

Total Quality Management ----- Excellence in Teacher Training

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Abstract: *This article attempts to probe the quality status of teacher education in one of the teacher training colleges affiliated to University of Mumbai. The tool on Total Quality Management is administered to find out the quality of the institution. The researcher has attempted to investigate the quality of the institution and compare the quality of the institution for two consecutive years. An Attempt has been made to find out the areas of differences in providing quality services in the two years and also to highlights certain measures to improve in the overall functioning of the institution to reach to greater heights of quality.*

I. Introduction

Quality in today's era has proved to be a decisive factor in determining the success and failure of any institution. If a developing country like India wants to become a developed one the country should aim at imparting good quality education to its citizens. These citizens would significantly contribute towards the development of the nation. To seek this transformation within the country quality is something which should be constantly and continuously worked upon.

Quality is a very relative term. The parameter of quality would differ for different service industries though the basic objective would be to meet the expectations of its customers. As far as education is concerned quality for an institute would mean enhancing the knowledge of its students with an aim to contribute to the society.

The connotation of quality is practiced and followed from ages. Over the years the connotation of quality has improvised and seen a shift. Below is the chronology of Quality Movement as per Sallies (1996)

The chronology of quality Movement

Pre 1900 Quality as an integral element of craftsmanship

1900-1920 Quality control by foreman

1920-1940 Inspection based quality control

1940-1960 Statistical Process Control

1960-1980 Quality assurance / Total Quality Control

1980-1990 Total Quality Management

1990-Present TQM, the culture of continuous improvement, organization-wide quality management Source

According to Ho and Wearn (1996) one should continuously strive to satisfy stakeholders needs and achieve excellence through TQM. One of the ways of achieving TQM in Higher education would be following the conceptual model for excellence as proposed by Sudha (2013)

1. Commitment of top management:

Top management, through their supervision of all processes, should ensure that everybody is committed to achieving quality

2. Course delivery:

Expert knowledge must be matched with expert skill to transmit that knowledge – the fervor to acquire knowledge must be matched with fervor to transmit it.

3. Campus facilities:

Utmost attention is to be shown in providing excellent infrastructure and physical facilities in the campus for student learning, co-curricular and extra- curricular activities.

4. Courtesy:

An emotive and positive attitude towards students will lead to congenial learning environment.

5. Customer feedback and improvement:

Constant feedback from the students leading to continuous improvement in the process is the key to achieving excellence.

Quality in education is a matter of great quest and concern for institutions. According to Yeo (2009) Quality means “to meet or exceed the expectations of customers”. According to Idrus (1996) quality basically means to shift the way organizations and their people think about themselves and about all the things that impact on them. Quality in higher education is a multidimensional concept, which includes all related function falls within the purview of the service sector. Teacher education institutions need to define and determine the quality of service it provides to its students. Quality management is a vehicle to which professionals can use to cope with the “forces of change” (Arcaro 1997). Total Quality Management has been tried in many educational institutions with impressive results.

Fitzgerald (2012), views Total Quality Management as a rationale for continuously improving the services and/or products offered to customers. A problem solving process is a means of anticipating changes and responding in a proactive manner will ensure overall improvement in the functioning of the Institution. According to Babbar (1995) application of TQM places the organization to be able to open and strive towards new learning.

Objectives of the Study

To study the perception of B.Ed students teachers towards total quality management.

Sample of the Study

Stratified random sampling technique was used to collect the data from 73 B.Ed student teachers and 68 B.Ed student teachers for the years 2013-2014 and 2014-2015 respectively from one teacher training college affiliated to Mumbai University.

Methodology

The research was descriptive research. Total Quality Management inventory by Dr. Kishori Mistry (2011) was used to find the perception of B.ed student teachers. The reliability of the tool by split half and Cronbach alpha were 0.86 and 0.82 respectively and the tool was validated by a list of experts. Percent mean was used to find out the perception of B.Ed student teachers on the eight dimensions of total quality management.

Operational definitions of the dimensions of the tool on Total Quality Management

Total Quality Management-: is an ongoing process which educational managers' use, to enable everyone in the college to continuously improve their abilities so as to meet and exceed internal and external customer expectations. It is also referred to as continuous quality improvement of college.

Operational definitions of the dimensions of the study

1. Human Resource Management

Human Resource Management (HRM) includes perception of the individuals (students and teachers) towards admission of students in a college, selection and appointment of teachers, development of students and the staff, and also efforts made by the institution to motivate them in their academic responsibilities and evaluate their work and recognize it.

2. Operating Procedure- Operating procedure involves the perception of the individual about the organization in bringing efforts about qualitative improvement through various rules and regulations in the academic and administrative functioning

3. Quality Policy- Is the perception of the individual (teachers and students) about quality polices, involves setting up and implementing basic principles , guidelines and use of action plan by the management/ college to achieve the long term goals and short terms goals of the Institution.

4. Services of Suppliers - Is the perception of the individual towards the work done by the Principal and Teachers towards the achievement of the goals of the Institution

5. Technology Utilization-Technology utilization means the perception about the appropriate use of computers, internet and technological devices to bring about qualitative improvement in the day-to-day functioning of the Institution.

6. Training- Is the perception about the efforts put in by the Institution in order to impart knowledge about the concept of Total Quality Management, and the ability, skills related to it, and bringing about changes in the attitude and behaviors of the students and teachers is referred to as training.

7. Quality Culture- It refers to the perceived pattern of human habits, beliefs and behavior concerning quality.

8. Quality Information System- It refers to the perception of the individual about maintaining information about the various components of quality and make available the information and provides information to those people who require information about the institute or college.

Results

Percent Mean of the Nine Dimensions of Total Quality Management

Dimensions of Total Quality Management	Percent Mean 2013-2014	Percent Mean 2014 - 2015
Human Resource Management	2.8	3.3
Operating Procedure	3.1	3.8
Quality Policy	2.8	3.1
Services of Suppliers	3.1	2.1
Technology Utilization	2.4	2.2
Training	2.9	3.5
Quality Culture	2.9	2.4
Quality Information System	2.5	3.8

Interpretation

The table clearly shows that percent mean for most of the dimensions of total quality management has shown an increase in the year 2014-2015. Quality information system has increased more than 1% in 2014-2015. Operating procedure, human resource management and training have increased in the range of 0.5% to 0.7% in 2014-2015. Quality policy has just increased by 0.3% in 2014-2015. Services of suppliers, Technology utilization and quality culture have decreased from 0.2% to 1 in the year 2014 – 2015.

Discussion of the Findings

Operating Procedure

The **operating procedure** has increased from 3.1% to 3.8% in the year 2014-2015. The increase has been to the tune of 0.7%. The college has regularly been following all rules as per the government norms. The efficiency of the college on admission is clearly reflected. Consistency and Adherence to the University Norms has helped the college to maintain and increase the quality with respect to operating procedure. The admission procedures of the college is as per the University Norms where criteria for selection and admission of students is clearly communicated to the students. Transparency exists in the functioning, through planning in the conduct of the activities. The vision and mission statement of the Institute is clearly communicated to the student teachers which ensures that internal and external stakeholders work in alignment with the vision and the mission of the Institute. This idea is supported by Ziad (2007), who mentions that standards should be associated with students in terms of admission. High importance is accorded to the attendance of students which helps transact the curriculum and assures good results.

Quality Information System

The Quality Information system has increased from scored 2.5% to 3.8% showing an increase by 1.3 % in the year 2014-2015. In the year 2013-2014 though the Institute had a website it was not very functioning. But in the year 2014-2015 with the efforts of the management and the Principal the college website has been upgraded with wide array of inputs. Added to this in the year 2014-2015, the college came up with a creation of email id which was exclusively to be used for the college students and the staff where important and timely messages were communicated. The quality information system is well in place with updated website and email address for the students to access. The institute regularly updates its website with the events and happenings of the college for the present student teachers and as well as alumni. With a low mean score in the

year 2013-2014 the Institute has ensured sufficient measures to communicate the standards of quality to the student teachers which would enable the students to match the expectations and the objectives of quality.

Quality Training

The **quality training** has increased from 2.9% to 3.5%. The increase is by a mere 0.6%. Though the college believes in the philosophy of learning through mistakes, quality training provided should be more effective. According to Welsh and Metcalf (2003) sharing of experiences among institutions on quality issues may generate ideas for evolving norms and strategies for the quality assurance of management process, curricular inputs and practices and the evaluations system. As training provided helps to create feelings of teamwork, timely decisions and making student teachers more responsible towards quality control. More initiatives would be required to be taken by the college on training on quality that would help to have quality culture in place from the top down. Timely decisions, brainstorming sessions, leadership programmes, are the few areas which ensures training on quality According to Neha Parekh (2013) every school should specifically equip its students to understand and use Total Quality Management. Student teachers are to be provided training on quality where student teachers are prepared to be more committed and responsible towards quality.

Human Resource Management

Human Resource Management has shown an increase from 2.8% to 3.3% There has been a 1% increase in Human Resource Management. It was found that the Institute manages its human resources well by forming different activities and arranging and organizing programmes like club activities, community work related activities, guidance programmes which ensures human resource is well taken care off. The students are motivated by giving appropriate feedback, providing opportunities to students to participate in intercollegiate competitions. The organization focuses and strives to see that the human resources are well motivated and taken care of. The teachers were also provided sufficient scope to develop professionally but there is more scope to enhance the potentials of the teaching faculty. The Institute had conducted various faculty development programmes in the year 2015-2016 which has enhanced the knowledge of the faculty members. Even the students were given sufficient and adequate opportunities to excel and show case their talents on different occasions.

Quality Policy

The **quality policy** has increased from 2.8% to 3.1% in the year 2014-2015 which means there is an increase of 0.3%. The reason being the Institute has a quality committee in place which ensures issues are addressed and quality decisions are implemented for continuous progress of the Institute. Students are the backbone of the Institute and therefore the needs and expectations of the students are well served. The institute has a grievance mechanism in place, for effective communication and to provide solutions to the student's grievances. Grievances boxes are provided so that students could voice out their problems, ideas or suggestions. The suggestions provided by the student teachers were considered with appropriate action where ever necessary and possible. According to Blades (1995) commitment and communication are important requirements for quality. As the two way process of communication helps the organization be aware of the expectations of the customers and make the customers know what expectations would be met by the organization. This awareness of the expectations enables Crosby (1979) to achieve an organization to zero defects by eliminating the errors and failures.

Quality Culture

Quality Culture has increased very low from 2.9% to 2.4%. The quality culture has reduced by 0.5% in the year 2015-16. The institute believes in a culture of progress by undertaking small and regular changes to improve quality. According to Dahlgard et al (1995) Quality culture is inclusive of products and services which deals with the preparation, development and training of teacher. The practice of the Institute is to identify the needs of the Institute and satisfy them. Though the Institute is taking necessary step to identify the needs, still more needs to be done in terms of bringing in the quality culture. More awareness needs to be created about quality aspects among student teachers to bring in quality. The college tries to find out creative and innovative ways to solve college grievances. According to Babbar (1995) commitment, honesty, openness and high ethics are very much essential to follow Total Quality Management. But along with ethics application of TQM to one's own teaching would enable a teacher to explore her potentials to new ideas in the field of teaching. Ehlers (2009) also insist on the foundation for a comprehensive understanding and analysis of quality culture in organizations, focusing on higher education in order to attain a system-wide

quality improvement, to implement the principles of TQM. Meeting the needs of students in all the desired way and satisfying students is given utmost importance and will ensure an effective quality culture.

Technology Utilization

The technology utilization has increased from 2.4% to 2.2%. Technology utilization has reduced by 0.2% in the year 2014-2015. One of the possible reasons for this would be because of the ratio of the B.Ed student teachers and the number of computers which may pose a problem and therefore technology utilization is very low. The computer lab of the college has been improvised by providing new computers and wifi access to the students. The students have also been able to complete their projects and other assignments by having open access to the computer lab. According to Raju Narayana Swamy (2012) Teacher education institutions face financial and human resources crunch for successful incorporation of ICTs. Attractive learning content and learning technologies is possible only through planning and progress in this direction. The institute is making all steps to ensure that technology utilization for students is increased. The college is in the process of adopting latest technologies which could be provided to the advantage of students

Services of Suppliers

The **Services of the suppliers** has decreased from 3.1% to 2.1% in the year 2014-2015. The services of suppliers in the year 2013-2014 revealed that teacher played a great role in identifying the individual needs of students and provide diagnostic and remedial teaching to the students. There is no doubt that teachers regularly update their knowledge through workshops and training and research. Though the teaching aspects are very well taken care of and the teachers provide the best kind of teaching more focus on providing remedial teaching to the required students is important. Also as the class consists of few students teachers from different backgrounds it is necessary that teaching needs to be simplified and improved in terms of simplifying the language during delivery of content. The institute also needs to focus on providing remedial teaching for the student teachers and persuading students to learn independently. The context of the student teachers needs to be considered by the teacher before delivery of the content. Raju et al., (1994) defined that quality of the course is determined by the satisfaction provided to the students in the form of support services. The teachers of the Institute should focus on trying to build and enhance the personality of the student teachers. According to Manivannan, M.; Premila, K.S(2009) opined that to build students with versatile personality the teachers should possess varied skills. The staff members as coaches, mentors can help and render positive support, guidance and advice to the student teachers. The teachers should take efforts to see that the students from different cultural background communicate effectively and respond in the lecture class.

Conclusion

Quality is never a one stop process but a continuous process. The teachers of today will nurture the children of tomorrow. Therefore the quality of these teachers very much depends on the way the Institute prepares them for the future. The institute is surely doing a great job in preparing student teachers for the future by providing add on training programs, providing the best services of suppliers and necessary infrastructural and technological facilities for the conduct of the course. The Institute prepares the student teachers for better service to the community by making student teachers work closely to the community. The student teachers also meet the expectations of the Institute as the students are consciously made aware of the quality by imparting the importance of quality and building the necessary quality culture in the student teachers. Thus to conclude it can be said that the institution is leaving no stone unturned to improvise and assure quality. The efforts of the teachers needs to be appreciated and motivated. An institution which takes care of its students but also looks after the welfare of the staff members will surely reap benefits in unmeasured. According to Akhtar (2000) the philosophy of TQM is a participatory philosophy which can be achieved only through collaborative efforts of the members of the educational organization. Education is considered as the backbone of the country's growth, thus by implementing TQM in all the education Institutes it will help in attaining economic growth and development. The demand for teachers is never ending but what about the quality of the teachers. The answer to these question lies on the fact that education is considered as the backbone of the country's growth and for a country like India where demand for teachers is never ending TQM would ensure that the teacher producing institutes not only ensure teacher in good numbers but teachers with potential determined to reach out for the cause and the very purpose of education.

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