Total Quality Management in Secondary Education: Perception of Teacher in Meerut Region

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Abstract:

This paper aims to analyze the perception of Secondary school teachers in rural area of Meerut regarding Total Quality Management (TQM) in Secondary education and to explore challenges & suitable strategy for inclusive growth. It is an attempt to understand how these perceptions varies by demographic variable such as, gender & age group. Data were collected from 100 teaching and non teaching staff Meerut region. 'T' test is used to find out the significance of difference between variables subscales. Significant difference was found between male and female teachers in the perception of total quality management. Female faculty had higher mean score than male faculty. There is no significant difference between teaching and non teaching staff in the perception of TQM in secondary education.

Keywords:- TQM, Quality control, ANOVA, Perception, professional education, Variance

INTRODUCTION

The importance of education for the development of excellence, expertise and knowledge leading to overall development in economy cannot be undermined. This has necessitated a sound strategy for the development of higher education in almost all countries of the world. Establishing leadership in the world is possible only when we have a developed system of higher education in which efficiency remains the sole criterion to evaluate performance. The system of higher education is found efficacious in making available to the society a dedicated, committed, devoted and professionally sound team of human resources to decide the future of any nation. This is possible only when the principles of quality management are inculcated in the system of higher education. Total Quality Management (TQM) is inevitably common factor that will shape the strategies of higher educational institutions in their attempt to satisfy various stakeholders including students, parents, industry and society as a whole. The paper is a theoretical attempt to explain the application of TQM in tertiary education. It deals with issues pertaining quality in higher education and moves on to identify variables influencing quality of education. It also conceptualizes a model for application of TQM in education. The new economic growth theories have emphasized the role of human capital as the key of economic growth and development. The World Bank’s recent study of 190 countries reveals that it is education that helps in enriching the quality of manpower. Thus education is a basic investment necessary to improve the overall quality of life. The strong linkage between the economy and education was never as clearly visible as now. It is the availability of employment in the market that makes the learners chooses their areas of study.

Quality:

The word quality is derived from Latin word quails, which means “what kind of”. It connotes a variety of meanings and implies different things to different people. According to Juran “Quality is fitness for use or purpose”. Crosby considers it as “conformance to standards”. Deming defines quality as “a
predictable degree of uniformity and dependability at low cost and suited to market”. In general quality is one, which satisfies customer needs and continuously keeps on performing its functions as desired by customers as per specified standards.

**Total Quality Management (TQM):**

TQM has been adopted as a management paradigm by many organizations worldwide. Quality movement in across the world starts with quality improvements project at manufacturing companies. But later it spread to other service institutions including banking; insurance, nonprofit organizations, healthcare, government and educational institutions. TQM models, based on the teachings of quality gurus, generally involve a number of “principles” or “essential elements” such as teamwork, top management leadership, customer focus, employee involvement, continuous improvement tool, training etc.

TQM may also be defined as; doing things right for the first time, striving for continuous improvement, fulfilling customers’ need, making quality the responsibility of every employee etc. Most of work of quality and TQM can be traced to the work of gurus W. Edwards Deming and Joseph Juran’s teachings and statistics in Japan during the 1950’s and the revolution that followed in the USA in the 1980s to meet or preferably exceed customer expectations. Common theme in quality management includes consistency, perfection, waste elimination, and delivery speed and customer service. The objective of TQM is to build an organization that produces products or performs services that are considered as quality by those who use them. The quality of a product or a service is the customer’s perception of the degree to which the product or service meets their expectations.

**TQM in education**

Traditionally, the educational services include the three fundamental functions’

- Teaching
- Research; and
- Extension.

Teaching serves to transmit knowledge and skills from the teacher to the taught ones. The purpose of research is to explore new knowledge whereas the function of extension focuses on developing the application of the developed knowledge for addressing the common problems of the society. The functions of the education can also be elaborated as under;

- To seek and cultivate new knowledge, to engage vigorously and fearlessly in the pursuit of truth and to interpret old knowledge and beliefs in the light of new needs and discoveries
- To provide the right kind of leadership in all walks of life by helping the individuals develop their potential
- To provide society with competent men and women trained in all professions who, as cultivated individuals, are inclined with a sense of social purpose
- To strive to promote equality and social justice and to reduce social and cultural differences through diffusion of education
- To foster in the teachers and students, and through them in the society generally, the attitudes and values needed for developing the ‘good life’ in individuals and society
- To bring the universities closer to the community through extension of knowledge and it’s applications for problem solving

**NEED FOR THE STUDY**

Defining quality in education is a massive challenge since it deals with the most sensitive creation on earth –the human being. Industrial products are finished goods- take them or leave them. Nothing can
be done once they are finished. Service is here and now. You can look for better quality only next time. Education has no such finished product, nor even the graduates. They are on the way “to be”. Education only charges the human propensities to evolve and unfold it till the last breath, a process that covers the human journey from ‘womb to tomb’. Quality improvement is a never ending process. Education quality leads to a prospective future. Hence, insight on quality indices and virtual implementation need to be given top priority and due attention should be paid to the category in the wide range of educational strata e.g. school, university, educational management, and the staff.

OBJECTIVES

- To study the level of perception of secondary school staff in Meerut city regarding TQM in education.
- To study the difference between Male and Female secondary school teachers in the level of perception regarding TQM in secondary education.
- To study the difference between teaching and non teaching staff in the level of perception regarding TQM in secondary education.

HYPOTHESES

There is no significant difference between Male and Female secondary school teachers in the level of perception regarding TQM in education.

There is no significant difference between teaching and non teaching staff in the level of perception regarding TQM in secondary education.

METHODOLOGY

Sample

A total of 100 teachers were elected from 8 secondary schools in Meerut. Sample was randomly selected. All the teaching and non teaching staffs of selected school were considered as sample for the study.

Tools

Survey Instrument of Bonstingle (1992) was used to get the data on perception of secondary school teachers regarding TQM in education. The original form of this tool consisted of 84 items based on Bonstingle’s conceptualization of Demming’s 14 points of Total Quality Management (TQM) in Education. All the items under 14 points are to be rated by the sample respondents on 4- point Likert’s scale having the ratings of “ Not applicable”(0), Low (1) Medium (2),and “High” (3). In this study, 6 out of 14 points of Deming consisting of only 30 items were considered because they were very much related to school programmes, teacher teaching and student learning (Mukhopadhyay 2006). They were 1. Create constancy of purpose, 2. Adopt new philosophy, 3. Improve constantly, 4. Institute training on the job, 5. Institute leadership, 6. Drive out fear, so that everyone may work effectively for the institution.

Procedure

The selected school staffs were met individually for explaining purpose of the study and were instructed how to respond to the scale survey instrument of Total Quality Management in Education. Further clarifications were offered on the questions/doubts raised by them.

Statistical Analysis

The scales were scored as indicated above and the data obtained were subjected to statistical analysis using SPSS for windows (Evaluated Version 14.0). Mean and SD were calculated separately for all the 4 points in the scale and the total scale to describe the level of perception of secondary school teachers.
regarding TQM in education. The study employed “t” test for significance of difference between means to test the hypotheses formulated for the study. Considering the possible range of total scores on TQM questionnaire (0 to 90), the sample teachers were categorized into 3 groups: AA (Above Average), A (Average) and BA (Below Average) in perception about TQM in education. For this purpose, the total possible score 90 was divided equally into 3 groups: Teachers scoring between 0-30 as Below Average, 31-60 as Average and 61-90 as Above Average. The details of the number and percentage of teachers of 3 categories were: AA (No.25 and 25%) A (No.55 and 55%) and BA (No.20 and 20). The study employed “t” test to find out the significance of difference in the perception about TQM in education between difference categories of teachers, Male and Female, Arts and Science, in Meerut. SPSS for Windows (version 14.0) was used for statistical analysis.

RESULTS

Results indicated that more than 50% secondary school teachers (55%) exhibited Average level of perception about TQM in education. However, the percentage of teachers with Above Average level of perception about TQM was more (25%) than that of teachers with Below Average level of perception about TQM (20%). According to the first null hypothesis “There is no significant difference between Male and Female secondary school teachers in the level of perception regarding TQM in education”. The obtained results taken by SPSS 14 indicated that, there was significant difference between female and male teachers of Meerut in the perception of TQM (t = 2.11 significance of 0.03 level). The observation of means between male and female secondary school teachers in Meerut indicated that the mean score of female teachers (mean = 1.76) was higher than that of male teachers (mean= 1.63). It is concluded that female teachers have better perception than male teachers regarding TQM in education. Thus, rejecting the null hypothesis, it is inferred that, there is significant difference between male and female teachers in the perception about TQM in education. The second null hypothesis stated that “There is no significant difference between teaching and non teaching staffs in the level of perception regarding TQM in education”. The obtained results taken by SPSS 14 indicated that, (t = 1.17 significant of 0.11 level). Thus, respecting the null hypothesis, it is inferred that, there is no significant difference between teaching and non teaching staffs in the perception about TQM in education.

FINDINGS AND DISCUSSION

There is significant difference between male and female teachers in the perception about TQM in education. There is no significant difference between Arts and Science secondary school teachers in the perception about TQM in education. More than 50% secondary school teachers exhibited Average level of perception about TQM in education. Female teachers in secondary schools had better perception about Total Quality Management (TQM) in education than male teachers. Arts and Science teachers in secondary school do not differ in the perception about TQM in education. To conclude, educational organizations, such as schools, colleges and universities should have individuals who are committed to their organization, profession and well-being of their students. The vitality of all educational organizations lies in the willingness of principals to contribute to the development of their organizations. The process of TQM will lead to all round development of the institution, principals, teachers and students.

CONCLUSION

In all fields, especially education quality has an important matter. Total Quality Management as a necessary element always has a direct influence on the human improvement. It can be also led to high commitment and spirit in work environment. According to the study majority of secondary school teachers have exhibited Average level of TQM in education. However, the percentage of teachers with Above Average level of TQM is more than that of teachers with Below Average level of TQM. Usually the common observation is that, females’ teachers are more sincere and committed to their
work. Always give importance to the quality as such female teachers in the present also study have better perception than male teachers about TQM in education. However, it can be suggested that, measures should be taken to see that, male teachers also have better perception of TQM and all the activities of the school to promote quality education. It is better for all the teachers of the institutions to be exposed to more quality in education which in turn would influence the perception of teaching. Teachers should be encouraged towards positive aspect of TQM and to take active participation to render quality education.

REFERENCES