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Role of Total Quality Management in Education

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ABSTRACT

Total quality management is a philosophy. It helps an organisation to achieve its objectives.TQM began to attract the attention of academics in education. This paper attempt to show how higher education can benefit from the advantages of TQM and how it can be implemented.

KEYWORDS :

Introduction

Education quality is a key factor for improving the business quality, and therefore strengthening competitive advantage. Access to education and quality education are to be regarded as mutually dependent and indivisible needs and rights. Lack of education is a basic cause of poverty. Intellectual workers are becoming a major tool in increasing productivity, Deming condensed TQM philosophy into 14 points. Deming expressed that this management principle could equally be applied to service sector, which includes education. The issue of quality in higher education has been on agenda for last over 16 years in the USA.

Total Quality Management in Education

The concept of total quality, introduced by Professor W. Edwards Deming in the 1950s, can be applied to almost every organization up to a certain level. The term stands for the process of shifting the focus of the organization towards a superior quality of products and services. TQM approach in education involves not only achieving high quality but also influencing all segments of the educational process: organization, management, interpersonal relations, material and human resources, etc. Applying the approach described above quality becomes total (integral). The introduction of total quality management requires a number of changes in educational institutions. The first changes have to occur in the attitudes and activities of the management, in the organization and monitoring of the educational process,

Total Quality Management (TQM)

Total= Quality involves everyone and all activities in the company.

Quality= Conformance to Requirements (Meeting Customer Requirements).

Management= Quality can and must be managed.

TQM= A process for managing quality; it must be a continuous way of life; a philosophy of perpetual improvement in everything we do.

Deming's 14 Points:

Deming's 14 points have become the guideline principle for organization challenging the prestigious Deming prize given by Japanese Union of Scientist and Engineers (JUSE). These guideline principles are also useful in the Education field. These are as follows;

1. Consistency of purpose is must for continual improvement of the Product Administrator has to ensure that an institute's vision of quality is understood by all the faculty and that they move continuously toward it.
2. Continuous change and innovation is a must for survival In Today's complex institutional situation, it is not possible for small group of faculty to identify and sort out quality problems. Thus, all the faculty has to be involved in this process.
3. Quality cannot be achieved only by inspection.

Inspection wastes the valuable productive time and adds cost and to the product without any valuable addition. Inspections may not be perfect, leading some defectives to be passed on to the customer. Defects are symptoms removed by inspection, while the disease (root cause) remains intact. Only taking test or Exam cannot lead to improve the Quality of the student and institution.

4.Lowest price should not be the criteria for selecting a supplier

Many of the collages are asking for the lowest fees often offer low quality teaching , leading to increase in overall costs of the students due to increase cost of time, rework, and lower level of infrastructure

5.Eliminate waste in every functional are, not only production

Even processes in accounting, HRM, Finance and Marketing department of institute effect the quality of the product and thus, generate waste. Therefore, whole intuition should contribute in enhancing quality.

6. On-the Job training of Faculty

It required to give training to all faculties for their improvement because it directly leads to improvement of teaching. Collage arranged some FDP program for their faculty.

7. Attitude of Head and Faculty towards students should be that of a facilitator.
8. Encourage students to give quality improvement ideas without fear.
9. Remove barriers between department and individual

Do not look at problems within strict functional limits and do not ignore the concerns raised by related functional areas.

10. Poster and Slogans should be eliminated.

Do not tell faculty to work harder through posters and slogans. Provide tools and training so that they work smarter, leading to better quality.

11. Numerical targets and work standers may affect quality. Reasonable numerical target make the faculty complacent , while excessively demanding ones may leads to compromise on quality in order to ful fill the targets. Such targets cannot be eliminated but can be set such that quality is not compromised.
12. Remove obstacles in the good workmanship.
13. Vigorous programs of retaining and educating of faculty are must.
14. Top management's commitment for ever- improving quality is must.(Deming 1982)

Indicators of quality in education

The system of indicators of quality in education, as well as the quality criteria associated with the indicators, help schools to point out the important areas of their own activities - their own advantages and disadvantages and development opportunities. School quality team can debate about representation and development of particular indicator aspect and search for method for upgrade and meliorate indicator representation in specify school circumstances. The indicators are grouped into seven areas with specific topics:

1. Curriculum
- structure of the curriculum (program/goals, tasks, focus on development of functional tasks, focus on students' activities, integration of programs within and between areas)
- courses and programs
- key competences that students develop in the given school

2. Achievements (evaluated by external, independent agencies)
- achievement quality compared with the set goals

3. Learning and teaching
- teachers' work
- students' work and experience
- meeting the needs of the students
- monitoring and evaluating the work of students and teachers

4. Students' support
- students' personal, social and spiritual growth
- progress and achievement monitoring
- support in all aspects of learning, progress, students' and teachers' personal development

5. School ethos
- school policy
- school atmosphere and relations
- specific goals of each individual school
- orientation towards students', teachers' and parents' satisfaction

6. Resources
- school resources
- teachers, professional associates, the principal; their education, teachers teamwork, cooperation; being open to innovation
- material resources and premises
- efficient human and material resources

7. Management, leadership and quality assurance
- approaches to leadership and management

Principles of TQM

The key principles of TQM are as following:[3]

Management Commitment
- Plan (drive, direct)
- Do (deploy, support, participate)
- Check (review)
- Act (recognize, communicate, revise)

Employee Empowerment
- Training
- Suggestion scheme
- Measurement and recognition
- Excellence teams

Fact Based Decision Making
- SPC (statistical process control)
- DOE, FMEA
- The 7 statistical tools
- TOPS (Ford 8D – team-oriented problem solving)

Continuous Improvement
- Systematic measurement and focus on CONQ
- Excellence teams
- Cross-functional process management
- Attain, maintain, improve standards

Customer Focus
- Supplier partnership
- Service relationship with internal customers
- Never compromise quality
- Customer driven standards

Implementation Principles and Processes

A preliminary step in TQM implementation is to assess the organization's current reality. Relevant preconditions have to do with the organization's history, its current needs, precipitating events leading to TQM, and the existing employee quality of working life. If the current reality does not include important preconditions, TQM implementation should be delayed until the organization is in a state in which TQM is likely to succeed.

If an organization has a track record of effective responsiveness to the environment, and if it has been able to successfully change the way it operates when needed, TQM will be easier to implement. If an organization has been historically reactive and has no skill at improving its operating systems, there will be both employee skepticism and a lack of skilled change agents. If this condition prevails, a comprehensive program of management and leadership development may be instituted. A management audit is a good assessment tool to identify current levels of organizational functioning and areas in need of change. An organization should be basically healthy before beginning TQM. If it has significant problems such as a very unstable funding base, weak administrative systems, lack of managerial skill, or poor employee morale, TQM would not be appropriate.[5]

Conclusion

TQM encoureges participation amongst shop floor workers and managers. There is no single theoretical formalization of total quality, but Deming, Juran and Ishikawa provide the core assumptions, as a "… discipline and philosophy of management which institutionalizes planned and continuous… improvement … and assumes that quality is the outcome of all activities that take place within an organization; that all functions and all employees have to participate in the improvement process; that organizations need both quality systems and a quality culture."

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