Total Quality Management in Colleges of Education

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Abstract

TQM is an exhortation in improvement of management for institutions to prosper. This cannot be done through piecemeal approach. It needs a systematic thinking and a consciousness and culture for quality. Quality is no more a desirable element but a necessity in the competitive world particularly when the cost of quality can be zero. There are serious implications for the service sector organizations including education. Given the Indian scenario where education is not market driven, quality is not a criterion for survival, since inter institutional competition is restricted to few. Nevertheless, should accountability to public money be a serious issue. TQM offers an important opportunity for resource-starved educational institutions to improve quality without investment. The National Assessment and Accreditation Council (NAAC) of India, for example, has been set up by the UGC to assess all universities and colleges against certain predefined criteria with relative weightages, known to the institutions of higher learning. The state support to the universities and colleges will now be linked to their ability to manage quality.

KEYWORDS: TQM, colleges, organization, education, principal and teacher educators

Introduction

One of the important aspects, then to the application of total quality management to education and schooling is a working definition of 'quality' which is appropriate and useful and brings into play a focus on the users or customers of the service. There is sense in which quality does have a different meaning in the service context. Oxford dictionary points out "Quality is the best level of concept" and Long web dictionary states "Quality is nothing but deciding which is right and wrong.

Total Quality Management (TQM) is a management approach that aims for long-term success by focusing on customer satisfaction. TQM is based on the participation of all members of an organization in improving processes, products, services, and the culture in which they work.

In the book 'India Vision 2020'our Hon'ble President A.P.J.Abdul Kalam states that the most important need is to impart good quality education and skill for all, so that we provide employment opportunities to all. It is also stated that people need to assess the core competencies and the most important core competency is human resource. This is India's strength if people can train an unskilled Indian, impart better skills to a skilled Indian and create more challenging environment for the educated as well as build avenues for economic activity in agriculture industry and "Service sectors, India will not only meet the targets but will excel them. The NAAC, through its promotional and

assessment activities, has created greater awareness of quality concerns that triggered many quality sustenance measures among universities and colleges.

In other words, Total Quality Management is a philosophy for managing an organisation in a way which enables it to meet stakeholder needs and expectations efficiently and effectively, without compromising ethical values.

Concept of Total Quality Management

In today's world every field is having the concept of quality and education field is not exclusive from them. Education field also needs to follow the total quality of the organization.

Quality management involves everyone in the organization cooperating to continuously improve the way in which they meet their students' needs and expectations in the provision of products and services. It is useful to differentiate different approaches depending on the level and pervasiveness of the adoption across the organization. Quality management and total quality management are two concepts where the latter aspect of the organization adopts continued quality improvement requiring a fundamental change in the organizational ethos and culture. Different writers locate their word at various levels.

Total quality in the field of education means educational institutes, teachers, management authority. Evaluation all these systems are to be made work in the systematic manner in accordance with that is what the customer students want.

Statement of the Problem

The problem undertaken for the investigation can be restated precisely as: **"Total Quality Management in Colleges of Education"**

Review of Related Literature

Bilen (2010) studied "Total Quality Management in Higher Education Institutions: Challenges and Future Directions". Compared to business implementations, the impact of quality management concepts and tools in higher education institutions has not been as significant. Although TQM has been implemented with success in other service sectors, its implementation in higher education has been mostly limited to non-academic, administrative processes. Unlike manufacturing and other service sector implementations of TQM, in higher education institutions, customer-based quality definition has been problematic, limiting its spread and success.

Shastri (2010) studied "Implementation of Total Quality Management in Higher Education". Higher education institutions must become more innovative leading to quality institutions of knowledge production and dissemination. Realizing the importance of higher education, a lot of innovative experiments are being done to improve the performance of this sector. Application of TQM concepts is one of such measures, which will go a long way in revolutionizing the higher education system. The paper attempts to theoretically conceptualize TQM in higher education.

Thakkar (2011) studied "Quality Management in Higher Education". The study attempts to examine the current education system to find out the ways for the total quality management in the present education system so that educational institutions respond to current paradigms.

The concept of global village and the revolution in the area of information technology is increasing integration of economies around the globe and attainment of global competitiveness has become a necessity for the survival and growth, educational paradigms are shifting continuously providing enormous amount of creative opportunities to grasp the future. In education, quality has become a necessity and the circumstances require total quality management. The future belongs to those who see possibilities before they become obvious. To make India an intellectual capital of the world, people have to rethink about the education and effort has to be made to create a dynamic environment, which can nurture superior quality technical education colleges.

Quality is the only currency, which is accepted universally and it is also true in the case when product is education. Every customer is now quality conscious and it is also imperative that a passion for quality is developed in the International as well as Indian psyche. In education, quality has become a necessity and circumstances require total quality management.

Objectives of the Study

1   To study the significant difference between age groups (35 years and below and 36+ years) of principals of colleges of education with respect to Total Quality Management and its dimensions.

2   To study the significant difference between male and female principals of colleges of education with respect to Total Quality Management and its dimensions.

3   To study the significant difference between principals of aided and unaided colleges of education with respect to Total Quality Management and its dimensions.

Hypotheses

* There is no significant difference between age groups (35 years and below and 36+ years) of principals of colleges of education with respect to Total Quality Management and its dimensions that is.
  1. Constancy of purpose
  2. Adopt a new philosophy
  3. Cease dependency on inspection
  4. Long-term relationships
  5. Improve constantly
  6. Institute on the job training
  7. Institute leadership
  8. Drive out fear
  9. Break down barriers between departments
  10. Eliminate slogans
  11. Eliminate quotas
  12. Abolish annual ratings
  13. Education and self-improvement
  14. Involve everyone in the transformation

* There is no significant difference between male and female principals of colleges of education with respect to Total Quality Management and its dimensions.

- There is no significant difference between principals of aided and unaided colleges of education with respect to Total Quality Management and its dimensions.

Method of the Study

Survey method is found to be more suitable for this type of research work. Therefore the researcher used survey method for the present study.

Population and Sample

To make the study worth while the representative random sample of the total population was taken. The total population of the study consists of 34 colleges of Education under Karnatak University, Dharwad.

The sample of the study was selected from 34 Colleges of Education. In the sample 362 teacher educators were selected through random sampling technique.

Tools Used

Different tools were used for data collection on different variables of the study. The details of these tools are presented here:

- ★ Survey Instrument to Measure Total Quality Management in Education – by Bonstingle (1992) based on his conceptualization of Deming's 14 points of TQM in Education (1995)

Data Collection

The investigator personally collected the data form 362 teacher educators of Colleges of Education under Karnatak University, Dharwad. Teacher educators of colleges of education were personally 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 collected data was systematically pooled for analyses.

Data Analyses

The following statistical techniques were used for the collected data.

Table No.-1: Results of t-test between Age Groups (35 Yrs and below and 36+ Yrs) of Principals with Respect to Total Quality Management and Its Dimensions

Variables	Age groups	Mean N=34	SD	t-value	P-value	Signi.
Total Quality Management	35 yrs and below	135.227	13.4494	-0.8255	>0.05	NS
	36+ yrs	136.451	14.6262			
Constancy of purpose	35 yrs and below	10.4300	1.9141	-1.9771	<0.05	S
	36+ yrs	10.6839	1.9565			
Adopt a new philosophy	35 yrs and below	10.1981	1.8836	-1.9964	<0.05	S
	36+ yrs	10.5290	2.0396			

From the above table it may be seen that,

1. The principals of colleges of education belonging to different age groups (35 yrs and below and 36+ yrs) do not differ significantly with respect to Total Quality Management (t=-0.8255, p>0.05) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the

principals of colleges of education belonging to different age groups (35 yrs and below and 36+ yrs) have similar Total Quality Management.

2. The principals of colleges of education belonging to different age groups (35 yrs and below and 36+ yrs) differ significantly with respect to dimensions of Total Quality Management that is constancy of purpose (t=-1.9771, p<0.05) and adopt a new philosophy (t=-1.9964, p<0.05) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the principals of colleges of education belonging to 36+ yrs of age group are higher on dimension of Total Quality Management that is constancy of purpose and adopt a new philosophy as compared to principals of colleges of education belonging to 35 yrs and below age group.

Table No.-2: Results of t-test between Male and Female Principals with Respect to Total Quality Management and its Dimensions

Variables	Gender	Mean N=34	SD	t-value	P-value	Signi.
Total Quality Management	Male	137.701	14.6499	3.8208	<0.05	S
	Female	131.867	11.5794			
Cease dependency on inspection	Male	10.1452	1.7344	3.3236	<0.05	S
	Female	9.4793	1.9196			
Long-term relationships	Male	9.4938	1.9238	2.5380	<0.05	S
	Female	8.9587	1.8276			
Institute leadership	Male	9.4274	2.2666	2.2976	<0.05	S
	Female	8.8595	2.1186			
Eliminate quotas	Male	10.0705	1.9831	3.1858	<0.05	S
	Female	9.3636	2.0083			
Abolish annual ratings	Male	10.6100	1.9993	4.1246	<0.05	S
	Female	9.6860	2.0332			
Education and self-improvement	Male	10.5643	1.7431	2.4302	<0.05	S
	Female	10.0661	2.0196			
Involve everyone in the transformation	Male	10.6680	1.9806	2.5797	<0.05	S
	Female	10.0992	1.9765			

From the above table it may be seen that,

1. The male and female principals of colleges of education differ significantly with respect to Total Quality Management (t=3.8208, p<0.05) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the male principals of colleges of education are higher on

perception of Total Quality Management as compared to female principals of colleges of education.

2. The male and female principals of colleges of education differ significantly with respect to dimensions of Total Quality Management that is cease dependency on inspection (t=3.3236, p<0.05) long-term relationships (t=2.5380, p<0.05), institute leadership (t=2.2976, p<0.05), eliminate quotas (t=3.1858, p<0.05), abolish annual ratings (t=4.1246, p<0.05), education and self-improvement (t=2.4302 and involve everyone in the transformation (t=2.5797, p<0.05) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the male principals of colleges of education are higher on dimensions of Total Quality Management that is cease dependency on inspection, long-term relationships, institute leadership, eliminate quotas, abolish annual ratings, education and self-improvement and involve everyone in the transformation as compared to female principals of colleges of education.

Table No.-3: Results of t-test between Principals of Aided and Unaided Colleges of Education with Respect to Total Quality Management and its Dimensions

Variables	Management	Mean N=34	SD	t-value	P-value	Signi.
Total Quality Management	Aided	136.697	11.0864	0.7746	>0.05	NS
	Unaided	135.409	14.8637			
Constancy of purpose	Aided	9.9688	1.5455	-3.4182	<0.05	S
	Unaided	10.7444	2.0194			
Adopt a new philosophy	Aided	9.8542	1.5827	-2.8659	<0.05	S
	Unaided	10.5150	2.0489			
Break down barriers between departments	Aided	9.5521	2.0307	3.4827	<0.05	S
	Unaided	8.5865	2.4267			
Eliminate slogans	Aided	9.3229	2.2734	2.7183	<0.05	S
	Unaided	8.4248	2.9339			

From the above table it may be seen that,

1. The principals of aided and unaided colleges of education do not differ significantly with respect to Total Quality Management (t=0.7746, p>0.05) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the teachers of aided and unaided colleges of education have similar Total Quality Management.

2. The principals of aided and unaided colleges of education differ significantly with respect to dimensions of Total Quality Management that is constancy of purpose (t=-3.4182, p<0.05), adopt a new philosophy (t=-2.8659, p<0.05), break down barriers between departments (t=3.4827, p<0.05) and eliminate slogans (t=2.7183, p<0.05) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative

hypothesis is accepted. It means that, the principals of unaided colleges of education are higher on dimensions of Total Quality Management that is constancy of purpose, adopt a new philosophy, break down barriers between departments and eliminate slogans as compared to principals of aided colleges of education.

Major Findings

The major findings of the study are enumerated as follows:

1. Principals of colleges of education belonging to 36+ yrs of age group are higher on dimensions of Total Quality Management that is constancy of purpose and adopt a new philosophy as compared to principals of colleges of education belonging to 35 yrs and below age group.

3. Male principals of colleges of education are higher on perception of Total Quality Management as compared to female principals of colleges of education.

4. Male principals of colleges of education are higher on dimensions of Total Quality Management that is cease dependency on inspection, long-term relationships, institute leadership, eliminate quotas, abolish annual ratings, education and self-improvement and involve everyone in the transformation as compared to female principals of colleges of education.

5. Principals of unaided colleges of education are higher on dimension of Total Quality Management that is constancy of purpose, adopt a new philosophy, break down barriers between departments and eliminate slogans as compared to principals of aided colleges of education.

Conclusions

From the findings of the present study the researcher has drawn the conclusion of principals with respect to total quality management of colleges of education. In the present study some variables such as gender, age and types of management were taken into consideration. Some of the variables had significant effect on the total quality management. However, the variables viz., age and gender had some effect on the Total Quality Management of the principals of colleges of education. Male principals are high on Total Quality Management and its dimensions than their counterparts. The principals of 36+ years of age group are high on total quality management and its dimension than the 35 and below years age group principals.

However, everything said and done the Total Quality Management will remain as a pivotal force in guiding and directing organizations to a bright future.

Implications of the Study

On the basis of the findings of the study the following implications were made.

- The main concept of the study is throwing light on total quality management of colleges of education. It is important because the total quality management provides better human resource to the country.

- The study provides opportunity for educational planners to plan systematically by using research data on total quality management of colleges of education.

- Total quality management and present study provide business managerial approach to educational field. Some of those aspects are as below

  - Systematic planning.
  - Performance orientation.
  - Flexible changes with systematic way of planning.
  - Pragmatic way of thinking in education.
  - Better utilization of available resources and nourishing them for further use etc.
- 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.

- The study on total quality management gives guidelines for educational management to fulfill the needs of colleges of education with respect to teachers, students and overall college perspective.

- Total quality management concept is applied to educational field from industry perspective. While applying for different kinds of management, it provides advanced problems as well as advanced solutions to them.

- Total quality management of colleges of education study caters to perceive the whole education system as whole thing.

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