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## The Influence of Bench marking on The Quality of Teaching in Higher Education Institutions

A.Losol<sup>1</sup> Lkhagvasuren Erdene<sup>2</sup>

**Abstract:** This study investigates the influence of bench marking on the quality of teaching within higher education institutions in Mongolia. Bench marking, defined as the process of comparing an institution's practices and performance metrics to those of leading organizations, serves as a strategic tool for enhancing educational quality and competitiveness. Utilizing a mixed-methods approach, the research encompasses both quantitative surveys and qualitative interviews with academic staff and administrators. The findings indicate that bench marking significantly contributes to improvements in teaching methodologies, curriculum development, and administrative efficiency. However, challenges such as cultural resistance and resource constraints were identified as barriers to effective bench marking implementation. The study concludes with recommendations for optimizing bench marking practices to better support educational excellence and sustainable growth in higher education institutions.

**Keywords:** Earth, Globalization, Knowledge, Technology, Experience

### Introduction

#### 1.1 Background of the Study

##### Introduction

What is a benchmark?

A benchmark is a standard or point of reference people can use to measure something else.

International experience shows that the impact of bench marking on the quality of higher education is very important because the issue of the quality of higher education varies depending on the country's national culture, values of the people, and the level of socioeconomic development. The development of education based on bench marking issues is becoming increasingly important today. In Mongolia, the concept of bench marking is believed to have emerged in the 1990s at the forefront of management marketing theory. However, in foreign countries, many researchers have conducted research on this issue, and many scientists have developed it as a tool for improving production operations. "I believe that bench marking is the best method and systematized tool for organizing the competitiveness of higher education institutions." [1]. [ A.Losol Dissertation UB 2012 Some methodological issues of bench marking higher education institutions ]

In today's globalized world, the process of reforming the quality of knowledge-based education has developed rapidly.

In the 20th century, the development trends of countries were based on technical and technological progress and economic efficiency was important, but in the 21st century, knowledge and intellectual value in all social and economic spheres are increasing, and the process of transitioning to the human factor as the basis of development is taking place intensively.

In this new development situation, the countries of the world will consider it important to develop benchmarking issues that affect the quality of higher education in order to ensure sustainable development and international competition.

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### Methodology

<sup>1</sup> Darkhan University, Darkhan, Mongolia. Email: Losol0289@gmail.com

<sup>2</sup> Darkhan University, Darkhan, Mongolia. Email: elkhagvaa@gmail.com

The development of education based on benchmarking issues is becoming increasingly important today. In Mongolia, the concept of benchmarking is believed to have emerged in the 1990s at the forefront of management marketing theory. However, in foreign countries, many researchers have conducted research on this issue, and many scientists have developed it as a tool for improving production operations.

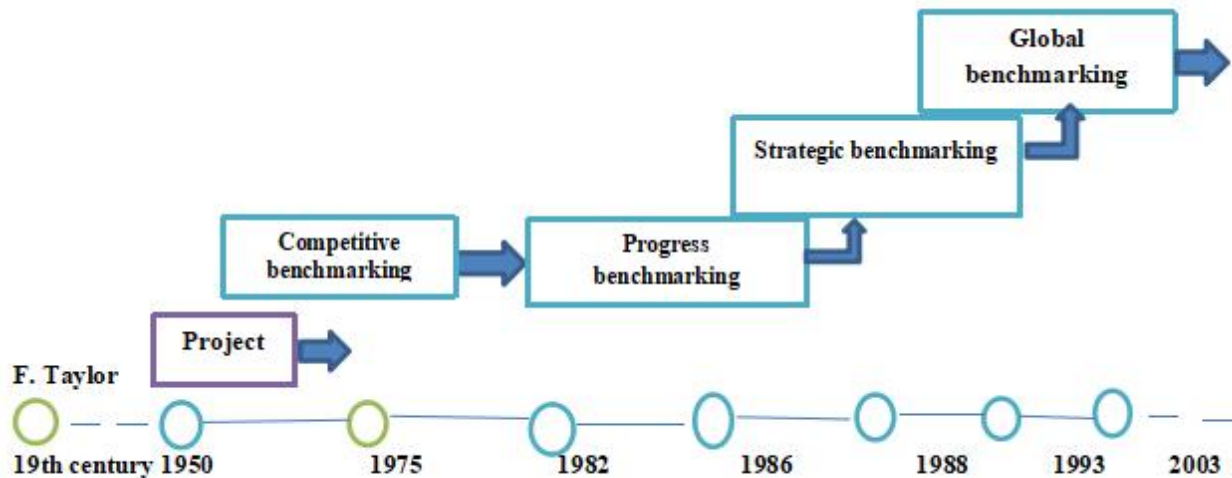


Figure -1 Stages of development of benchmarking theory

The following formula can also be used to determine the effectiveness of benchmarking implementation

$$Eb = \frac{ETO1 - ETO0}{IO1 + IO0 + Zb} \quad (1)$$

$Eb$  - Where is the benchmarking process efficiency indicator;

$ETO1$  - This is the service after the implementation of the benchmarking process;

$ETO0$  - Service  $r$  before the implementation of the benchmarking process;

$IO1$  - Costs of circulation after the implementation of the benchmarking process;

$IO0$  - Costs of circulation before the implementation of the benchmarking process;

$Zb$  - Costs of implementing the benchmarking process.

Benchmarking is an effective and low-investment way to increase the competitiveness of an enterprise by introducing innovations that have already ensured success for other universities.

This article examines the direction of modern marketing – benchmarking. Benchmarking is a systematic activity aimed at finding, evaluating and learning from the best examples, regardless of their size. Benchmarking provides an opportunity to use accumulated experience and mutually beneficial exchange of knowledge – this is an effective strategy for improving the quality of education, which must be taken into account today. [4].

The term "benchmarking" is an English-language term and does not have a clear translation into Mongolian. The term comes from the word "benchmark", which means a mark on a fixed object. In the most general sense, a benchmark is something that has a certain quantity, quality, and the ability to be used as a standard or reference when comparing with other items.

Benchmarking is a systematic activity aimed at finding, evaluating and learning from the best examples, regardless of their size. It is the art of discovering what others do better than us, studying, improving and applying their methods of work. [5].

The purpose of benchmarking is to reliably establish, on the basis of research, the probability of an organization's success and ensure its innovative development. Benchmarking is a new direction for the development of innovation

It is associated with the search and study of the best methods and ways of entrepreneurship in order to implement their own experience even better and education. For effective management, education managers must take into account not only the dynamics of their organization's financial indicators, but also analyze competitors' data.

Benchmarking is used in various fields of activity. It has found wide application in logistics, marketing, personnel management, financial management, There are many types of benchmarking. [2].

### Sampling

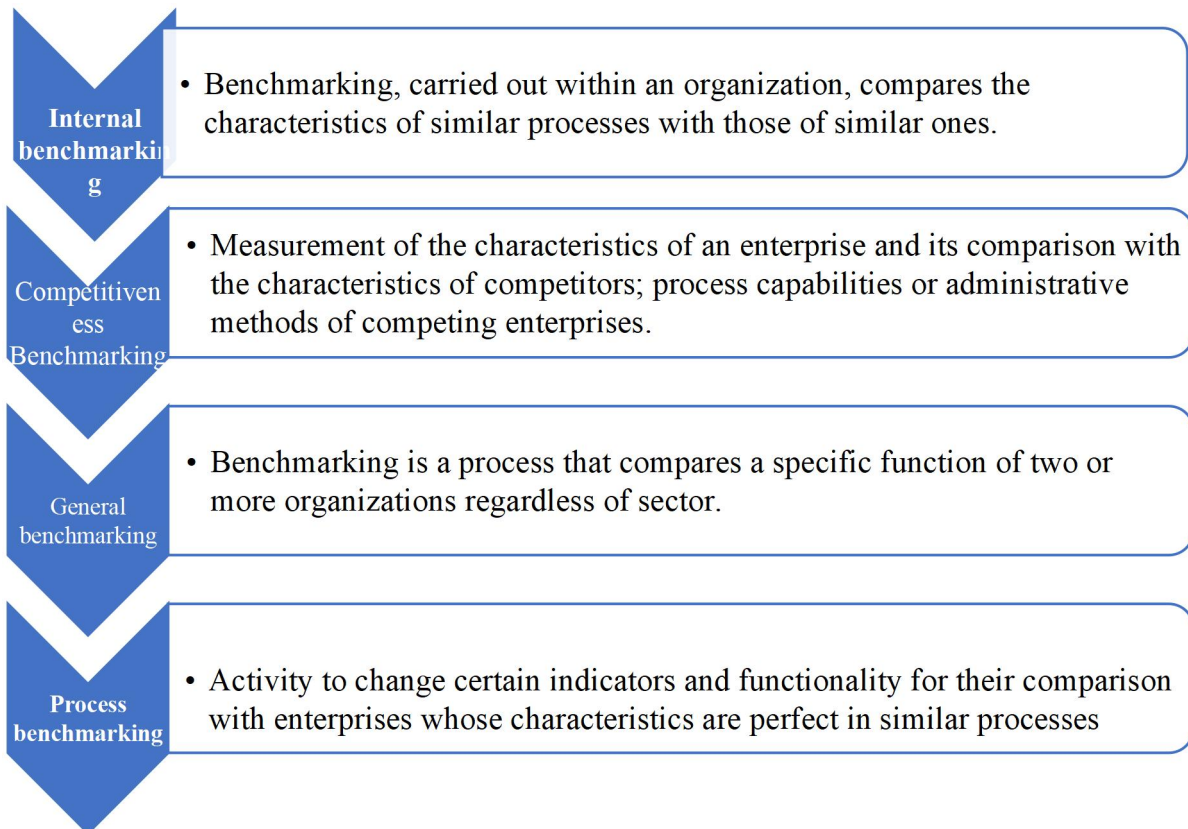


Figure-2 Types of benchmarking.

Improving the efficiency of higher education institutions should be considered as a complex systemic task that requires the use of scientific methods and approaches. In this regard, monitoring can be considered as analytical benchmarking, which is aimed at collecting, processing and analyzing information on various aspects of the university's activities in order to develop measures to improve its competitiveness. [3].

The organization and experience of practical benchmarking are presented in detail. The appendices contain the benchmarking code, sample indicators, comparative analysis criteria and other useful information and documents. For educational managers involved in quality issues and modern methods of university management. Can be used in the educational process of universities in preparing students in the areas of "Organization Management", "Marketing", "Personnel Management", postgraduate students in economic, pedagogical and sociological specialties, as well as in programs for advanced training and retraining of scientific, pedagogical and managerial personnel of universities.

Table 1 contains the benchmarking code, sample indicators, comparative analysis criteria and other useful information and documents.

Table 1 – Reaction of consumers of educational services of the university

Consumers	Possible forms of reaction	Comment
State	Educational standards; regulatory framework; licensing and accreditation, etc.	Direct and indirect government regulation
Parents	Perception of the university, trust, impressions; university search based on perception criteria; recommendations of influential persons, analysis of alternatives, decision making	Quality of education, image and prestige of the university, employment, value of education
Students	Perception, analysis of alternatives, recommendations from friends and other influential persons	Desire, perceived quality, trust
Companies	Revision of status, change of contract terms, termination (development) of interaction and cooperation	Innovation, scientific potential, image and prestige, qualifications of future students, joint projects

The choice of a particular type of benchmarking by a university is determined by its goals, needs, environmental requirements, available resources and development potential, as well as the possibility of including implementation technology in the mechanism of strategic management, ensuring its competitiveness. [6].

## Results and Findings

### . Implementation of Benchmarking Practices

The survey revealed that 70% of the higher education institutions in Mongolia have implemented benchmarking practices within the past five years. The primary areas of benchmarking included curriculum development, teaching methodologies, and administrative processes. Institutions that engaged in benchmarking reported higher levels of teaching quality, as evidenced by improved student satisfaction scores and enhanced academic performance metrics.

### Impact on Teaching Quality

Benchmarking significantly influenced several aspects of teaching quality. Institutions that actively engaged in benchmarking demonstrated improvements in course design, the incorporation of innovative teaching techniques, and more effective assessment methods. Faculty members reported increased awareness of best practices and a greater willingness to adopt new pedagogical strategies. Additionally, benchmarking facilitated the sharing of resources and expertise among institutions, fostering a collaborative academic environment.

### Challenges in Benchmarking Implementation

Despite the positive outcomes, the study identified several challenges associated with benchmarking implementation. A notable 40% of respondents cited cultural resistance as a barrier, indicating that some faculty members were hesitant to adopt new practices or change existing methodologies. Resource limitations, including insufficient funding and lack of access to benchmarking data, were reported by 35% of the institutions. Furthermore, 25% of respondents highlighted the need for more comprehensive training programs to effectively implement benchmarking practices.

### Qualitative Insights from Interviews

Interviews with academic leaders provided nuanced perspectives on benchmarking practices. Many emphasized the importance of leadership commitment in driving benchmarking initiatives and fostering a culture of continuous improvement. Successful benchmarking was linked to clear communication of goals, integration into strategic planning, and ongoing support from institutional leadership. However, some interviewees noted that the lack of standardized benchmarking metrics and inconsistent implementation across departments posed significant challenges.

## Conclusion

This study highlights the significant influence of benchmarking on the quality of teaching in higher education institutions in Mongolia. The findings demonstrate that benchmarking practices contribute to substantial improvements in teaching methodologies, curriculum development, and administrative efficiency. Institutions

that actively engage in benchmarking are better positioned to adopt best practices, foster a culture of continuous improvement, and enhance their competitive edge in the global education landscape. However, the study also identifies key challenges, including cultural resistance and resource constraints, which must be addressed to fully leverage the benefits of benchmarking. To optimize benchmarking strategies, higher education institutions should invest in training programs, allocate adequate resources, and promote a supportive environment that encourages innovation and collaboration. Future research should explore the long-term impacts of benchmarking and develop tailored frameworks to assist institutions in overcoming implementation barriers. By embracing benchmarking as a strategic tool, higher education institutions can achieve sustainable growth and excellence in teaching quality.

**About the author:** Ayush Losol Graduated from the St. Petersburg Railway Institute in the specialty of engineer-economist in Russia. Engaged in the study of benchmarking and its application in universities  
A. Losol has been working in the country for 46 years, 38 of which have been in the education sector.

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