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ИЖТИМОИЙ-ГУМАНИТАР ФАНЛАРНИНГ ДОЛЗАРБ МУАММОЛАРИ

АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-ГУМАНИТАРНЫХ НАУК

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

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ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

ТОШКЕНТ-2023

БОШ МУҲАРРИР:

Исанова Феруза Тулқиновна

ТАҲРИР ҲАЙЪАТИ:

07.00.00-ТАРИХ ФАНЛАРИ:

Юлдашев Анвар Эргашевич – тарих фанлари доктори, сиёсий фанлар номзоди, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Мавланов Уктам Махмасабирович – тарих фанлари доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Хазраткулов Аброр – тарих фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети.

08.00.00-ИҚТИСОДИЁТ ФАНЛАРИ:

Карлибаева Рая Хожабаевна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Худойқулов Садирдин Каримович – иқтисодиёт фанлари доктори, доцент, Тошкент давлат иқтисодиёт университети;

Азизов Шерзод Ўктамович – иқтисодиёт фанлари доктори, доцент, Ўзбекистон Республикаси Божхона институти;

Арабов Нурали Уралович – иқтисодиёт фанлари доктори, профессор, Самарқанд давлат университети;

Холов Актам Хатамович – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Шадиева Дилдора Хамидовна – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент в.б, Тошкент молия институти;

Шакаров Қулмат Аширович – иқтисодиёт фанлари номзоди, доцент, Тошкент ахборот технологиялари университети

09.00.00-ФАЛСАФА ФАНЛАРИ:

Ҳакимов Назар Ҳакимович – фалсафа фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Яхшиликов Жўрабой – фалсафа фанлари доктори, профессор, Самарқанд давлат университети;

Ғайбуллаев Отабек Мухаммадиевич – фалсафа фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Ҳошимхонов Мўмин – фалсафа фанлари доктори, доцент, Жиззах педагогика институти;

Носирходжаева Гулнора Абдукаххаровна – фалсафа фанлари номзоди, доцент, Тошкент давлат юридик университети.

10.00.00-ФИЛОЛОГИЯ ФАНЛАРИ:

Ахмедов Ойбек Сапорбаевич – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Кўчимов Шухрат Норқизилович – филология фанлари доктори, доцент, Тошкент давлат юридик университети;

Салахутдинова Мушарраф Исамутдиновна – филология фанлари номзоди, доцент, Самарқанд давлат университети;

Кучкаров Рахман Урманович – филология фанлари номзоди, доцент в/б, Тошкент давлат юридик университети;

Юнусов Мансур Абдуллаевич –филология фанлари номзоди, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Саидов Улугбек Арипович – филология фанлари номзоди, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси.

12.00.00-ЮРИДИК ФАНЛАР:

Ахмедшаева Мавлюда Ахатовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Мухитдинова Фирюза Абдурашидовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Эсанова Замира Нормуротовна – юридик фанлар доктори, профессор, Ўзбекистон Республикасида хизмат кўрсатган юрист, Тошкент давлат юридик университети;

Ҳамроқулов Баҳодир Мамашарифович – юридик фанлар доктори, профессор в.б., Жаҳон иқтисодиёти ва дипломатия университети;

Зулфиқоров Шерзод Хуррамович – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Жамоат хавфсизлиги университети;

Хайитов Хушвақт Сапарбаевич – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Асадов Шавкат Ғайбуллаевич – юридик фанлар доктори, доцент, Ўзбекистон Республикаси

Президенти ҳузуридаги Давлат бошқаруви академияси;

Сайдуллаев Шахзод Алиханович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Амиров Зафар Актамович – юридик фанлар бўйича фалсафа октори (PhD), Ўзбекистон Республикаси Судьялар олий кенгаши ҳузуридаги Судьялар олий мактаби

13.00.00-ПЕДАГОГИКА ФАНЛАРИ:

Хашимова Дильдархон Уринбоевна – педагогика фанлари доктори, профессор, Тошкент давлат юридик университети;

Ибрагимова Гулнора Хавазматовна – педагогика фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Закирова Феруза Махмудовна – педагогика фанлари доктори, Тошкент ахборот технологиялари университети ҳузуридаги педагогик кадрларни қайта тайёрлаш ва уларнинг малакасини ошириш тармоқ маркази;

Тайланова Шохида Зайниевна – педагогика фанлари доктори, доцент.

19.00.00-ПСИХОЛОГИЯ ФАНЛАРИ:

Каримова Васила Маманосировна – психология фанлари доктори, профессор, Низомий номидаги Тошкент давлат педагогика университети;

Ҳайитов Ойбек Эшбоевич – Жисмоний тарбия ва спорт бўйича мутахассисларни қайта тайёрлаш ва малакасини ошириш институти, психология фанлари доктори, профессор

Умарова Навбаҳор Шокировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети, Амалий психологияси кафедраси мудири;

Атабаева Наргис Батировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети;

Қодиров Обид Сафарович – психология фанлари доктори (PhD), Самарканд вилоят ИИБ Тиббиёт бўлими психологик хизмат бошлиғи.

22.00.00-СОЦИОЛОГИЯ ФАНЛАРИ:

Латипова Нодира Мухтаржановна – социология фанлари доктори, профессор, Ўзбекистон миллий университети кафедра мудири;

Сеитов Азамат Пўлатович – социология фанлари доктори, профессор, Ўзбекистон миллий университети;

Содиқова Шоҳида Мархабоевна – социология фанлари доктори, профессор, Ўзбекистон халқаро ислом академияси

23.00.00-СИЁСИЙ ФАНЛАР

Назаров Насриддин Атақулович –сиёсий фанлар доктори, фалсафа фанлари доктори, профессор, Тошкент архитектура қурилиш институти;

Бўтаев Усмонжон Хайруллаевич –сиёсий фанлар доктори, доцент, Ўзбекистон миллий университети кафедра мудири.

ОАК Рўйхати

Мазкур журнал Вазирлар Маҳкамаси ҳузуридаги Олий аттестация комиссияси Раёсатининг 2022 йил 30 ноябрдаги 327/5-сон қарори билан тарих, иқтисодиёт, фалсафа, филология, юридик ва педагогика фанлари бўйича илмий даражалар бўйича диссертациялар асосий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхати (Рўйхатга) киритилган.

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Тошкент шаҳри, Яккасарой тумани, Кичик Бешёғоч кўчаси, 70/10-уй. Электрон манзил: scienceproblems.uz@gmail.com
Телеграм канал: https://t.me/scienceproblems_uz

МУНДАРИЖА

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CHALLENGES IN IMPLEMENTING TQM IN HIGHER EDUCATION INSTITUTIONS

Abstract. The successful implementation of Total Quality Management (TQM) in the higher education (HE) system has been a highly debated and contentious subject. However, small effect of TQM tools was implemented in non-academic activities of HE institutions. They are mainly concentrated on practices which are bill payments, registration and purchase activities. The significant factors of TQM such as curriculum development, teaching staff competency and grants are being ignored by HE institutions. Therefore, it is important to take these aspects into account for the successful implementation of TQM.
Key words: Total Quality Management, institutions, challenges, implementation, higher education

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OLIY TA’LIM MUASSASALARIDA UMUMIY SIFAT MENEJMENTINI JORIY ETISHDAGI MUAMMOLAR

Annotatsiya. Oliy ta’lim tizimida umumiy sifat menejmentini (USM) muvaffaqiyatli joriy etish juda munozarali va bahsli mavzudir. Biroq, USM vositalarining unchalik katta bo‘lmagan ta'siri oliy ta'lim muassasalarining akademik bo‘lmagan faoliyatida amalga oshirilgan. Ular asosan hisob-kitoblar, ro‘yxatga olish va sotib olish faoliyati kabi amaliyotlarga qaratilgan. O‘quv dasturlarini ishlab chiqish, professor-o‘qituvchilar malakasi va grantlar kabi USMning muhim omillari oliy ta'lim muassasalari tomonidan e'tibordan chetda qolmoqda. Shuning uchun USMni muvaffaqiyatli amalga oshirish uchun ushbu jihatlarni hisobga olish muhimdir.
Kalit so‘zlar: Umumiy sifat menejmenti, muassasalar, muammolar, amalga oshirish, oliy ta'lim

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ПРОБЛЕМЫ ВНЕДРЕНИЯ СИСТЕМЫ ВСЕОБЩЕГО МЕНЕДЖМЕНТА КАЧЕСТВА В УЧРЕЖДЕНИЯ ВЫСШЕГО ОБРАЗОВАНИЯ.

Аннотация. Успешная реализация Всеобщего Управления Качеством (ВУК) в системе высшего образования (ВО) была широко обсуждаемой и спорной темой. Однако небольшой эффект от инструментов ВУК был реализован в неакадемической деятельности вузов. Они в основном сосредоточены на таких практиках, как оплата счетов, регистрация и закупочная деятельность. Важные

факторы ВУК, такие как разработка учебных программ, компетентность преподавательского состава и гранты, игнорируются высшими учебными заведениями. Поэтому важно учитывать эти аспекты для успешного внедрения ВУК.

Ключевые слова: всеобщее управление качеством, институты, вызовы, внедрение, высшее образование.

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Introduction. Education in Uzbekistan is a widely disputed issue, especially the availability of quality education in the country. Based on Article 41 of Uzbekistan's 1992-adopted Constitution the right to education is guaranteed, which also serves as the foundation for the 1997 education law (Unicef, 2018).

A working group was established in the nation to implement unique measures and bring improvements to raising the quality of higher education (Lex, 2020). As many institutions throughout the world are starting to think about future modes and models for teaching and learning as we start to emerge from the pandemic mitigations. Especially Covid 19 Pandemic led to the transfer of the mode of teaching to online blended and hybrid. Krouglov (2022) states that during the Covid19 pandemic, professors redesigned the design and delivery of their courses for students who continued learning in unpredictable and difficult circumstances.

These examples of persistence and inventiveness in higher education are numerous. Since assessing changes in the quality of higher education in Uzbekistan is our main goal, we'll focus on how it changes in relation to the broad categories Harvey and Green (1993) proposed, which include exception, perfection, fitness for purpose, value for money, and transformation. In these categories, quality is correlated with a set of standards that can be either high or minimal. (Nworie, 2021; Hodges et al., 2020). In the context of higher education institutions, the notion of total quality management (TQM) encompasses a variety of views, some of which include the resources and funds given to these institutions following performance monitoring.

The Ministry of Higher and Secondary Specialized Education reports that Uzbekistan has 162 universities overall. There are now 25 non-governmental institutions, and 30 international universities and subsidiaries. The number of accredited private universities reached 42. Numerous universities have opened this year or undergone organizational changes. Despite the increase of universities numerically only four of them ranked as the best universities among the top 400 universities of the world (Tashkent Times, 2022). These rankings, which were provided by the UK's Quacquarelli Symonds (QS), demonstrate Uzbekistanis facing significant challenges in raising the quality of higher education in the country.

Various critics and academics have noted that TQM has a larger propensity to produce a large number of papers, make important decisions, and hold crucial meetings (Koch and Fisher, 1998). A limited number of concrete evidence play a significant role in the development and improvement of Total Quality Management procedures in the higher education sector, which comes as a big shock to the managers. The extensive literature for TQM practices is merely made up of sampling tools and statistics that have integrated the well-known TQM approaches, like six sigma approaches and the theories of Deming, which are implemented in various organizations to improve quality assurance practices. Examples of these large organizations include Motorola and General Electric. Several empirical findings indicate that TQM proponents view it as a way of life, a philosophy, or a culture (Herguner and Reeves, 2000).

Evidence from Higher Education. The most thorough and notable reviews were conducted by the American Association for Higher Education (1993, 1994), as well as the study reported in the Journal of Total Quality Management (1996). These articles have successfully demonstrated the significance of Total Quality Management and its practices in applying businesses. Despite the relatively little study being done on the empirical evidence, it has been investigated and revealed that more than 50% of colleges and universities have implemented quality assurance cells and committees over five years (Burkhalter, 1996) Similarly Bayraktar, Tatoglu, and Zaim, (2008) state that further investigation is unquestionably required in order to assess the crucial aspects of TQM in higher education across numerous countries (Ardi, Hidayatno and Yuri M. Zagloel, 2012).

Additionally, relatively little support for the scientific evidence of total quality management is linked to methods and procedures employed beyond the academic setting. Among these non-academic procedures are check writing, bill paying, employment planning, physical infrastructure inventories, and enrollment applications. This data, which can be seen in the roundtable debate on the implementation of TQM in higher education institutions, demonstrates that the majority of TQM activities are largely concentrated on nonacademic methods and procedures (Owlia and Aspinwall, 1996; Koch, 2003; Bilen, 2010; Krouglov, 2022). According to studies by Ruba El Hawi, and Alzyadat (2019), the implementation of TQM procedures has led to a high level of student satisfaction in a bachelor program of study. There are several institutions that have adopted the TQM methodology and procedures. TQM's main emphasis was on academic innovations, like teamwork among teamwork, and these innovations were contrasted with traditional teaching techniques and practices so that the instructional methodologies could be evaluated in light of non-TQM methodologies utilized in the institutions.

Why applying TQM is unsuccessful in tertiary schools? TQM is being marketed and pushed as a product management approach. Although TQM has had little efficacy in educational institutions, this could be because TQM is not functioning properly. The scenario also raises the question of why the majority of higher education institutions abandoned TQM techniques merely five years after they were implemented (Ud and Patil, 2020). Three primary reasons have been identified by researchers regarding the failure of TQM practices in tertiary education. The main cause of TQM techniques failing in higher education institutions is that they don't put enough emphasis on important issues. The other recent significant cause would be the Pandemic period. The quality of HEIs' service delivery has been impacted by COVID-19. Millions of learners' educations have been affected by the pandemic in various situations Clemes et al., (2008) support that higher education services are delivered through "person-to-person" contacts The level of their customers' (or students') contentment and experiences can be influenced by the frontline staff members, such as faculty members (Camilleri, 2021). The most significant issues facing universities today include more general concerns about curriculum and what can be supposed to teach, the validity of tenure for faculty, the use of faculty time, the propriety of technological innovations in instruction, the impact and validity of distance learning, whether students learn in any situation, the allocation of resources and attention among undergraduate and postgraduate schools, and the extent to which universities are able to collaborate with one another. The hard truth is that TQM hasn't had much of an impact on any of these problems (Sohel-Uz-Zaman and Anjalin, 2016). TQM might be able to help institutions to evaluate their performance in addressing these issues, such as how effectively

they serve students enrolled in remote learning or how effective their interlibrary loan system is. However, a fair evaluation of the available research on TQM in higher education shows that there aren't even any TQM contributions in these crucial areas. Everyone would believe that it is crucial for a faculty's physical infrastructure to operate successfully, and they would also agree that administrative duties like registration and bill payment must be carried out effectively. Universities that disregard such procedures quickly come to regret such activities. Even so, such concerns are not central to a contemporary academic university, therefore, the relevance of TQM in higher education is disappointingly low level (Koch, 2003; Sohel-Uz-Zaman and Anjalin, 2016).

Lack of Academic Culture Reception to TQM. The basic language, philosophy, and principles of TQM have been proposed by researchers to be acceptable to all academic institutions, particularly higher education institutions. However, due to the changing university cultures, it has become hard or impossible to fully execute TQM in these higher education institutions. Youssef et al. (1998) persuasively make the point that, despite the overall idea and language of TQM being appealing to almost all academics, several aspects of contemporary university culture make it challenging to actually apply TQM. The most important element of academic culture that prevents the application of conventional TQM approaches is exactly the point of academic freedom as it appears in particular professorial courses and their professional lives. Compared to other professions, collaboration, and group cohesion are uncommon in the field of teaching more so than in any other, and they are especially uncommon in higher education institutions. However, it is said that teamwork is a key element of TQM that is largely disregarded in higher education institutions. While it is evident that some groups in research universities strongly foster teamwork, on the other hand, some committees are very process-oriented and frequently impede or postpone actions (Mishra, 2013).

Academic freedom and solitary work interpretations are reinforced by the fact that faculty members collaborate less and rely more on administrative processes and structures to shield and defend individual faculty members. Zbaracki (1998), notes that TQM can be influenced by enhancing faculty members' propensity for committee work, meetings, and process-oriented activities (Salameh Salameh, Awwad Alzyadat, and Ahmad Alnsour, 2011). In a shared governance setting, faculty members may act in ways that many would consider irresponsible, however, they won't be held heavily liable for what they express, do, or don't do. For instance, a faculty member will rarely face consequences for missing meetings, regardless of how crucial they are or whether they have anything to do with TQM. Klein,(2005) reported that in about half of the 65 institutions whose efforts he examined, faculty members were not at all engaged in TQM initiatives. Ullah et al., (2017) explain that TQM initiatives are avoided by many faculty members for a variety of reasons, one of which is that they are perceived as intrusive, "business-like," and unwelcome on campuses. Many professors find it repulsive to think that they would be required to provide pre-and post-tests to their students or regularly conduct student satisfaction evaluations.

Al-Zoubi et al. (2023) findings strongly indicate the importance of intentionally implementing and deeply embedding Total Quality Management (TQM) principles among both teaching and non-teaching staff within an organization. This approach fosters an organizational culture dedicated to meeting the needs of clients (students and the labor market), promoting continuous improvement, fostering collective participation, and assessing the appropriateness of academic, administrative, and financial activities through the lens of TQM. When fully

embraced and internalized, this approach facilitates continuous learning and enhances the organization's potential for achieving increasingly improved performance. Future research could explore strategies for higher education institutions to effectively integrate TQM into their organizational culture, making it the standard practice in the realm of education.

All of the aforementioned factors assist to explain why TQM has never really taken off in higher education as well as why TQM attempts that have been made have tended to focus on examining colleges' extracurricular activities. Although academics have long been among TQM's leading proponents and higher education has always produced significant volumes of discourse about the concept, the truth is that actual TQM projects have never thrived in the halls of academia. And they never will. TQM is unlikely to ever truly take hold in universities due to the intrinsic character of higher education and its unique culture.

What are the challenges of failing TQM in Higher Education? The main advantage of implementing TQM in an organization is that it helps them assess where they are now and where they would like to be in the future. It is challenging to assess quality unless one is aware of the purpose it is intended to serve and the ways in which it may perform better. Organizations must be aware of their consumers for TQM implementation to be successful, as demonstrated by Ford Motor Company, which has prioritized its clients who finance and purchase different parts. Few social institutions are as complicated in their makeup and motivations as US colleges and universities. Because of this, identifying their clients is not a straightforward task, which is one reason why academic TQM initiatives have frequently failed (Koch, 2003).

When deciding on the outcomes of higher education, many of the same factors apply. The Apple Company manufactures phones, Ipads, televisions, and other readily recognizable goods like parts and services. What do educational institutions create? Education?

Students? hours of credit? Degrees? Diplomas? how well students performed on a test? the graduates' capacity to generate income, or is it the graduates' actual income? the graduates' contentment, and civic engagement? the capacity to comprehend a complex environment that is changing quickly? Research? winning sports squads? stage productions that have won awards? It is clear from this list of questions that most people feel that universities generate a lot of people (Ullah et al., (2017).

Some individuals consider that by concentrating on specific schools and universities that have embraced specific missions, one might get rid of this ambiguity and dispute. It's true that focusing on a school like Babson, which historically has prioritized business-related education, or Eastman, which focuses on music, is beneficial because these schools have much more clearly defined goals and cultures. But what about Illinois Wesleyan, Shaw, and Southern Utah? How about California-Berkeley, Michigan, and MIT? What are their intended purposes?

It is challenging to apply TQM to the issues that really matter in higher education institutions if one cannot provide satisfactory answers to these broad questions. Yes, one can make an effort to ascertain whether biochemical learners are more or less content with a particular teaching method or to raise faculty satisfaction with the cleanliness of their offices. Again, though, from the perspective of the contemporary university, these are minor factors. The fact that it is so challenging for higher education institutions to define their target functions and limits is not TQM's fault. However, this challenge inherently lessens TQM's influence on

college campuses. TQM is less helpful when a business becomes more complicated. The lack of TQM's influence on higher education is primarily due to this reason (Ud and Patil, 2020).

Conclusion. The challenges with implementing TQM in higher education include that more is written about it than is really done to do it successfully in higher education institutions. Additionally, the TQM concentrated on extracurricular activities, which is why it had little impact on professor tenures or undergraduate curricula. It is receding into the background and is failing miserably to uphold the quality standards in institutions of higher learning. As there is a strong focus on teamwork, meetings, and committee work, which is somewhat laudable from a TQM standpoint. Currently, research is being done to assess the justifications for implementing TQM at institutions of higher learning and to discover empirical support for higher education. (Koch and Fisher, 1998) has claimed that many years ago, which is still true today, the TQM movement had a huge need for TQM and that it was their main area of concern.

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