

Quality Management Of Soft Skills Education For Students According To The Theory Of Total Quality Management

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Abstract: This article presents research results on quality management of soft skills education activities for students according to the theory of total quality management. The research results have shown that the elements of the process of managing soft skills education activities for students are closely related to each other to form a closed circle, the output of the previous activity is the input of the following one. Therefore, quality soft skills education is a necessary condition for quality education and quality output. All activities in the process of organizing education and training soft skills for students have quality, the output products (students after graduating from universities) will have quality. The quality of soft skills education is reflected in the quality of all educational activities, which is the quality of the input, the quality of the process, and the quality of the output placed in a specific context. The quality of soft skills education is reflected in the level achieved by learners in terms of knowledge, skills and attitudes; the ability to adapt in a new environment and the ability to apply soft skills to specific job positions.

Keywords: University, education, soft skills, total quality management, students.

1. Introduction

Educational quality is the conformity of students' abilities with the output standards of an educational process or program. Quality assurance in soft skills education can be understood as a form of quality management implemented before and during soft skills education for students. Quality assurance aims to prevent the occurrence of errors in the educational process to avoid creating "educational products" of low quality. The Vietnamese Standard defines: Quality assurance as all planned and systematic activities carried out within a quality system and demonstrated to be necessary to provide adequate confidence that the entity (object) will fully satisfy the quality requirements. Quality assurance is the means of making a product free from defects caused by errors in the production or education process so that quality is entrusted to each person involved in the production or education

process. From this idea, people are interested in creating a system of quality standards when applying the quality assurance model so that those who directly make the product must be aware of the importance of quality, know How to achieve higher quality, and desire to do it yourself, moreover, entice and motivate others to do as well as them or do better than themselves. Thus, ensuring the quality of soft skills education for students is a system of measures and planned activities conducted inside and outside the school to meet the requirements of educational qualification according to the standards outputs of training programs in universities today. Quality assurance of soft skills training for students includes internal quality assurance and external quality assurance at the school. Internal quality assurance is undertaken by the school, external quality assurance is carried out by authorities outside the school (including quality accreditation agencies). Ensuring quality inside

the school is the most important factor, the school actively creates quality.

2. Theoretical research results on total quality management for soft skills education activities for students at university

Total quality management theory

Total Quality Management (TQM) is an approach to quality management at every stage of the process to improve the overall productivity and efficiency of an organization.

Total quality management is the attention to quality in all activities, which is the understanding, commitment, and cooperation of all members of the organization, especially at the leadership level.

TQM model is based on quality management methods and tools proposed by E.W. Deming and includes the following general steps: Select priority process for analysis; process analysis; process assessment testing; Establish and implement quality improvement measures

TQM is based on management centered on quality, through the establishment of a quality management system that can control every stage of the implementation process. TQM is a combination of "quality management" and "productivity management" to achieve perfection, doing it right from the first step so that the product has no defects.

According to Gilbert Stora and Jean Montaigne, TQM is:

- T: synchronous, comprehensive, general; it includes all jobs in the cycle, managing from small to large, each person has a certain role in that cycle with high-quality requirements. TQM values the commitment and participation of all members of the organization and ensures the quality of work.

- Q: quality management determines product quality. Quality is expressed through 3 aspects: performance, reliability, safety; reasonable cost (effectiveness commensurate with investment costs); meeting the needs of customers (requests of regulatory agencies, enterprises applying the results of such scientific research, or the researchers themselves...)

- M: management with 4 basic functions: planning, organizing, leading, directing and controlling, and process control. TQM focuses on a process-based management approach, starting from the input to the process, and finally the output through quality standardization and process nation of quality assurance activities.

TQM is really a good support tool for institutions, especially when TQM is applied to educational management in general and school management in particular for the following reasons:

- In the classroom, everyone plays a role in the cycle; there should be decentralization from leaders (school principals) to each department (functional departments, faculties, subjects...) and individuals (officers, lecturers, students...). Everyone becomes a self-manager to carry out his work with the strict requirements of the quality management system.

- Step by step improvement, constantly improving, all activities of everyone in the school are towards quality according to the goals of the school. Therefore, TQM can be applied to many different educational management contents such as: training management, scientific research management, student management, management of soft skills education activities for students.

Characteristics of soft skills

Soft skills are the term used to refer to important skills in human life such as life skills, communication, leadership, teamwork, time management skills, relaxation, overcoming the crisis, creativity, and innovation... Soft skills are the behavior of each person, how to interact with friends and colleagues, and how to work in groups. Besides knowledge and expertise, soft skills are also the most important factor affecting recruitment decisions of enterprises. This skill shows how to live, and how to accumulate experiences from life, and in modern society, this is considered the golden key to success.

"Soft" skills are mainly those skills that belong to human personality, are not specialized, cannot be touched, and are not special personality skills, they determine the ability of

students to become teachers leader, audience, negotiator, or conflict mediator. The "hard" skills in the opposite sense often appear on the resume - the student's academic ability, experience, and professional proficiency. Is the student a pleasant person? Conscientious? Is the communication student impressed? Solve problems effectively? These are the preferred question types to determine the "soft" skill level of students.

Firm's soft skills requirements: Employers place a great deal of importance on "soft" skills because studies show them to be a very effective measure of success alongside traditional job skills. Also known as "hard" skills. A recent study found that human standards such as conscientiousness and agreeableness are just as important predictors of career success as cognitive ability and experience work experience.

3. Results of research on management of soft skills education activities for university students

Regarding the management of soft skills education activities for students at universities today, according to the theory of Total Quality Management, through a survey of 200 managers and lecturers, universities have provided provide some of the following results:

First, input management: planning and preparation of resources. Activities of organizing training and retraining to improve the capacity of the team to meet the requirements of ensuring education quality. Regarding the goal of improving the quality and professional capacity of lecturers and staff; the leadership and management capacity of school leaders through the survey and assessment has 62.5% rated as good, 32% rated it as the average for meeting the requirements for ensuring education quality.

The organization, exploitation, and use of facilities, equipment, and learning materials for education and educational management meet the output standards. Through the survey, the goal of effectively exploiting and using facilities, equipment, learning materials, and technology inside and outside the school for education, management, and management meets the output

standards of students' ability. According to the educational program, this targeted survey has 58.5% of respondents rated it as average, and 27% rated it as good.

Ensuring the necessary conditions for input management of soft skills education activities for students are rated as average (67.5%) and 21% at a good level.

Second, manage the process of organizing and implementing soft skills education activities for university students. Manage the process of soft skills education for students at university. Survey results on the goal of forming and developing the right motive; arouse in students the need for awareness, an initiative in self-education, self-training in soft skills in the learning process, formation of self-control, self-responsibility, and self-management ability members had 67.5% of the opinions rated as average, and 18.5% rated it as good.

Manage extracurricular activities to meet output standards. Regarding the implementation of the goal of enhancing study skills, supplementing necessary soft skills; fostering more styles and attitudes; respecting, preserving, and promoting good traditions, and national identity, and improving the spiritual life of students at universities through the survey results, there is also a majority of opinions that the schools have only achieved good results good (71.5%) and average 22.5%.

Organization of feedback surveys and monitoring of students' progress according to output standards. Through the implementation of the goal of assessing the educational quality of the school compared with the requirements of the output standards according to the educational program, the school can adjust the organization of soft skills education activities for students to meet the requirements of the educational program demand for higher education quality, through practical research, 67% rated it as good, and 24.5% rated it as average. The majority of students also rated the process of soft skills education as good (72%), the average level was 32.5%.

Third, output management of soft skills education activities for university students. The organization of self-assessment and use of self-assessment results to ensure and improving the

quality of education. Regarding the objective of evaluating the results of the implementation of soft skills education programs inside schools to make adjustment decisions towards the output standards, not much has been done in schools. Evaluation of this work has a 36.5% good rating, and a 59.5% average rating.

The work of building and propagating the mission, vision, and core values of the school. The results of the implementation of goals such as the organization of building and propagating the mission, vision, and core values of the school create motivation and consensus in the educational implementation process towards quality assurance. Through the survey, many students still do not know, the performance of the schools through the survey has 66.5% rated well and 29.5% rated average.

The necessary conditions to ensure good output management for soft skills education activities for students were mostly assessed at the average level (76.5%), a good level of 21.5%, and the quality assurance processes. The output of soft skills education activities for university students is currently not strictly controlled.

The general assessment of the status of quality management of soft skills education for students from the point of view of overall quality management in universities conducted by us in this study shows that for technical education activities only, Soft skills for students at universities have not yet ensured the necessary conditions and processes to ensure the quality of soft skills education activities for students at universities. From this practice, it is necessary to have a specific, scientific and correct solution by the processes from the point of view of total quality management.

4. Quality management solution for soft skills education for students from the point of view of total quality management

Input management, prepare soft skills education resources for students

- Organizing training and retraining to improve the capacity of the team to meet the requirements of education quality assurance

Objectives: To improve the quality and professional capacity of teachers and staff; the leadership and management capacity of school leaders to meet the requirements of education quality assurance.

Content of organization and implementation at universities: Organizing training and fostering to raise awareness of quality assurance, and educational management towards quality assurance for all school leaders, specialized groups, lecturers staff, and students in the school. Get it right: quality assurance is a highly unified, responsibility and contribution of everyone in the school, not just the school leadership. Ensuring training quality is doing the right thing at all stages and all educational activities; organize training and retraining to improve professional capacity for managers, teachers, and school staff, including improving knowledge, professional skills, moral thought, and lifestyle; the ability to use new technology in education and educational management. Each officer, teacher, and employee basically performs two tasks of "transferring" knowledge and "education" (in the narrow sense). Therefore, when fostering knowledge, skills, and attitudes of administrators, teachers, and staff, they must foster knowledge and skills according to educational programs and foster skills in implementing educational programs. In addition to training to improve leadership and management capacity in general for school leaders, it is also necessary to be trained in quality assurance such as the nature of quality assurance, and the contents of quality assurance in education and training management towards quality assurance.

- Organize the exploitation and use of facilities, equipment, and learning materials for education and educational management to meet the output standards.

Objective: To effectively exploit and use facilities, equipment, learning materials, and technology inside and outside the school for education, management, and management to meet the output standards of students' ability according to the program education.

Contents of organization and implementation at universities: Exploiting and effectively using facilities, equipment, learning materials, and

technologies available at the school for education and educational management; strengthen cooperation to exploit and effectively use facilities, equipment, learning materials, and technology... in service of education, educational management to develop students' capacity; organize cooperation, share material resources for education and educational management with other educational institutions.

- Ensure necessary conditions for input management of soft skills education activities for students. To ensure the management process of high quality and efficiency, it is necessary to have an important initial step that is the planning stage, the core content of this stage is: Identifying and forming goals; Identifying and securing resources to achieve goals; developing an action plan and prioritize actions to achieve the best goals.

The goal of training students of current universities is that after graduation, students must have ethics, knowledge, and professional skills. With that goal, the education of soft skills will be very necessary during the time students are trained at the school. Therefore, universities need to develop teaching plans and train soft skills for students. These plans must be specific, feasible, and suitable to the training goals of each industry and the current conditions of the teaching staff, facilities, and financial capacity of the schools. The construction plan must be continuously supplemented to suit the student training goals of the schools and the requirements of the employers for what soft skills students need to have after graduation to best adapt to the position working mind.

Concentrating resources to organize soft skills education activities for students; currently, universities are focusing on the following tasks: Strengthening training, fostering, and developing the teaching staff of soft skills for students. Most of the current teaching staff of soft skills are concentrated on the staff of the Youth Union and Association in schools; this is the core organizing teaching and training of soft skills for students; Funds for organizing soft skills classes directly or indirectly through movement activities of the Union and Association are estimated by schools to be included in specific expenditures in each school

year; facilities and equipment are also always interested in investment by schools such as increasing investment in equipping specialized classrooms with enough modern equipment to serve well for opening teaching and learning classes soft skills training. Building sports and physical training areas capable of integrating many sports, creating the best conditions for students to practice and develop physically, making an important contribution to the formation and development of skills soft skills for learners.

Manage extracurricular activities to achieve output standards

Objectives: Enhance study skills, supplement necessary soft skills; foster more style and attitude; respect, preserve and promote the fine traditions and national identity and improve the spiritual life of the university students.

Contents of organization and implementation at the school: Organizing civic activities and social responsibility for students; organizing activities to improve understanding of subjects; fostering soft skills, improving the spiritual life of students; organizing activities to raise respect, preserve and promote national identity and other cultural values.

-Organize feedback surveys and monitor students' progress according to the output standards

Objective: To evaluate the educational quality of the school against the requirements of the output standards according to the educational program so that the school can adjust the organization of soft skills education activities for students to meet the quality requirements amount of education.

Content of organization and implementation at universities: Collecting and processing information about students who have completed educational programs according to the output standards, educational programs, and educational processes of the school, the issues that need to be addressed by adjusting output standards and educational programs; Organizing the collection and processing of information on students' learning outcomes to meet the output standards and requirements of the society; Organizing the collection and processing of

information about managers of educational institutions, training institutions, or employers after students complete their educational programs.

- Coordinate and organize the implementation of the process of soft skills education for students

The process of equipping students with soft skills such as organizing and implementing soft skills teaching and training activities is part of the operational plans of relevant units in the university. The process of equipping students with soft skills can be more effective when school administrators know how to organize, arrange, integrate and coordinate the use of different educational forces in technical education activities art soft skills for learners compared to opening concentrated soft skills training classes conducted by soft skills experts. Of course, in this process, we do not deny the role of cooperation, actively learning, absorption, and self-equipped with soft skills of each student.

Total quality management always places high-quality requirements on each person involved in the management cycle. Therefore, to manage the process effectively, there should be a decentralization of management from the Board of Directors to each functional department, Faculty, mass organizations, and individuals. Organization of implementation is the key stage to deciding the quality of output; therefore, total quality management should focus on: Unity in leadership on soft skills education for students. Schools need to have specific regulations in their educational goals and develop soft skills for learners integrated with professional knowledge in the training process based on starting from training goals and output standards of each school branch; check and supervise the entire process of soft skills education of relevant units in the school. To improve the overall quality in the management of the implementation process, managers need to regularly pay attention to detect the advantages and disadvantages in the implementation process to make timely adjustments to achieve the defined objectives at the start of the process.

Output management for the process of soft skills education for students

- Organize self-assessment and use self-assessment results to ensure and improve the quality of education

Objective: To evaluate the performance of the educational program within the school to make decisions to adjust toward the output standards.

Contents of organization and implementation at the university: The organization self-recognizes, describes, and clarifies the actual situation of the university; Analyze, explain, compare, contrast, and make judgments, point out strengths, shortcomings, and remedial measures; Organize the development and implementation of the plan to improve educational management measures to improve the quality of education.

- Building and propagating the school's mission, vision, and core values

Objective: Organize and propagate the mission, vision, and core values of the school to create motivation and consensus in the process of educational implementation towards quality assurance.

Contents of organization and implementation at the university: Organization of building mission, vision, and core values creating value and making a difference for the university on a legal basis; Directing the propagation of the school's mission, vision, and core values to all school officials, teachers and staff; Directing the dissemination of the school's mission, vision and core values to stakeholders.

- Necessary conditions to ensure good output management for soft skills education activities for students

School leaders are deeply aware of: Quality assurance, educational management in the direction of quality assurance; the importance of building and propagating the school's mission, vision and core values; understanding of building and propagating the school's mission, vision, and core values; understanding school strategy formulation techniques; The school leadership team, unit leaders have a practical understanding of education, educational development trends, demand trends of the society and the context of international integration.

Managers and teachers: must be sure of the results of the process of organizing soft skills training for students and always pay attention to

the opposite signals from students to promptly adjust the way the organization implements the process suitability and optimum performance.

For students: evaluate the soft skills capital already at the time of entry. On that basis, it is necessary to properly evaluate the soft skills gained after being taught and trained by the school to assess the quality of the output.

To manage output well, it is necessary to choose methods of testing and evaluation that are consistent with the concepts of output. The output criteria of soft skill education activities for students can be assessed through the degree of application of soft skills of students in learning practice and daily life, which is the assessment of the working efficiency of students. Students of the schools have been trained through the judgments of those who directly employ workers.

Testing and evaluation must be carried out by the characteristics of each different soft skill associated with different professions to ensure the correct accuracy for each object.

Must prepare conditions in terms of time, means, personnel, and finance to ensure good evaluation. Evaluation results must be informed timely and accurate to help the school management apparatus promptly adjust the limitations in the implementation process. Schools also need to develop a mechanism to coordinate with agencies, companies, enterprises, and enterprises that employ employees trained by the university to always survey and properly evaluate the output product capacity that the school has provided to society.

5. Conclusion

Quality management of soft skills education in universities is posing an urgent requirement in the context that the education sector is focusing all its efforts on improving the quality of training and meeting well the demand for human resources high-quality labor. The overall quality management model is an educational management model that is being widely applied. Therefore, applying total quality management to the management of soft skills education is in line with the current management trend, requiring quality in all stages of organization and operation and each person has a role to play

an important role in the execution cycle with high-quality requirements. Applying the total quality management model also contributes to the formation of a quality culture in all activities of the school in general and soft skills education for students in particular. Especially when applying this new quality management model, it will have a direct impact on all members of the school, changing the perception of the value system, beliefs, and behavioral standards, and therefore all everyone shares cooperate and pursue quality goals from the top leaders of the schools to each individual. Education quality assurance is a stage in education quality management, which is the basis for the implementation of educational goals and programs of each school as well as of each country. To manage the quality of education by educational goals, it is necessary to synchronously implement the internal quality management measures of each school from determining output standards, managing standards input, managing the educational implementation process, and adjusting the educational environment to the standards of the educational program and by the context and practical conditions of each school.

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