriše bolja reputacija na tržištu visokog obrazovanja, povećanje interesovanja populacije koja u budućnosti treba da se opredeli za upis na visokoobrazovnu instituciju, zadržavanje postojećih upisanih studenata koji ne karakteriše prelazak na druge visokoškolske institucije, veća mobilnost studenata itd. Važno je istaći da se implementacijom standarda ISO 9001 smanjuju i troškovi kvaliteta u visokoškolskoj ustanovi. Iako su ovi troškovi, po pravilu skriveni i ne iskazuju se u bilansu uspeha visokoškolske ustanove, oni se mogu locirati i identifikovati preko smanjenog broja zainteresovanih studenata za upis u prvu i naredne godine studija. Baš kao i hiljade organizacija koje su prepoznale prednosti od međunarodnih ISO standarda kvaliteta u težnji za konkurentnošću, sve više i više fakulteta i univerziteta su u postupku traženja registracije ISO 9001 kako bi poboljšale kvalitet obrazovanja kroz bolji sistem upravljanja kvalitetom u visokom obrazovanju (Cheng, et al., 2004).

Kultura kvaliteta je bitna paradigma u oblasti visokog obrazovanja. Svakako, korak ka uspostavljanju kulture kvaliteta jeste uspostavljenje organizacione kulture za program implementacije standarda serije ISO 9001. Rezultati rada u velikoj meri zavise od strategije za sprovođenje, pri čemu su visoki rezultati performansi povezani sa transformacionim i organizacionim promenama (Abrafam et. al 2000). Blind (2018), istakao je da zemlje u razvoju sve češće koriste sertifikaciju za upravljanje, i na ovaj način smanjuju barijere za ulazak u međunarodne trgovinske aktivnosti. Visokoškolske ustanove koje se opredeljuju za sertifikaciju ISO 9001 stvaraju novi način upravljanja. Kao polazna osnova za planiranje i dobijanje povratnih informacija od studenata, stvaraju se novi pozitivni efekti. Visokoškolske ustanove koje imaju sertifikovan ISO 9001 na ovaj način obezbeđuju poverenje kod studenata, da se konstantno ispunjavaju zahtevi standarda a posebno kod potencijalnih studenata. Naravno, ovi pravci delovanja vode do boljeg pozicioniranja visokoškolske ustanove na tržištu. Implementiranim standardom ISO 9001 visokoškolske ustanove poboljšavaju kvalitet svojih usluga. Na mnogim univerzitetima, kvalitet usluga i visoko obrazovanje, nisu integrisani kroz efikasan sistem upravljanja (Canic, McCarthy, 2000).

### **Barijere i prepreke za implementaciju standarda ISO 9001**

U praksi, vrlo često se dešavalo da se visokoškolske ustanove fokusiraju isključivo na dobijanje sertifikata što u budućnosti nije dovoljno za ostvarivanje održivog razvoja. Nekoliko identifikovanih faktora su: nedostatak svesti, otpornost na promene, postojanje akreditacije, posvećenost najvišeg menadžmenta, upravljanje vremenom i

dostupnost resursa (Hussein i dr. 2017). Ukoliko kod zaposlenih u visokoškolskoj ustanovi postoji jaz u razumevanju osnovnih postulata i koncepata tokom procesa u programu implementacije ISO 9001, mnogo veće su šanse da novoizgrađeni sistem ne dovede do pozitivnih ishoda. S obzirom da je za razliku od akreditacije visokoobrazovnih ustanova, primena standarda ISO 9001 u oblasti visokog obrazovanja kao i u svim organizacijama, (ukoliko zakonom nije drugačije regulisano u pojedinim organizacijama) na dobrovoljnoj osnovi. Posvećenost najvišeg menadžmenta smatra se jednim od glavnih izazova za upravljanje kvalitetom u visokom obrazovanju (Trivelias, et al., 2012).

**Tabela 2.** Kritični faktori uspeha u oblasti visokog obrazovanja

Kritični faktori uspeha:
Liderstvo
Motivacija kao ključ uspeha
Stalno poboljšavanje poslovnih performansi
Obuka i treninzi
Uključenost svih zaposlenih uz poboljšavanje informisanja o prednosti primene standarda

Izvor: Moturi, Mbithi, 2015;

## Analiza za istraživačko pitanje 2

Prepoznavanje korisnika (kupca) u oblasti visokog obrazovanja je još jedan ključni pojam koji postavlja problem sa terminologijom; na taj način, mnogi istraživači pokušali su pronaći zajedničku definiciju za kupca u obrazovnom sektoru i nabrojali su ih kao što slede studenti, zajednica, kompanije, vlade i univerziteti (Zabadi, 2013). Ovo donekle ukazuje da je menadžment obrazovne ustanove složeniji od upravljanja većinom organizacija (Wibisono, 2019). Uvođenje sistema upravljanja kvalitetom na nivou visokog obrazovanja treba da se zasniva na učenju usmerenom na kulturi kvaliteta, tradiciji visokoškolskih ustanova, na skupu verovanja i vrednosti koje određuje ponašanje ustanove na obrazovnom tržištu (Vasilevskyi, 2019).

Csizmadia et al., (2008) istražili su uticaj organizacionih karakteristika na primenu upravljanja kvalitetom u mađarskim visokoškolskim ustanovama zasnovanu na zavisnosti od resursa i neoinstitucionalnim teorijama i njihovo empirijsko istraživanje pokazuje da su organizacione karakteristike (posvećenost lidera, spoljni konsultanti, institucionalne promene), reputacija i birokratski i procesi donošenja političkih odluka) su snažni efekti na primenu upravljanja kvalitetom u mađarskom visokom obrazovanju.

Kada su u pitanju barijere koje se odnose na otpor zaposlenih, teško je u obavljanju implementacije i održavanja ISO standarda, na osnovu pregleda literature, možemo zaključiti da je to uzročno-posledična veza sa nedostatkom obuke i informisanosti u visokoškolskim ustanovama koju zahteva sama implementacija i održavanje ISO standarda. Ako se postavi pitanje, zašto su visokoobrazovne ustanove najteže a područja za implementaciju standarda ISO 9001, odgovor bi se mogao potražiti u samom istraživanju u primeni i rezultatima koji sugerišu da postoji nedovoljno zastupljena literatura i istraživanja koja se odnose na brojne specifičnosti tokom



procesa implementacije standarda serije ISO 9000 u oblasti visokog obrazovanja. Postupkom akreditacije visokoškolske ustanove utvrđuje se da li visokoškolska ustanova obezbeđuje potrebne nivoe zadovoljenja u postupku primene kvaliteta. Savremeni model upravljanja kvalitetom podrazumeva implementaciju i primenu sistema menadžmenta kvaliteta (QMS-a).

Implementacija i primena sistema kvaliteta u visokoškolskim institucijama zahteva dosta rada i ulaganja uključujući sve zaposlene. Kao što je već navedeno, akreditacioni ciklusi su zakonski zahtev za razliku od implementacije ISO standarda koja je na dobrovoljnoj osnovi. Oblast visokog obrazovanja je specifična uslužna delatnost. Sticanje i održavanje uverenja da se stalno ispunjavaju zahtevi kvaliteta kod studenata i drugih stakeholdera visokoškolske ustanove obezbeđuju se implementacijom standarda ISO 9001. (Eryılmaz, et al., 2016) navode u svom istraživanju da visokoškolske ustanove koje nisu imale sertifikovan ISO 9001 suočavale su se sa brojnim situacijama kao što su: otpor zaposlenih na visokoškolskoj ustanovi, veći troškovi, veća potrošnja vremena, prekomerna dokumentacija, smanjenje produktivnosti, itd.

### **Zaključak**

Sertifikacija ISO standarda 9001 postaje sve veći izazov za sve visokoškolske ustanove. Ukoliko je na tržištu visokog obrazovanja nisko rangirana visokoškolska ustanova, kao posledica, ispoljiće se u vidu gubitka akreditacije, prelazak studenata na druge visokoškolske ustanove, smanjenje broja zainteresovanosti srednjoškolske populacije, lošom reputacijom itd. Visokoškolske institucije su specifične ustanove uslužnog karaktera koje moraju zadovoljiti zahteve standarda u okviru akreditacije. Visokoškolske ustanove da bi opstale na tržištu moraju biti prepoznatljive na tržištu visokog obrazovanja. Za implementaciju ISO standarda potreban je timski rad i uključenost svih zaposlenih na visokoškolskoj ustanovi. Platforma za savremeni pristup TQM-u jeste implementacija standarda ISO 9001. Primena standarda ISO 9001 u oblasti visokog obrazovanja predstavlja organizacioni okvir za uspostavljanje sistema kvaliteta. Standardi pomažu visokoškolskim ustanovama da postignu najbolje rezultate. Implementacija standarda ISO 9001 pruža uspešna iskustva i dobre prakse upravljanja. Oblast visokog obrazovanja ima značajnu ulogu u podsticanju privrednog i društvenog razvoja. U cilju poboljšavanja i unapređenja usluga mogu se pronaći podsticaji za standardizovanje usluga visokog obrazovanja. Standardi, su alat ili strateško sredstvo za postizanje najboljih rezultata.

Na osnovu pregleda literature, može se zaključiti, da se standard ISO 9001 može primeniti u svakoj organizaciji bez obzira na tip i oblik, proizvodni ili uslužni sektor. Svoju primenu standardi su pronašli i u oblasti visokog obrazovanja. Međutim, na osnovu pregleda literature zaključuje se da primena standarda u oblasti visokog obrazovanja ne ide lako i brzo. Primena standarda deluje stimulativno kroz efekte koji proizvode brojne benefite za sve stakeholdere. Uvođenje kontinuiranih obuka i treninga zaposlenih predstavlja jedan od uspešnih preduslova. Postoji čitav niz benefita koji se ostvaruju nakon implementacije kao što je povećanje zadovoljstva

studenata, pristup novim tržištima, obezbeđenje poslovne održivosti itd. Implementacija standarda ISO 9001 stvara dobru osnovu za povećanje zadovoljstva studenata i zaposlenih na visokoškolskoj ustanovi kao i drugih stejkholdera. Sa druge strane, implementaciju standarda ISO 9001 nije moguće lako ni brzo sprovesti i postoji čitav niz prepreka i barijera koje uključuju nedostatak informisanja, znanja i veština, nedostatak treninga i obuka, nedostatak resursa i sl. Međutim, sa druge strane, postoji niz tehnika za ovladavanjem prepreka i barijera za implementaciju standarda koje se odnose na pravac budućih istraživanja. Na ovaj način bi se omogućilo akademskim institucijama identifikovanje načina za prevazilaženje prepreka i poteškoća koji bi odgovorili njihovim specifičnim zahtevima kada je u pitanju implementacija međunarodnog standarda ISO 9001.

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# APPLICATION OF QUALITY STANDARDS IN THE FIELD OF HIGHER EDUCATION

Nedeljka Živković<sup>58</sup>

## *Abstract*

*Internationalization, global ranking and reputation of higher education institutions have created a highly competitive environment not only for business entities but also for higher education institutions. The efficiency and effectiveness of the system in higher education institutions can be achieved by implementing the ISO (International Organization for Standardization) 9001 standard. This international (globally accepted) standard specifies the requirements that provide higher education services that increase the satisfaction of students and other stakeholders. This paper presents the motives and advantages of applying the ISO 9001 standard in the field of higher education. The key benefits of the introduction of standards are increased satisfaction of students and other stakeholders, survival in the competitive market, better reputation, greater mobility of students, etc. On the other hand, in addition to the motives and benefits of applying the standards, the paper also presents the barriers and difficulties in applying them in higher education, which include the lack of training, lack of information, uncertainty of the outcome, provision of the necessary resources for implementation, etc.*

**Keywords:** standard, ISO 9001, higher education institutions, higher education.

**JEL:** I53, O32, J53, H52, H75, I2, J8, J80.

## **Introduction**

ISO 9000 series standards provide a framework for quality management in universities (Alalfy, Hegazy, 2015). Wide application of this standard is very common in higher education institutions. Competition within higher education institutions is increasing globally (Holm et al., 2014). All organizations, including the field of higher education, achieve a better reputation and competitive advantage by applying this standard. There are numerous advantages that are realized not only for students but also for other stakeholders. The implementation of the ISO 9001 standard in higher education institutions introduces new organizational and new management models. Implementation of standards in higher education ensures easier and faster adaptation to modern conditions and trends in the market. Beneficiaries in this case are students, parents of students, educational systems of different levels, national and international organizations, commercial organizations, employers and society in general (Prendergast et al., 2001). Higher education institutions have a specific

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character due to the numerous sensitivities of the teaching and non-teaching process. In higher education, learning can be supported by a well-structured presentation of teaching material and emphasizing connections with prior knowledge (Fischer, Hänze, 2019). In addition to comprehensive previous reforms in higher education institutions, which implies raising quality to a higher level, practice has shown that it is possible to implement the ISO 9001 standard. The quality of higher education performance is crucial for society (Daumiller et al., 2020). In this sense, the implementation of the ISO 9001 standard can be essential for establishing a competitive advantage for higher education institutions. Higher education institutions increase the effectiveness and efficiency of the process by implementing ISO standards.

The need for quality has proven to be a decisive factor in determining success or failure in the provision of all services, but most importantly in the field of higher education ([Jaber, Odeh](#), 2018). Very good indicators of the implementation of the ISO 9001 standard are the possible outcomes of the implementation of the standard. Quality in higher education represents all activities and activities of higher education institutions and should be in the function of fulfilling the demands and needs of users - students and their satisfaction. Today, quality is approached in a different way due to the high level of legal regulations, standards, guidelines, procedures, etc. In addition to accreditation, which is a basic prerequisite for the work of higher education institutions, the implementation of the ISO 9001 standard is a step forward, providing higher education institutions with an increase in the satisfaction of students and other stakeholders. Accreditation of higher education institutions by itself is not enough to achieve a competitive position on the higher education market. Application of the ISO 9001 standard provides higher education institutions with a strategic approach to quality management. In this way, higher education institutions ensure an increase in the efficiency and effectiveness of all processes. Quality in education depends on multiple factors and elements (Khan, Afzaal, 2014). Proof of compliance of all processes of the higher education institution through confirmation of standardization certainly represents a successful direction towards the European educational area. Today, an increasing number of higher education institutions are trying to integrate the sustainability of their systems and subsystems, operations and course curricula (Ozdemir et al., 2019). However, practice shows that there are a number of obstacles, difficulties and barriers that higher education institutions face when implementing the ISO 9001 standard. Before 2005, when the European standards and guidelines were adopted in Bergen, ISO 9001 in application to higher education was considered the only point of reference. (Sârbu et al., 2009).

Academic/teaching communities have proven to be the most difficult areas to implement standards, while greater success has been achieved in administrative and other service organizations according to research (Quinn et al., 2009). The use of a quality management framework, such as the ISO 9001 standard, was frequent in the public sector at 60%, while in the private sector the representation was 40% (Land, Gordon, 2013). The subject of research in this paper is the analysis of existing

conditions that will provide answers to the questions of factors, motivation, and identification of obstacles and barriers to the implementation and maintenance of ISO 9001 in the field of higher education. For developed countries, the implementation of ISO standards is a common practice. Organizations with a tradition of implementing ISO standards have their most significant appearance in Western European countries, but it is not impossible to apply them in all geographical areas, although the practice so far shows that implementation and maintenance do not go easily and quickly. for example. in Malaysia has 106 higher education institutions or organizations that are ISO 9001 certified (Othman, et al., 2017). However, in practice, it very often happens that higher education institutions focus exclusively on obtaining a certificate, which in the future is not enough to achieve sustainable development. If the question arises, why are academia the most difficult areas to implement and maintain the ISO 9001 series of standards? The answer is due to insufficient research into the implementation and outcomes of standards in the field of higher education. Namely, it is indisputable that the ISO 9001 standard can be applied to all organizations, regardless of the type of organization. Therefore, the absolute standard has also found application in the field of higher education. Based on the review of the literature, the impression was gained that there is a lack of empirical research related to ISO 9001 profiled in academic communities, unlike other organizations of a production and service nature. Therefore, **research question 1 is formulated:** what are the advantages and motivation for implementing the ISO 9001 standard in the field of higher education? Next, **research question 2** explores the question of whether there are certain barriers, difficulties and obstacles to the implementation and maintenance of the ISO 9001 standard?

### **The concept of quality in higher education**

An important factor for the implementation and sustainable development of the quality management system (QMS) is certainly the information and knowledge of the employees at the higher education institution about the application of the ISO 9001 standard, as well as the benefits and outcomes of its application. The implementation of a quality management system requires specialist training in an institution where the same activities should be performed in a systematic and understandable way (Wawak, 2013). Rahman et al., (2003). state that difficulties should be rejected with the implementation of the quality system through the implementation of the ISO 9001 standard in academic institutions. The above indicates that there is a lack of empirical research related to ISO 9001 profiled in academic communities and that many issues related to the very implementation of the standard should be sought in the very application or maintenance of ISO 9001 in the field of higher education (Basir et al., 2017). The implementation of ISO 9001 in the field of higher education requires a systematic approach in the first step by decomposing all processes. Next, the creation and documentation of procedures for all processes such as: teaching process, student service, information and communication service, etc. Establishing an organizational culture as well as a quality culture that includes all employees in the process of implementing and maintaining the quality management system is also an important



step. Employees at a higher education institution are of essential importance for the functioning of a higher education institution. The awareness and knowledge of employees at a higher education institution provides a comprehensive prerequisite for achieving and maintaining a management system quality. Csizmadia et al., (2007) state that certain organizational changes such as the commitment of leaders in the implementation process, the involvement of external consultants, institutional reputation and bureaucratic political decision-making processes have strong effects on the implementation of standards in higher education institutions.

Apart from the mentioned factors that are a challenge or even an opportunity for higher education institutions, management models that cover various modern concepts or trends such as business excellence, risk management, knowledge management, etc. are being sought today. (Hajrizi, 2012). Through the synergy of these areas, the implementation and realization of sustainable development in the field of higher education is achieved. By improving the organizational culture and including all employees in the implementation process, the efficiency and effectiveness of the quality management system can be realized. Constant quality improvement can be successful by changing educational methods in accordance with learning goals (Karahana , Mete , 2014).

According to (ISO 2015), the total number of valid ISO 9001 certificates in 2018 in the world reached 878,664. In 2015, a total of 1,036,321 valid ISO certificates were issued in 195 countries of the world (ISO, 2015). The given data significantly indicates the level of global acceptance of this standard. Previous reforms in the field of higher education have contributed to changes in the European area of higher education. The standards and guidelines for quality assurance in the European Higher Education Area (ESG) were adopted by the ministers responsible for higher education in 2005 at the proposal of the European Association for Quality Assurance in Higher Education (ENQA) in cooperation with the European Student Union (ESU), the European Association of Institutions in Higher Education (EURASHE) and the European University Association (EUA), (ENQA, 2020). All this supports the idea of adopting uniform standards, such as ISO 9001, which are acceptable to all organizations, and the implementation of standards can also enable cost reduction (Blind, et al., 2018). A significant impact on the competitive market of higher education requires the need for certification of higher education institutions. The implementation of quality management systems in the process of organizational excellence in higher education involves people in every step (Pabón, 2014). Employees in higher education must be provided with constant information about the implementation of the quality system, while the general level of awareness must be at a high level.

Technical aspects require the development of all procedures and necessary activities during the implementation process. In the continuation of the work, the research fields, in addition to motives and advantages, during the implementation of the ISO 9001 series of standards, there were also obstacles, i.e. barriers and difficulties for the successful application and maintenance of the implemented ISO 9001 standard.

### **Advantage as the key to the success of implementing the ISO 9001 standard in the field of higher education**

The need for redesign or re-engineering may arise in educational institutions that want to abandon the traditional approach by introducing a new, modern approach to education and science (Taskov, Mitreva 2014). At the Universities of Western Europe and the USA, which have a long tradition and a high rating, there are organizations that promote quality, and such organizations are the most popular in presenting the quality system in application to higher education. In universities and other higher education institutions where there is a high level of development, quality promotion organizations often represent an important connector on the one hand, compromise and alignment with academic freedom on the other. These organizations have their most significant appearance in Western European countries, but it is not impossible for them to be implemented in all other areas as well, although the practice so far shows that the implementation does not go easily and quickly. (Kasperavičiūtė-Černiauskienė, Dalius, 2018) state in their research that the perceived compatibility, relative advantage and adaptability of the ISO 9001 standard have a positive effect; meanwhile, its cost and duration have a negative effect on the adoption of ISO 9001 in Lithuanian higher education institutions, and the perceived complexity and prominence of ISO 9001 have no effect on its adoption. Employees and resources are essential for the successful implementation and maintenance of (QMS) in higher education institutions. From the literature review, academic culture is classified according to four elements - academic freedom, individualism, professionalism and collegiality (Basir et al., 2018).

If in the initial phase of the implementation of ISO 9001, a negative opinion prevails among employees and the attitude that the implementation of ISO 9001 brings "redundant paperwork" in practice, the course of execution proved to be very unsuccessful. The implementation of ISO 9001 is characterized by accompanying documentation that is an integral part of the process. Of course, the documentation in the later phase significantly facilitated the functioning of all processes, both teaching and non-teaching activities in higher education institutions. Academic communities have faced mixed criticism from academic staff. The proof of compliance of all processes of the higher education institution is reflected in the confirmation of standardization, which certainly represents a successful direction. Implementation of the ISO 9001 standard is certainly the first step. Employees at a higher education institution are of essential importance for the functioning and work of the higher education institution.

The awareness and knowledge of employees about the implementation of the ISO 9001 standard provides a comprehensive prerequisite for achieving and maintaining a quality management system. Continuous trainings have also proven so far to be very effective and efficient. (Kasperavičiute, 2012) in his research states that research results show that: (1) higher education institutions often apply the ISO 9001 standard in order to improve internal institutional processes and procedures and because it is designed as a competitive tool in the market, (2) the benefits of a standardized quality

management system are most commonly associated with changes in internal administrative processes and procedures of the institution, (3) obstacles to the implementation of ISO 9001 are mainly related to internal institutional issues. The culture of measurement has been raised to a higher level in education, both in policy education and in the practice of educational institutions and teachers (Rodriguez-Mantilla, et al., 2019).

Continuous innovations carried out within higher education institutions have produced very positive results. The results of the study (Africano, et al., 2019) show that out of 50 higher education institutions in Angola, only 20% of them applied a quality management system. The main advantages of applying QMS in higher education institutions of Angola can be highlighted: Improvement of the quality of teaching; Improving student satisfaction; Improving the confidence of students and other interested parties; Improving student assessment; Improvement of teacher competencies. Therefore, when it comes to higher education services, it is understandable that higher education institutions that are certified ISO 9001 in this way can improve their services, the teaching process as a basic process, as well as support processes, communication with students, competitive advantage and greater student satisfaction.. There are numerous advantages that higher education institutions can achieve based on the certification of ISO standards.

**Table 1.** Motives for implementing the ISO 9001 standard in the field of higher education

<b>Motives for implementing the ISO 9001 standard:</b>
<i>Internal</i>
Increasing student satisfaction
Higher employee satisfaction at a higher education institution
Improving the productivity of the entire higher education institution
Increasing the interest of the high school population
<i>External</i>
Improving the image and better reputation of the higher education institution
Improving competitive advantage, etc.

Source: Africano, et al., 2019.

According to (ISO 21001), the key benefits are: better alignment of educational goals and action plans, opportunities for self-learning and lifelong learning, personalized learning and improvement of special educational needs, increased credibility of the educational institution, consistency of processes and tools for evaluation to increase efficiency, adoption of the best industry practices and raising the quality of education, increasing the competitive capabilities of educational services, continuous improvement through constant monitoring to improve the learning process, global visibility and public trust by ensuring the integrity and excellence of the learning program, minimizing losses from bad reputation, etc.

### **Analysis for Research Question 1**

The motivation for implementing the ISO 9001 standard is the satisfaction of students as direct users of the services of a higher education institution and, of course, the satisfaction of employees and other stakeholders. A key measure of quality in higher education institutions is user (student) satisfaction (Varghese, et al., 2018). Internal motivation is one step ahead of external. External motivation is determined for the competitive market of higher education. The implementation of the ISO 9001 series of standards enables higher education institutions to receive feedback from students. Feedback in the framework of strategic planning can be used for possible improvements and improvements in academic communities. Understanding the education reform policy is of crucial importance for assessing the challenge of facing the goals of sustainable development and raising the level of education quality (Bruns, et al., 2019).

Key elements of motivation include user and employee satisfaction, higher productivity, quality of education service provision, introduction of new courses, better reputation, raising the level of quality of higher education service provision (Martin, Thawabieh, 2018). Organizations that are motivated to use a standard to improve internal processes are more likely to have not only internal but also external benefits (Blind et al., 2018). Internal benefits were written about in the previous presentation. However, when it comes to external benefits, higher education institutions are specific service organizations. External benefits are characterized by a better reputation on the higher education market, an increase in the interest of the population that in the future should choose to enroll in a higher education institution, retention of existing enrolled students that is not characterized by a transfer to other higher education institutions, greater student mobility, etc. It is important to point out that the implementation of the ISO 9001 standard also reduces quality costs in a higher education institution. Although these costs are, as a rule, hidden and not reported in the income statement of the higher education institution, they can be located and identified through the reduced number of students interested in enrolling in the first and subsequent years of study. Just like thousands of organizations that have recognized the benefits of international ISO quality standards in their pursuit of competitiveness, more and more colleges and universities are in the process of seeking ISO 9001 registration to improve the quality of education through a better-quality management system in higher education (Cheng, et al., 2004).

Quality culture is an important paradigm in the field of higher education. Certainly, a step towards the establishment of a quality culture is the establishment of an organizational culture for the implementation program of the ISO 9001 series standards. The results of the work depend to a large extent on the implementation strategy, whereby high-performance results are associated with transformational and organizational changes (Abrafam et. al 2000). Blind (2018), pointed out that developing countries increasingly use management certification, and in this way reduce barriers to entry into international trade activities. Higher education institutions that opt for ISO 9001 certification create a new way of management. As a

starting point for planning and receiving feedback from students, new positive effects are created. Higher education institutions that are certified ISO 9001 in this way ensure confidence among students, that the requirements of the standard are constantly met, especially among potential students. Of course, these courses of action lead to a better positioning of higher education institutions on the market. With the implemented ISO 9001 standard, higher education institutions improve the quality of their services. In many universities, service quality and higher education are not integrated through an effective management system (Canic, McCarthy, 2000).

### **Barriers and obstacles to the implementation of the ISO 9001 standard**

In practice, it very often happens that higher education institutions focus exclusively on obtaining certificates, which in the future is not enough to achieve sustainable development. Several factors identified are lack of awareness, resistance to change, existence of accreditation, top management commitment, time management and availability of resources (Hussein et al. 2017). If there is a gap in the understanding of the basic postulates and concepts among the employees of the higher education institution during the process of the ISO 9001 implementation program, the chances are much higher that the newly built system will not lead to positive outcomes. Given that unlike the accreditation of higher education institutions, the application of the ISO 9001 standard in the field of higher education, as well as in all organizations, (unless otherwise regulated by law in individual organizations) is on a voluntary basis. The commitment of top management is considered one of the main challenges for quality management in higher education (Trivelias, et al., 2012).

**Table 2.** Critical success factors in the field of higher education

Critical success factors:
Leadership
Motivation as the key to success
Continuous improvement of business performance
Training and training
Involvement of all employees while improving information about the benefits of applying the standards

Source: Moturi, Mbithi, 2015.

### **Analysis for Research Question 2**

Identifying the user (customer) in the field of higher education is another key concept that poses a problem with terminology; thus, many researchers have tried to find a common definition for the customer in the education sector and have listed them as following students, community, companies, governments and universities (Zabadi, 2013). This somewhat indicates that the management of an educational institution is more complex than the management of most organizations (Wibisono, 2019). The introduction of a quality management system at the level of higher education should be based on learning focused on the culture of quality, the tradition of higher

education institutions, on the set of beliefs and values that determine the institution's behavior on the educational market (Vasilevskyi, 2019).

Csizmadia et al., (2008) investigated the influence of organizational characteristics on the implementation of quality management in Hungarian higher education institutions based on resource dependence and neo-institutional theories and their empirical research shows that organizational characteristics (leadership commitment, external consultants, institutional changes), reputation both bureaucratic and political decision-making processes) are strong effects on the application of quality management in Hungarian higher education.

When it comes to barriers related to employee resistance, difficulties in implementing and maintaining ISO standards, based on the literature review, it can be concluded that this is a cause-and-effect relationship with the lack of training and information in higher education institutions, which is required by the implementation and maintenance itself. ISO standards. If the question is raised, why higher education institutions are the most difficult areas for the implementation of the ISO 9001 standard, the answer could be sought in the research itself in the application and the results that suggest that there is an underrepresented literature and research related to numerous specificities during the process of implementing the ISO series standards. 9000 in the field of higher education. The process of accreditation of a higher education institution determines whether the higher education institution provides the necessary levels of satisfaction in the process of applying quality. The modern model of quality management implies the implementation and application of a quality management system (QMS).

The implementation and application of the quality system in higher education institutions requires a lot of work and investment, including all employees. As already mentioned, accreditation cycles are a legal requirement in contrast to the implementation of ISO standards, which is on a voluntary basis. The field of higher education is a specific service activity. Acquiring and maintaining the belief that the quality requirements of students and other stakeholders of the higher education institution are constantly being met are ensured by the implementation of the ISO 9001 standard. numerous situations such as: resistance of employees at a higher education institution, higher costs, higher time consumption, excessive documentation, reduction of productivity, etc.

## **Conclusion**

ISO standard 9001 certification is becoming an increasing challenge for all higher education institutions. If a higher education institution is ranked low on the higher education market, as a consequence, it will be manifested in the form of loss of accreditation, transfer of students to other higher education institutions, decrease in the number of interests of the high school population, bad reputation, etc. Higher education institutions are specific institutions of a service nature that must meet the requirements of standards within the framework of accreditation. In order to survive

in the market, higher education institutions must be recognizable in the higher education market. The implementation of ISO standards requires teamwork and the involvement of all employees at a higher education institution. The platform for a modern approach to TQM is the implementation of the ISO 9001 standard. The application of the ISO 9001 standard in the field of higher education represents an organizational framework for establishing a quality system. Standards help higher education institutions to achieve the best results. The implementation of the ISO 9001 standard provides successful experiences and good management practices. The field of higher education has a significant role in encouraging economic and social development. In order to improve and advance services, incentives can be found for the standardization of higher education services. Standards are a tool or strategic tool for achieving the best results.

Based on the review of the literature, it can be concluded that the ISO 9001 standard can be applied in any organization regardless of its type and form, production or service sector. The standards have also found their application in the field of higher education. However, based on the review of the literature, it is concluded that the implementation of standards in the field of higher education does not go easily and quickly. The application of the standards has a stimulating effect through effects that produce numerous benefits for all stakeholders. The introduction of continuous employee training is one of the prerequisites for success. There is a whole series of benefits that are realized after implementation, such as increasing student satisfaction, access to new markets, ensuring business sustainability, etc. The implementation of the ISO 9001 standard creates a good basis for increasing the satisfaction of students and employees at the higher education institution as well as other stakeholders. On the other hand, the implementation of the ISO 9001 standard cannot be implemented easily or quickly, and there is a whole series of obstacles and barriers that include lack of information, knowledge and skills, lack of training, lack of resources, etc. However, on the other hand, there are a number of techniques for overcoming obstacles and barriers to the implementation of standards that relate to the direction of future research. In this way, it would be possible for academic institutions to identify ways to overcome obstacles and difficulties that would meet their specific requirements when it comes to the implementation of the international standard ISO 9001.

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