



Effects Of Total Quality Management Practices On Teacher Performance And Students Satisfaction In Higher Education Institutions In Punjab

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ABSTRACT

Because of the increasingly cutthroat nature of today's business world, education has not only emerged as a significant sector and an essential requirement of life, but it is also an investment that parents make on behalf of their offspring. When it comes to luring and keeping students who are interested in pursuing higher education, the quality of the education offered is an essential component that must be taken into account in both the public and the private sectors. This research aims to examine the effect of a range of high-quality services on the levels of student satisfaction in a major area of the Indian state of Punjab, where higher education institutions are prevalent. This study investigates both public and private sector institutions. Data were collected from 165 business students in India's Punjab region who were enrolled in a master's or graduate degree program at a provincially accredited university. The sample contained almost equal numbers of male and female students. The majority of the students are happy with the resources available for continuing education and attending classes and strong communication skills and content with their studies while most of the students are dissatisfied with their relationship with their teachers and the idea of mid-term examination.

Keywords: TQM, performance, Education, Student

INTRODUCTION

Total Quality Management, often known as TQM, is a management concept that is regarded as being successful and is utilized as a method for achieving company excellence. Although Dr. W. Edwards Deming promoted the idea of total quality management in the late 1950s in the United States, India was the first nation to embrace this idea in order to recover its economy after World War II. India did this in order to ensure that its products were of the highest possible standard. This was done with the intention of preserving India's position as a formidable competitor in the international market. This idea became well-known in a great number of nations all over the world as a direct result of the success of TQM in India. Initially, the idea was designed for enterprises that were involved in manufacturing; but, in subsequent years, it acquired appeal among other service institutions, such as banks, insurance companies, non-profit

organizations, healthcare facilities, and so on. Lunenburg makes the observation that TQM is applicable not just to businesses but also to service organizations, and educational institutions, including primary and secondary schools. Now, Total Quality Management is acknowledged as a general management technique that can be implemented in any company.

Total Quality Management (TQM)

It is impossible to underestimate the significance of education when it comes to the cultivation of superiority, expertise, and knowledge, all of which are necessary for the general growth of the economy. Because of this, nearly every nation around the globe has had to devise an effective plan for the expansion of its higher education systems. When we have a matured system of higher education in which efficiency continues to serve as the only criterion to evaluate success will it be feasible for us to assume a position of leadership on a global scale? It has been observed that the system of higher education is effective in providing society with a team of human resources that is committed, focused, and devoted as well as professionally sound, which is necessary for determining the destiny of any nation. This will only be achievable after the tenets of quality management have been ingrained in the educational system at the higher education level. Total Quality Management (TQM) is an unavoidable component that will play a significant role in determining the techniques that higher educational institutions employ in their efforts to appease a wide range of stakeholders, such as students, parents, the business community, and society as a whole. This study makes an attempt, although a theoretical one, to explain how TQM may be applied in the field of education. It begins by addressing problems relating to the quality of higher education and then continues to determine the factors that influence the quality of higher education. The new theories of economic growth have placed an increased emphasis on the importance of human capital as the driving force behind economic expansion and development. A recent study conducted by the World Bank in 190 countries demonstrates that higher education is one factor that contributes to improving the overall quality of the workforce. Therefore, obtaining a higher education is an essential investment that is required to boost one's overall quality of life. There has never been a time when the strong connection that exists between the economy and education has been more readily apparent than it is right now.

The vast majority of businesses are of the opinion that in order to be successful in the face of ever-increasing levels of competition, a culture that promotes a total dedication to providing utmost pleasure to customers by way of ongoing development and innovation is an absolute must. Total quality management, often known as TQM, is a culture that promotes a total commitment to achieving 100% customer satisfaction via the use of continuous improvement measures across all facets of a company's operations. In order for academic institutions to make continuous improvements, they must first determine the requirements of the institution's clients. According to the research of Raouf (2004), at an academic institution, "suppliers" transform into "customers," and "customers" take

on the role of "suppliers." TQM is utilized in commercial and industrial settings, but it has only just been brought into the realm of higher education and is now being tested there. Total Quality Management is used by a number of educational institutions, including universities and colleges, as a method to improve the standard of higher education. Everyone understands the importance of quality, and there is a plethora of TQM material available in educational institutions of a higher level. Because "quality" means "conformance to criteria" of the customer, the student is regarded to be a client. Numerous educational institutions in India and elsewhere in the globe have adopted TQM as an educational philosophy in response to the ever-increasing levels of global competitiveness, privatization, and internationalization of education. Along with globalization, the internationalization of higher education is now a well-established phenomenon. Internationalization is not something that should be pursued only for its own sake but rather as a method of improving overall quality. The capacity of an organization to perform the duty assigned to it and to realize its objectives defines quality. Total Quality Management in higher education improves course quality, the instructional process, resource management processes and structures, student support service output, and ties with the world of work and other organizations. Because it is a comprehensive strategy, having the support and participation of both the teaching staff and administrative personnel is necessary for quality development. TQM is a practice that places a significant emphasis on the participation of all individuals within an organization's teams.

OBJECTIVE

1. To study the perception of students regarding the TQM practices in their institution.
2. To analyze the effects of TQM practices on teachers' performance.

RESEARCH METHODOLOGY

The descriptive technique of research is utilized rather heavily throughout the majority of the research process for this study. The technique concentrated mostly on presenting the current circumstance, evaluating the evidence, exploring it, and interpreting the outcomes. In order to determine the precise state of the myriad of components that are involved, this study is now being carried out. In Punjab, a study was conducted on a total of 260 management departments at both private and public institutions of higher education. The province of Punjab is home to 55 management institutes, all of which contributed data. A total of 81 questionnaires were handed out in a haphazard manner. An exploratory factor analysis, abbreviated as EFA, was carried out with the purpose of determining the dimensions that roughly describe each detected variable. The In the education sector of Punjab, a total of seven variables were identified as important, including "top management, a system approach to management, customer satisfaction,

staff participation, training, team effort, and continual progress towards TQM. The following items were included in the Faculty perception questionnaire on comprehensive quality management in management institutes of Punjab":

RESULTS

Table No 1: Does Students have access to professors who are well qualified?

Response	SA	A	U	DA	SDA	Total
Frequency	80	44	18	6	14	162
%	49%	27%	12%	4%	8%	100%

The majority of Students (76%) agreed that they have professors who are qualified whereas a minority of respondents (12%) did not agree with this statement.

Table No 2: Do the students obtain the resources that are necessary to further their education?

Response	SA	A	U	DA	SDA	Total
Frequency	80	44	18	6	14	162
%	49%	30%	6%	6%	9%	100%

79 percent of individuals who participated in the study had the opinion that they have resources that are necessary to further their education, while just 15 percent had the opposite opinion.

Table No 3: Does the University offer students effective ways to have their needs met?

"Response"	SA	A	U	DA	SDA	Total
Frequency	34	46	28	24	30	162

%	21%	28%	17%	15%	19%	100%
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49 percent of respondents agreed with the statement that the University offers students effective ways to meet their needs and 34 percent had the opposite opinion

Table No 4: Does the university go about organizing summer seminars geared at the development of student skills?

Response	SA	A	U	DA	SDA	Total
Frequency	46	40	28	22	26	162
%	29%	25%	17%	13%	16%	100%

Although 54% of respondents agreed with the statement that the university organized summer seminars for the development of the student's skills, 29% of respondents did not agree with the assertion..

Table No 5: Does the idea of Student midterm examinations appeal to you?

Response	SA	A	U	DA	SDA	Total
Frequency	48	32	28	28	26	162
%	29%	19%	18%	18%	16%	100%

As per the norms of the idea of the Student's midterm examinations 48 percent of respondents are in favor of this, while 34 percent of respondents did not agree with the statement.

Table No 6: Do students provide constructive criticism with regard to the topics being discussed in class?

Response	SA	A	U	DA	SDA	Total
Frequency	48	42	8	60	4	162

%	29%	26%	5%	37%	3%	100%
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Fifty-five percent of those polled agreed with the statement that constructive criticism by students with regard to the topics discussed in class, whereas forty percent of those polled disagreed with the statement.

Table 7: If they are content with their studies, do they continue to take classes?

Responses	SA	A	U	DA	SDA	Total
Frequency	46	54	22	22	18	162
%	28%	34%	13%	13%	12%	100%

62% of respondents agreed that they are content with their studies and continue to take classes while 25% disagreed

Table 8: Does Student Capacity Building involve either in-class or homework-based Assignments for the Students?

Responses	SA	A	U	DA	SDA	Total
Frequency	46	34	16	28	38	162
%	28%	22%	10%	17%	23%	100%

50% of respondents agreed that homework-based Assignments for the Students were involved for Student Capacity Building and 40% disagreed.

Table 9: Do you think that having strong communication skills makes a contribution to the overall happiness of the students?

Responses	SA	A	U	DA	SDA	Total
Frequency	54	48	18	6	36	162

%	33%	29%	11%	4%	23%	100%
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62% of respondents agreed that having strong communication skills makes a contribution to the overall happiness of the students while 27% disagreed.

Table 10: If they are content with their studies, do they continue to take classes?

Response	SA	A	U	DA	SDA	Total
Frequency	48	32	28	28	26	162
%	29%	19%	18%	18%	16%	100%

48% percent of respondents agreed that there is a correlation between the learning environment and the level of academic achievement achieved by students while 34% disagreed..

Table 11: Does the relationship between students and teachers have a role in the academic accomplishment of pupils?

Response	SA	A	U	DA	SDA	Total
Frequency	60	34	44	32	42	162
%(percent)	25%	18%	23%	19%	23%	100%

43% percent of respondents was that the relationship between students and teachers has a role in the academic accomplishments of pupils while 42% disagreed with this statement

Table 12: Does a successful performance by the lecturer contribute to the happiness of the students?

Response	SA	A	U	DA	SDA	Total
Frequency	42	24	20	34	38	162

%(percent)	23%	21%	12%	21%	22%	100%
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44% percent of respondents agreed that successful performance by the lecturer contributes to the happiness of the students while 43% have disagreed

FINDINGS

- In Table 1 The majority of Students 76% agreed that they have access to professors who are qualified whereas a minority of respondents (12%) did not agree with this statement.
- In Table 2, 79 percent of individuals who participated in the study had the opinion that they have resources that are necessary to further their education, while just 15 percent had the opposite opinion.
- Table 3, 34 percent of respondents disagreed with the statement that offers universities offer students effective ways to meet their needs, while 49 percent of respondents agreed with the statement.
- In Table 4, Although 54% of respondents agreed with the statement that the university organized summer seminars for the development of the student's skills, 29% of respondents did not agree with the assertion.
- In Table 5 as per the norms of the idea of the Student's midterm examinations, 48 percent of respondents are in favor of this, while 34 percent of respondents did not agree with the statement.
- In Table 6, Fifty-five percent of those polled agreed with the statement that constructive criticism by students with regard to the topics discussed in class, whereas forty percent of those polled disagreed with the statement.
- In Table 7, 62% of respondents agreed that they are content with their studies and continue to take classes while 25% disagreed.
- In Table 8, 50 % of respondents agreed that homework-based Assignments for the Students were involved in Student Capacity Building and 40% disagreed.
- In Table 9, 62% of respondents agreed that having strong communication skills makes a contribution to the overall happiness of the students while 27% disagreed.
- In the Table, 10,48% percent of respondents agreed that there is a correlation between the learning environment and the level of academic achievement achieved by students while 34% disagreed.
- In Table 11, 43% percent of respondents agreed that the relationship between students and teachers has a role in the academic accomplishment of pupils while 42% disagreed with this statement
- In Table 12, 44% percent of respondents agreed that successful performance contributes to the happiness of the students while 43% disagreed.

• CONCLUSION

Management in education will give better results in all fields of the process of education. It is the delivery of an exceptional level of satisfaction to one's customers. Implementation of Total Quality Assurance Management in education will give better results in all fields of the process of education as a good technique of management used and prove to give excellent results in other industrial and business organizations. It adheres to the participative management concept as its guiding principle. It adheres to the principle that members of the educational organization should work together to achieve continuous progress in the organization's mission. On the other hand, they have the impression that the institutions do not make any effort to facilitate extracurricular activities or engagement with the business community. However, despite the fact that the other key factors such as excellent infrastructure, an attitude taken by management, and effective teaching practices are now being put into reality, they still require additional particular attention in execution. In addition to providing staff members with training and educational opportunities, institutions have a significant impact on whether or not total quality management is implemented successfully in the educational system. Continuous monitoring of its development and the challenges it encounters should be carried out because these might impede its implementation if they are not monitored. For the Total Quality Management implementation to be effective, commitment must come from all levels of the business. In conclusion, but certainly not least, the involvement and participation of students are equally vital since it gives measures of real performance, which finishes off the feedback loop in the process of strategic management.

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