

## **A Study of Administrative Behavior of Heads in Relation to Teachers Perception of Total Quality Management of Secondary Schools**

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### **Abstract**

To investigate the extent to which secondary schools practiced aspects of total quality management (TQM). A descriptive survey method type design was used in this study. A sample of 608 teachers provided their perceptions on the practice of TQM in their schools. Data were collected using a questionnaire. Some Heads are providing the required leadership with a considerable number of school managements empowering their employees. The majority of schools are not committed to strategic quality planning, though they do promote human resource development initiatives. The study relied on an accessible sample of practicing teachers drawn from secondary schools of Dharwad district. There is likelihood that schools from all the regions of the district were not represented. School management is expected to provide leadership that promotes TQM practices in order to achieve set objectives. Empowered employees participate in decision-making and are capable of increasing the quality of learning. Strategic quality planning is important for the provision of quality services while human resource development is necessary in schools to motivate and realize the maximum potential from employees. The study provides research information on the secondary school education system and quantifies the extent to which it is being practiced.

**KEYWORDS:** Total quality management, secondary schools, teachers, heads and administrative behavior.

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### **Introduction**

It is a matter of general agreement that even administrators who command within and in the community outside, will on occasions, resort to external resources to help the school redirecting its functioning in desirable ways. However, unless the administrator is directly involved as a central figure in making decisions, diagnosing problems and launching new processes, such efforts are at the best doomed to be peripheral, potentially at least, the administrator in such situations are an evitable position to function as a change agent.

The central figure in planned change is the administrator. Few efforts to change significantly the course of organizational events will succeed over his oppositions or in the fact of his indifference, certainly it is difficult to picture achieving the goals and values of organisational development in any deep sense, without the administrators' active involvement in clarifying issues. Sorting out the options, making decisions, committing resources and co-ordinating the activities. If the organizational effort is to be more than superficial and temporary, if it is to affect the central policies and practices of the school organization then the intervention must become an important part of the

administrators' job responsibilities.

The central role of the Head in determining the effectiveness at elementary schools, for example, was underscored by a study of two matched urban schools in which one school consistently out – performed the other in reading achieving tests (Albany, New York, 1974).

The only clear discernible difference between the schools was the administrative behaviours of the two Heads. In the high achieving school (school A), reading had been developed to deal with it, there was a clear plan to provide leadership and support to the classroom teachers in improving reading instruction and the teachers felt that it was helpful, and finally the climate in the school was generally supportive of learning.

The low-achieving school (School B) although similar to its high-achieving counter part in many ways, presented quite a different picture. Teachers were pessimistic about improving reading achievement and were confused as to the priorities in the school. There was no clear-cut plan to provide instructional leadership or support for classroom teachers. The climate was characterized by apathy, absence, disruption, and failure. The behavior of the Head of these two school, as they attempted to provide; leadership was remarkably different. The Head of the school (low –achieving school) was apparently being guided by classical/mechanistic views, where as the Head of school A (high achieving School) revealed a well-balanced concern for structure and concern for people.

### **Administrative Behaviour**

Halpin (1966) first mentioned about administrator behaviour in his paradigm for research on administrator behaviour. According to him, the understanding of administrator behaviour is helpful to spot out missing elements in our research knowledge about administration and to achieve a closer integration of empirical findings and theoretical analysis. Since, Halpin, several American, Canadian and Australian researchers explored and deepened the understanding about the behaviour of administrators in the areas of educational administration.

In describing administrator behaviour, a deliberate distinction is drawn between administrator behaviour as against administrative behaviour because our research interest centers upon the behaviour of the officially designated administrators of formal organisations, who, by virtue of being the principals of schools, are the administrators and therefore, their acknowledged leaders (Halpin, 1966).

### **Total Quality Management**

The educational institutions of today are concerned with quality. With the emergence of competition among schools, the identification of the academic institutions that have a high level of quality has become a crucial issue. This situation is not only taking place in the Philippines; the concern for quality is universal. For this reason, Arcaro (2002) declared that today, quality is the single most important issue in education,

business, and government. However, quality can be honored only through lip service if the concept remains an intangible, glittering generality. If quality cannot be expressed in operational, measurable terms, it can remain an abstraction and can be relegated into the status of un-attainability.

The motivations for attaining quality are the same for almost all education institutions. They seek to produce students who, after graduation, are able to meet the demands of society and who become productive, useful members of society. Education institutions also seek to help their students develop the skills that are needed in order to survive and to be productive in a global community.

Education institutions face problems of decreased enrollment, student attrition, and competition. These problems have been only partly addressed because of many school administrators' sensitivity to the issue of marketing of academic institutions. Some educators view marketing of education and recruitment of students as undignified and objectionable. Other educators regard these measures as manipulative and unbecoming of education institutions. However, with changing student needs and societal expectations, increasing competition for scarce clientele, limited resources and unlimited financial pressures, many educators are forced to adopt strategies for making their institutions viable.

Confronting an era marked by dwindling support and competition, it is incumbent on administrators and higher education leaders of colleges and universities to broadcast who they are, what they do, and what makes them valuable. Furthermore, to be viable in the modern era, today's universities must strike a balance among delivering sound academic programs, conducting and promoting research, and engaging with the community as social institutions and places of higher learning - - while also meeting the contemporary challenges of running large organizations with dwindling public support and greater competition from education sectors which are operating for profit.

### **The Concept of Quality Management**

The attainment of quality is made possible through the successful management of change. Much of contemporary thinking on this aspect focuses on total quality management (TQM). Total quality management is a philosophy that is driven by the constant attainment of client satisfaction through the continuous improvement of all organizational processes (Robbins, 2003). In the school setting, students and their parents should attain satisfaction from educational services. The services in school should be rendered with the perspective that the students are paying for the services that are provided by the school. For this reason, total quality management should be implemented in the school system. The concept of total quality management can be understood better in the context of the fourteen points of total quality that has been advanced as a framework by W. Edwards Deming. The fourteen points of Deming can be applied in the university setting. The fourteen points of Deming in Walton (2002) are the following: 1) The creation of constancy of purpose by developing a mission statement on the goals and objectives of the educational process; 2) The adoption of a new philosophy, which provides for quality in all aspects of institutional operations, such as classroom

instruction, bookstore service, campus safety and security, maintenance of sanitation, and emphasis on cooperation as opposed to competition; 3) Cessation of dependence on mass inspection by focusing on the product or service process instead of depending on audits, or inspection to build quality; 4) Ending the practice of conducting business on cost alone, since the lowest bid does not result in the lowest life cycle cost; 5) Constant improvement of process for the satisfaction of students and their future employers and the happiness of the administration, the employers, and suppliers of the institution; 6) The institution of training in order to help the members of the academic community perform their duties and responsibilities better; 7) The institution of leadership rather than management with emphasis on what Senge (2000) regards as leadership in the sense of being a designer and the creator of the environment; 8) The elimination of fear, which is often an important factor in student and faculty performance; 9) The demolition of barriers by encouraging cooperation, not competition through encouraging the formation of crossfunctional teams to address problems and process improvements; 10) Avoidance of obsession with goals and slogans, since telling someone to do good is meaningless without the means to achieve that goal; 11) Elimination of numerical quotas, such as the number of papers or number of enrollment per major, since these concerns tend to reduce quality; 12) Removal of barriers to pride of workmanship that flows from having a part in the development of programs; 13) Organization-wide involvement, in which everyone in the institution must be included in the educational process and be aware of and concerned with the students, and 14) Definition of management responsibilities in order to make it happen in such a manner that every level must take and show pride in adopting the total quality management philosophy (Winn and Green, 2002).

Bonstingl (2001) stressed that whatever might be the view that one takes of total quality management, the concept can best be understood as an integral set of fundamental tenets which he called The Four Pillars of Total Quality Management. The first among the fundamental tenets is that the organization must focus, first and foremost, on the suppliers and the customers. In a TQM organization, everyone is both a customer and a supplier. It is essential to identify one's roles in the two capacities to better understand the systemic nature of the work in which all are involved. In the classroom, teacher-student teams are the equivalent of the front-line workers in industry. The product of their successful work together is the development of the students' capabilities, interests, and character. In one sense, the student is the teacher's customer, as the recipient of educational services provided for the student's growth and improvement. Viewed in this way, the teacher and the school are suppliers of effective learning tools, environment, and systems to the student who is the school's primary customer. The school is responsible for providing the long-term educational welfare of students by teaching them how to learn and communicate in high-quality ways, how to assess quality in their own work and in that of others, and how to invest in their lifelong and life-wide learning processes by maximizing opportunities for growth in every aspect of daily life.

### **The Problem**

The present investigation is titled as: **A Study of Administrative Behavior of Heads in Relation to Teachers Perception of Total Quality Management of Secondary Schools**

## Review of Literature

Adenuga (2008) studied “Principals’ Personal Variables as Determinants of Administrative Effectiveness and Efficiency”. This study investigated Principal Personal Variables as determinant of administrative effectiveness and efficiency using descriptive design of correlation type. Three hundred principals selected through simple random sampling technique from secondary schools in Ogun State participated in this study. The researcher developed and validated questionnaires tagged Leaders Personal Variable Questionnaire (LPVQ) and Personal Effectiveness Scale (PES) for data collection. The Multiple Regression and Analysis of Variance (ANOVA) were the major tools used for data analysis. Findings from the study revealed that a low, positive correlation ( $R = 0.20$ ) exists between the four predictor variables (age, sex, experience, qualification) and principal personal effectiveness. It was recommended among others that principals’ and head of schools should be subjected to regular training and workshops boost their effectiveness and efficiency. The principals’ personal variables of experience and qualification should be one of the factors in appointing teachers to position of authorities in schools.

Ahmed (2008) studied “Quality and TQM at Higher Education Institutions in the UK”. The objective of this study is to investigate the level of implication of Quality in the University of East London and TQM in the Aston University. The elements of Quality and Accountability are the major driving forces in academic institutions in the UK, and in this respect, the total quality management (TQM) movement has exploded, capturing the attention of educators at all levels. Certainly, higher education embraces the concept of TQM as a set of tools for planning continuous improvement. In wider context, TQM have all sought to achieve fundamental change in organizations. The focuses of these two cases are implication of Quality and TQM programme in the University of East London and Aston University respectively.

Razak et al., (2014) studied “Assessment of the Effects of Total Quality Management on School Performance in the Chereponi Education Directorate”. Education is the bedrock of every nation’s economy and therefore there is the need for quality management in the educational sector, especially at the basic level for improved performance, cannot be overemphasised. This study assessed the effects of total quality management on school performance in the Chereponi district. The key issues the study examined include: factors responsible for quality management in schools; and effects of total quality management on school performance. The study adopted descriptive survey and the use of quantitative techniques in analysing views of respondents. The study found demotion of students and suspension of teachers’ salaries are the main factors school authorities always institute to ensure quality management in the Chereponi district. Also, PTAs play important roles in the collective management of schools to improve performance. Effective supervision of teachers, monitoring of students’ behaviour and the effective and efficient leadership styles of school heads are important factors to ensuring total quality management of schools in the district. However, inadequate teachers and finances are some of the key problems identified to be hindering the smooth management of schools for effective performance in the district. For effective

supervision, teachers and students behaviour should be improved by school authorities to enhance quality education and efficient performance of schools in the district.

### **Objectives of the study**

1. To study the significant difference between male and female teachers of secondary schools with respect to their perception towards total quality management and its dimensions that is Constancy of purpose, Adopt a new philosophy, Cease dependency on inspection, Long term relationship, Improve constantly, Institute on the job training, Adopt and institute leadership, Drive out fear, Breakdown barriers between departments, Eliminate slogans, Eliminate quotas, Abolish annual ratings, Education and self improvement, Involve everyone in the transformation.
2. To study the significant difference between male and female teachers of secondary schools with respect to their perception to towards administrative behaviour and its dimensions that is Planning, Organization, Communication, and Decision making.
3. To study the significant relationship between teachers perception of total quality management and its dimensions that is- constancy of purpose, adopt a new philosophy, cease dependency on inspection, long term relationship, improve constantly, institute on the job training, adopt and institute leadership, drive out fear, Breakdown barriers between departments, eliminate slogans, eliminate quotas, abolish annual ratings, education and self improvement and involve everyone in the transformation with perception of administrative behaviour and its dimension that is- planning, organization, communication and decision making of teachers of secondary schools.

### **Variables of the Study**

In the present study the following variables were considered:

#### **Dependent Variable**

Total Quality Management

#### **Independent Variable**

Administrative Behaviour

#### **Moderator Variable**

Gender (Male and Female)

### **Research Design**

The present study is a descriptive survey method type research. The research design specifies the questions to be investigated, the process of sample selection, methods of procedure to be followed, measurements to be obtained and comparison and other analyses to be made.



## Hypotheses of the Study

1. **Hypothesis:** There is no significant difference between male and female teachers of secondary schools with respect to their perception towards total quality management and its dimensions that is Constancy of purpose, Adopt a new philosophy, Cease dependency on inspection, Long term relationship, Improve constantly, Institute on the job training, Adopt and institute leadership, Drive out fear, Breakdown barriers between departments, Eliminate slogans, Eliminate quotas, Abolish annual ratings, Education and self improvement, Involve everyone in the transformation.
2. **Hypothesis:** There is no significant difference between male and female teachers of secondary schools with respect to their perception to towards administrative behaviour and its dimensions that is Planning, Organization, Communication, Decision making.
3. **Hypothesis:** There is no significant relationship between teachers perception of total quality management and its dimensions that is- constancy of purpose, adopt a new philosophy, cease dependency on inspection, long term relationship, improve constantly, institute on the job training, adopt and institute leadership, drive out fear, Break down barriers between departments, eliminate slogans, eliminate quotas, abolish annual ratings, education and self improvement and involve everyone in the transformation with perception of administrative behaviour and its dimension that is- planning, organization, communication and decision making of teachers of secondary schools.

## Research Tools Used

The following tools were used for collection of data.

- Survey Instrument to Measure Total Quality Management in Education (TQM - Bostingle (1992) adopted by the investigator.
- Administrative Behaviour Scale (ABS)- Taj, H. (2002) adopted by the investigator

## Population and Sample

The population of the study consists of teachers of secondary schools of Dharwad district. The investigator has used proportionate stratified random sampling technique. The total population of is 4050 secondary school teachers of Dharwad district. In which the investigator has taken only 608 teachers of 56 secondary schools for the study.

## Data Collection

The investigator personally collected the data from 608 teachers of 56 secondary schools of Dharwad district. Teachers were administered the tools. Clear-cut instructions

were given to fill-up the responses to the items in the tools. The filled in proformas and tools were collected. The confidentiality of the responses was assured. The collected data was systematically pooled for analyses.

### Statistical Techniques

For the analysis of data collected, differential analysis, such as mean, standard deviation, ANOVA, t-test, analysis and correlation analysis were used.

### Data Analyses

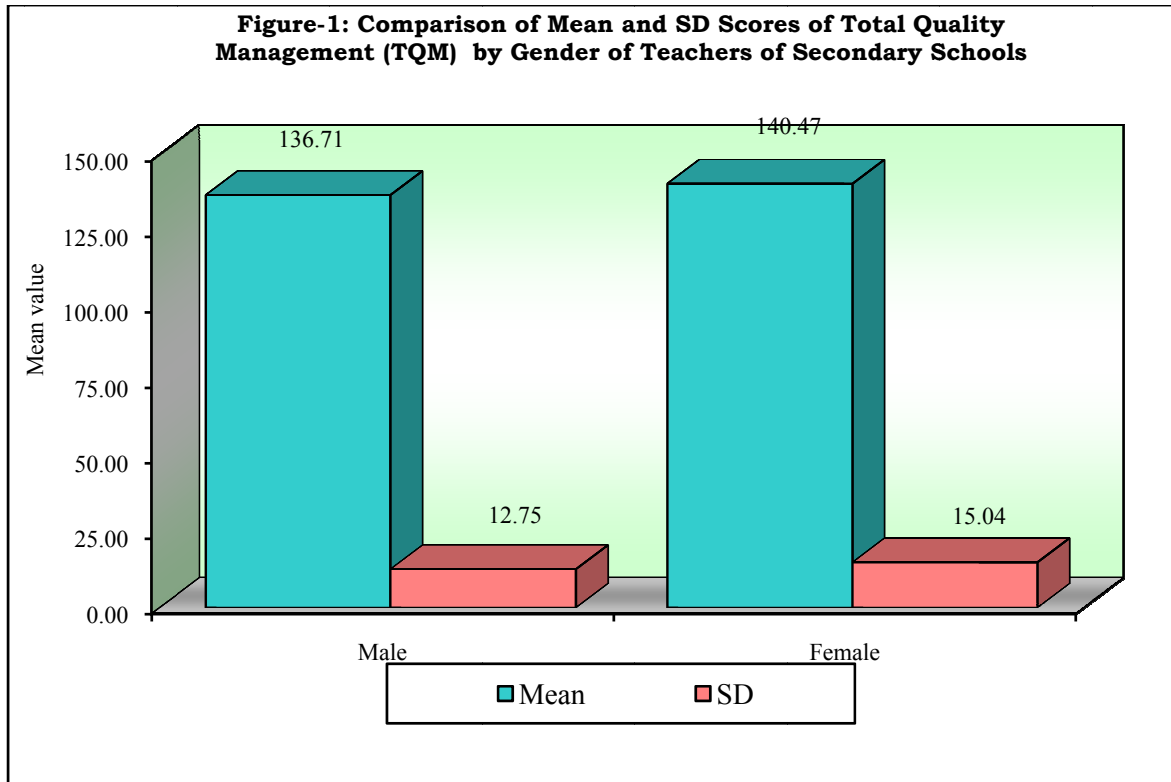
**Table-1: Results of t-test between Male and Female Teachers of Secondary Schools with Respect to their Perception towards Total Quality Management and its Dimensions**

Variables	Male		Female		t-value	P-value	Signi
	Mean	SD	Mean	SD			
Total quality management	136.71	12.75	140.47	15.04	-3.2856	0.0011	S
Constancy of purpose	10.84	2.07	11.45	2.12	-3.5713	0.0004	S
Adopt a new philosophy	11.40	2.25	11.96	2.29	-3.0399	0.0025	S
Improve constantly	11.26	2.09	11.73	2.14	-2.7102	0.0069	S
Abolish annual ratings	9.33	2.84	10.16	2.58	-3.7394	0.0002	S
Education and self improvement	10.18	2.13	10.55	2.02	-2.1936	0.0286	S
Involve everyone in the transformation	9.82	2.28	10.52	2.12	-3.8948	0.0001	S

From the results of the above table, it can be seen that:

The male and female teachers of secondary schools differ significantly with respect to perception of total quality management ( $t=-3.2856$ ,  $p<0.05$ ) and its dimensions that is constancy of purpose ( $t=-3.5713$ ,  $p<0.05$ ), adopt a new philosophy ( $t=-3.0399$ ,  $p<0.05$ ), improve constantly ( $t=-2.7102$ ,  $p<0.05$ ), abolish annual ratings ( $t=-3.7394$ ,  $p<0.05$ ), education and self improvement ( $t=-2.1936$ ,  $p<0.05$ ) and involve everyone in the transformation ( $t=-3.8948$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the female teachers of secondary schools are significantly higher on perception of total quality management and its dimensions that is constancy of purpose adopt a new philosophy, improve constantly, abolish annual ratings, education and self improvement and involve everyone in the transformation as compared to male teachers of secondary schools.



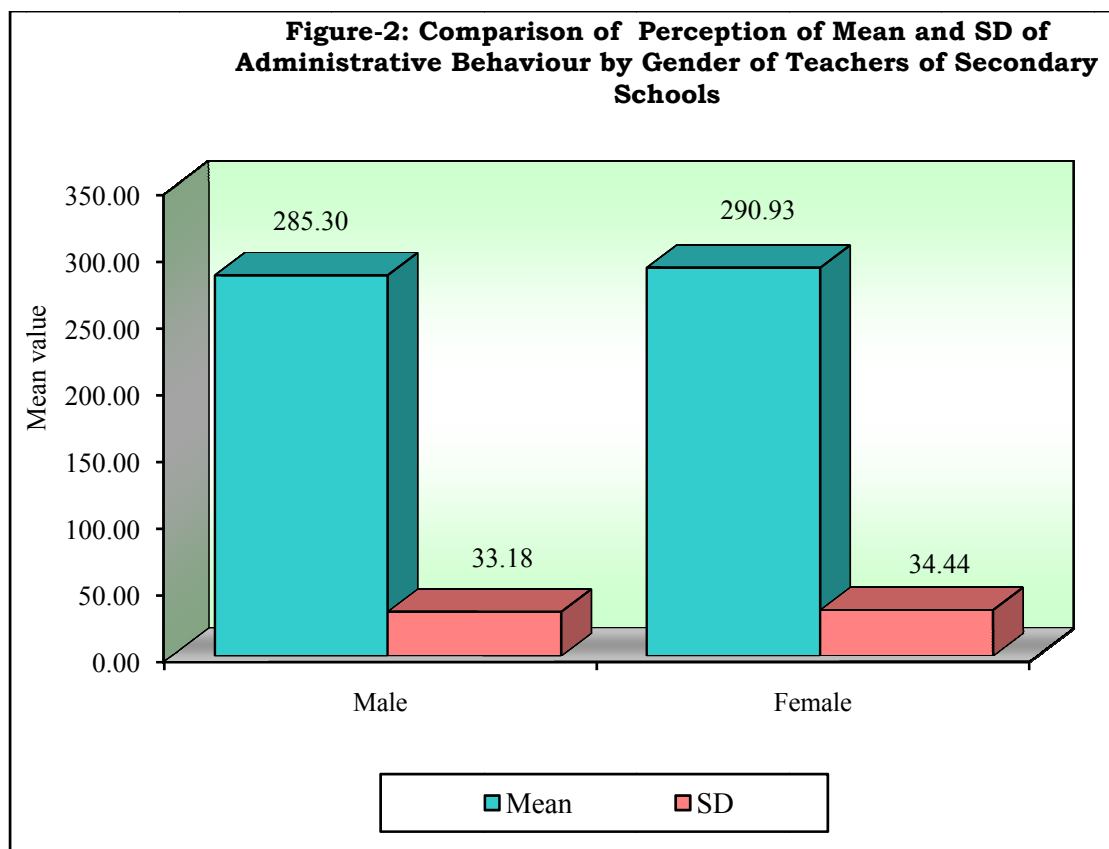


**Table-2: Results of t-test between Male and Female Teachers of Secondary Schools with Respect to Towards Administrative Behaviour and its Dimensions**

Variables	Male		Female		t-value	P-value	Signi
	Mean	SD	Mean	SD			
Administrative behaviour	285.30	33.18	290.93	34.44	-2.0380	0.0420	S
Planning	66.20	12.17	69.22	12.12	-3.0539	0.0024	S
Organization	81.38	15.27	84.58	15.32	-2.5639	0.0106	S

From the results of the above table, it can be seen that:

- The male and female teachers of secondary schools differ significantly with respect to perception of administrative behaviour scores ( $t=-2.0380$ ,  $p<0.05$ ) and its dimensions that is planning ( $t=-3.0539$ ,  $p<0.05$ ) and organization ( $t=-2.5639$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the female teachers of secondary schools are significantly higher on administrative behaviour and its dimensions that is planning and organization as compared to male teachers of secondary schools.



**Table-3: Results of Correlation Coefficient between Teachers Perception of Total Quality Management and its Dimensions with Perception of Administrative Behaviour and its Dimension of Teachers of Secondary Schools**

Variables	Total quality management	Constancy of purpose	Adopt a new philosophy	Cease dependency on inspection	Long term relationship	Improve constantly	Institute on the job training	Adopt and institute leadership	Drive out fear	Break down barriers between departments	Eliminate slogans	Eliminate quotas	Abolish annual ratings	Education and self improvement	Involve everyone in the transformation
Administrative Behaviour	r=0.5911*	r=0.5598*	r=0.6278*	r=0.5481*	r=0.4624*	r=0.3636*	r=0.1876*	r=0.0653	r=0.0059	r=0.1187*	r=0.1647*	r=0.2083*	r=0.2664*	r=0.3598*	r=0.3268*
Planning	r=0.4328*	r=0.9124*	r=0.4133*	r=0.1154*	r=0.0073	r=0.3699*	r=0.1207*	r=0.0593	r=0.1138*	r=0.0294	r=0.2740*	r=0.1531*	r=0.3733*	r=0.3378*	r=0.3287*
Organization	r=0.4253*	r=0.4262*	r=0.8893*	r=0.1499*	r=0.0943*	r=0.3565*	r=0.1641*	r=0.1432*	r=0.2261*	r=0.0401	r=0.2994*	r=0.1121*	r=0.3873*	r=0.2877*	r=0.3408*
Communication	r=0.3080*	r=0.0782	r=0.1171*	r=0.8698*	r=0.2629*	r=0.0336	r=0.0968*	r=0.1064*	r=0.1474*	r=0.1893*	r=0.0877*	r=0.1692*	r=0.0760	r=0.1289*	r=0.0848*
Decision Making	r=0.3555*	r=0.0198	r=0.0875*	r=0.2516*	r=0.9416*	r=0.1687*	r=0.0919*	r=0.0689	r=0.2346*	r=0.1484*	r=0.1018*	r=0.1010*	r=0.0369	r=0.1681*	r=0.0594

\*p&lt;0.05

From the results of the above table, it can be seen that

- A significant and positive relationship was observed between teachers perception of total quality management with perception of administrative behaviour scores ( $r=0.5911$ ,  $p<0.05$ ), perception of total quality management with perception of dimension of administrative behaviour that is- planning ( $r=0.4328$ ,  $p<0.05$ ), perception of total quality management with perception of dimension of administrative behaviour that is- organization ( $r=0.4253$ ,  $p<0.05$ ), perception of total quality management with perception of dimension of administrative behaviour that is- communication ( $r=0.3080$ ,  $p<0.05$ ), perception of total quality management with perception of dimension of administrative behaviour that is- decision making ( $r=0.3555$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the perception of total quality management and perception of administrative behaviour and its dimensions of teachers of secondary schools are dependent on each other.
- A significant and positive relationship was observed between teachers perception of dimension of total quality management that is- constancy of purpose with perception of administrative behaviour scores ( $r=0.5598$ ,  $p<0.05$ ), perception of dimension of total quality management that is- constancy of purpose with perception of dimension of administrative behaviour that is- planning ( $r=0.9124$ ,  $p<0.05$ ), perception of dimension of total quality management that is- constancy of purpose with perception of dimension of administrative behaviour that is- organization ( $r=0.4262$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the perception of dimension of total quality management that is- constancy of purpose and perception of administrative behaviour and its some dimensions of teachers of secondary schools is dependent on each other.
- A significant and positive relationship was observed between teachers perception of dimension of total quality management that is- adopt a new philosophy with perception of administrative behaviour scores ( $r=0.6278$ ,  $p<0.05$ ), perception of dimension of total quality management that is- adopt a new philosophy with perception of dimension of administrative behaviour that is- planning ( $r=0.4133$ ,  $p<0.05$ ), perception of dimension of total quality management that is- adopt a new philosophy with perception of dimension of administrative behaviour that is- organization ( $r=0.8893$ ,  $p<0.05$ ), perception of dimension of total quality management that is- adopt a new philosophy with perception of dimension of administrative behaviour that is- communication ( $r=0.1171$ ,  $p<0.05$ ), perception of dimension of total quality management that is- adopt a new philosophy with perception of dimension of administrative behaviour that is- decision making ( $r=0.0875$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the perception of dimension of total quality management that is- adopt a new philosophy and perception of administrative behaviour and its dimensions of teachers of secondary schools is dependent on each other.
- A significant and positive relationship was observed between teachers perception of dimension of total quality management that is- cease dependency on inspection with perception of administrative behaviour scores ( $r=0.5481$ ,  $p<0.05$ ), perception of dimension of total quality management that is- cease dependency on inspection with

perception of dimension of administrative behaviour that is- planning ( $r=0.1154$ ,  $p<0.05$ ), perception of dimension of total quality management that is- cease dependency on inspection with perception of dimension of administrative behaviour that is- organization ( $r=0.1499$ ,  $p<0.05$ ), perception of dimension of total quality management that is- cease dependency on inspection with perception of dimension of administrative behaviour that is- communication ( $r=0.8698$ ,  $p<0.05$ ), perception of dimension of total quality management that is- cease dependency on inspection with perception of dimension of administrative behaviour that is- decision making ( $r=0.2516$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the perception of dimension of total quality management that is- cease dependency on inspection and perception of administrative behaviour and its dimensions of teachers of secondary schools is dependent on each other.

- A significant and positive relationship was observed between teachers perception of dimension of total quality management that is- long term relationship with perception of administrative behaviour scores ( $r=0.4624$ ,  $p<0.05$ ), perception of dimension of total quality management that is- long term relationship with perception of dimension of administrative behaviour that is- organization ( $r=0.0943$ ,  $p<0.05$ ), perception of dimension of total quality management that is- long term relationship with perception of dimension of administrative behaviour that is- communication ( $r=0.2629$ ,  $p<0.05$ ), perception of dimension of total quality management that is- long term relationship with perception of dimension of administrative behaviour that is- decision making ( $r=0.9416$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the perception of dimension of total quality management that is- long term relationship and perception of administrative behaviour and its dimensions except planning of teachers of secondary schools is dependent on each other.
- A significant and positive relationship was observed between teachers perception of dimension of total quality management that is- improve constantly with perception of administrative behaviour scores ( $r=0.3636$ ,  $p<0.05$ ), perception of dimension of total quality management that is- improve constantly with perception of dimension of administrative behaviour that is- planning ( $r=0.3699$ ,  $p<0.05$ ), perception of dimension of total quality management that is- improve constantly with perception of dimension of administrative behaviour that is- organization ( $r=0.3565$ ,  $p<0.05$ ), perception of dimension of total quality management that is- improve constantly with perception of dimension of administrative behaviour that is- decision making ( $r=0.1687$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the perceptions of dimension of total quality management that is- improve constantly and perception of administrative behaviour and its dimensions except communication of teachers of secondary schools is dependent on each other.
- A significant and positive relationship was observed between teachers perception of dimension of total quality management that is- institute on the job training with perception of administrative behaviour scores ( $r=0.1876$ ,  $p<0.05$ ), perception of dimension of total quality management that is- institute on the job training with

perception of dimension of administrative behaviour that is- planning ( $r=0.1207$ ,  $p<0.05$ ), perception of dimension of total quality management that is- institute on the job training with perception of dimension of administrative behaviour that is- organization ( $r=0.1641$ ,  $p<0.05$ ), perception of dimension of total quality management that is- institute on the job training with perception of dimension of administrative behaviour that is- communication ( $r=0.0968$ ,  $p<0.05$ ), perception of dimension of total quality management that is- institute on the job training with perception of dimension of administrative behaviour that is- decision making ( $r=0.0919$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the perception of dimension of total quality management that is- institute on the job training and perception of administrative behaviour and its dimensions of teachers of secondary schools is dependent on each other.

- A significant and positive relationship was observed between perception of dimension of total quality management that is- adopt and institute leadership with perception of dimension of administrative behaviour that is- organization ( $r=0.1432$ ,  $p<0.05$ ), perception of dimension of total quality management that is- adopt and institute leadership with perception of dimension of administrative behaviour that is- communication ( $r=0.1064$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the perception of dimension of total quality management that is- adopt and institute leadership and perception of administrative behaviour and its dimensions like organization and communication of teachers of secondary schools is dependent on each other.
- A significant and positive relationship was observed between perception of dimension of total quality management that is- drive out fear with perception of dimension of administrative behaviour that is- planning ( $r=0.1138$ ,  $p<0.05$ ), perception of dimension of total quality management that is- drive out fear with perception of dimension of administrative behaviour that is- organization ( $r=0.2261$ ,  $p<0.05$ ), perception of dimension of total quality management that is- drive out fear with perception of dimension of administrative behaviour that is- communication ( $r=0.1474$ ,  $p<0.05$ ), perception of dimension of total quality management that is- drive out fear with perception of dimension of administrative behaviour that is- decision making ( $r=0.2346$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the perceptions of dimension of total quality management that is- drive out fear and perception of administrative behaviour and its dimensions of teachers of secondary schools is dependent on each other.
- A significant and positive relationship was observed between teachers perception of dimension of total quality management that is- Breakdown barriers between departments with perception of administrative behaviour scores ( $r=0.1187$ ,  $p<0.05$ ), perception of dimension of total quality management that is- Breakdown barriers between departments with perception of dimension of administrative behaviour that is- communication ( $r=0.1893$ ,  $p<0.05$ ), perception of dimension of total quality management that is- Breakdown barriers between departments with perception of



dimension of administrative behaviour that is- decision making ( $r=0.1484$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the perception of dimension of total quality management that is- Breakdown barriers between departments and perception of administrative behaviour and its dimensions of teachers of secondary schools is dependent on each other.

- A significant and positive relationship was observed between teachers perception of dimension of total quality management that is- eliminate slogans with perception of administrative behaviour scores ( $r=0.1647$ ,  $p<0.05$ ), perception of dimension of total quality management that is- eliminate slogans with perception of dimension of administrative behaviour that is- planning ( $r=0.2740$ ,  $p<0.05$ ), perception of dimension of total quality management that is- eliminate slogans with perception of dimension of administrative behaviour that is- organization ( $r=0.2994$ ,  $p<0.05$ ), perception of dimension of total quality management that is- eliminate slogans with perception of dimension of administrative behaviour that is- communication ( $r=0.0877$ ,  $p<0.05$ ), perception of dimension of total quality management that is- eliminate slogans with perception of dimension of administrative behaviour that is- decision making ( $r=0.1018$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the perception of dimension of total quality management that is- eliminate slogans and perception of administrative behaviour and its dimensions of teachers of secondary schools is dependent on each other.
- A significant and positive relationship was observed between teachers perception of dimension of total quality management that is- eliminate quotas with perception of administrative behaviour scores ( $r=0.2083$ ,  $p<0.05$ ), perception of dimension of total quality management that is- eliminate quotas with perception of dimension of administrative behaviour that is- planning ( $r=0.1531$ ,  $p<0.05$ ), perception of dimension of total quality management that is- eliminate quotas with perception of dimension of administrative behaviour that is- organization ( $r=0.1121$ ,  $p<0.05$ ), perception of dimension of total quality management that is- eliminate quotas with perception of dimension of administrative behaviour that is- communication ( $r=0.1692$ ,  $p<0.05$ ), perception of dimension of total quality management that is- eliminate quotas with perception of dimension of administrative behaviour that is- decision making ( $r=0.1010$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the perception of dimension of total quality management that is- eliminate quotas and perception of administrative behaviour and its dimensions of teachers of secondary schools is dependent on each other.
- A significant and positive relationship was observed between teachers perception of dimension of total quality management that is- abolish annual ratings with perception of administrative behaviour scores ( $r=0.2664$ ,  $p<0.05$ ), perception of dimension of total quality management that is- abolish annual ratings with perception of dimension of administrative behaviour that is- planning ( $r=0.3733$ ,  $p<0.05$ ), perception of dimension of total quality management that is- abolish annual ratings with perception of dimension of administrative behaviour that is- organization ( $r=0.3873$ ,  $p<0.05$ ) at

0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the perception of dimension of total quality management that is- abolish annual ratings and perception of administrative behaviour and its dimensions like planning and organization of teachers of secondary schools is dependent on each other.

- A significant and positive relationship was observed between teachers perception of dimension of total quality management that is- education and self improvement with perception of administrative behaviour scores ( $r=0.3598$ ,  $p<0.05$ ), perception of dimension of total quality management that is- education and self improvement with perception of dimension of administrative behaviour that is- planning ( $r=0.3378$ ,  $p<0.05$ ), perception of dimension of total quality management that is- education and self improvement with perception of dimension of administrative behaviour that is- organization ( $r=0.2877$ ,  $p<0.05$ ), perception of dimension of total quality management that is- education and self improvement with perception of dimension of administrative behaviour that is- communication ( $r=0.1289$ ,  $p<0.05$ ), perception of dimension of total quality management that is- education and self improvement with perception of dimension of administrative behaviour that is- decision making ( $r=0.1681$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the perception of dimension of total quality management that is- education and self improvement and perception of administrative behaviour and its dimensions of teachers of secondary schools is dependent on each other.
- A significant and positive relationship was observed between teachers perception of dimension of total quality management that is- involve everyone in the transformation with perception of administrative behaviour scores ( $r=0.3268$ ,  $p<0.05$ ), perception of dimension of total quality management that is- involve everyone in the transformation with perception of dimension of administrative behaviour that is- planning ( $r=0.3287$ ,  $p<0.05$ ), perception of dimension of total quality management that is- involve everyone in the transformation with perception of dimension of administrative behaviour that is- organization ( $r=0.3408$ ,  $p<0.05$ ), perception of dimension of total quality management that is- involve everyone in the transformation with perception of dimension of administrative behaviour that is- communication ( $r=0.0848$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the perception of dimension of total quality management that is- involve everyone in the transformation and perception of administrative behaviour and its dimensions except decision making of teachers of secondary schools is dependent on each other.

### Major Findings of the Study

- The female teachers of secondary schools are significantly higher on perception of total quality management and its dimensions that is constancy of purpose adopt a new philosophy, improve constantly, abolish annual ratings, education and self improvement and involve everyone in the transformation as compared to male teachers of secondary schools.

- The female teachers of secondary schools are significantly higher on administrative behaviour and its dimensions that is planning and organization as compared to male teachers of secondary schools.
- The perception of total quality management and perception of administrative behaviour and its dimensions of teachers of secondary schools are dependent on each other.
- The perception of dimension of total quality management that is- constancy of purpose and perception of administrative behaviour and its some dimensions of teachers of secondary schools is dependent on each other.
- The perception of dimension of total quality management that is- adopt a new philosophy and perception of administrative behaviour and its dimensions of teachers of secondary schools is dependent on each other.
- The perception of dimension of total quality management that is- cease dependency on inspection and perception of administrative behaviour and its dimensions of teachers of secondary schools is dependent on each other.
- The perception of dimension of total quality management that is- long term relationship and perception of administrative behaviour and its dimensions except planning of teachers of secondary schools is dependent on each other.
- The perception of dimension of total quality management that is- improve constantly and perception of administrative behaviour and its dimensions except communication of teachers of secondary schools is dependent on each other.
- The perception of dimension of total quality management that is- institute on the job training and perception of administrative behaviour and its dimensions of teachers of secondary schools is dependent on each other.
- The perception of dimension of total quality management that is- adopt and institute leadership and perception of administrative behaviour and its dimensions like organization and communication of teachers of secondary schools is dependent on each other.
- The perceptions of dimension of total quality management that is- drive out fear and perception of administrative behaviour and its dimensions of teachers of secondary schools is dependent on each other.
- The perception of dimension of total quality management that is- Breakdown barriers between departments and perception of administrative behaviour and its dimensions of teachers of secondary schools is dependent on each other.

- The perception of dimension of total quality management that is- eliminate slogans and perception of administrative behaviour and its dimensions of teachers of secondary schools is dependent on each other.
- The perception of dimension of total quality management that is- eliminate quotas and perception of administrative behaviour and its dimensions of teachers of secondary schools is dependent on each other.
- The perception of dimension of total quality management that is- abolish annual ratings and perception of administrative behaviour and its dimensions like planning and organization of teachers of secondary schools is dependent on each other.
- The perception of dimension of total quality management that is- education and self improvement and perception of administrative behaviour and its dimensions of teachers of secondary schools is dependent on each other.
- The perception of dimension of total quality management that is- involve everyone in the transformation and perception of administrative behaviour and its dimensions except decision making of teachers of secondary schools is dependent on each other.

### **Implications of the Study**

- The main concept of the study is throwing light on total quality management of secondary schools. It is important because the total quality management provides better human resource to the educational institutions.
- The study presents the opportunity for heads of secondary schools and organization members of the schools to plan systematically by using appropriate steps to adopt and new techniques on total quality management of secondary schools.
- Total quality management and present study on total quality management provides colleges of education future oriented thinking in education planning and implementation of these plans with respect to society's needs.
- TQM views an organization as a collection of processes. It maintains that organizations must strive to continuously improve these processes by incorporating the knowledge and experiences of heads of schools and teachers
- This shows that TQM must be practiced in all activities, by all personnel, in modern, techniques, by providing web based education, human resource development giving good education to the students and providing good opportunities to the heads of schools and teachers for improve their academic feasibilities.
- . The study on total quality management gives plan for secondary school heads and management of the schools to fulfill better needs with respect to teachers, students and overall school perspective.

- Total quality management of secondary schools caters to recognize the whole education system as whole thing.

### Conclusion

Total Quality Management is an approach an organization can use to improve quality and meet customer requirements by controlling. Many educators assume that the TQM model applies only to profit-making organizations. TQM can also be applied to education. The concepts of TQM have proved so powerful that educators now apply the philosophy to schools. Universities, however, have been slower to see the value of using TQM in their operations. One factor that is most critical to the success or failure of a TQM implementation effort is the universal endorsement, particularly at the top. If management is not completely sold on TQM, it is unlikely that the effort will be successful. The question of quality in education is directly related to the quality of teachers, students and infrastructure provided to them by the system. It can be argued that within the context of TQM it is the system that fails, not the individuals. TQM should be built upon a set of core values and concepts. A set of fundamental core values which form the building blocks of TQM include leadership and quality culture, continuous improvement and innovation in educational processes, fast response and management of information and partnership development, both internally and externally. TQM is capable of providing opportunity to conceptualize a systematic change in the education subsector.

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