



The Influence of Total Quality Management (TQM) on Higher Education: Enactment and Obstacles

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<p>Received: 17th May 2022 Revised: 16th June 2022 Accepted: 25th July 2022</p> <p>CC License CC-BY-NC-SA 4.0</p>	<p style="text-align: center;">Abstract</p> <p>Over the past two decades, one of the paramount challenges confronting higher education has been ensuring quality. Quality in higher education is widely recognized as a pivotal factor for achieving significant success in the current landscape. It pertains to meeting the needs and expectations of society. Despite its critical importance, Total Quality Management (TQM) has not been effectively implemented in higher education institutions. This failure to implement TQM has emerged as a pressing issue in contemporary times. In recent years, many higher education institutions have been observed to prioritize administrative tasks such as academic activities and financial management, rather than focusing on the principles of TQM. This trend has resulted in a significant number of institutions failing to implement TQM successfully. Reports from the early 2000s indicated that over 60% of educational institutes struggled with TQM implementation due to their neglect of essential factors inherent in the concepts of total quality management. Similarly, in the 1990s, it was noted that more than half of educational institutions faltered in implementing TQM because they overlooked crucial factors that are supportive of TQM concepts. As a consequence, these institutions failed to integrate Total Quality Management practices effectively, leading to an abandonment of TQM principles. Recent research has delved into how the TQM system can leverage various tools to create a supportive and conducive environment for students. This research aims to explore how institutions can utilize TQM principles to enhance their educational offerings and foster a more supportive learning environment for students.</p> <p>Keywords: <i>total quality management, implementation, colleges, continuous improvement, higher education</i></p>
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1. Introduction

Higher education is currently experiencing profound transformations. In today's academic landscape, the concept of quality education is paramount, denoting a superior standard of learning closely tied to the

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satisfaction of both society and students. Institutions are increasingly prioritizing the enhancement of education quality, recognizing it as a critical factor for institutional success. Total Quality Management (TQM) has emerged as a widely adopted approach in many colleges and universities, both government-funded and private, aimed at elevating the standard of educational services.

For numerous colleges, providing quality education is integral to their operations, and TQM serves as a vital component in achieving this objective. The implementation of TQM fosters a culture of continuous improvement and enhances competitiveness within the educational sector. Government initiatives also play a significant role in promoting and implementing quality education standards.

TQM, as an organizational philosophy, is geared towards improving the quality of education to meet or exceed the expectations of students and society. It advocates for a student-centered approach, emphasizing the maintenance and enhancement of educational quality as its core objective. In the realm of higher education, TQM principles entail government support and commitment, involvement of students in decision-making processes at all levels, staff training initiatives, and institutional dedication to ongoing quality enhancement efforts. Through the adoption of TQM principles, higher education institutions strive to create an environment conducive to continuous improvement and the delivery of high-quality educational services.

2. Total Management Quality (TQM) in Higher Education Total Management Quality comprises of three words:

1. **TOTAL**=Overall
2. **QUALITY**=Conformity to Standards
3. **MANAGEMENT** = Art or The Act of handling, accomplishment of things, directing, controlling etc.

4. Literature Review Understanding Total Quality Management

TQM has many definitions. Masters of the TQM like Deming, Juran, Crosby, Ishikawa and Feigenbaum characterized the theory in various ways but still the significance and soul stays the same. According to Deming, “quality is a consistent quality development procedure towards anticipated degree of consistency and perseverance. Deming also describe 14 fundamentals of quality management to boost project outputs and achievement of the organization. Juran identified quality as “fitness for use”. According to him, each individual in the organization should participate in the exertion to make products or services that are fit for use. Feigenbaum defined total quality as consistent work procedures, beginning with customer necessities and finalizing with customer’s satisfaction (Evans & Dean, 1999). Crosby defines quality as a correspondent to demands. He focalizes on zero defects and setting things straight by doing it correctly the first time. Ishikawa (1985) also accentuate on the relevance of total quality control to boost organizational performance. According to him, quality does not mean the quality of product only, but also of the quality of management, or the reputation of the company.

Definitions of quality has been altered with the transition of time, modification of customer’s needs and demands. But the vitality has more or less been progressed to resolve the issue, compliance to standards for customer satisfaction. With management routine getting complicated, attacks to managing quality in operational areas are becoming unmanageable. Institutions which have victorious outcome with TQM principles have customer and quality integrated in their corporate scheme (Jha and Joshi, 2007). Any institution is a system of interconnected units. For TQM to be victorious, all of the elements within the organization must be conjointly engaged.

Some characteristics of TQM are considered to be fundamental: modification, customer preference, communication, consistent improvement, restorative measures, and the organizational Structure of network type in the process or case management, creativity, IT, organizational culture, team and future orientation (Vinni, 2011). While the critical factors are the basis for transformational preference to produce a substantial advancement culture for consistent competitive advantage. But basically, the main objective of TQM is to generate within the organization an environment in which all the assets are used ingeniously and effectively in order to provide quality service the institution needs to adapt in this fast paced world. TQM is a way of managing to amend the efficiency, viscosity, adaptability and aggressiveness of a business in general. As specified by British Standard Institution, TQM is compose of a “management doctrine and company patterns which intent to rein the human and material resources of an organization in the most efficient way to attain the goal of the organization” (Zakuan *et al.*, 2012).

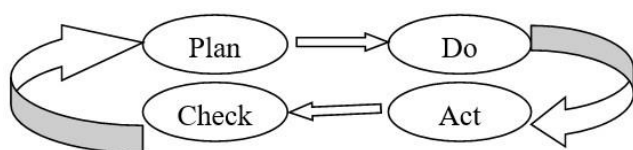
4. How to Implement Total Quality Management • Commitment from staff or teacher

- Quality improvement tools and technics (PPT)
- Continuous improvement in process
- Co-operation from student, teacher, management, government and society
- Focus on student performance or skill development

Quality planning, improvement & control

Quality planning refers to the continue process for designing inputs, services, and processes to meet new, desired goals and objectives. Quality improvement is the process for achieve goals during operations.

5. Procedures for implementing TQM in higher education PDCA is a four-step management method used in business for the control and continuous improvement of processes and products. It is also known as the control circle or cycle, or plan–do–study– act. Another version is PDCA.



Plan

This basic step includes identifying and doing research for the purpose of studying what TQM really is and top management should understand the concept, its objectives for accomplishing their plan. It involves defining objectives, methodologies, tools.

(B) Do

This step is on about the implementation of present scenario, in which there must be training to all faculties or member about the term quality, TQM, core values, methodologies, tools, etc. here, some measures must be established to perform a benchmarking in order to recognize and reward improvements.

(C) Check

This step is the evaluation stage, where the Plan and Do steps are evaluated and this step finds out whether faculties at all levels are working to meet the requirements of all stakeholders or not.

(D) Act

This last step involves taking measures and implementing changes in the system for the problems identified in the third step. However, besides the PDCA cycle, the following eight steps can be followed for the implementation of TQM in higher education prescribed by Crawford (1990)

↳ Vision: how the institution would like to be; what would constitute its greatness?

Define mission: compatible with the vision

Set objectives: transformed into specific, attainable, measurable goals

↳ Customer's requirements broken down into elements

↳ Detailed process to satisfy customer needs

↳ Specify materials, facilities, and standards to be met

↳ Plan to bring together human, physical, and financial resources

↳ Build in quality assurance mechanism

6. TQM Challenges in Higher Education

Some researchers agree that TQM can be implemented in higher. Others issues that TQM doesn't fit with for several reasons, including nature of TQM and education themselves, well trained work and concept of learning and teaching.

In society ineffective management is resulted from poor-skilled staff or institutes, pursuing short term profits, and financial manipulation. Education system, government or realities authority trapped in rigid rules, policy, and negative stereotypes. Before the government only can apply TQM in higher education or education system, they should first empower or human power the organization argue that there are some major problems that challenges the application of TQM in education concepts :

- The limited commitment of institutes in higher education improvement. TQM needs a single-minded commitment to quality.
- Now days most of the education system generates services rather than quality.
- Higher education focus on outputs rather than quality and processes.
- Higher education system has fewer incentives to the staff to become student –oriented activities.
- The most of the education institutes not facilitated properly staff salary and promotions

7. TQM Implications in Highr Education

There have been many researches that study the relationship between TQM and instructional performance. Some researches proposed TQM as a strategic resource that provides sustainable competitive advantage and generates economic value. Majority studies suggest a direct correlation between quality management practices and performance.

Private colleges are no longer the only sector that uses TQM in their organizational practice. Today's we required to adapting TQM in their education for some reasons. First, it's provided selfemployment and good environment structures. Second, quality education it is always assets of the society. Third, the quality education focus continues improvement of individual and institutional Fourth, the purpose and implementation of TQM are being reviewed by government and society. Fifth, TQM learn management practice from education sectors to improve their image. Sixth, TQM can facilitate emerging government strategies. Seventh, managers responsible for executing strategies with limited resources.

Institutions should focus on the process of quality education, not the result. It is better to have intensive investigation of the process quality education rather than inspection is a traditional education system. Top management is primarily responsible for support and change activity that will inhibit improvement.

Improve organization's facility requires deep commitment for quality, training and job placement based on performance, and conducting critical analysis of each level of education implement TQM in Top management are getting out of the office, meeting people, and finding out what is actually going on so that the process can be performed efficiently improves in qualitative education.

A passion for quality should become the foundation of management philosophy. One way to implement that is through continuous improvement. Continuous improvement attempt to build quality into the process of education by destroy waste or traditional mistake.

Constraints in implementing TQM in higher education

In this competitive span, it is a really very difficult task to bring satisfaction and understanding among each and every educational institution. However, TQM is the only means to maintain quality in higher education; still, the following constraints have been identified from research studies and for the successful implementation of TQM in higher education successfully and also implementing the new education policy.

8. Barriers to TQM Implementation

- Lack of management allegiance
- Lack of consistent improvement focus of TQM
- Inability to change organizational culture and policy
- Lack of proper planning
- Lack of continuous training and education
- Incompatible organizational structure and isolated individuals and departments
- Inadequate use of empowerment and teamwork
- Lack of knowledge about self-assessment mechanisms
- Poor co-ordination between departmental staff and head of the institutions
- Lack of clarity about the role and responsibility
- Lack of highly qualified professionals

9. Research methodology

Researcher have used Secondary data was collected from the available literature, journals and web search wherever necessary.

10. Objectives of study

- To know total customer satisfaction
- To identify of Satisfying all customers – internal as well as external

- To know improving profits, as well as generating new business for the future.
- Demanding total commitment from all in the organization towards the achievement of the objective.

11. Total Quality Management in Higher Education Education plays a will to develop person achievement vital part in a person's achievement, apart from inborn talent. Education will meld and guide a person to be what they want to be. Of course, if discussing education, teachers will play a very important role. Teacher has many responsibilities not only to the students but also to the society. Now in the 21st century, a time when technology is at its peak, education faced a deep challenge to adopt on fast paced world. Changes in global educational settings have compelled the institutions of higher learning to revolutionize its activity. Teachers must follow through in learning new techniques or methods in their teaching for the benefit of the students and society as a whole. The aggressive learning –teaching concepts leads the collaborator of the educational sector to require for more dependable, ingenious, and multi-skilled & knowledgeable force. These have imposed the higher education institutions to be more interested on quality educational system (Ariff *et al.*, 2007).

Sangeeta *et al.* (2004) regards education system as a development process consisting of observations of students, instructors, administrative staff, physical facilities and procedures. The procedures compose of teaching, learning, and administration. While, output consist of examination outcome, employment, profit, and satisfaction. According to Roffe (1998), because of an open competition, students are now turning more to customers as well as consumers and anticipate paying an increasing due of education cost. This resulted to competition causing generating different programmers for different student groups. The abstract issues consider whether TQM in higher education should be people or problem adjustments, trouble in presenting the implementation and acceptance of TQM in higher education institutions, which have not accepted dogma of TQM, group versus single preference towards TQM, and sustaining the range of invention amongst others.

TQM is a philosophy and system for continuously improving the services and/or products offered to customers (Fitzgerald, 2004). Now that the technologies of transportation and communication have substituted national economic systems with a global economy, nations and businesses that do not implement TQM can become globally non-competitive quickly. This matter towards non-competitiveness can be prevented if societies are trained to become TQM advocates. Therefore, the possible advantages of TQM in educational institutions are very clear like:

- TQM will support educational institutions to create an upgraded service to its customers namely the students and employers.

The consistent improvement focus of TQM is an essential component for satisfying the accountability essential to educational reform.

- Executing a no-fear TQM system offers more exciting challenge to students and teacher to empower teamwork and cooperation with one another. In that way, each observation can be utilized to help each other for better advancement.

12. Conclusion

Efficient and reliable feedback accumulation is indispensable for any continuous development effort to be successful, particularly in the assessment process of teaching and learning. This involves the continuous gathering, analysis, and utilization of feedback from stakeholders, including students, to evaluate the effectiveness of educational practices. Total Quality Management (TQM) emerges as a highly effective tool in ensuring high standards of teaching and learning in education.

The primary challenge lies in ensuring that every student benefits from the teaching and learning process, providing them with ample time, support, encouragement, resources, and opportunities to achieve the set standards of educational excellence within a total quality environment. Drawing from empirical literature, this necessitates possessing the right attributes and being proactive in striving for continuous improvement across all areas of responsibility.

The success of educational institutions hinges on their management practices and their ability to identify, classify, analyze, and implement effective approaches to enhance teaching and learning outcomes. By embracing TQM principles and committing to ongoing improvement initiatives, institutions can foster an environment conducive to academic excellence and student success.

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