4. QUALITY MANAGEMENT IN EDUCATIONAL INSTITUTIONS.

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Abstract

Quality is defined as combination of the various attributes desired from any entity. Quality of teaching can be measured, indirectly either through the presence of professional attributes, including skills, knowledge, qualifications and professional learning of the tutor or through their student's acceptability. Paper attempts to identify factors that are most closely associated with positive outcomes and determines how these attributes and capabilities can be developed, sustained and communicated.

It also emphases on the improvements in students' social and academic outcomes, teacher performance and -community relations can also be linked to quality of leadership although the relationship between outcomes and the role of the Leader is less direct. Raising the quality of teaching is an important focus for education and training policy.

Total Quality is defined as Fitness for use or purpose

- Joseph Juran.

Total Quality is defined as a predictable degree of uniformity and dependability at low cost and suited to the market.

- Deming.

TQM is a set of philosophies by which management systems can direct the efficient achievement of the objectives of an organization to ensure customer satisfaction and maximize stakeholder value.

- Jack Woodall, Deborah K. Rebuck & Frank Voehl

TQM is a systems approach to management that aims to continuously increase value to customers by designing and continuously improving organizational processes and systems.

- Michael J. Stahl

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1. Introduction:

TQM is defined by many authors in many different ways and the list is never ending. The definition is not the criteria but what is stated in the definition and what is articulated is the critical factor. Implementation of TQM requires a paradigm shift in many facets of organization functioning. The shift has to be brought within system and human component. There are various stages in an organization during TQM implementation. In initial stage, only few people work constantly as shown by arrows whereas there are several other who relax by doing very minimal work (as shown by dots). This is not a healthy situation for any organization. Motivation and empowerment is the key factors by which such situation can be resolved in order to reach to next stage and best utilizing their full potentials. This is the situation where all people are working with their best efforts but in different direction. Next key issue is to have common vision, by providing common vision in this stage they can be motivated to focus on the same vision. Generation of vision statement by democratic means and popularizing the same will motivate people to have common focus. Common vision is an indication of common goal for the institution and every individual is motivated to focus on the same vision. This is best of all previous stages. Fourth stage is the place wherein by working in a team, synergy effect sets in and is always greater as compared to people working in group. Here, the number of working remains same but there is tremendous increase in the productivity i.e. input remains same, output has increased.

Every institution should check where it stands. All the discussed stages are shown in the following figure 1.
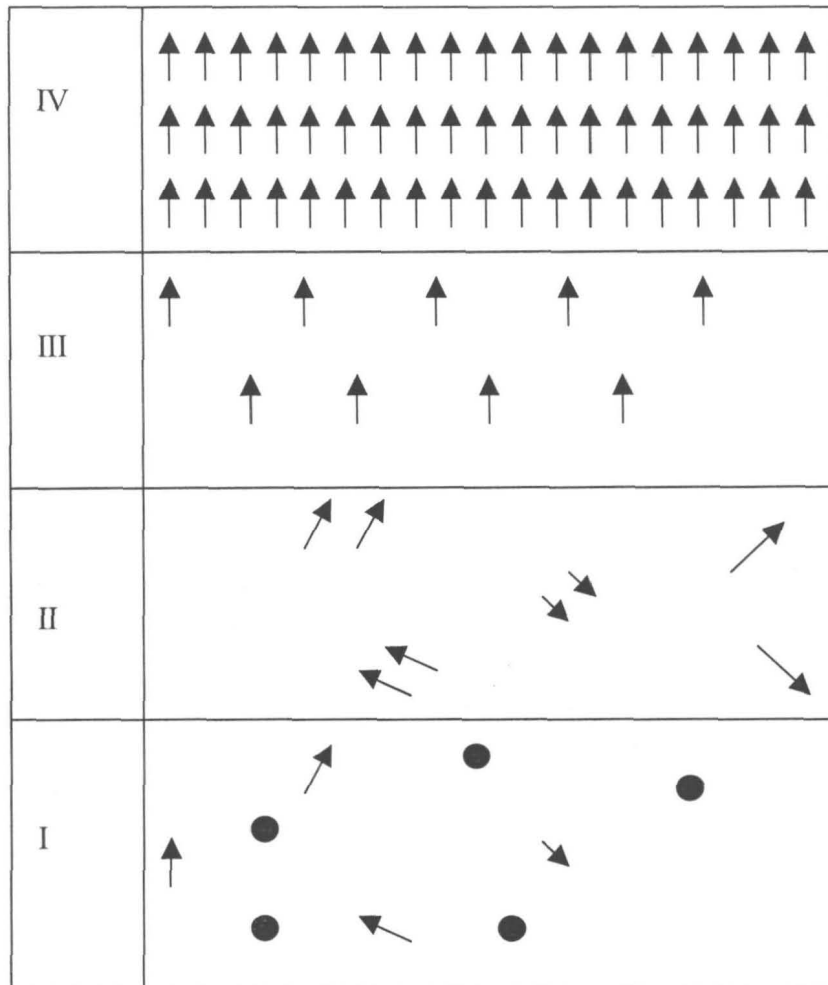
2. Institution leadership

Institution leadership plays important role in these stages of TQM Implementation. To understand Institutional leadership it is necessary to understand how:

- contextual factors influence the dynamics of schools and school processes in order to enhance students' learning outcomes;
- professional practices influence students' learning outcomes; and
- Attributes and capabilities of teachers and school leaders influence students' learning outcomes.

It is difficult to define Institutional leadership. An operational definition is that quality leaders mobilize and work with others to articulate and achieve shared intentions. Quality leadership provides direction, involves a process of influence with intention, and is value-based and vision-driven. While it is common to equate leadership with principals and faculty heads, there exists the variety of leadership roles within a Institute. Because of the complexity of the relationships, it is impossible to establish a direct link between quality Institution leadership and student outcomes. However, there is conclusive evidence that principals have a salient but indirect effect on student outcomes through the goals they establish and the quality of the learning environment they foster. (see Figure 1 : Stages of development during TQM implementation on page no. 28)

The demands placed on Institution leaders are complex, multi-dimensional and sometimes contradictory. Institution leaders face competing expectations in their roles as managers, marketers and education leaders. These competing expectations and growing accountabilities have had an impact on the workload and professional satisfaction of Institution leaders and are seen to have made increasingly hard to recruit quality leaders.

Effective leadership is responsive to context and adaptable in the face of change. There is no particular Institution leadership model that works under all circumstances. Institution leadership is a process of negotiating dilemmas and shows how effective teachers and principals practice leadership that is contingent, team-based and collegial.

Figure 1 : Stages of development during TQM implementation

Quality Institution leaders have following roles to play:

- set directions by identifying and articulating a vision that creates high performance expectations;
- develop people by offering intellectual stimulation, demonstrating care for their staff and providing individual support;
- establish collaborative processes and provide opportunities for teacher-leadership, professional learning, reflection and debate;

- understand their school's community and create strong partnerships with stakeholders, including home-school linkages; and
- Value and empower students by encouraging teachers and the school community to value the social and cultural capital of its students through shared decision-making and support for students as leaders.

In the past few decades, Principals have had to spend an increasing proportion of their time on managerial responsibilities and accountability. Management and administration

are core responsibilities of successful Institution leaders, necessary to ensure the smooth operation of an Institution.

It is *educational* leadership that is central to the improvement of students' social and academic outcomes. Effective Institution leaders are committed to improving the quality of teaching, encouraging and equipping staff to focus on student learning outcomes. The Institution principal does not necessarily have to be an exemplary teacher, but should ensure that the Institution's main focus is an educative one.

The various Institution Leadership strategies include:

- *instructional, pedagogical or educative leadership,* where leaders assume responsibility for the professional development of teachers, the learning outcomes of students and the deployment of resources to realize these goals;

- *managerial leadership,* where leaders manage the key functions and tasks of Institutions in the same way as profit making businesses are operated;

- *transductive or transactional leadership,* where the leader and follower achieve interdependent goals through a traditional 'effort for rewards' relationship;

- *transformational leadership,* which relies on the vision and charisma of the leader in the pursuit of higher-level common goals;

- *interpersonal or emotional leadership,* which places high value on the quality of relationships;

- *moral leadership,* which focuses on values and beliefs to give a sense of purpose to the Institution

- *contingent or contextual* leadership, which employs a range of leadership strategies and styles depending on the issues at hand, context and the stage of school development.

3. Continuous Improvement Strategy:

The objective of an organization is to ensure customer satisfaction and maximize stakeholder value. The customer for any educational institute is student and the product is quality education which student gets from institution. Organizations must continuously improve in order to ensure customer satisfaction. Continuous Improvement is a vital component of an effective performance management system. Simply measuring performance will not result in system improvement. Getting improvement in any service/ program requires an institutionalized strategy for linking performance measurement to implementation of specific system improvements. The performance measurements can drive continuous improvement process. Continuous improvement can be brought in to the organizational culture by introducing continuously changing, planned targets. Strong quality circle movement is also helpful in achieving the better quality of service in education sector and become good quality improvement tool.

One of the methods suggested by the quality Guru, Edward Deming, is PDCA cycle, which was later named as the Deming wheel. PDCA stands for Plan, Do, Check and Act. Planning is an important component of every action. The success or the failure depends on how effective the planning has been. When continuous improvement is expected in a process then proper planning has to be done as to how to achieve the desired improvements. Having planned next step is to do as per plans. Once the process of doing is completed it has to be checked whether what has been done is in accordance with the plan. After checking the fourth component act is taken up. In this, if what has been done is perfect and has given the expected results then one has to go in form standardization. If it has not given the expected results then the cycle has to be repeated by re-planning for better results. Even after

standardization the cycle will be continued with a fresh plan with better/higher targets, which will make the process more productive. PDCA Cycle is shown in figure 2.

4. Performance Indices for Continuous Improvement:

For continuous improvement of a Quality System following performance indices are suggested.

Student related Performance Indices:

1. Number of Student per computer terminal

2. Number of Students participated in intercollegiate paper presentation and prizes won by students per year.

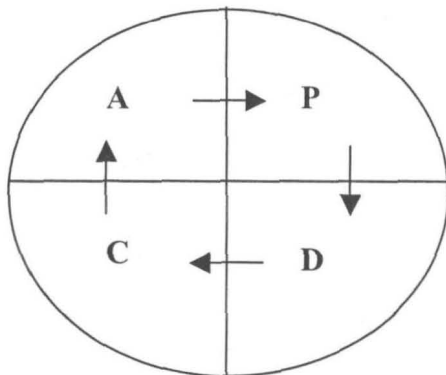3. Rate of addition of new experiments in laboratory class

Figure 2. PDCA Cycle

4. Expenditure per students

5. staff student ratio

6. percentage pass or distinctions

Faculty Related Performance indices

1. Number of Research papers per faculty per year

2. Research grants in lakhs per faculty at any time

3. Number of continuing education programmes conducted per year

4. Improvement in normalized quality index of teaching

5. Man-days of training imparted to the faculty per person per year.

6. Number of Consultancy projects taken up per faculty per year.

7. Number of Funded projects received per year.

8. Number of Books written by faculty per year.

9. Productivity index

Environment related Performance indices

1. Number of Community oriented programmes/ project per year

2. Time taken for clearing a file. (purchase or grievance related matters)

3. Number of Industry-Institute interaction programmes conducted per year

4. Ranking by professional bodies

5. Addition of Infrastructural facilities per year

6. Systematic improvements in the office-standardization of processes carried out per year.

7. Information retrieval timing in administration

8. Number of IT tools in use per student.

Conclusion:

Quality management in Educational institutions is a continuous process and it needs to be monitored and upgraded time to time. The paper throws light on the issues which are evolved in this process. The Principal, faculty and students are the three important ingredients of this process and it need to be mixed properly to produce the desired result. The paper covers various points like roles and responsibilities as well as the performance indices for continuous improvement. The different strategies suggested are very important and for the betterment of the institute need to be followed. The list mentioned is not the ultimate but it can also be upgraded as and when required.

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