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CONTENTS

- 1 Publisher, Editor in Chief, Managing Editor and Editorial Board**
- 2 REAL OPTIONS VALUATION FRAMEWORKS AND ADOPTION ISSUES**
GEORGE RIGOPOULOS
- 3 BANK PECULIAR, MACROECONOMIC CAUSES AND PROFITABILITY OF BANKS: AN EVIDENCE FROM PAKISTAN**
ROBINA MALIK, SAJJAD AHMED BAIG, ZAHEER ABBASS, MUHAMMAD ZIA-UR-REHMAN
- 4 DYNAMIC LINKAGES BETWEEN BSE SENSEX AND CRUDE OIL PRICE - AN EMPIRICAL STUDY IN INDIA**
M.SRIRAM
- 5 FRENCH BANK MERGERS AND ACQUISITIONS AND VALUE CREATION: THE ROLE OF STRATEGIC SIMILARITIES**
HOUDA BEN SAID, ABDELFETTAH BOURI
- 6 BIBLIOMETRIC ANALYSIS OF THE JOURNAL OF LAW AND SOCIETY: A THIRTY ONE YEAR'S STUDY FROM 1982-2012**
NAVEEDA ILAHIA, MUHAMMAD RAFIQB, HAROON IDREESA, RAHIM JANA, IHSAN ILAHIC
- 7 SOCIAL MEDIA MARKETING (SMM) STRATEGIES FOR SMALL TO MEDIUM ENTERPRISES (SMES)**
SOHRAB KARIMI, HENGAMEH SADAT NAGHIBI
- 8 TRADE BALANCE OF PAKISTAN AND ITS DETERMINANTS**
ABDUL QADIR SHAH
- 9 LABOUR CASUALIZATION AND TRADE UNIONISM IN NIGERIA**
OLUDELE MAYOWA SOLAJA
- 10 LIBERALISATION AND INDIA'S MIDDLE CLASS ECONOMY: A CRITIQUE**
A.SOMALINGAM, R.SHANTHAKUMARI
- 11 ASSESSING THE EFFECT OF DEMOGRAPHIC FACTORS ON CONFLICT SITUATIONS IN GHANA GOVERNMENT HOSPITALS**
GABRIEL DWOMOH, KOFI KWARTENG, EVELYN FREMPONG, REGINA ANIMA FREMPONG
- 12 THE ROLE OF BRAND CREDIBILITY ON PURCHASE INTENTION ON FAST FOOD SECTOR IN PAKISTAN**
AYESHA SHAKEEL
- 13 CSR Practices in Asia: Case Study of Multinational Companies in SMEs**
AYESHA SHAKEEL

- 14 **FULL COMMITTEMENT OF TOP MANAGEMENT IN MACEDONIAN HIGH EDUCATION INSTITUTIONS**
ELIZABETA MITREVA, NAKO TASKOV, JULIJANA SAZDOVA
- 15 **STOCK SELECTION ABILITIES AND THE MARKET TIMING SKILLS OF FUND MANAGERS: A STUDY WITH REFERENCE TO BANKING SECTOR FUNDS IN INDIA**
VIJAYALAKSHMI SUNDAR, ARAVAZHI IRISAPPANE
- 16 **THE IMPACT OF SERVICE QUALITY AND CUSTOMER SATISFACTION ON CUSTOMER'S LOYALTY: EVIDENCE FROM FAST FOOD RESTAURANT OF MALAYSIA**
INTAN MAIZURA ABD RASHID, MOHD JURAIJ ABD RANI, BIBI NORAINI MOHD YUSUF, MOHD SHAHIDAN SHAARI
- 17 **IMPACT OF SUPERVISORY SUPPORT ON ORGANIZATIONAL COMMITMENT IN THE PRESENCE OF POWER DISTANCE: A QUANTITATIVE STUDY OF TEXTILE SECTOR OF FAISALABAD, PAKISTAN**
SAJJAD RASHID KHAN, MOHSIN BASHIR, GHULAM ABBAS, NADEEM NAZIR
- 18 **THE ROLE OF ONLINE SERVICE QUALITY IN ENHANCING CUSTOMER SATISFACTION: AN EMPIRICAL INVESTIGATION OF PAKISTANI BANKS**
AHSAN AKBAR, ABDUL MANNAN
- 19 **IMPACT OF WORKING CAPITAL MANAGEMENT ON FIRM PROFITABILITY: AN EMPIRICAL STUDY OF ITC LTD.**
S.K.KHATIK, TITTO VARGHESE
- 20 **THE IMPACT OF PRACTICING EARNINGS MANAGEMENT ON BORROWING COSTS IN PHARMACEUTICAL COMPANIES LISTED IN AMMAN BURSA**
IBRAHIM H. FATTOUH, NOUR ALDEEN M. GHAFEER, ABDUL AZIZ A. ABDUL RAHMAN
- 21 **THE DETERMINANTS OF MANUFACTURER FIRM VALUE IN INDONESIA STOCK EXCHANGE**
JACINTA WINARTO

Publisher: Elite Hall Publishing House**Editor in Chief:**

Dr. Muzaffar Ahmed (Bangladesh)
E-mail: muzaahme1@gmail.com

Managing Editor:

Dr. Jia Chi Tsou
Associate Professor, Department of Business Administration
China University of Technology, Taiwan
E-mail: jtsou.tw@yahoo.com.tw

Editorial Board:

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E-mail: destefano@unicas.it

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Professor of Financial Accounting, Faculty of Management
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E-mail: biancone@econ.unito.it

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Professor, Department of Computer Information Systems,
College of Business
Missouri State University, USA
E-mail: mikehignite@missouristateuniversity.com

Dr. Jen Ming Chen
Professor, Institute of Industrial Management
National Central University, Taiwan
E-mail: jmchen@mgt.ncu.edu.tw

Dr. Morteza Rasti Barzoki
Assistant Professor, Department of Industrial Engineering
Isfahan University of Technology, Iran
E-mail: rasti@cc.iut.ac.ir

Mr. Mohsen Fathollah Bayati
Department of Industrial Engineering
Iran University of Science and Technology, Iran
E-mail: mfbayati@ind.iust.ac.ir

Dr. Edgardo Palza Vargas
Telfer School of Management
University of Ottawa, Canada
E-mail: edgardo.palza-vargas.1@ens.etsmtl.ca

Dr. Solomon Markos
Assistant Professor, Department of Management
Arbaminch University, Ethiopia
E-mail: solomonmarkos5@yahoo.com

Mr. Olu Ojo
Lecturer, Department of Business Administration
Osun State University, Nigeria
E-mail: oluojo@ yahoo.com

Dr. Mohammed-Aminu Sanda
Visiting Research Fellow, Lulea University of Technology,
Sweden
Senior Lecturer, Department of Organization and Human
Resource Management, University of Ghana, Ghana
E-mail: masanda@ug.edu.gh

Dr. Khalid Zaman
Assistant Professor, Department of Management Sciences
COMSATS Institute of Information Technology, Pakistan
E-mail: khalidzaman@ciit.net.pk

Dr. Kartinah Ayupp
Deputy Dean, Economics and Business
Universiti Malaysia Sarawak, Malaysia
E-mail: akartinah@feb.unimas.my

Dr. Malyadri. Pacha
Principal, Government Degree College
Affiliated to Osmania University, India
E-mail: drpm16@yahoo.co.in

Dr. Arif Anjum
Assistant Professor, M.S.G. Arts, Science & Commerce
College, Malegaon, India
Managing Editor, International Journal of Management
Studies
E-mail: infojicms@gmail.com

Mr. Andrew McCalister
Global Research Awardee, Royal Academy of Engineering,
University of Cambridge, UK
E-mail: andrewmccalister@gmail.com

Dr. Mohsin Shaikh
Professor & Head, Department of Management Studies
SKN College of Engineering, Pune, India
E-mail: skmohs@yahoo.co.in

Dr. M. Razaullah Khan
Associate Professor, Department of Commerce &
Management Science
Maulana Azad College, Aurangabad, India
E-mail: drzakhan@sify.com

Mr. Kai Pan
Research Assistant & Ph.D. Candidate, Department of
Software and Information Systems
University of North Carolina (UNC Charlotte), USA
E-mail: kpan@unc.edu

Dr. Sundar Kumararaj
Associate Professor, Commerce Wing, Directorate of
Distance Education,
Annamalai University, Annamalai Nagar, Tamil Nadu, India
E-Mail: commercesundar@gmail.com

Dr. Mohammad Alawin
Associate Professor, Business Economics Department
The University of Jordan, Amman, Jordan
E-mail: m.alawin@ju.edu.jo

Mr. Dinh Tran Ngoc Huy
Visiting lecturer, PhD candidate, Banking University HCMC,
Vietnam
E-mail: dinhuy2010@gmail.com

Dr. Seema Varshney
Assistant Professor, Waljat college of applied sciences
Muscat, Oman
E-mail: smvarster@gmail.com

Web: <http://ijibm.elitehall.com>

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FULL COMMITMENT OF TOP MANAGEMENT IN MACEDONIAN HIGH EDUCATION INSTITUTIONS

¹Elizabeta Mitreva, PhD, Nako Taskov, PhD, ²Julijana Sazdova

¹Faculty of Tourism and Business Logistics, University "Goce Delcev" - Stip, Macedonia

²Msc. Candidate at Faculty of Tourism and Business Logistics, Goce Delcev University - Stip, Macedonia

Mail: elizabeta.mitreva@ugd.edu.mk ; elizabeta.mitreva@gmail.com

Abstract

In this paper is given integral methodology for the design of TQM (Total Quality Management) system in higher education institutions and its implementation in practice of higher education, as well as actions to be taken to build a system of quality assurance. The success of the application of TQM strategy depends on the commitment of the academic staff and administration and their motivation. Although the philosophy of total quality management (TQM) is deeply involved in many higher education institutions and business aspects of European and other countries, it is not sufficiently present in the country and other developing countries. Especially critical is the long term point of this philosophy, when results do not come "overnight". Globalization allows creating a European area of higher education in order to facilitate joint knowledge creation and greater mobility of students and academic staff. Thus Europe has become a common space of higher education, the rules and principles designed to work together and to use the common results.

Key words: TQM strategy, internal standardization, statistical process control, quality assurance, cost analysis methodologies

Introduction

National Programme for the Development of Education in Macedonia (www.npro.edu.mk) expresses the desire of the state to bring about change in education that will enable compatibility of study programs, recognition and recognition of degrees awarded at all levels of education in European educational space and greater employability in the European labour market. The structure of the system of quality assurance in higher education institutions correspond to regulation, although there is a deep gap between management of quality and culture of quality. Higher education institutions are aware of the need to redesign the profile and curriculum and quality of teaching depends primarily responsible for the reassessment of values, attractiveness of an innovative learning environment, and in the highest degree will depend on the leadership of higher education institutions. Macedonian higher education institutions should accept new TQM strategy and implement it in educational processes.

The essence of TQM (Total Quality Management) strategy

TQM philosophy is embodied in many higher education institutions in the world, and its application means new key change in the approach to the quality of the educational process, according to Kano (1996). The first change concerns the establishment of a process of continuous improvement in all

segments of higher education institutions with the involvement of academic staff, and the other, to meet the needs of all users (students, teachers, Ministry of Education, employment and professional bodies, society general and international forum) with the results of the institution.

Factors for successful implementation of TQM strategy in higher education institutions

A condition for successful implementation of TQM strategy in higher education institutions is having modern management, particularly strong leadership (according Ciampa, 2005). Leadership Initiative includes the top, commitment to TQM philosophy with their active participation, according to academics, penetration of opinions, proactive work style, teamwork, training, support for successful actions and achievements. Spreading the TQM conception in higher education institutions requires a particular social and cultural level of the middle (habits and mentality of employees), infrastructure creation and development of corporate culture in higher education institutions. **In this paper we make an effort to, using the principles of TQM, develop a universal, integrated methodology for design and implementation of TQM system in higher education Mitreva (2010).** This methodology should help to give useful guidance to all higher education institutions tend to be educational institutions "world class".

1. INTEGRAL METHODOLOGY FOR DESIGNING AND IMPLEMENTING TQM SYSTEM IN MACEDONIAN HIGHER EDUCATION INSTITUTIONS

The need of redesign or reengineering can occur in educational institutions who want to leave the traditional approach by introducing a new, modern approach to education and science. Both approaches are based on the same tenets: competence, ability and knowledge, but they are applied differently according to the country's technological development and higher education systems therein.

Although the philosophy of total quality management (TQM) is deeply involved in many higher education institutions and business aspects of European and other countries, it is not sufficiently present in the country and other developing countries. Especially critical is the long term point of this philosophy, when results do not come "overnight". Globalization allows creating a European area of higher education in order to facilitate joint knowledge creation and greater mobility of students and academic staff. Thus Europe has become a common space of higher education, the rules and principles designed to work together and to use the common results.

In this paper is given integral methodology for the design of TQM (Total Quality Management) system in higher education institutions and its implementation in practice of higher education, as well as actions to be taken to build a system of quality assurance. The success of the application of TQM strategy depends on the commitment of the academic staff and administration and their motivation.

Integral methodology for designing and implementing TQM system, as suggested in this paper, consists of more methodologies Mitreva (2010): Methodology for subsystem-internal standardization; Methodology for subsystem-Statistical Process Control (SPC); Methodology for analysis of total cost of a given process; Methodology for subsystem-education; Methodology about evaluating the success of the designed and implemented system in TQM (Audit). Basis in creating this model is redesign, after that, it starts a new phase of business-continuous improvement, or turning round Deming quality (Plan-Do-Check-Act).

1.1. Methodology for subsystem - internal standardization

Each institution builds its own quality assurance system in accordance with the teaching - educational field that nurtures and under the conditions in which it is performed, and within the European standards for higher education. Working under the acts that defines all procedures of teaching - educational and scientific - research and obligations and responsibilities of all employees. The development flow of the design and implementation process of internal standardization is carried out through the following activities (See Figure 1).

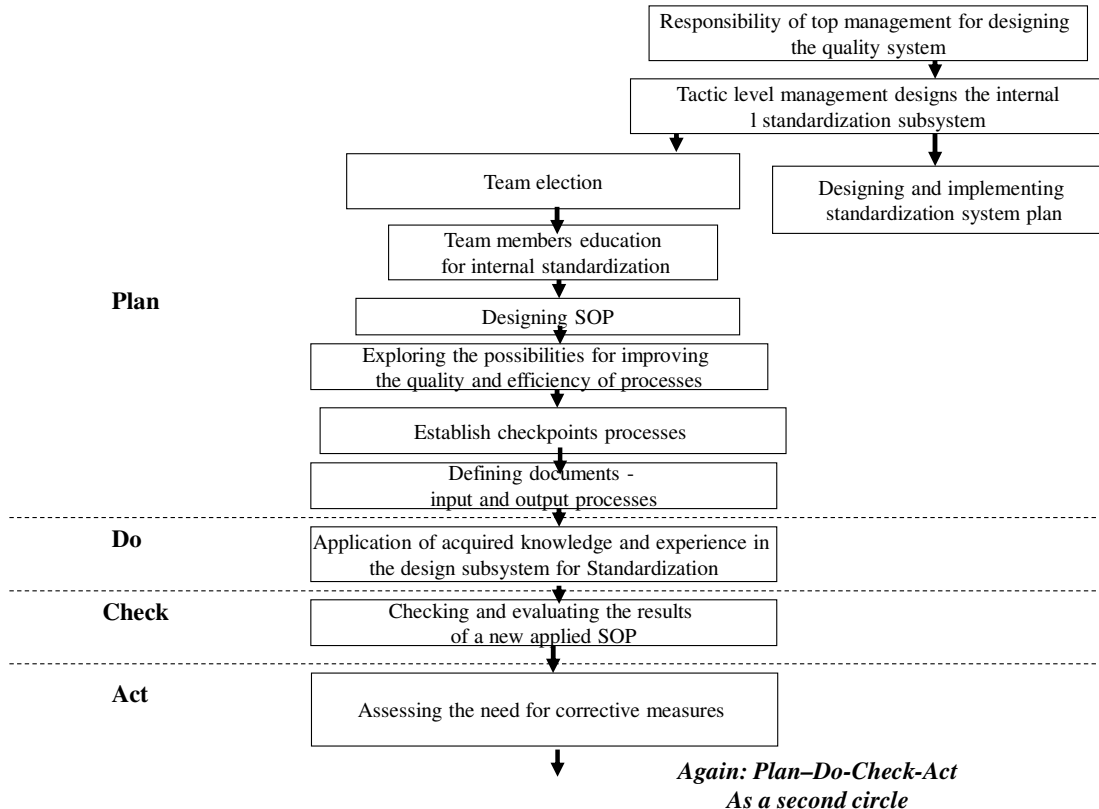


Figure 1: Flow of process design and implementation of the subsystem of internal standardization
 Checking (assessment) is organized within the institution (self-evaluation) and out of the institution by the Agency for evaluation.

1.2. Methodology for subsystem - Statistical Process Control (SPC)

Measuring the quality of the educational process is carried out by applying appropriate methods and techniques, which provide data collection and information about the current situation. Based on the data and information evaluated basic level indicators work and selected problems that require special attention. The ongoing construction of the subsystem of statistical process control is carried out through the following activities. (See Figure 2)

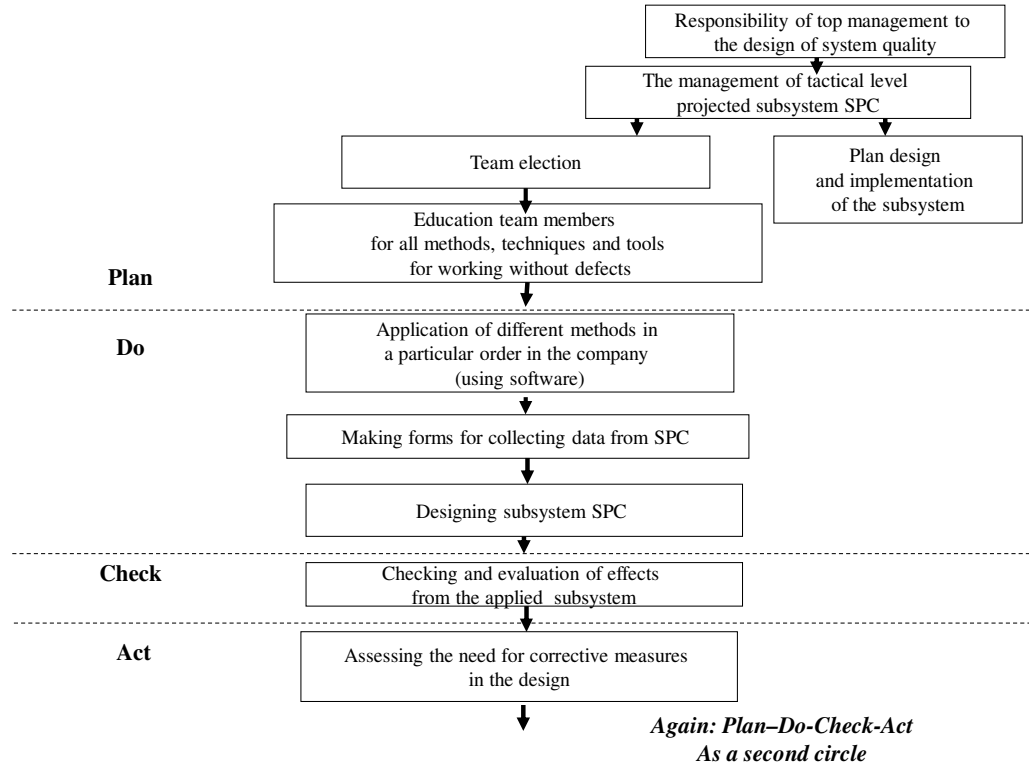


Figure 2: Flow of the process of designing the subsystem SPC

1.3. Methodology for analysis of total cost of a given process

TQM strategy requires quality management processes, and management costs. The methodology of the cost can be used for any process in the higher education institution (see Figure 3).

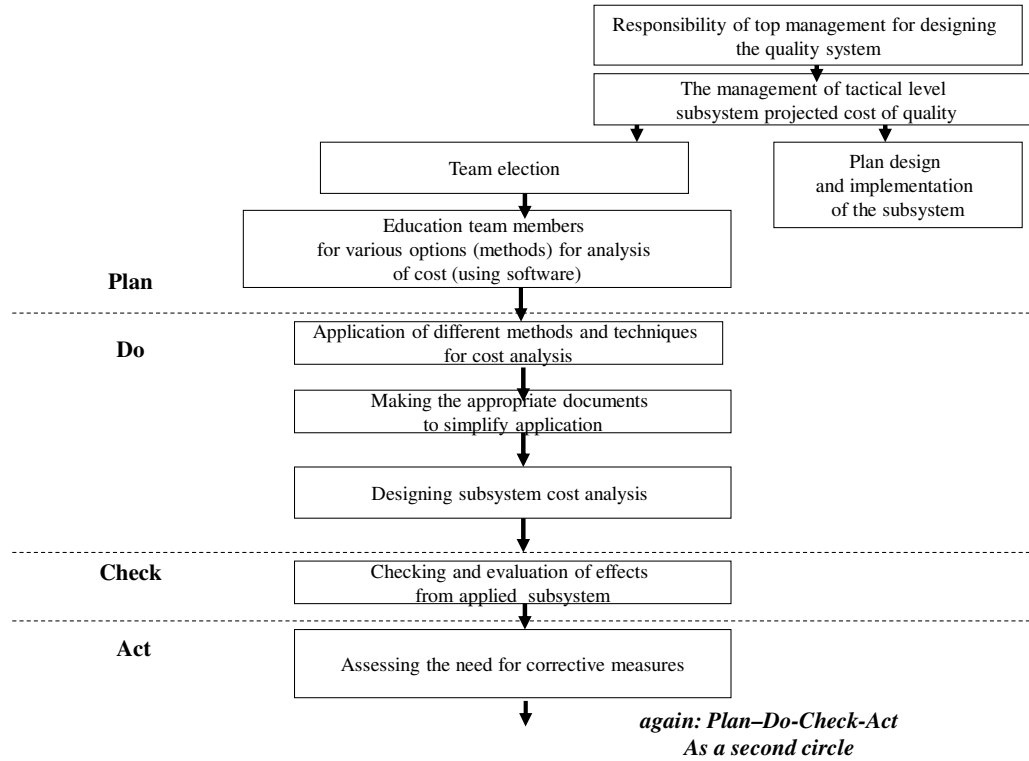


Figure 3: Flow of the process of designing the subsystem of costs

1.4. Methodology for subsystem – Education

The system providing total quality management should not only be designed well but it is necessary its consistent implementation in practice. It is therefore necessary continuing education, training, management and academic staff, training of students and the administration and application of Deming circle of quality. (See Figure 4)

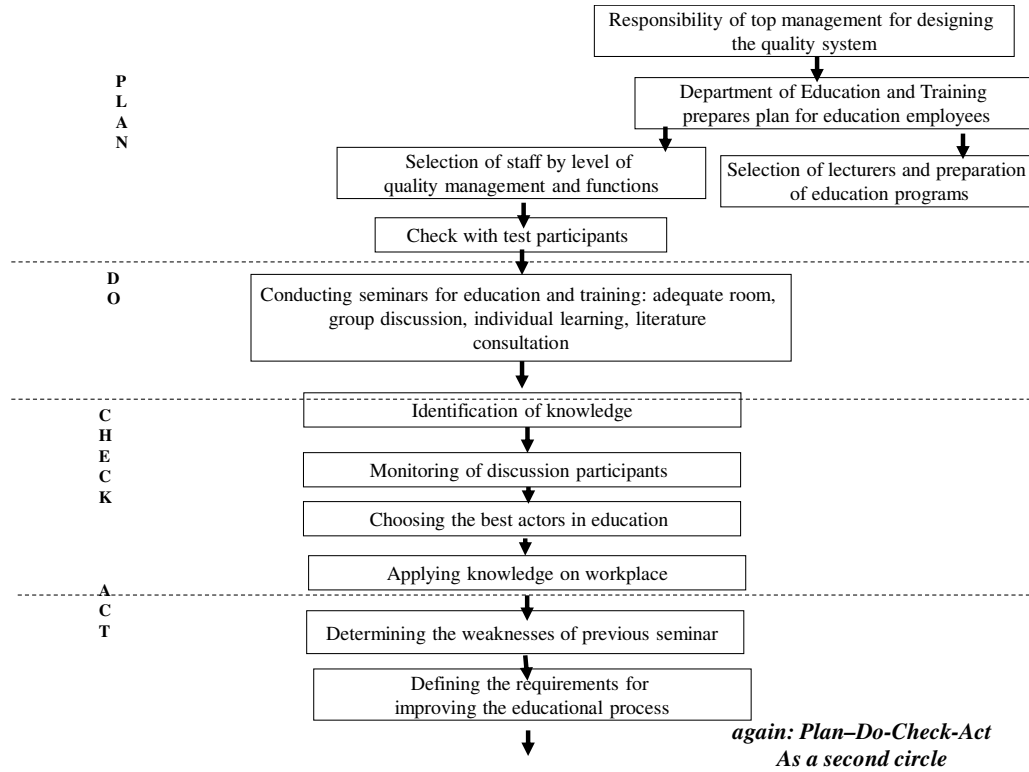


Figure 4: Flow of the process of design and implementation of the subsystem of education

1.5. Methodology for evaluating the results of the implemented system and projected on TQM (Audit)

The purpose of the fifth stage - control is the assessment and monitoring of the results of previous stages. (See Figure 5)