A Study of Organizational Commitment of Teacher Educators in Relation To Their Perception of total Quality Management

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Abstract

Deming (1951) is generally recognized as the "father of quality". He first introduce the basic tenets of traditional management principles in the late 1920s, as a summer employee at Western Electric's famous Hawthorne plant in Chicago. This experience led him to ask, "How can firms best motivate their employees?" Deming found the traditional motivation system in use at the time to be degrading and economically unproductive. Deming's philosophy is prone to put quality in human terms. When a firm's work force is committed to doing a good job and has a solid managerial process in which to act, quality will flow naturally. The research on organizational commitment has covered a range of occupations and job levels in both public and private organizations. Organizational commitment is a highly appropriate school effectiveness construct especially for urban schools serving disadvantaged students. Teacher organizational commitment addresses three important facets of an effective school: the teacher's work effort required to successfully teach students who do not easily learn, the staff loyalty needed to create an enduring school culture of teacher professionalism and academic excellence, and staff agreement about the school's basic educational values and goals. Organizational commitment represents a powerful motivational force in schools and colleges given that other motivational means, such as extrinsic rewards or bureaucratic rules, are not very feasible.

KEYWORDS: Total Quality Management, Organizational Commitment and Teacher Educators

Total Quality Management

Deming (1951) is generally recognized as the "father of quality". He was first introduce the basic tenets of traditional management principles in the late 1920s, as a summer employee at Western Electric's famous Hawthorne plant in Chicago. This experience led him to ask, "How can firms best motivate their employees?" Deming found the traditional motivation system in use at the time to be degrading and economically unproductive. Under that system, work incentives were linked to piecework to maximize worker output, followed by an inspection process in which defective items were subtracted from the worker's piecework credits.

Deming (1951) collaborated with Shewhart, a statistician working at Bell Telephone Laboratories, to develop statistical control techniques that could be applied to management processes. Deming recognized that a statistically controlled management process gave the manager a new found capacity to systematically determine when to

intervene and, equally important, when to leave a process alone. During World War II, Deming got his, first opportunity to demonstrate to the government how Shewhart's statistical quality control methods could be taught to workers and put into practice in the nation's busy war plants.

At the conclusion of World War II, Deming left government service and set up a private consulting practice. The State Department, one of his early clients, sent Deming to Japan in 1947 to help prepare a national census in that country. American managers soon forgot their wartime quality control lessons and returned to their pre-war traditional management practices. However, Deming's evolving quality control methods received a warm reception in Japan. The Japanese attribute their economic success to Deming's quality methodology.

Deming's philosophy is prone to put quality in human terms. When a firm's work force is committed to doing a good job and has a solid managerial process in which to act, quality will flow naturally. A more practical, composite definition of quality might read: Quality is a predictable degree of variation for adopted standards and dependability at low cost. Quality is customer driven and market focused. The methodological core of Deming's. quality management approach is the use of simple statistical techniques to continuously improve output. Only through statistical verification can the manager know that he or she has a problem and find the causes of the problem.

In the present study the perception about TQM in colleges of education is represented by Bonstingle's conceptualization of Demming's 14 points Total Quality Management (TQM) in education.

Organizational Commitment

Much of the research on organizational commitment has' used a three-part definition of the construct developed by Porter and his colleagues (Mowday et a1. 1982; Mowday, Steers, and Porter, 1979; Porter, et al., 1974). These components are (a) the willingness of the individual to exert effort on behalf of the organization, (b) a desire to stay with the organization, and (c) acceptance of its major values and goals. The first component is almost synonymous with the idea of work motivation (Campbell and Pritchard, 1977) and clearly places commitment within the motivational domain. The second component describes loyalty and, like the first, hints of behavioural intentions rather than attitudes per se. Finally, the third component describes an alignment between individual and organizational value~ and -goals that allows the organization to achieve its ends.

The research on organizational commitment has covered a range of occupations and job levels in both public and private organizations. Human service and public service workers, such as nurses, mental health workers, and federal employees, have received particular attention because these are occupations bearing some resemblance to the occupation of school teacher. A study by Hrebiniak and Alutto (1972) compared the organizational commitment of elementary and high school teachers to that of nurses and fund identical levels of commitment and no moderating effects of occupation on relationships between commitment and antecedent variables. Hence, even though this body of research does not focus heavily on school teachers, it does have some relevance

to the extent that findings generalize across similar occupational types. The researches tended to be correlational, focusing on relationships between organizational commitment and hypothesized antecedents and out-comes.

Organizational commitment is a highly appropriate school effectiveness construct~ especially for urban schools serving disadvantaged students. Teacher organizational commitment addresses three important facets of an effective school: the teacher's work effort required to successfully teach students who do not easily learn, the staff loyalty needed to create an enduring school culture of teacher professionalism and academic excellence, and staff agreement about the school's basic educational values and goals. Organizational commitment represents a powerful motivational force in schools given that other motivational means, such as extrinsic rewards or bureaucratic rules, are not very feasible.

The Problem

The present investigation is titled as: **A Study of Organizational Commitment of Teacher Educators in Relation to their Perception of Total Quality Management**

Review of Literature

Hurrst (2002) found that faculty was implementing TQM concepts in their classroom in academic college of a Northwestern public University, Implementation of TQM concepts was found to be present in teamwork exercises, group project and feedback for class or project improvement, a willingness to change a classify feedback for class or project improvement a willingness to change a class if feedback warranted the change and an understanding of how quality comes into play regarding customer.

Pour and Yeshodhara (2009) in their study on the perception of secondary school teachers in Mysore city (India) and Gonabad city (Iran) regarding TQM highlighted the perceptions of secondary school teachers about TQM in Education vary by demographic variable such as gender and subject specialization (Arts and Science). The results indicated that there is significant difference between male and female teachers in the perception of the Total Quality Management. Further, female teachers had higher mean score than male teachers in both the countries and there is no significant difference between Arts and Science secondary school teachers from both the counties in the perception of TQM in education.

Ulle and Santosh Kumar (2014) undertook" A Review on Total Quality Leadership in TQM Practices-Industrial Management and Organizations," Management of quality in organizations, leadership theories though practiced, have not explicitly focused on the role of leaders as a manager of quality. This article develops a theory of leadership, focusing on leader traits, values and behavior based on underlying TQM principles. Leadership literatures are identified and discussed. Viewing leadership as a key visionary role, leaders have been seen as resource managers, task managers, communicators, inspirers, and information processors, but not as TQM leaders. This study contributes to the literature by examining both the traits and behaviors of leaders as TQM leaders. The core principles of TQM are addressed and a number of propositions developed, identifying both generic and specific leader behaviors in the domains of

customer focus, team dynamics, employee participation and continuous system improvement. This is a conceptual study, and hence there is no empirical study is carried out. It does provide a foundation on future research purposes.

Albdour and Altarawneh (2014). Studied "Employee Engagement and Organizational Commitment: Evidence from Jordan." The purpose of this paper is to investigate the relationship between the two Measurements of employee engagement (job engagement and organizational engagement) and organizational commitment measured by three key measurements which are: affective(emotional)commitment; continuance(maintenance) commitment ;and normative commitment, that is in the context of Jordanian banking sector . This study uses a non-probability sampling technique specifically of quota and convenience sampling. A survey self-administrated questionnaire was distributed on a sample of 336 frontline employees of banks in Jordan. Our findings show that frontline employees who have high job engagement and organizational engagement will have high level of affective commitment and normative commitment. On the other hand, high employees' job engagement can meaningfully affect employees' continuance commitment. This study has made significant contributions to the knowledge academically and practically. It is expected to extend the knowledge of the relationship between employee engagement and organizational commitment, also through examining the impact of various measurements of employees and organizational engagement and commitment in Jordan as one of the developing countries. Explicitly, this study fills the gap in the literature of employees' engagement and commitment and their impact on organizational overall performance.

Objectives of the Study

1.   To study the difference in the teacher educators perceptions of Total Quality Management and its dimensions (Constancy of purpose, Adopt a new philosophy, Cease tendency on inspection, Long term relationship, Improve constantly, Institute on the job training, Adopt and institute leadership, Drive out fear, Break down barriers between department, Eliminate slogans, Eliminate quotas, Abolish annual ratings, Education and self improvement, Involve everyone in the transformation) with respect to gender (male and female).
2.   To study the difference in organizational commitment and its dimensions (Affective commitment, Continuance commitment, Normative commitment) of teacher educators with respect to gender (male and female).
3.   To study the relationship between the teacher educators organizational commitment and its dimensions and perception of TQM and its dimensions.

Variables of the Study

In the present study the following variables were considered:

Independent Variable

Total Quality Management

Dependent Variable

Organizational Commitment

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. There is no difference in the teacher educators perceptions of Total Quality Management and its dimensions (Constancy of purpose, Adopt a new philosophy, Cease tendency on inspection, Long term relationship, Improve constantly, Institute on the job training, Adopt and institute leadership, Drive out fear, Break down barriers between department, Eliminate slogans, Eliminate quotas, Abolish annual ratings, Education and self improvement, Involve everyone in the transformation) with respect to gender (male and female).
2. There is no difference in the organizational commitment and its dimensions (Affective commitment, Continuance commitment, Normative commitment) of teacher educators with respect to gender (male and female).
3. There is no relationship between teacher educators organizational commitment and its dimensions and perception of TQM and its dimensions.

Research Tools Used
The following tools were used for collection of data.

- Survey Instrument to Measure Total Quality Management in Education (TQM)- Bonstingle based on his conceptualization of Demming's 14 points of TQM in Education (1992)
- Organizational Commitment Scale - Developed by the Investigator (2013)

 Sample
In the present study, the investigator used the stratified random sampling procedure to select the sample (participants). The sample consisted of 350 teacher educators of 34 colleges of education affiliated to Karnatak University, Dharwad.

Data Collection
Data was collected from teacher educators of Colleges of Education. The investigator personally visited the 34 Colleges of Education affiliated to Karnatak

University, Dharwad and with the prior permission of the Principal administered the tools to 350 teacher educators. Clear cut instructions were given to fill up the tools.

Statistical Techniques

For the analyses 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 Teacher Educators with Respect to Organizational Commitment and its Dimensions

Variables	Male		Female		t-value	P-value	Signi.
	Mean	SD	Mean	SD			
Organizational commitment	130.35	10.56	127.13	9.35	2.8648	0.0044	S
Affective commitment	56.01	6.23	53.34	5.05	4.1270	0.0000	S

From the results of the above table, it can be seen that;
1. The male and female teacher educators of colleges differ significantly with respect to organizational commitment (t=2.8648, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the male teacher educators of colleges are significantly higher on organizational commitment as compared to female teacher educators of colleges.
2. The male and female teacher educators of colleges differ significantly with respect to dimension of organizational commitment i.e., affective commitment (t=4.1270, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the male teacher educators of colleges are significantly higher on dimension of organizational commitment i.e., affective commitment as compared to female teacher educators of colleges.

Table-2: Results of t-test between Male and Female Teacher Educators with Respect to Total Quality Management and its Dimensions

Variables	Male		Female		t-value	P-value	Signi.
	Mean	SD	Mean	SD			
Total quality Management	122.31	9.10	119.81	7.80	2.5976	0.0098	S
Adopt and Institute Leadership	8.49	2.08	7.77	1.95	3.1829	0.0016	S

From the results of the above table, it can be seen that:
• The male and female teacher educators of colleges differ significantly with respect to total quality management (t=2.5976, p<0.05) at 5% level of significance. Hence, the

null hypothesis is rejected and alternative hypothesis is accepted. It means that, the male teacher educators of colleges are significantly higher on perception of total quality management as compared to female teacher educators of colleges.

- The male and female teacher educators of colleges differ significantly with respect to dimension of total quality management i.e., adopt and institute leadership (t=3.1829, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the male and female teacher educators of colleges have different adopt and institute leadership. It is concluded that the male teacher educators are higher on perception of dimension of total quality management i.e., adopt and institute leadership as compared to female teacher educators.

Table-3: Results of Correlation Coefficients between Teacher Educators Organizational Commitment and its Dimensions with Perception of Total Quality Management and its Dimensions

Variables	Organizational commitment	Affective commitment	Continuance commitment	Normative commitment
Total quality Management	r=0.8799*	r=0.6937*	r=0.4902*	r=0.5474*
Constancy of Purpose	r=0.2913*	r=0.2609*	r=0.1846*	r=0.1026
Adopt a New Philosophy	r=0.2104*	r=0.1833*	r=0.1090	r=0.1160*
Cease tendency on Inspection	r=0.3032*	r=0.1940*	r=0.2166*	r=0.1897*
Long Term Relationship	r=0.2587*	r=0.2151*	r=0.0592	r=0.2636*
Improve Constantly	r=0.3130*	r=0.1997*	r=0.2060*	r=0.2215*
Institute on the Job Training	r=0.2900*	r=0.2314*	r=0.1633*	r=0.1737*
Adopt and Institute Leadership	r=0.2877*	r=0.2257*	r=0.1827*	r=0.1492*
Drive Out Fear	r=0.1492*	r=0.1690*	r=-0.0452	r=0.1956*
Breakdown Barriers Between Department	r=0.2352*	r=0.1201*	r=0.2386*	r=0.0937
Eliminate Slogans	r=0.1394*	r=0.1047	r=0.0850	r=0.0843
Eliminate Quotas	r=0.3218*	r=0.2485*	r=0.1963*	r=0.1841*
Abolish Annual Ratings	r=0.2218*	r=0.1810*	r=0.1520*	r=0.0888
Education and Self Improvement	r=0.2243*	r=0.1768*	r=0.1182*	r=0.1491*
Involve Everyone in the Transformation	r=0.3667*	r=0.3379*	r=0.1225*	r=0.2696*

*p<0.05

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

- A significant and positive relationship was observed between total quality management with organizational commitment (r=0.8799, p<0.05), total quality management with dimensions of organizational commitment i.e., affective commitment (r=0.6937, p<0.05), continuance commitment (r=0.4902, p<0.05), and normative commitment (r=0.5474, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the total quality management and organizational commitment and its dimensions are dependent on each other.

- A significant and positive relationship was observed between constancy of purpose of total quality management with organizational commitment (r=0.2913, p<0.05), constancy of purpose of total quality management with dimensions of organizational commitment i.e. affective commitment (r=0.2609, p<0.05), and continuance commitment (r=0.1846, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the constancy of purpose dimension of total quality management and organizational commitment and its dimensions are dependent on each other.

- A significant and positive relationship was observed between adopt a new philosophy of total quality management with organizational commitment (r=0.2104, p<0.05), adopt a new philosophy of total quality management with dimensions of organizational commitment i.e. affective commitment (r=0.1833, p<0.05), and normative commitment (r=0.1160, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the adopt a new philosophy dimension of total quality management and organizational commitment and its dimensions are dependent on each other.

- A significant and positive relationship was observed between cease tendency on inspection of of total quality management with organizational commitment (r=0.3032, p<0.05), cease tendency on inspection of total quality management with dimensions of organizational commitment i.e. affective commitment (r=0.1940, p<0.05), continuance commitment (r=0.2166, p<0.05), and normative commitment (r=0.1897, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the cease tendency on inspection dimension of total quality management and organizational commitment and its dimensions are dependent on each other.

- A significant and positive relationship was observed between long term relationship of total quality management with organizational commitment (r=0.2587, p<0.05), long term relationship of total quality management with dimensions of organizational commitment i.e. affective commitment (r=0.2151, p<0.05), and normative commitment (r=0.2636, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the long term relationship dimension of total quality management and organizational commitment and its dimensions are dependent on each other.

- A significant and positive relationship was observed between improve constantly of total quality management with organizational commitment (r=0.3130, p<0.05), improve constantly of total quality management with dimensions of organizational commitment i.e. affective commitment (r=0.1997, p<0.05), continuance commitment (r=0.2060, p<0.05), and normative commitment (r=0.2215, p<0.05)at 5% level of

significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, improve constantly dimension of total quality management and organizational commitment and its dimensions are dependent on each other.

- A significant and positive relationship was observed between institute on the job training of total quality management with organizational commitment (r=0.2900, p<0.05), institution the job making of total quality management with dimensions of organizational commitment i.e. affective commitment (r=0.2314, p<0.05), continuance commitment (r=0.1633, p<0.05), and normative commitment (r=0.1737, p<0.05)at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, institute on the job training dimension of total quality management and organizational commitment and its dimensions are dependent on each other.

- A significant and positive relationship was observed between adopt and institute leadership of total quality management with organizational commitment (r=0.2877, p<0.05), adopt and institute leadership of total quality management with dimensions of organizational commitment i.e. affective commitment (r=0.2257, p<0.05), continuance commitment (r=0.1827, p<0.05), and normative commitment (r=0.1492, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, adopt and institute leadership dimension of total quality management and organizational commitment and its dimensions are dependent on each other.

- A significant and positive relationship was observed between drive out fear of total quality management with organizational commitment (r=0.1492, p<0.05), drive out fear of total quality management with dimensions of organizational commitment i.e., affective commitment (r=0.1690, p<0.05), and normative commitment (r=0.1956, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, drive out fear dimension of total quality management and organizational commitment and its dimensions are dependent on each other.

- A significant and positive relationship was observed between breakdown barriers between Department of total quality management with organizational commitment (r=0.2352, p<0.05), breakdown barriers between Department of total quality management with dimensions of organizational commitment i.e. affective commitment (r=0.1201, p<0.05), and continuance commitment (r=0.2386, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, breakdown barriers between Department dimension of total quality management and organizational commitment and its dimensions are dependent on each other.

- A significant and positive relationship was observed between eliminate slogans of total quality management with organizational commitment (r=0.1394, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, eliminate slogans dimension of total quality management and organizational commitment are dependent on each other.

- A significant and positive relationship was observed between eliminate quotas of total quality management with organizational commitment (r=0.3218, p<0.05), eliminate quotas of total quality management with dimensions of organizational commitment

i.e. affective commitment (r=0.2485, p<0.05), continuance commitment (r=0.1963, p<0.05), and normative commitment (r=0.1841, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, eliminate quotas dimension of total quality management and organizational commitment and its dimensions are dependent on each other.

- A significant and positive relationship was observed between abolish annual ratings of total quality management with organizational commitment (r=0.2218, p<0.05), abolish annual ratings of total quality management with dimensions of organizational commitment i.e. affective commitment (r=0.1810, p<0.05), and continuance commitment (r=0.1520, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, abolish annual ratings dimension of total quality management and organizational commitment and its dimensions are dependent on each other.

- A significant and positive relationship was observed between education and self improvement of total quality management with organizational commitment (r=0.2243, p<0.05), education and self improvement of total quality management with dimension of organizational commitment i.e. affective commitment (r=0.1768, p<0.05), continuance commitment (r=0.1182, p<0.05), and normative commitment (r=0.1491, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, education and self improvement dimension of total quality management and organizational commitment and its dimensions are dependent on each other.

- A significant and positive relationship was observed between involve everyone in the transformation of total quality management with organizational commitment (r=0.3667, p<0.05), involve everyone in the transformation of total quality management with dimensions of organizational commitment i.e. affective commitment (r=0.3379, p<0.05), continuance commitment (r=0.1225, p<0.05), and normative commitment (r=0.2696, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, involve everyone in the transformation dimension of total quality management and organizational commitment and its dimensions are dependent on each other.

Major Findings of the Study

1. The male teacher educators of colleges are significantly higher on organizational commitment as compared to female teacher educators of colleges.
2. The male teacher educators of colleges are significantly higher on dimension of organizational commitment i.e., affective commitment as compared to female teacher educators of colleges.
3. The male teacher educators of colleges are significantly higher on perception of total quality management as compared to female teacher educators of colleges.
4. The male teacher educators are higher on perception of dimension of total quality management i.e., adopt and institute leadership as compared to female teacher educators.
5. The total quality management and organizational commitment and its dimensions are dependent on each other.

6. The constancy of purpose dimension of total quality management and organizational commitment and its dimensions are dependent on each other.
7. The adopt a new philosophy dimension of total quality management and organizational commitment and its dimensions are dependent on each other.
8. The cease tendency on inspection dimension of total quality management and organizational commitment and its dimensions are dependent on each other.
9. The long term relationship dimension of total quality management and organizational commitment and its dimensions are dependent on each other.
10. Improve constantly dimension of total quality management and organizational commitment and its dimensions are dependent on each other.
11. Institute on the job training dimension of total quality management and organizational commitment and its dimensions are dependent on each other.
12. Adopt and institute leadership dimension of total quality management and organizational commitment and its dimensions are dependent on each other.
13. Drive out fear dimension of total quality management and organizational commitment and its dimensions are dependent on each other.
14. Breakdown barriers between Department dimension of total quality management and organizational commitment and its dimensions are dependent on each other.
15. Eliminate slogans dimension of total quality management and organizational commitment are dependent on each other.
16. Eliminate quotas dimension of total quality management and organizational commitment and its dimensions are dependent on each other.
17. Abolish annual ratings dimension of total quality management and organizational commitment and its dimensions are dependent on each other.
18. Education and self improvement dimension of total quality management and organizational commitment and its dimensions are dependent on each other.
19. Involve everyone in the transformation dimension of total quality management and organizational commitment and its dimensions are dependent on each other.

Implications of the Study

Results reported in the present study have several policy and practical implications for teacher educators of colleges of education. By empirically testing the extent to which selected work-related factors affected organisational commitment, total quality management and turnover intentions, the present study identified the total quality management practices which colleges of education can adopt to improve the commitment and retention of teacher educators of their colleges. With the current commercialisation of education and the expansionist programmes that colleges of education, especially unaided and aided colleges of education are embarking on, a committed and highly skilled workforce is fundamental in enabling the colleges of education to meet their objectives.

The analysis has confirmed that teacher educators perception of fairness or justice is a positive predictor of organisational commitment and total quality management. Therefore, in order to enhance teacher educators commitment and total quality management, colleges of education should offer fair compensation to teacher educators

based on their contributions to the operations of their colleges. This may translate to mean not only better pay and fringe benefits for all its employees, but also fairness in the distribution of other rewards such as opportunities for training and promotions.

The study has confirmed that teacher educators who perceive the colleges as providing them with interesting and meaningful jobs, and a friendly and supportive environment are likely to have high levels of commitment, are more satisfied with their jobs and turnover less. Management of the college should therefore implement better quality management, quality education and job rotation in order to develop more meaningful, challenging and interesting jobs, thereby increasing the level of intrinsic returns. To minimize role ambiguity, all colleges should provide their human resources with clearly written job descriptions stating what actions can and cannot be taken.

Conclusion

Quality management is essential for the survival of institution in the society. Every institution has different parameters to measure the quality of education. Setting up standards is the most crucial activity of an education institution. However if the institution identifies correct components then quality is achievable. In this study the investigator has attempted to identify the teacher educators perception of leadership behaviour of principals of colleges of education that leads to a greater outcome. Due to the intense competition in the society, every institution is facing threat. The main idea is to maintain an appropriate system with quality standards. Thus exercising efficient activities leads to the best results. All the recognized institutions should develop their own quality management unit. The creation of such department in the university will encourage the institution to adopt self assessment methodology. Quality assurance agency has provided guidance in detail to the institutions relating to the quality standards and policies. It will then also help the institution scan their entire system from pedagogy to the course development. Even the offering of new courses to the adoption of new teaching method would be done through the quality management unit. However due to increase knowledge of the teacher educators many institutions are gaining edge out of this system. Thus all the institutions should adopt the quality assurance practices.

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