

TOTAL QUALITY MANAGEMENT IN HIGHER EDUCATION

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Abstract

The purpose of this study is to investigate the use of the Total Quality Management (TQM) strategy in higher education at two central universities in India. More specifically, the investigation is being conducted with the intention of determining whether or not the TQM strategy can contribute to an improvement in the quality of higher education that is provided at both of the institutions that have been selected. There is a greater need than ever before to place a greater emphasis on the quality development of higher education programmes in both public and private institutions in this day and age of globalisation and liberalisation, when there is more competition in higher education throughout the world. This is because there is more competition in higher education throughout the world. The educational system has not accorded Total Quality Management and its applications the respect they merit, despite the fact that TQM and its applications are successful in the modern business world.

keywords: *Quality, Management, Education*

Introduction

Education has been characterised in a number of different ways, each of which varies from nation to country, society to society, caste to caste, and class to class; as a result, many conclusions have been uncovered. A person will change in many ways as a result of their education, including how they think, how they convey their ideas, and how they organise their thoughts. The level of educational attainment is frequently cited as a significant indicator of overall human progress. According to Moehlman's statement from 1951, "A nation owns the key to its destiny if it knows the aims and underlying logic of its own culture." Education is the method to gain the key, provided that it is utilised properly as a tool. There is no one-size-fits-all answer to educational problems that is applicable in every situation and at all times. It is vital to analyse a system of education within the context of its own cultural pattern, making use of a check list or morphology that covers philosophy, people, land, historical causes, and technology in connection to educational progress." Education is the grit that's needed to go to where you want to go in life, and having a deep understanding and appreciation for a nation's history and traditions may provide one a glimpse into that nation's potential future. To this moment, a variety of teaching materials have been utilised, and there is no one specific formula that is required to be employed for this purpose on a mandatory basis. Because a person's actions and habits are influenced by their culture, the educational system must be evaluated according to how that culture is really put into practise. It is necessary to carefully evaluate a robust structure consisting of philosophy, people, nation, historical factors, and technology in order to have the opportunity to experience the culture's shape in connection to the progression of educational growth. Education is also seen as a vehicle for the elimination of poverty and the expansion of the human population. According to the Human Development Index (HDI)

of the United Nations Development Programme (UNDP), 2011, India is ranked 134th overall with a value of 0.547 for its Human Development Index. India was placed in the category of middle-developed nations during this time period due to its HDI score of 0.682, which was comparable to the global average during this same period. The Education Index for India stood at 0.232 in 1980, but it has increased to 0.450 by 2011. (Chakravartty & Gupta, 2006; UNDP, 2011).

Education is one of the most important components in providing individuals with access to productive jobs in the future as well as arming them with the information and skills necessary to do so. The standard of education a nation provides is of the utmost importance to ensuring the nation's continued advancement. Hence, the quality of education at every level is a significant concern in every region of the world (Hanushek & Woessmann, 2007; Vegas & Petrow, 2008). A significant amount of research has been conducted on education in general, as well as on higher education specifically. Higher education has a longer history than most other institutions in our society, despite the fact that the field itself has undergone a number of significant shifts throughout the course of its existence. Education is an essential component of society and has a significant impact on, as well as being influenced by, other aspects of society. Because those who are in their 20s and 30s are now the most productive age group, the quality of higher education will decide the destiny of the nation. The Organization for Economic Cooperation and Development (OECD, 1997) defines education as "organised and sustained communication designed to bring about learning," whereas teaching is defined as "any change in behaviour, information, knowledge, understanding, attitudes, skills, or capabilities which can be retained and cannot be ascribed to physical growth or to the development of inherited behaviour patterns." Learning and teaching are of two different parameters, such as, "Education is defined as "organised and sustained communication designed to bring about learning," whereas teaching is defined as " During its World conference on Higher Education in 1998, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) announced that "Education is a key cornerstone of human rights, democracy, sustainable development, and peace." Higher education in a nation is pursued with the intention of accomplishing a wide range of goals, from influencing individuals to choose healthier lifestyles to fostering coexistence among communities. So, obtaining a higher education is a tool that may be used to build flexibility, accessibility, and viability in the quickly shifting lifestyle of a human being.

Even if these educational establishments are not focused on the market, Williams' (1993) research on the idea of Total Quality Management (TQM) and its application to higher education argues that continuous quality improvement, staff and student participation, meeting customer needs, and coordination all contribute to an increase in the quality of higher education systems. Jie and Idris (2009) conducted yet another study in order to evaluate the general perception of postgraduate students on TQM in Malaysian universities and its effect on determining the attractiveness of the place to study. The purpose of this study was to determine whether or not Malaysian universities are attractive places to study. The most important discovery was that the attractiveness of a location to study is positively impacted by both the level of service provided and the attention paid to the needs of the students. Mahadevappa (2006) developed a conceptual model for implementing TQM in higher education that was based on the Baldrige National Quality Award (BNQA). He also developed a research instrument with which one could measure the total quality management practises in an educational organisation. The TQM model implied that the leadership of an educational organisation has a direct impact on the system. Only if the education system expands at a rhythm set by the economy or if the economy grows at a rhythm determined by the output of the education system can the equilibrium values of the economic system be attained. This value is the value at which unemployment is zero (Correa 1967). It is mostly higher education that contributes to the quality of life of the people through the country's economic development, and it has been recognised as a "crucial factor for survival" in the

National Policy on Education. Education, in all of its forms, is an important component for the development of human resources. However, it is mostly higher education that contributes to the quality of life of the people (1986).

Higher education system in India

Higher education is not anything new to India because the country has a very rich traditional background in the field of education. The teachings of the 'Vedas,' the 'Upanishads,' and the 'Vedangas' were a significant element of the higher education curriculum in ancient India. Via these texts, students were instilled with spiritual and ethical principles. Universities like Nalanda, which sprang from Buddhist monastic communities, are evidence that universities in India maintain a deep root, and students flock to India from all over the world to receive knowledge from those universities. The pupils were instructed by the "guru" at the "gurukuls," which are educational institutions as well as the residences of the "guru." The "guru" taught the students the fundamentals of the Vedas. During the ancient times of vedic and Buddhist periods, where the sanghas, monasteries, and gurukuls were established, where different people from different places visit the institution, and hold a place of debates and discussions, the educational institutions were not well organised like they are in the modern age. This is in contrast to the modern age, which has educational institutions that are well organised. The first institution to be created by British overlords in 1761 was the Calcutta Madrasa for Islamic studies. It was located in Kolkata. The universities of Calcutta, Madras, and Bombay were established in 1857, taking after London University as their inspiration. These universities served as the examining university for the affiliated colleges. After the country gained its independence in 1947, India's higher education system experienced rapid expansion. At the time of the country's independence, there were twenty universities and five hundred colleges; by 1991, there were one hundred seventy-four universities and seven thousand forty-six colleges; by 2009, there were four hundred sixty-seven universities and twenty-five thousand nine hundred fifty colleges; and by 2012, there were five hundred seventy-four universities and three hundred and fifty-nine colleges.

Quality Education

The contemporary climate of a globally competitive environment makes it imperative that the quality of higher education and the relevance of that education be made accessible to a large number of people. Because the quality of a nation is dependent upon the quality of its citizens, which is ultimately dependent upon the quality of education, the enhancement of the quality of education, particularly higher education, has emerged as a fundamental priority across the whole world. Determining what constitutes quality in terms of educational experiences is a very difficult task. When the discussion turns to the quality of education, there is little chance that customers will be able to reach an agreement on a single point of view. While it is simpler to describe the quality of manufactured goods, it is far more challenging to do so for service providers (Sallis, 2002; Mukhopadhyay, 2001). The quality of an education may be described in two different ways: from the point of view of the producer, and from the point of view of the consumer. Students as well as other stakeholders in the educational system, such as industry, research institutes, government, and business houses, are the customers. These are the entities that hire the graduates and postgraduates that are generated by the educational system. The concept of educational excellence may mean a variety of things to a wide variety of people, and there is no one definition that is universally acknowledged. Education, as many people have asserted, is a liberating force, and it contributes to the process of transforming an undeveloped nation into a developing one or a developing one into a developed one. Higher education has a significant influence on growth because it equips a person with the knowledge, abilities, and capabilities that are necessary to

achieve the objectives they have set for themselves in their personal and professional lives. Every institution of higher learning strives to produce graduates who are capable of living up to the standards set by society. This is accomplished by helping students acquire the knowledge and abilities necessary to thrive in the modern world and contribute meaningfully to society.

Concept of quality

There are many different methods to define quality, and its presence is required in all settings. When it comes to educational institutions, one of the areas where there is a significant focus on quality is. According to Arcaro (2002), the single most important concern in all spheres of society, including education, business, and government, is quality. How well students learn, what they learn, and the rewards they derive from their education are all influenced by the quality of the education they receive. Students are better equipped to make constructive contributions to society as a result of the results of education that instill necessary values and abilities in them. This is a problem that is significant for practically every country in the world (UNESCO, 1998). Even if higher education institutions are not geared towards the market, Williams (1993) contends that continual quality improvement, staff and student engagement, addressing consumer demands, and coordination are still necessary in order to improve the overall quality of higher education systems. Several parameters, either on their own or in various combinations, can be used to quantify quality. This can be done in a variety of ways. The idea of quality may be interpreted in many different ways; when the dimensions are viewed from a variety of perspectives, they produce a wide range of definitions (Ishikawa, 1985, 1986; Taguchi, 1986; Deming, 1982; Juran & M.Gryna, 1988; Shields, 1999). The English term "quality" comes from the Latin word "qualis," which literally translates to "such as the thing actually is." The concept of quality is difficult to pin down, yet it is something that can be experienced and acknowledged (Pirsig, 1974). If one can define quality, then one can manage it, and if one can manage quality, then one can deliver it to the satisfaction of customers and other stakeholders. Because of this, it is essential for a company to either define "quality" or understand what it means in order for the company to be able to successfully manage quality (Juran & Feo, 2010). One may determine the quality of a product by determining whether or not it has any flaws; often, one will consider a product to be of high quality if it is devoid of any defects. Crosby (1980) proposed that quality may be accomplished by "conformance to requirements," in addition to attempting to achieve quality through a system of defect avoidance that centred on the concept of "zero defects." The preconditions for the development of quality will not be there unless an organisation prioritises the needs of its clients (Sallis, 2002).

Total Quality Management

Total quality management (TQM) is an approach to improving a whole organization's competitiveness, efficiency, and flexibility; it involves the mutual cooperation of people working in the organisation and its related business process so as to produce products and services that will meet the needs and expectations of the customers. The goal of total quality management is to produce products and services that will meet the needs and expectations of the customers (Oakland, 1989; Dale, 1999). TQM is centred on increasing a company's level of satisfaction with its customers through an ongoing process of improvement that involves all of the company's staff members (Dahlgaard et al., 1999).

TQM has five components:

- Customer- anyone, internal or external, who receives or is affected by the product, process or services
- Continuous improvement – it is essential to reach the stage of „zero defects“

- Training and development- faculty and administrative development should ensure diligent updating.
- Teamwork – key to achieve TQM
- Measurement – monitoring progress with review of objectives is a necessary corollary

The principles of TQM require us to adjust based on the requirements posed by the client. In other words, Total Quality Management is a method that focuses on the client and requires us to precisely define who we are focusing on and why. The Total Quality Management (TQM) concept advocates the notion that ongoing development is achievable in settings in which assessment is required, cooperation is an absolute must, and concentration on a specific goal is absolutely important (Shaw, 1993). In contrast to the traditional management belief that quality improvements are connected with increasing costs, Total Quality Management (TQM) places an emphasis on a continuous process of improvement that not only boosts productivity but also reduces costs. TQM (Total Quality Management) is a philosophy that aims to improve the quality of a company's products and services by persistently enhancing the processes that help the business achieve its objective (Heverly & Cornesky, 1992).

Total Quality Management in Higher Education

According to Ted Marchese (1993), the six essential TQM concepts that are applicable to the field of higher education are "customer focus," "continuous improvement," "management by fact," "benchmarking," and "people and organisational structures." Another study conducted by Lozier and Teeter (1993) suggested that there are six foundations of Total Quality Management (TQM) for colleges and universities. These foundations include recognising the university as a system, establishing a mission, developing a vision, improving the process continuously, using systematic analysis, promoting participation, and utilising continuous process improvement. Higher educational institutions look to Total Quality Management (TQM) as a unifying component when formulating their business strategy in order to better accommodate the many stakeholders, including students, parents, industry, and society. According to the findings of another study carried out by Harris (1994), there are three ways that TQM may be used in higher education. The first one is centred on the customer and emphasises the training and development of the staff in order to provide the necessary level of service to the students. The second one places an emphasis on the staff by establishing policies and priorities in areas where there is a concern for value creation and enhances the effectiveness of the staff in the operation of an institution. The third strategy emphasises the need of service agreements in order to provide a seamless educational experience. The concepts of quality management and the instruments used to manage quality are giving Rio Salado Community College with the foundation for collaboratively planning and making decisions. The move from competitive to cooperative work, on the one hand, and the transition from hierarchical to democratic management, on the other, were two of the most crucial aspects in the evolution of management thought (Thor, 1994). Lembcke (1994) conducted research on the transition from Taylorism to Total Quality Management (TQM) in higher education. The critical step in the transformation of hierarchical and bureaucratic administrative organisations into high-performing and customer-pleasing institutions consists of three parts: defining customers and understanding the needs of those customers; defining the purpose of the organisation; and viewing administrative tasks, also known as work, within the context of a network of interdependent work processes that are designed to meet or exceed customer needs. It is not an easy issue to implement TQM at educational institutions such as colleges and universities. It is necessary for there to be a substantial shift in the functioning of these institutions. Change of any kind is challenging, but change that involves the behaviour of organisations and the interplay of individuals presents a particularly formidable obstacle. It is essential to acknowledge and have an understanding of the obstacles that prevent TQM from being put into practise (Winter, 1991).

Importance of Total Quality Management

Because of the competitive nature of the environment, businesses are compelled to devise and implement strategies within a global context. The Total Quality Management (TQM) philosophy has become well-known as a management theory and a conviction that has helped a great number of companies make progress towards being spectacular firms. TQM contributes to the development of a culture that is characterised by trust, cooperation, teamwork, quality-consciousness, eagerness for consistent advancement, continuous learning, and ultimately, a working environment that contributes to the success and continued existence of a company (Yusof & Aspinwall, 2000). TQM refers to the practise of transforming an organization's core culture in order to direct that culture towards producing or delivering a higher quality product or service (Gaither, 1996). In addition to this, it places an emphasis on providing excellent service to customers by embracing the idea of "constant improvement," which ultimately results in ecstatic triumph. TQM, or total quality management, is a philosophy and a set of instruments that allows an organisation to follow an outline of quality and a way for achieving quality, with quality being a consistent development determined by customers' satisfaction with the services they have experienced. As a general management strategy, TQM is known as a TQM is identified as a philosophy and a set of instruments that grants an organisation to follow an outline of (Michael et al., 1997). TQM has been widely recognised and successfully implemented in a wide range of organisations, both small and large. This has afforded these businesses an advantage in international as well as local competence through the production of high-quality goods or services that are tailored to meet the requirements of the target market (Dale & Plunkett, 1990). According to Lakhal et al. (2006), businesses that have TQM systems in place often have a return on investment that is significantly higher than the standard for the sector. While Saad and Patel (2006) reasoned that by imposing TQM, the firms got in-depth discernment of the important factor linked with the quality supply chain function practises in Indian automotive sectors, they came to the conclusion that this was due to the fact that TQM was enforced. They also demonstrated that Total Quality Management (TQM) in the supply chain is important for improving critical aspects such as quality, delivery, and lead time. In addition to this, Jun et al. (2006) shown that businesses with human resources that place an emphasis on TQM processes are able to increase the level of employee satisfaction.

Satisfaction and Participation

The education system is not an exception to the rule that worker happiness is a primary factor in any organization's decision to embrace a customer-oriented focus, and this is true across all industries. Sahany et al (2009). indication, as stated in Sahney's (2010) research, Incentives provided by reward policies, whether they are individual or group based, can contribute to inspiration and passion in the workplace. An educational institution is required to establish a reward programme that is just, open to public scrutiny, and founded on procedural and distributive fairness. The educational system is not an exception to the rule that employee buy-in is a crucial factor in any organization's decision to adopt a customer-focused approach in its operations. In addition, Yang (2006) and Chen et al. (2006) explained in that model the factors that contribute to (teacher satisfaction), such as the work environment, salary and respect, benefit, and management system. Organization vision, result feedback and motivation, as well as employee satisfaction, including work satisfaction, employee morale, the morale of colleagues, communication-training-resource-career development, and perceived service quality. So, benefits and rewards are determined by proper, quality-based performance; prizes are provided to employees, but they are also offered to consumers, universities, suppliers, students, and colleges, among other entities. For company-wide suggestions and new thinking frameworks, monetary incentives are provided. The presentation of commendations typically includes

acknowledgement of ad hoc achievements such as duration of service, remarkable accomplishments, etc. The presentation feedback methods, advancement possibilities, salary progressions, and bonus payments all count as forms of recognition that may be earned. There are recognition processes in place at every level of the company; nevertheless, a special focus is placed on informal acknowledgment, which can range from a simple "thank you" to recognition at team meetings and events, as Oakland has demonstrated (2003). To have a sense of participation in decision making and issue solving at one's proper level of operation, it is necessary for all employees to have the perception that they have the obligation and authority to do so. It is self-evident that a whole company of skilled and capable problem solvers will have a significant advantage over a company that only has a few key contributors, and this advantage will give the former a distinct competitive advantage. Sharing and participation were the primary focuses of Sahney's (2010) research. An organisation is required to adopt and put into practise a democratic and participatory work environment in which employees are given the impression that they are free to provide ideas and suggestions.

Conclusion

In order for any effort at constant development to be effective, it is necessary and vital to accumulate feedback that is of a high quality and can be relied upon. This feedback is accumulated as part of the assessment procedure for teaching and learning, with the result being clearly characterised and evaluated. It involves processes that continuously gather, analyse, and pursue information on customers. TQM is one of the most effective methods in the field of education's teaching and learning criterion, making it an important part of the education industry. The challenge is to ensure that every student will benefit from the teaching and learning process by providing them with sufficient time, support, encouragement, resources, and opportunities to acquire and meet the predetermined standard of educational excellence in an environment that is of the highest possible quality. According to the empirical literature, it is required to have the appropriate characteristics and to be forthright with the supreme goal of constant endeavour to develop all fields of entrusted obligation. The success of institutions is contingent on the management strategies that they employ to ascertain, categorise, investigate, and ultimately arrive at an efficient strategy. According to the findings of this study, total quality management will have a positive impact on the objectives of the institution and will produce value by contributing to an increase in economic value. In spite of the fact that implementing TQM results in a broad spectrum of organisational changes, not all businesses have fully embraced this method of problem solving. Yet, many organisations do not incorporate TQM procedures into their operations for the reason that inadequate reasons have been discovered.

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