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An Overview of Quality Studies in Higher Education

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Abstract

Having an innovative, contemporary, and modern education system in a country is very valuable. The value given to education is the most precious treasure that will enable the members of the society to guide future generations. The key point for universities to provide quality education depends on the quality system of the university. An increase is observed in the number of universities in the field of higher education in Turkey. The progress of the quality systems of universities in line with strategic plans will make a great contribution to education both socially and scientifically, and will also accelerate the transformation into qualified universities. In this study, researches on quality in higher education between the years 1996-2022 were discussed, and the studies were examined according to the concepts of quality, quality management, total quality, satisfaction and accreditation. Studies on quality are generally gathered under the titles of service quality and satisfaction, quality standards and total quality, the concept of quality and opinions on quality, needs and suggestions for quality, quality assurance, accreditation system, quality control and management. In the research, quality and studies in higher education, doctorate, master's theses, articles published in journals were examined. It is thought that the research will provide insight to researchers who will conduct research in the field of quality.

Keywords: Quality, higher education, satisfaction, accreditation, education

1. Introduction

Education can be defined as a life process that appeals to the entire society of a country and constantly updates itself as technology progresses. As time progresses, the plans and programs reflected in education show that the education system has a dynamic process. Since education covers the whole life of individuals, it can be suggested that studies on education should be increased. The idea of how education can be made more efficient in all educational institutions should always be on the agenda. Since higher education institutions are institutions that train educators, the quality in this field is important and should be examined. Continuously advancing technology requires having an innovative approach in education in order to bring a qualified education vision to the future. A nation that develops on the basis of a quality living standard can live without being tied to any country. In this study, the concept of quality is discussed. Although it is known that it dates back to the 2150s, the birth of quality coincides with the 19th century (Yalçın, 1998). Quality has been expressed as “perfect in education” (Madu, Aheto, Kuei and Winokur, 1996). According to Kutlu (2007), quality is high quality. It reveals many expressions such as goodness, perfection, competence and completeness. European Quality Control Association (EOQC) quality; it is a collection of statements that indicate the product or task's desire to meet a requirement (Kovancı, 1999). The quality of a good; It is understood with the external structure and usage situation and suitability (Türker, 2003). The important factors of quality and basic quality principles are as follows; quality is a happy citizen, a way to efficiency, meeting the expectations of citizens, a management style, a philosophy of life, a world of continuous improvement (Akgül, 1998). It may involve group work and also integrate each other (Akgül, 1998). Although quality is a field in itself, its management includes different elements for strategic planning. Quality process situations, parts, superiorities, personal, and social expressions should not be considered different from quality, they should all be gathered in the same expression (Ehlers, 2016). Progress in society is possible with the creation of a developed society and the delivery of qualified graduates (Meraller, Adıgüzel, 2012). Quality must be integrated into the world of education and training. Ruben (1995) divided quality into three relationship quality, academic quality, and management quality. Academic quality appeals to the higher education section of society. It can be predicted that the society has an important expectation from the higher education level. An important step that will meet the needs of the society can be universities, which are one of the basic steps of education. The aim of higher education should be to raise

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individuals who research, question, offer solutions to the problems they encounter, try to realize themselves, and respond to the expectations of society.

1.1. Quality in Education

The Ministry of National Education (MEB) and the Council of Higher Education (YÖK) are responsible for the education and training process in Turkey. Investments to be made in education should be made in these two education levels. While Adıgüzel (2008) sees the quality of education and training as a result of this process and expresses that individuals who talk about the educational mission have characteristics or create certain standards; Bridge (2003) presents the individual as the strongest system that can prepare the individual for all conditions. It is known that the quality event is taken to the center and the quality is assumed to be related to the progress of the country under all circumstances (Özden, 1999; Karlı et al., 2001). The higher the degree of education in any place, the more programmatic the order of that country will be (Keskin and Keskin, 2005). Countries should allocate a large share of education. Efforts should be made to increase the attention required for educators, that is, teachers, who occupy a large place in the realization process of education.

The first reason why teacher training institutions in Turkey need to be revised is the new responsibilities brought by the developing and changing process (Higher Education Council, 1998). Various studies are carried out on teacher qualifications and teacher training that enable the structuring of education faculties, and there are still various problems that occur with the perception of quality in education faculties (Karaca, 2008). There are some applications that have been put forward to fix the problems. Courses such as "Educational Psychology", "Assessment and Evaluation", "General Teaching Methods and Principles" and "Introduction to Educational Sciences", which were abolished by YÖK in 1997 with the idea that they did not provide professional competence to the teacher and consisted of theoretical knowledge, were reintroduced in the programs within the scope of the teaching professional knowledge course, This is the most striking part of the arrangement. In the process of moving the information society to the next level, it is seen that institutions are the most basic structure in terms of production and distribution of information (Tonta, 1999).

1.2. Quality in Higher Education

The education institutions' following methods suitable for the advancing technology will improve the educational aspect of that institution and will make significant contributions to the universities both for the students and the city and country. The most important issue in demonstrating success as an institution is how to manage complex structures in a systematic way and how to motivate employees in terms of corporate goals and social benefit (URL-1).

In order for the understanding of quality in higher education to be successful today, it is necessary to have a strong and individual-centered order with its mission and vision. Quality in higher education is of great importance for the future of a country (Yokuş, Ayçiçek, and Yanpar Yelken, 2016).

One of the conditions for reaching the ideal university is the continuous implementation of the "Plan, Do, Check, Act" (PUKÖ) cycle in order to improve quality (URL-1). This model is one of the application models of total quality management (TQM) that aims to improve quality. The (PUKÖ) cycle seen in all implementation models can be described as the heart of TQM (Kalaycı, 2008). The quality problem in higher education has become a more discussed topic over time. This situation can be clarified with the following two social developments; on the one hand, the decrease in public resources, which are increasingly limited in developing and securing the expected competencies, on the other hand, the increasing complexity of social interactions and structures and the increase in demand for the competencies of individuals (Koyuncuoğlu, 2020). For the details of the quality in the higher education mechanism, the beneficiaries and producers of higher education services should be clearly revealed (Köksoy, 1998). Quality in higher education is defined in five different approaches: quality as excellence or consistency; quality as transformation; quality as an exceptional quality; quality as economic value and quality known as fitness for purpose (Harvey and Green, 1993). These definitions indicate in which areas quality demonstrates competence. According to Gencel (2001), it is desired to reach better levels continuously by setting various standards with total quality management in higher education institutions. Educational institutions covering the tasks of revealing knowledge and creating manpower; high-level science research with learning at its center that has produced a combination of education; It has taken its place in the literature as institutions that have qualified staff (UNESCO, 2000). In order to emphasize quality in higher education institutions, four important aspects should be possessed. These are the quality of the program, the quality of the teaching, the quality of the research, and the quality of the educational administration (Doğan et al., 2006).

Bakioğlu and Baltacı (2000) describe the quality in higher education in 8 sections as: instructor development and quality, teaching and learning, social services, supports trying to train students, educational products, graduate students, and educational outputs. According to Özcan (1997), quality is a multi-faceted concept and it

is explained by the expression of continuous renewal of methods that will increase the individual's commitment to the whole education life and nation, and improve all his psychological states, stating that it emphasizes social judgments, audience and continuous improvement (Özcan, 1997). Improving quality in higher education is considered very important. While there is British, American, French, and Japanese emphasis in shaping the understanding of quality in higher education, there are three approaches that reveal the basis of all these situations. These ways also play an important role in emphasizing quality in higher education (Hacıfazlıoğlu, 2006). Quality approaches have been revealed as Relativist, Developmental approaches and Objective approaches (Barnett, 1992). According to Ekong, quality is It refers to the regular continuity of all systemic phenomena within the institution (Bakioğlu & Baltacı, 2010). Bogue (1998) argues that the quality assurance system consists of four methods. These methods are; Total Quality Management, Accountability, Traditional Peer Review, Performance Indicator Reporting Evaluation, and Results Action. The existing system consists of accreditation, certification, and standardization models in order to strengthen quality assurance (Aktan & Gencil, 2010). The importance given to quality in higher education has increased in recent years. It is seen that more importance is given to quality in different countries and there are studies that ensure the spread of quality in our country. With the Bologna situation that emerged in 1999, the Higher Education Quality Assurance Board (ENQA) was structured with the intention of ensuring the continuity of eliminating the deficiencies in higher education, and at the same time the quality assurance standards (ESG) were revealed (European Commission, 2020). shows a situation that is not very sufficient in terms of creating an employment environment (Eriçok, 2020; Yalı, 2017; Yıldırım and Aslan, 2021). The effects of this low performance are visible. Our country, which took part in the Bologna event in 2001, has put forward some formations in order to be integrated into this event. Methods and guidelines suitable for ESG that every country should have are compatible with the country's past and customs (Alzafari and Ursin, 2019; Stensaker and Leiber, 2015). In this context, an international agency, "Higher Education Quality Board-YÖKAK" was established in 2017 and it conducts research with its education-training structure, corporate management system research, social benefit perspective and development capabilities (Higher Education Board, 2018). Institutional External Evaluation Criteria (CIAS) have been created to control the measurement. This issue, which has been put on the agenda, has been integrated into administrative resources (European Commission, 2020; YÖK, 2019). It includes creating the environment and atmosphere (<https://yokak.gov.tr/>). Bologna process has been very effective in increasing the quality of higher education in Turkey. Afterwards, many quality agencies related to quality were established. These quality agencies show themselves internationally all over the world and these agencies are HCERES (High Council for Research and Higher Education Evaluation), AKKR (Danish Accreditation Agency), ENQA (European Association for Higher Education Quality Assurance), ACQUIN (Accreditation, Certification and Quality Assurance Agency) , EQAR (Higher Education European Quality Assurance Registration), IUA (Irish University Quality Board), EUA (European University Association), AQ (Quality Assurance and Accreditation Agency - Austria), QAA (Higher Education Quality Assurance Agency), CHEA (Higher Education Accreditation Board- known as the USA). Each of these agencies is functionally separated from each other's and covers an important place. Having a culture of quality can show that it reveals the accumulated knowledge. In higher education, the Turkish system cannot comply with some aspects such as having a single administrative system, stakeholder participation, and accountable structure (Yıldırım and Şenpınar, 2022). Considering the examples in higher education, to give an example of the studies carried out in different countries for quality assurance in higher education, quality education in African higher education (Burgess, 1989); Examination of the quality of higher education in the USA and England (Moodie, 1988); work qualification in Australian higher education (Brown and Nunn, 1981); Research on quality assurance in all education systems in Ethiopia (Adamu & Addamu, 2012); quality and intelligibility in Sweden (Tuijnman, 1990); Following a system to improve higher education in South Korea (Shin, 2017); the concept of quality assurance in other countries in the Bologna process (Keçetep and Özkan, 2014); Total higher education and quality management in Malaysia (Kanji and Tambi, 1998) can be examined as the interpretation of quality assurance in higher education in the Turkish Republic of Northern Cyprus (Sarı, Firat and Karaduman, 2016). It is seen that quality assurance is examined in different ways in other countries. Comparison of quality standards in Europe and Romania (Prisacariu, 2015); Examining some courses in Romania in terms of quality control in engineering faculties (Popescu-Mitroi, Todorescu, & Greculescu, 2015); Examining higher education in Romania (Gorea & Saharov, 2015); Examining vocational schools in Romania (Todorescu, Greculescu & Lampă, 2014) have been found in such studies. Again, it has been observed that some universities have conducted studies on the subjects that include the sub-fields of quality. For example, in the field of total quality management, surveys were conducted in a vocational school for quality reviews (Karahan and Mete, 2014). In another study, it was stated that six sigma quality management application was used (Adina-Petruta and Roxana, 2014). A study was found on the advancement of quality culture (Barbulescu, 2015). One study has been identified (Eryılmaz, Kara, Aydoğan, Bektaş, & Erdur, 2016). It has been observed that Canada, which has a high level of education, carries out intensive studies in the field of quality (Bakioğlu, Gürbüzler and Argun, 2015). In order to improve higher education, the principles in the field of total quality should be systematically applied. There are studies on how to deal with it in a way that is handled

in a way (Todorut, 2013), the integration of the existing plan into quality by following the guidelines (Rezeanu, 2011), and the use of concept maps during the implementation of such managerial plans in Brazil (Pereira, Araujo, and Machado-Taylor, 2018). It is understood that the quality of teachers is tried to be identified with the situations in the system approaches organized due to the development of teacher training and teacher quality in the context of keeping up with social change and the path and responsibility that teachers should adopt, and one of the efforts to identify is "accreditation" (Doğan, 1999). This system is being tried to be implemented due to being able to catch up (Özen, 2022).

1.3. Accreditation

Accreditation is initially a source of trust. It is the quality order system that eliminates the compliance problem. It is a set of systems that reveal certain qualities and comply with the standards of an institution within the framework of a certain order. These performances are the efficiency of practice and activity. The accreditation system is the most important trust formation in higher authorities of a higher education system. Although it is not an accreditation control mechanism, it is a whole that questions and directs the system it is in, and looks from the outside (Hesapçioğlu, 2003). The practices of increasing the quality in higher education are defined as the accreditation criteria expression of the directive principles of the institutions that emerged for this purpose (Bıyık, 2002). In our country, it is seen that the implementation and accreditation studies for quality are not determined by the universities, they are put forward politically (as cited in Özer et al., 2011).

In this study, it is aimed to examine the results related to quality studies in higher education, higher education quality and satisfaction, quality standards and total quality, quality concept and opinions about quality, needs and suggestions for quality, quality assurance, accreditation system, quality control and management.

2. Method

In this study, studies on quality in higher education, higher education quality and satisfaction, quality standards and total quality, the concept of quality and opinions on quality, needs and suggestions for quality, quality assurance, accreditation system, quality control and management were examined and these issues were examined. In this context, the quality and satisfaction of the studies related to quality, quality standards and total quality, the concept of quality and opinions about quality, needs and suggestions for quality, quality assurance, accreditation system, quality control and management are gathered under the headings grouped by.

3. Findings

As a result of this study, increasing studies on quality in higher education can be given as a suggestion.

It can be presented as a suggestion based on the results of the study that projects related to quality should be done and that the quality studies should be arranged in line with student opinions.

Table 1. Quality studies in higher education

Studies	Data collection tool	Sample	Research Subject
Topsakal(2013)	Survey method	Tourism students	Satisfaction and service quality perceptions and recommendation status
Yokuş vd. (2017)	Survey method	University students	Their corporate selves and their service quality views
Owlia&Aspinwall (1996)	Survey method	Gazi University students	Quality concept
Bektaş &Akman (2013)	Survey method	University students	Developing a scale of service quality based on the HEdPERF scale
Şimşek &Öztürk(2019)	Valid and reliable scale creation study	University students	Satisfaction level of university students with the quality of their university
Bayrak(2007)	Survey method	University students	Needs to increase academic knowledge levels of academicians, development of a scale for quality service documents
Deveci(2012)	Survey method	State and foundation staff and students	Quality levels in higher education
Hussein(2021)	Survey method	Foreign students at public and private universities	Comparison of image satisfaction and loyalty of students in education faculties
Mohammed(2022)	Survey method	University staff	The effect of corporate social responsibility practices on employee engagement, commitment and perceived service quality in higher education institutions in Iraq
Polat(2022)	Qualitative research method	University students	Research on the service quality of the institution
Uysal(2011)	Scan method	Literature	Quality standards for America
Göçen &Aslan(2021)	Scan method	Higher education institution employees	Perception scanning from different aspects of total quality management
Kalaycı(2008)	Survey method	Higher education lecturers	Total quality
Ceylan(1998).	Survey method	Academical personal	Opinions of academic staff about quality
Tarı(2015)	Case study method	Teachers	Total quality Management
Omar(2017)	Survey method	University students in Iraq	Relationship between competitive situations and quality order
Mahmood(2017)	Survey method	Higher education students	Creating a quality-enhancing resource for quality
Molla(2022)	Survey method	Higher education students	Interior quality
Meraler & Adıgüzel (2012)	Relational screening model	University students	Establishing a Scale for Determining the Views of Faculty of Education Students on Quality in Higher Education
Hacıfazlıoğlu (2006)	General scanning model	University students	Experimentally determining the level of achievement of quality studies in universities in Turkey
Ataman(2019)	General scanning model	University students	The relationship between different variables of quality views in higher education
Melek (2003)	General scanning model	University students	Quality concept
Sami (2020)	Analytical method	Academics	Revealing Libyan education sector performances
Işık &Beykoz (2018)	Qualitative research method	Literature	Quality assurance system
Yıldırım& Yenipinar (2022)	Qualitative as well as quantitative method	Higher Education Evaluation and Quality Assurance Status Reports	Describe and evaluate in terms of Quality Assurance Standards (ESG)
Özçiçek & Karaca (2019)	General scanning model	Literature	Historical development of quality and accreditation studies in Turkish higher education institutions
Sipahi Mencet(2019)	Descriptive case study	Quality actors at administrative, academic and administrative levels in medical and tourism faculties	Themes of education-training, research-development and management and administrative processes for quality in higher education
Özdağoğlu vd,(2020)	Scientometric method	All studies in the Science (WoS) internet application resource	Researching the studies conducted between 1980-2018
Koyuncuoğlu (2020)	Basic research	Literature	Quality culture
Taştan &Yılmaz(2021)	Basic research	Literature	Management of quality
Kotora(2019)	Case assessment method	Literature	Administrative status of the concept of quality in Libya

3.1. Results on Service Quality and Satisfaction

The results of the study on service quality and satisfaction were examined. In a study, satisfaction and service quality perceptions and proposition status were examined. This application was made in tourism students. The relationship between the investigated concepts was examined. The research was carried out in a Tourism Faculty in Turkey and data were obtained by survey method. As a result, it has been understood that there is a significant relationship between the researched titles. In addition, it was observed that the study revealed a gender difference in terms of satisfaction, administrative staff and internationalization sub-variables (Topsakal, 2013). Yokuş et al. (2017) selected university students studying at the faculty of education in higher education as a sample in their study. In this study, they examined their corporate selves and their service quality views. Scales were used for this purpose. As a result, it has been determined that the situation in service quality is close to high, and service quality views vary according to absenteeism, department, level and success. It was revealed that this change showed a significant relationship. In addition, it has been revealed that students adopt their universities, have a sense of belonging, and feel that their universities are at a qualified level, therefore they have made the right choice. It is seen that the institutional self is one of the results of the research, which depends on the department, level, absenteeism and success of the student. In another study, Owlia and Aspinwall (1996) basically examined the concept of quality and students at Gazi University were selected as a sample and a questionnaire about service quality was applied. Students were asked to comment as an observer. Quality elements were given to the students and they were asked to evaluate accordingly. The researcher emphasized the reason for the application of the study on students as seeing the student as a customer. (Owlia and Aspinwall, 1996). Bektaş and Akman (2013) created a scale for service quality based on the HEdPERF scale. According to the results, it has been seen that the scale can be applied in our country. Again, in a study conducted in an education faculty, a valid and reliable scale was created. The level of satisfaction of university students with the quality of their university was measured. Its aim is to prepare a scale to increase the quality of the university's cultural activities, research direction, social, educational and different aspects. A high level of reliability was provided by the researcher (Şimşek & Öztürk, 2019). In a study, Bayrak (2007) first identified the academicians and their needs to increase their academic knowledge levels. Necessary research was carried out in line with the identified needs and a scale was created for all quality service documents required for higher education. In this direction, perception statements about the quality levels of the students in their universities, their needs and opinions about quality were revealed. The interaction between quality and opinions in terms of different variables was investigated. In a study conducted by Deveci (2012), quality levels in higher education were examined and the status of these quality levels in education/training was examined. In the research, the opinions of the staff and students of private and public universities about the system were compared. According to the results, students do not find the quality levels of their universities sufficient. However, it has been revealed that senior managers are of the opinion that their universities are at a better level, regardless of state or foundation. Again, it was concluded that the opinions of the researched population, individuals and their prediction levels were not related. It was observed that these characteristics differed in terms of variables such as gender and age. In addition, it has been revealed that the perspective on the Bologna process differs by the universities researched. According to the results of the research, it has been determined that state universities have lower evaluations than foundation universities. In another study on service quality and perceptions, this time foreign students were included in the sample. Variables such as the satisfaction images of foreign students in public and private universities and how this image can be improved were investigated, it was wanted to be measured, and detailed research was carried out. In other words, it is aimed to examine the framework of the plans followed by the universities and to compare the satisfaction and commitment of the students in the faculties towards the image. In the study, it was determined that the images of public and private universities have an effect on student satisfaction and perceptions. In particular, the images of private universities are more important than the image created by public universities, customer interest and perceptions, and reveal meaningful results (Hussein, 2021). According to the results of the questionnaire applied, it was seen that the service quality did not show a significant result in student satisfaction, and student engagement showed a significant difference. In a study by Mohammed (2022), he revealed the effect of corporate social responsibility practices on employee engagement, commitment and perceived service quality in higher education institutions in Iraq. Questionnaire method was used to test the relationship between the variables of the study. The results indicate that corporate social responsibility practices have a desired effect from many places on the loyalty and commitment of employees and service quality at Iraqi state universities in Kirkuk. In addition, there is a significant relationship between the commitment and loyalty of the employees on the quality of service provided by Iraqi state universities in Kirkuk. Aiming to measure the institutional capacity of Karamanoğlu Mehmetbey University, Polat (2022) carried out a study in higher education institutions. The research on the service quality of the institution is included in the study.

3.2. Results on Quality Standards and Total Quality

Studies in the literature on quality standards and total quality were examined. As a result, studies related to quality standards and including total quality were encountered. Uysal (2011) discussed the quality standards for

America in a study he conducted. The method plans developed by the consortia and councils, which took the first place in the literature, were examined and it was aimed to make theoretical information explanations for this. These quality standards are based on America's online education. Göçen and Aslan (2021), in their study, discussed total quality management between the years 2020-2021 and selected the sample on a voluntary basis in a higher education institution and applied it. The study is based on the principle of scanning and interpreting perceptions of total quality management from different aspects and revealing a result. Since a general assessment of the situation was desired, the general screening method was used. The results of the research were obtained with the total quality management scale and personal information form. As in other studies, not only the administrators were taken as a sample, but also the views of the student body were taken into account, and it was seen that the knowledge about the understanding, perspective, interpretation styles, criteria that ensure the emergence of total quality is important for the continuity of quality.

When the studies are examined, it is seen that the elements that make up the total quality management, the problems that constantly arise, what the total quality is, their explanations, the perceptions of quality among university students, and the customer-quality relationship are discussed. In addition, different recommendations have been made so that the total quality method in higher education can respond in the desired direction (Serin and Aytekin, 2009). It aims to bring up the most common problems in total quality management. He tried to find a solution to these problems. It examined the applications of total quality based and total quality method system. It is aimed to try to eliminate the problems related to quality in higher education, to make applicable suggestions and determinations, and to reveal ideas about the subject. In another study, the views of academic staff on quality were examined. This study was carried out at Abant İzzet Baysal University (Ceylan, 1998). In another study dealing with total quality management, the application was made in higher education. He carried out the TAAI(2015) application at Fatih University. The case study method was used to analyze a situation through an example. The data of the employee was sent to the teachers via e-mail with the survey method and collected back again. When the results of the research were evaluated, it was seen that there was no significant difference. In addition, the research has been examined both individually and institutionally. Omar (2017) selected university students in Iraq as a sample in a study. It is aimed to reveal the relationship between competitive situations and quality order. Quality standards were chosen as the changed variable in the research, and the effect to be observed was expected to be competitive advantage. Results were measured by questionnaire. There was a significant difference in the expected direction between the measured variables. It is stated how the researched expressions affect the total quality and how they can improve the total quality. Mahmood (2017) took the higher education level as a basis in his research and directed towards the education/training field at this level. As a result of this research carried out at Süleymaniye University, he stated that he aimed to create a quality-enhancing resource for quality. Molla (2022) emphasized the quality of interior space in his work. Understanding and controlling the sources of indoor environmental pollutants will contribute to students' learning in healthier environments. Planning of spatial elements is very important for the quality of services offered by universities, especially education, and for the effective use of public resources. This research also showed that there is a direct relationship between the quality of education and the quality of the space, and that student performance increases in a quality space.

3.3. The Concept of Quality and Conclusions on Quality-Related Opinions

When the literature on the concept of quality and views on quality is examined, meaningful studies have been revealed. The aim of Meraler and Adıgüzel(2012) is to reveal the quality views on education. For this reason, the researcher developed a scale for his study and obtained his data with this scale. This scale is stated as "The Scale for Determining the Views of the Faculty of Education Students on Quality in Higher Education". Data were collected from students studying at Harran, Adıyaman, Dicle and Universities. According to the findings, among the qualities that increase the quality; providing the opportunity to study abroad, the scholarships provided by the university, the ease of accessing the information requested from the library, the provision of different opportunities for students with disabilities, the quality of the university being studied among other universities in the world, the easy access to any course material and plus the fact that the university can earn pocket money, if not full time. Also, job creation qualities were considered valuable.

Özdağoğlu et al., (2020) determined the researches carried out to objectively determine the existing situation in the literature using the sociometric method and revealed a result. Studies conducted between 1980-2018 were researched and analyzed. All studies in the Web of Science (WoS) internet application resource were reviewed. It has been seen to be a comprehensive research because the registered researches of the countries with the highest number of publications are discussed. The concepts discussed by the researcher are given in the network structure and community. In a study conducted by Karaca (2008), it was revealed that the issue of quality should be on the agenda in education faculties as well as in all education levels, it should be functional and there should be improvement practices in all faculties. In the same way, countries that try to train teachers, research, question and produce teachers with the teacher profile required by the age will again emerge in countries that attach

importance to the pursuit of quality. Therefore, the aim of this research is to determine the reasons for the revision of teacher training institutions in our country.

In his study, Hacıfazlıoğlu (2006) aimed to experimentally determine the level of quality studies in universities in Turkey. In addition, it is foreseen by the researcher that it will benefit the literature in the field of European Union higher education institutions. One of the sub-dimensions of the special research result of the study is the recognition of student ideas. At the same time, some of the demand reasons and study sub-dimensions of the faculties are given as teaching processes, academic achievement services, student affairs, library services, communication with teaching staff and administrative staff, physical learning conditions, campus life, research activities. In his research, Ataman (2019) examined the relationship between different variables of quality views in higher education. In order to make generalizations, the scanning method was used. As an important contribution of the study, it can be shown that all individuals participating in the study care about quality. Melek (2003) examined the quality in terms of the body of information in her study and used the feedback from the sample by creating a determination questionnaire with the aim of creating a foresight. By observing the order of the desired features in terms of different variables, they were combined under the comprehensive expectation title with different methods. A study was conducted to evaluate the situation of Tripoli University academicians. The research focused on the Libyan education sector and an analytical method was followed to reveal the performances. All academics at Tripoli University were selected as a sample in the study and a wide audience was reached. As a result, beneficial effects have been observed regarding performance evaluation in the field of quality education, and a number of recommendations have been put forward, consisting of the opinions of the instructors about quality (Sami, 2020).

3.4. Results on Quality Assurance and Accreditation System

Studies on quality assurance and accreditation have been examined in the literature and gathered under this title. Işık and Beykoz (2018) examined the quality assurance system theoretically in their study. Quality standards in Turkish higher education have been taken into account. One of the research results is that the quality in higher education is still not fully developed at the desired level. In addition, it has been stated that the criteria of ESG standards, which have an important place in quality, are not fully met. In the research aiming to explain and define higher education by the European Quality Assurance Standards (ESG), improvement management processes, system creation, goal setting, support service, guidance and interpretation were given importance. One of the most remarkable results of the research is that while a sufficient level is determined in establishing targets and systems in institutions in the general framework, it is seen that it is insufficient in the interpretation and improvement phase in terms of the policy followed during the implementation phase of the decisions.

According to the results of the research, the fact that most of the institutions cannot center the student causes the system to have a centralized understanding in terms of administration. This understanding draws a restrictive framework in quality management (Yıldırım and Yenipınar, 2022). In a study investigating the impressions of quality assurance on open and distance education, the concept of accreditation was also discussed and interpreted around the selected guidelines Emin(2022). is indicated. Yiğit (2017) highlighted the accreditation work in social services in his study. Systems have been produced for the necessary factors for the concept of accreditation, such as the education/training plan, infrastructure, teaching team, the objectives of the program, the products of the process, and the situation of reaching consensus. In addition, the characteristics of accreditation have been revealed by different variables (Aktan and Gencel, 2010). Özçiçek and Karaca (2019) emphasized the benefits of the concept of quality for all individuals as a result of their research. In the study, accreditation was shown in detail and the progress from past to present was investigated. In his research, Sipahi Mencet (2019) drew attention to the sustainability of quality in an educational institution in our country and aimed to reveal quality perceptions. The interview method was applied in order to obtain opinions and to reveal a more detailed result. In the research, research-improvement, administrative processes, management, education-training subjects were considered important. It has been stated that the opinions of the individuals participating in the research are also important in the evaluation. In addition, suggestions have been put forward to increase such studies. It is seen that the national progress of the countries is related to the commitment of the institutions to the quality systems. Koyuncuoğlu (2020) examined quality culture in higher education institutions and stated that more research on quality culture is needed to raise awareness on this issue.

3.5. Results on Quality Control, Management, Needs and Suggestions

Literature studies on quality control, management, needs and suggestions were examined. Worldwide developments and research have been revealed. Doğan (1999) examined organizational patterns and quality situations in his study. In this context, the members of the system and their competencies are considered very important. Education faculties need to be constantly checked and efforts should be made not to go below the critical level. In our country, YÖK makes important contributions in quality control, but it also brings to light negative situations. These negative situations turn into a problem trap due to the involvement of YÖK in the

situation and the inability to understand the developing and constantly structured difference. Taştan and Yılmaz (2021), in their study, aimed to set an example theoretically by considering quality as managerial. The extent to which higher education contributes to the decision-making processes of individuals has been reviewed. Another study addressed the quality status. In order to reach the results in more detail, a case study was conducted and the analyzes were determined according to this application (Kotora, 2019). As a result, it is understood that in order to increase the quality, students' opinions, wishes and satisfaction should be included by showing quality standards rather than theoretically.

4. Conclusions

When the literature was reviewed, it was understood that more studies are required for the improvement of quality in higher education institutions in Turkey. When examined in terms of European standards, it can be said that the policy followed by Turkey has problems in terms of usefulness.

As time progresses, the increase in population, economic conditions, some problems caused by the need for education come to the fore with the spread of universities. The importance of quality and accreditation in higher education should be increased.

Studies have proven that the increase in the quality of education is related to the quality of the educational institution. There is a need for dissemination and restructuring of the quality assurance system in higher education. Dissemination of research, especially in the field of quality, is one of the important suggestions of the study.

Students' opinions should be given importance in higher education institutions and scientific and social activities should be expanded in this direction. Different accreditation practices should be carried out in order to expand the quality in the countries and to turn into a more qualified structure. According to the results of the research, the quality studies revealed that a quality education institutional quality is important, the accreditation process should be carried out in a systematic way, the concepts of satisfaction and compliance should be considered, and the planned execution of the quality management system.

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