



Comparative Analysis of Total Quality Management In Private Schools

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ABSTRACT

Many organizations have achieved excellence by participating in total quality management. Education plays a vital role in the development of society. Education system's responsibility is to mould the children into valuable members of the society and draw the best out of them. Review of literature shows that quality education institutes play positive role in academic, social, moral and social development of society. No institution can remain healthy and survive unless its people work honestly, diligently and continuously. Quality is a creation of vision and mission which demands commitment for continuous improvement. It's a culture; it's a movement which depends on visionary leadership, meticulous organization, healthy environment and efficient management. The spirit of quality can be best nurtured by observing it in every step of act. Present study is focused on comparison of private institutes on the basis of their total quality management.

KEYWORDS : Quality, Environment , Literature , Education

Introduction:

For a democratic and developmental country like India, education is linked with national development in all dimensions. The task of building an enlightened, strong and prosperous nation rests on its children who are to be nurtured. To achieve this goal of national development, quality in all respects is necessary. It depends on what kind of education is providing in schools, colleges. Quality education demands quality teachers, qualitative infrastructural facilities, qualitative instructional facilities, management with qualitative vision and whole quality system. Our govt. is also trying to make education system more qualitative that aims to establish a viable institutional infrastructure, academic and technical resources, refresher and training programmes. Total quality management also includes professional development of staff, leadership qualities of head and administrators, contribution of institute in social and national development, curricular aspects.

Total quality management is a practical but strategic approach to manage an educational organization that focuses on the needs of its students. It rejects any outcome other than excellence. It is a deliberate and systematic approach to achieving appropriate levels of quality in a consistent pattern that exceed the needs of clients. Total quality management represents a permanent shift in an institution's focus away from short-term expediency to the long-term quality improvement. Constant innovation, improvement and change are stressed. To create a continuous improvement culture, administrators have to trust their staff and to delegate decisions to the appropriate level to give staff the responsibility to deliver quality within their own sphere.

The role of the leader in developing a quality culture is important. It includes a vision for the institution, a commitment to quality improvement, an ability to communicate the quality message, meeting students needs, leading staff development; no blame culture—most quality problems are the result of management and policies and not the failings of staff, leading innovation, ensuring that organizational structures have clearly defined responsibilities, developing appropriate mechanisms for monitoring and evaluating success.

Generally, the application of teamwork has often been limited to curriculum and management functions. To build an effective total quality management culture, teamwork needs to be extended and must penetrate and permeate throughout the institution. It needs to be used in a wide range of decision-making and problem-solving situations. It must exist at all levels and across all functions and should include both academic and support staff. Dedicated strategies should be employed for the development of quality.

Methodology:

For study, 3 private higher secondary schools were selected randomly for study. These schools were tested for total quality management in terms of instructional facilities, professional development of teachers, infrastructural facilities, work culture, student supportive system, recreation facilities, sports facilities and student care. A self prepared test paper was used for every quality level testing. Head, administrators, teachers and students were interviewed and collected data is tabulated and converted into percentage for comparative analysis.

Finding and Analysis:

Table-1: Comparison of Schools on Quality Dimensions

Quality Dimensions	Performance of Schools On Quality Scale (%)		
	School A	School B	School C
Instructional Facilities	66	63	69
Professional Development of Teachers	68	74	71
Infrastructural Facilities	67	69	73
Work Culture	71	73	76
Student Supportive System	66	69	75
Recreation Facilities	73	70	77
Sports Facilities	76	72	82
Student Care	59	64	72

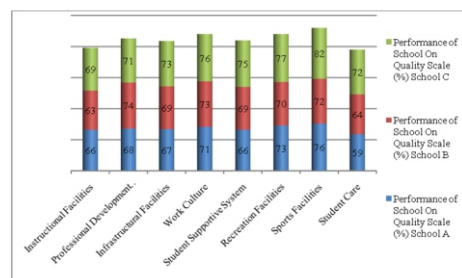


Chart-1: Comparison of Schools on Quality Dimensions

Result shows that school C has got maximum score in almost fields. Only for professional development of teachers school B got highest score. School C has implemented total quality management concept and school B is in queue for 2nd and school A for 3rd position.

Conclusion:

Quality in education is a massive challenge since it deals with human beings. Commitment to quality makes students to learn and work diligently for improvement. Quality improvement is never ending process. We need to improve work culture, develop healthy

teaching learning scenario, professional development of teachers, enhance infrastructural facilities, and develop networking with industry and society. Govt. should take initiatives to make all education institutes as quality education institutes. Quality education institutes develop students in all aspects and prepare them as responsible citizens of nation equipped with tools to protect their nation.

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