



How Schools Quality Management Discourages Private Coachings

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ABSTRACT

Research aims to improve education quality in order to achieve sustainable development objectives. Well-being and inequality were also taken into account. An online survey was the most effective method for achieving the study's goals. The results of the survey were disseminated across Indian institutions. The gathered data was analyzed using Partial Least Squares (PLS). India's sustainable development objectives may be achieved via education quality management, according to research. Successful secondary education completion leads to larger contributions to public budgets and investment, but school failure and dropout have substantial economic and social consequences. People who are more educated are less reliant on public assistance, and thus are less susceptible to economic downturns. Knowledge-based societies are better able to deal with current and future challenges. Investing in early, primary, and secondary education for all children, especially those from underprivileged households, is both fair and efficient.

Keywords: Education, Elementary Education, Schools, Education Policy, Public Policy.

Introduction

Every classroom should have a well-educated, professional teacher, and school systems should recruit, prepare, and retain teachers who are qualified to do the job. Yet in practice, American public schools generally do a poor job of systematically developing and evaluating teachers. While there are good reasons for concern about the current system of teacher evaluation, there are also good reasons to be concerned about claims that measuring teachers' effectiveness largely by student test scores will lead to improved student achievement.

The defining distinction between public and private schools is their different sources of support. Public schools depend primarily on local, state, and federal government funds, while private schools are usually supported by tuition payments and sometimes by funds from other nonpublic sources such as religious organizations, endowments, grants, and charitable donations. In some states, private schools receive public funds for certain services (e.g., transportation).

Teacher and his way of teaching is directly responsible for a student's developing a like or dislike for a particular subject. Due attention should be paid to imparting training in modern teaching aids, tools and methodologies integrated with technology so that more and more people get interested in taking up teaching as a vocation.

In all aspects of the school and its surrounding education community, the rights of the whole child, and all children, to survival, protection, development and participation are at the centre. This means that the focus is on learning which strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes; and which creates for children, and helps them create for themselves and others, places of safety, security and healthy interaction.

In this 21st century, the term "technology" is an important issue in many fields including education. This is because technology has become the knowledge transfer highway in most countries. Technology integration nowadays has gone through innovations and transformed our societies that has totally changed the way people think, work and live (Grabe, 2007). As part of this, schools and other educational institutions which are supposed to prepare students to live in "a knowledge society" need to consider ICT integration in their curriculum.

Literature review

Sabrin Beg, Anne Fitzpatrick, and Adrienne M. Lucas (2021) Deficient public sector management in developing countries can constrain service delivery due to the complementarity between manager and worker effort. Through a 210 school randomized controlled trial we compare T1) training teachers and managers in differentiated instruction (teaching at students' learning levels) and providing managers a classroom practices checklist; T2) T1 plus training on managerial best practices focused on "People Management"; and a control group. Both interventions equally increased standard measures of school management focused on instructional practices and student test scores 0.11SD, 30 percent of a learning-year. T2 differentially improved standard measures of People Management but not productivity. [6]

Joseph Cobbinah, Samuel Agyemang (2020) Quality management in higher education is one of the measures that institutions put in place to ensure that courses and programs that are offered meet international and accreditation standards. This chapter examines how academic leaders can promote and manage quality in higher education institutions. Higher education institutions and senior faculty members appear to improve performance by ensuring that quality assurance unit enforces effective delivery to increase students and parents' satisfaction. Promotion of quality and the management of quality is not about long service but an exhibition of effective leadership that will help higher education institutions to navigate through the turbulence of challenges facing higher education institutions today. To achieve this, the academic leader is supposed to assist institutions to pursue their vision and mission to enable them to effectively manage quality. [7]

Montserrat Gomendio (2017) Education systems around the world are changing in order to equip students with higher levels of skills and new horizontal skills. Teachers need support to actively participate in this transformation and demand high standards from all students, while taking into account the increasing diversity in their classrooms. In most countries, teachers undergo pre-service training, followed by a selection process, with subsequent in-service training provided mostly through courses and workshops. New evidence shows that the proportion of certified teachers and most forms of professional development have a weak

impact on student performance. [8]

Geeta Gandhi Kingdon (2017) This paper examines the size, growth, salaries, per-pupil-costs, pupil achievement levels and cost-effectiveness of private schools, and compares these with the government school sector. Official data show a steep growth of private schooling and a corresponding rapid shrinkage in the size of the government school sector in India, suggesting parental abandonment of government schools. This suggests that affordability is an important factor behind the migration towards and growth of private schools. The paper shows how education policies relating to private schools are harmful when formulated without seeking the evidence. [9]

Serena Masino, Miguel Niño-Zarazúa (2016) We conducted a systematic review to identify policy interventions that improve education quality and student learning in developing countries. Relying on a theory of change typology, we highlight three main drivers of change of education quality: (1) supply-side capability interventions that operate through the provision of physical and human resources, and learning materials; (2) policies that through incentives seek to influence behaviour and intertemporal preferences of teachers, households, and students; (3) bottom-up and top-down participatory and community management interventions, which operate through decentralisation reforms, knowledge diffusion, and increased community participation in the management of education systems. [10]

Quality management

quality management is defined as a set of processes and resources. This set functions harmoniously, and aims to achieve objectives that relate to customer satisfaction. Customer satisfaction is key to achieving performance (Nadeem, Alvi, & Iqbal, 2018). This study operationalised the term of education quality management with the given definition by Tricker (2012), that quality management is best determined as a system of interconnected processes, to establish a quality policy, quality objectives, and to achieve quality education. The systems perspective involves with the practices for understanding that product and service quality are the outcome of the interactions of numerous variables, including machines, labour, processes, planning as well as management. In education, quality is heavily based on quality education. Therefore, the systems perspective also concentrates on management to fix quality problems. In other words, quality management offers the model for continuous development to enhance organisational performance in increasing satisfaction amongst the students and other parties. It also renders self-confidence (organisation and customers) of their abilities to supply products/services that systematically satisfy the needs. Quality management can be considered as one of the most important research themes in the area of operations management (Nair, 2006). At the beginning, the area of operations management focused primarily on manufacturing production, and most of the past quality scholars have started and focused their early works in this setting and missed the service sectors like educational institutions. Furthermore, they classified product quality into various characteristics such as reliability, durability and performance. Quality management in higher education is problematic to recognise. This is because the phenomenon of quality management in higher education is initiated from various business practices. In the quality movement, quality is totally based on the customer.

Teachers' Belief on Technology-based Teaching and Learning

With the development of learning technologies in the late 20th century, education system has changed rapidly. This is due to the capability of technology to provide a proactive, easy access and comprehensive teaching and learning environment. Nowadays, Ministry of education in all over the world has provide a lot of facilities and training in order to enhance the use of advanced technologies in the countries' teaching and learning process. A high budget has been placed in order to provide the equipment needed by teachers to improve the education system. Despite all the efforts, most of the countries are facing similar problem whereby the teachers are not maximizing the usage of the technology provided (Albirini, 2006). This has become a serious matter as many previous researches have proven the usage of ICT in teaching and learning process could improve students' achievement (Nakayima, 2011, Jamieson-Proctor et al., 2013). Many, researchers have taken an effort to analyse the factors that affecting teachers' acceptance of ICT usage in the classrooms (Capan, 2012; Virkus, 2008; Zhang, 2013; Dudeney, 2010). It shows that, the major barrier of the implementation was the teachers' belief as the teachers are the person who implements the change in their teaching and learning process. Moreover, previous research (Cassim & Obono, 2011) shows that the correlation of teachers' belief and the use of ICT are high. Teachers' role is getting more important especially in usage of ICT in pedagogy which could increase the achievement of the students, their creativity and thinking skills.

Innovation in education: a measurement challenge

The measurement of innovation and its effectiveness in the public sector – and in education in particular – is in its infancy. Recent work on the framework of the Innovation Strategy project of the OECD's Centre for Educational Research and Innovation (CERI), reported in *Measuring Innovation in Education* (OECD, 2014a) provides new measures of the readiness of education to innovate. *Measuring Innovation in Education* is a pioneering attempt to provide indicators based on existing international datasets. It aims to provide education policy makers with an estimated order of magnitude of innovation and change in education. It offers two broad approaches to measuring innovation in education: 1) assessing the perceptions of recent tertiary graduates, including those working in education, about innovation in their workplace; and 2) analysing organisational changes through teacher-student surveys.

Effective Professional Development

NCLB is requiring schools to change the way education is delivered at all levels of the public systems. Many schools lack access to the resources necessary to fully comply with the provision of the law, especially those schools in the most remote locations (Reeves, 2003). Highly skilled teachers are a cornerstone of NCLB with a large body of research supporting the connection between teachers skilled in both their content and strong pedagogical processes and student success. Improving teacher quality is supported by Titles I and II monies, but the needs are far greater than these resources. Consequently, about 30% of new teachers leave the profession within five years, and these numbers are much higher for teachers who are unprepared or do not receive some sort of on-the-job mentoring (Darling-Hammond & Sykes, 2003). Benner (2000) estimated the cost of replacing these teachers to be between \$8,000 and \$48,000 each, depending on whether student learning costs are factored into the total. This cost has not likely gone down since the 2000 study and has the potential to amount to billions of dollars annually to replace teachers that might have been retained with adequate professional development

support mechanisms in place.

The Center for Teaching Quality's research (as cited in Darling-Hammond & Berry, 2006) shows that school leadership and high-quality professional development have powerful impacts on both teacher retention and student achievement. Further, professional development is critical to ensuring that teachers keep current with changing content standards, methodologies, and new technologies for teaching and learning (Lawless & Pellegrino, 2007). The current body of literature on professional development links student achievement with effective professional development.

Instructional coaching versus traditional professional development

The most common form of professional development is the "workshop." Teachers attend these sessions at scheduled times—often after school, on the weekend, or during the summer—that are led by leaders with special expertise. Institutes, courses, and conferences are other forms of professional development that share many features of workshops. Michael Garet and co-authors suggest that the traditional workshop form of professional development struggles to produce meaningful change in teacher practice because workshops are often too general in content or do not offer active learning opportunities—the preferred method for adults and teachers to practice before going back to the daily grind.

In contrast, instructional coaching occurs during the process of classroom instruction or regularly scheduled planning time. Instead of presenting a general workshop, instructional coaches observe teachers in their classroom, provide feedback, and engage in meaningful discussion with teachers about their lessons. Sarah Galey, a researcher at Michigan State University focusing on instructional coaching, states that coaches also provide support when teachers plan lessons and can facilitate teachers' learning by organizing peer groups where teachers can share and discuss lesson plans and classroom management strategies with other teachers. According to Garet et al, professional development programs like instructional coaching are more effective than the traditional PD workshop model because they are integrated in a teachers' day-to-day activities at the school and respond better to the active way teachers learn best.

Research Methodology

Research conducted by university academics who can speak for the whole department was used in this research. They were selected based on their expertise with quality initiatives and service to their respective departments. The message that quality is vital is sent to the organization's workforce when senior management places a high value on quality management. In order to raise the level of knowledge about the importance of quality education, this mandate from top management is passed via academics. This increases the employee's commitment to improved education quality management. For the most part, they are the ones who know the most about their own department's methods and organizational outcomes. Consequently, academics are the best responders in this study's contexts. Using the survey approach has been plagued by inaccurate results because of respondents who were ill-suited to participate in the survey.

Data Analysis

Table 1 shows the results of data screening. It denotes the absence of a value, an outlier, or the

normalcy of the data set. " There are no outliers or missing values in the data. Kurtosis and Skewness serve as visual cues to indicate normality. However, when analyzing data using PLS, normalcy has no impact. In light of PLS's ability to deal with limited samples and outlier data.

Table 1 Data Screening

	Missing	Mean	Median	Min	Max	SD	Kurtosis	Skewness
EQM1	0	3.208	3	1	7	1.503	0.466	0.877
EQM2	0	3.25	3	1	7	1.447	0.782	0.931
EQM3	0	3.176	3	1	7	1.465	0.417	0.76
EQM4	0	3.144	3	1	7	1.382	0.581	0.704
EQM5	0	3.227	3	1	7	1.515	0.278	0.704
EQM6	0	3.148	3	1	7	1.48	0.457	0.821
EQM7	0	3.042	3	1	7	1.425	-0.21	0.438
WELL1	0	3.218	3	1	7	1.355	0.51	0.689
WELL2	0	3.125	3	1	7	1.449	0.168	0.644
WELL3	0	3.097	3	1	7	1.508	0.146	0.674
WELL4	0	3.236	3	1	7	1.409	-0.137	0.534
WELL5	0	3.171	3	1	7	1.372	0.223	0.565
INE1	0	3.042	3	1	7	1.352	-0.188	0.547
INE2	0	3.167	3	1	7	1.305	0.36	0.618
INE3	0	3.148	3	1	7	1.429	-0.061	0.695
INE4	0	3.194	3	1	7	1.427	0.145	0.683
INE5	0	3.222	3	1	7	1.332	0.3	0.698
SDG1	0	3.259	4	1	7	1.612	-0.69	0.2
SDG2	0	3.208	3	1	7	1.724	-0.746	0.341
SDG3	0	3.306	3	1	7	1.903	-0.826	0.408
SDG4	0	3.301	3	1	7	2.034	-1.071	0.444
SDG5	0	3.162	3	1	7	2.059	-0.928	0.544
SDG6	0	3.204	3	1	7	1.976	-0.872	0.534
SDG7	0	3.306	3	1	7	1.699	-0.602	0.443

Table 2 shows the reliability and convergent validity of the constructs. Convergent validity is supported by the fact that all of the variables have composite reliability (CR) above 0.7 and average variance extracted (AVE) above 0.5. Table 3's cross-loadings also illustrate discriminant validity.

Table 3 Reliability and Validity

	Alpha	rho_A	CR	AVE
Education Quality Management	0.962	0.962	0.968	0.814
Inequality	0.95	0.95	0.961	0.833
Sustainable Development Goals	0.965	0.965	0.971	0.825
Wellbeing	0.934	0.934	0.95	0.792

Education quality management has a favorable impact on well-being and the United Nations' Sustainable Development Goals (SDGs). While school quality management has a positive

influence on inequality, it has a negative impact on it. SDGs are negatively correlated with inequality. Well-being also has a big impact on the SDGs. As recommended by Chin, the r-square (R2) is 0.514, which is modest.

Table 4: Comparing Parameters

	β	M	SD	T Statistics	P Values
Education Quality Management -> Inequality	-0.932	-0.932	0.055	16.97	0
Education Quality Management -> Sustainable Development Goals	0.162	0.161	0.073	2.248	0.035
Education Quality Management -> Well-being	0.922	0.921	0.011	81.541	0
Inequality -> Sustainable Development Goals	-0.004	-0.008	0.002	2.03	0.043
Well-being -> Sustainable Development Goals	0.561	0.559	0.11	5.1	0

Conclusion

The importance of high-quality instruction cannot be overstated in educational settings. TQM is an essential component that has a direct impact on human development, as well as other processes. High levels of dedication and enthusiasm in the learning organization might result from it. Indeed, it has been hailed as the solution to the world's educational woes. Improved education is essential to the achievement of sustainable development objectives. Even more importantly, the research found that education is an important factor in improving well-being and lowering inequality in society, which has a beneficial impact on sustainable development objectives. People's well-being is improved by minimizing social disparity via great education. In order for community development to occur, individuals must become more conscious of their own well-being and the disparity between them. There is a rise in sustainable development objectives as well-being grows, while an increase in inequality diminishes them. As a result, the Thai government should concentrate on university education quality management in order to support sustainable development objectives, which are aimed at boosting well-being and reducing inequality in society. Aside from offering great education, universities should also concentrate on achieving sustainable development objectives.

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