Application of Total Quality Management in Education

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Abstract: The plan of this paper is to analyze the concepts of today's "Total Quality Management" (TQM) management system and its application in the field of education. The basic theme of TQM is a participatory approach to address the question(s) of quality in education. Quality in education is a significant concern in many fields all over the world. In a very high competitive education sector, academic institutions' success depends on the quality of education. Educationalists, policymakers, scholars, and researchers show their sincere interest in total quality management (TQM). It is recognized as a practical management philosophy for customer satisfaction, organizational excellence and continuous improvement. As this concept was developed in the manufacturing sector hence, there is a great deal of concern if this philosophy is applicable in education or not. For us, the main objective of this study is to analyze the compatibility of TQM with schooling. Also, this paper will try to uncover key challenges and concerns in implementing TQM in education. We have assumed that this study will draw a meaningful and effective result regarding the application of TQM in education and hence able to create an awareness regarding the challenges that may create hurdles in implementing TQM in education.

Keywords: TQM, participatory approach, Educationists, practical management philosophy

1. INTRODUCTION

Total Quality Management i.e TQM is recognized as an very effective management philosophy which is used as a strategy for business excellence. The concept of total quality management was promoted by Dr. W. Edwards Deming in the late1950's in USA; however, Japan was the first nation globally who accepted this concept to recover and reboots their economy after the World War II. The huge success of TQM in Japan made this concept very famous in many similar countries across the globe. Initially, this concept was developed for manufacturing organizations; later, it gained popularity to other institutions like insurance, bank, healthcare, non-profit organizations, and so on. In this era of intense competition within and outside indutsry, quality of education is becoming a major concern. With increasing demand, all relevant parties of the education institutions are actively considering implementing TQM in education because this is to be believed that quality education is one of the fundamental building blocks of economic development of any nation. There is always two-way discussion regarding the idea of implementing of TQM in education as this concept was originally developed for manufacturing industries. It should be the priority to resolve this debate. While conducting an initial investigation it was uncovered that there are some critical challenges in implementing TQM in education. It is very crucial to understand the depth of nature of those challenges so that academic institutions can take appropriate measures proactively while implementing TQM in education.

2. OBJECTIVES & SCOPE OF THE STUDY

The core objective of study is to analyse the compatibility of TQM along with the education.

At the very same time, this study would identify those challenges which may delay the application of TQM. This study will focus on the TQM so that the characteristics and the potential benefits of adopting TQM can be visualized to all. In this section education refers to primary, secondary and tertiary level education, including professional and vocational education.

## 3. TOTAL QUALITY MANAGEMENT CHARACTERISTICS AND BENEFITS

Definition: Total Quality Management is a management approach that was instigated in the 1950s and has eventually become popular from early 1980s. The term 'Quality' is the core of this philosophy concept. While explaining total quality management, reserachers took this opportunity to present their perceptions regarding this in various ways and hence as a result, a huge definition appear before us with numerous connotations. Crosby states that quality management is a structured method of ensuring that organized activities happen the way they are planned to do. Short & Rahim define TQM is a energetic approach, to confirm quality into the product, design and service of the process and then to continually improve it.

According to the above definitions, TQM is a planned, systematic approach to ensure quality and continuous improvement. Deming describes TQM is ainfinite cycle of progress in the system of production should change into gaining improved performance and quality standards for the

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product and services. Yang explains TQM as aset of practices that focuses on the systematic improvement, satisfying the customer's needs, and decreasing rework. Total Quality Management (TQM) is a bundle of practices and programs that aim for continuous quality improvement and better business performance.
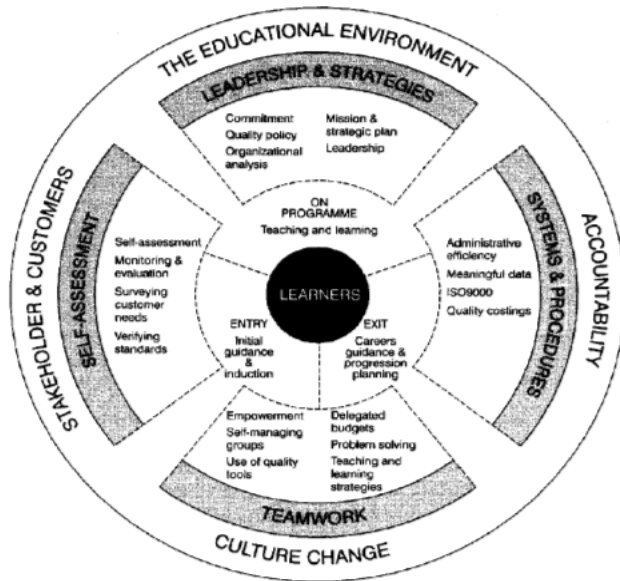
TQM explains as an organization of a group of interrelated processes. This approach allows managers and employees in the continuous improvement of the production of goods and services. Goetsch and Davis prefer that TQM contains designated improvement functions, including everyone in the business with a concerted effort to improve performance at each level. Vinni notes that TQM creates an environment where all assets are used efficiently and effectively to provide a quality institutional service that needs to adapt to this fast-paced world.

According to researcherWitcher, TQM is the combination of terms—
Total + Quality + Management
Total related with one is involved, including customers and suppliers;
Quality relates to whether customer needs are met exactly or not;
Management indicates that senior executives are committed.

Oakland expresses TQM as an organization that involves the whole organization to understand all the activities of all of them on each side of management. TQM strives to accomodate all organizational functions like finance, engineering, marketing, design, production and customer services which focus on meeting organizational objectives and customer's needs.

Escrig acknowledge TQM as a key action that focuses onmanaging the whole organization to provide products and services that fulfill their customer requirements by utilizing all resources. TQM is the comphrensive management approach that incorporates all the organizational activities to satisfy customers' need and achieving overall organizational objectives.

Spanbauer identifies TQM as a pragmatic model focuses on service to others. Yud of and Busch-V indicate that TQM graps the norm that organizations should admits to their customers, regularly classify how well they are responding totheir needs and instutue change in order to meet the desires of the customers. The directive is very clear that business is enhanced by the fulfilled customers and it is ruined by the disappointed customers as expressed by Anderson and Zemke. Lee and Hwan explains customer satisfaction is highly assocaited to service quality and it is an important aspect for service organizations. Wani and Mehraj observed is very philosophical; TQM is a management philosophy which build a customer-driven contineously learning organization, dedicate to total customer satisfaction through continuous improvement in the effectiveness and capability of the organization and its processes.

In TQM customer is a special issue and customer satisfaction is considered a major source of business success. TQM clearly promotes human development because the effectiveness of a business depends largely on the level of competence of the organization's employees in their fields. TQM applies staff skills to all tasks and processes and makes collaboration possible and realistic as intended by Schargel. It leads to continuous improvement of staff skills. TQM promotes quality culture because it can ensure improved product quality. Gaither believes that TQM is a process of changing the organisation's culture and directing it to a higher product or service quality. Yusofand Aspinwall say that TQM helps to build a culture of quality thinking, trust, participation, collaboration for continuous improvement, continuous learning and as a result, a culture that works for the success and life of the company. In an effort to TQM, all members of the organization contribute to improving the processes, products, services and cultures in which they operate. Ishikawa emphasizes the importance of overall quality control to maximize organizational performance; according to him, high-end programs should go beyond product and function; every organization has a TQM capability that will lead to improved business performance.

As defined by the British Standard Institution, TQM isbuilt on "management theory and corporate patterns aimed at strengthening human resources and organizational resources in the most effective way to achieve the organization's purpose".

From these definitions, it is easily possible to identify key features and significant contributions of TQM, such as: continuous improvement; integration of people, jobs and resources; systematic and systematic approach; quality controlat various levels of the organization and at all stages of the process; developing human and organizational abilities; efficient use of resources; public participation; customer satisfaction; creating a culture of quality and so on. To enjo ythese benefits educational institutions tend to support TQM in its process.

Juran's three aspects are divided into these components

- Quality Planning
  For quality planning managers must identify the customer. Their needs must be properly determined and addressed accordingly. Those needs must be in an understandable language and the product must be able to respond to customer needs. Customize product features to meet our needs and customer needs.
- Quality Improvements
  There should be a process which is able to produce the product. Optimization of this process is very essential for the improvement of quality of goods or service.
- Quality Control
  For the purpose of quality control, it is needed to develop a process that can produce the product under operating conditions. All the process for quality control should be operative. Juran (1988) focuses not only on the end customers, but also cares the internal and external customers. Everyone in the organization must consider the fitness for use of entire product at each stage of production.
  Crosby (1992) another guru in TQM gave two very appealing and power fulide as in quality. The first idea is that quality is free. It means that there is no need to prevent the waste and inefficiencies in the system because it costs equal.

Key Challenges in Implementing TQM in Education

There is no double mind that TQM has huge ability to serve education. It should not be assumed that there are no challenges or barriers in implementing TQM in education. Some educators believe that business-oriented philosophy may not beas effective for a service organization as for educational institutions. Schools or any other type of educational institution are very different in terms of different values and characteristics that have made it difficult, even difficult, to implement a philosophy taken from the industry. Rosa et al .state that the terms such as product, client, empowerment, or even strategy, reengineering do not easily correspond in higher education institutions.

A major obstacle can be the commitment of the parties involved in the education system, especially the senior management and teachers. Brown et al. noted that the lack of high commitment adversely affects TQM efforts, which is major reason for the failure of TQM efforts. According to Muss, the extreme resistance to quality process progress comes from experts who see it as just an other business-focused indicator; a common mindset can undermine the effectiveness of TQM in education.
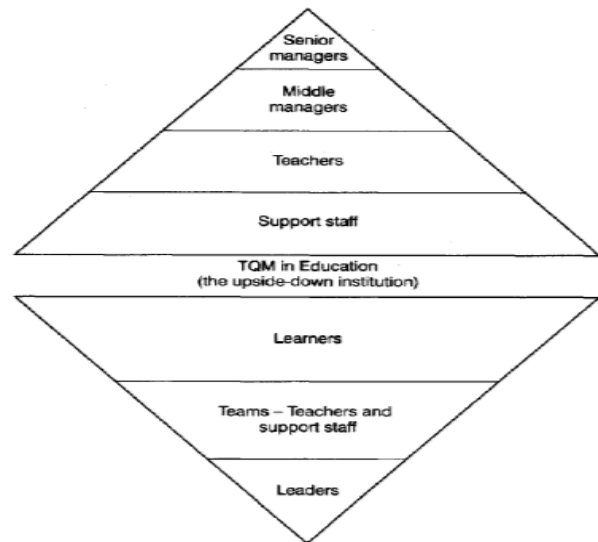
The role of individuals, especially teachers, is often illegal and unorganized in the traditional education system. On the other hand, Koch and Fisher see that the TQM approach seems to be more manageable and more efficient; there is a tendency to produce endless meetings, to produce large quantities of paper, and to delay or escape critical decisions. Sarrico et al states that quality can have numerous meaning in higher education and this contributes significantly to the development of quality measuring methods and instruments; and this variability and can create different stakeholders for higher education institutions. Houston points out that the way quality information is provided in terms of customer needs and expectations in business and industrial environments is not entirely appropriate for education. Overall, this term (quality) can create a complex situation in educational institutions.

The word customer can be very easy to define in production or in business organizations.

However, defining and identifying a customer is a challenge in education. Aliand Shastri noted that the ambiguity of customer identification also creates barriers to the use of TQM. According to Houston, the definition (customer) is found in an industry or business based on the idea of satisfying customer needs and expectations, is a problem in education. Education has a lot of people who are interested. In the case of high school level and elementary education, it is easy to explain; parents are customers and students are customers. Youssef et al. find that the clients of higher education are very

diverse and not easily defined. This situation is complicated by the issue of higher education. The student can become both a consumer and a customer if he or she pays his or her tuition fees. In the labor market, employers' organizations are also clients. Sponsors are normally clients in case of scholarship students. The state is also a customer. According to Srivanci, without a clear customer definition and customer focus, quality efforts can easily spread.

Rosa and Amaral also mention several barriers in implementing TQM in education: the absence of effective communication channels; the problem in measuring higher education institutions results; the co-existence of multiple purposes and objectives for higher education institutions; the emphases in the individualism and significant degree of internal competition; the bureaucratic decision-making process; and the lack of a strong leadership, highly committed to the ideas and principles it wants to apply and capable of involving all the institution's members. Dale, et al . noticed some critical obstacles such as: ineffective leadership; obstruction to change; contradictory policies; inappropriate organizational structure; and poor management of the change process are other shortcomings in implementing TQM. Kosgeidetects a number of challenges in this regard, too; these are: lack of commitment by the management and some workforce, school's organizational culture, poor documentation, in adequate training of staff, and ineffective communication.

4. CONCLUSION

This study does not provide any framework or guidelines that will make the use of TQM effective in an organization; rather it is involved in defining what can motivate an educational institution to accept TQM in its process; to assess the relevance of TQM to education; and what can hinder the effective use of TQM in education. For TQM to be successful, it is important to create a quality culture, that is. a transition is needed from a traditional management culture to a full-fledged culture.

According to researcher Deming, TQM is a management philosophy that requires a radical change in culture from traditional management to a management style of continuous improvement in the organization. The same idea is proved by Sallis; states that (TQM) requires cultural change; requires a change in attitudes and practices, as well as a change in institutional management. A quality setup is a system of shared prices, beliefs, and practices that focus on customer satisfaction and continuously improve the quality of products and services. A quality culture can promote TQM principles

such as continuous development, open communication, factual-based problem-solving and decision-making, etc. In addition, educational institutions should adopt a customer-focused approach to dealing with their student.

Normal teacher-student relationships are no longer important to anyone. It is necessary to disseminate professional management systems in educational institutions. TQM provides variety of tools and techniques. Random selection of TQM tools, strategies and concepts will not provide any beneficial benefit. It is advised that to select tools and strategies that are relevant to the institution.

- A holistic approach is a slow and consistent process; it takes time, this change can be achieved with patience, cooperation, and help. In addition, each institution should be a learning organization focused on the growth of each student, as well as the upliftment of all staff as emphasized by Spanbauer.

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