



Need of Total Quality Management in Higher Education

Lalita

Faculty Member,

PT. N.R.S. Govt. College

Rohtak (India)

I. TOTAL QUALITY MANAGEMENT

Total Quality Management is a comprehensive, customer focused system that many companies are now adopting to improve the quality of their products and services. Total Quality Management is a method for ensuring that all the activities necessary to design, develop and implement a product or service are effective and efficient with respect to the system and its performance. Total Quality Management provides a framework for implementing effective quality and productivity initiatives that can increase the profitability and competitiveness of organization (Deming 1992). Total Quality Management is not a onetime process but a journey that never ends. It provides the overall concept that encourages the continuous improvement and also focuses on systematic, integrated, consistent, organization – wide perspective including everything and everyone. Total Quality Management is a long term process, which relies on relative achievements through continuous improvement. Problem Identification, Problem Solving, Teamwork and Quality circles are all important aspects of driving the improvement wheel forward. Successful TQM implantation can only come from radically challenging and changing the culture of the organization.

Therefore, one may say that TQM is a philosophy concept and powerful management approach. It involves management and empowerment of people in order to create satisfied customers and improve organizational performance.

Total Quality Management involves three words which can be described as:-

Total	=	Made of the Whole
Quality	=	Degree of excellence a product or service provide
Management	=	Act, Art or Manner

II. TOTAL QUALITY MANAGEMENT IN HIGHER EDUCATION

In this world of rapidly boosting competition, speedy changes of technology, falling quality, varying demographic, privatization and globalization in education have led to the use of concept of TQM in Education. It is a prevailing belief that higher education has entered a scenario in which quality has to play a vital role. It is also an unfolded truth that “quality of Education” is the key factor on which there is a serious competition between countries. Education and particularly higher education is being driven towards commercial competition imposed by economic forces. Global market demands skilled and talented workforce which only can be created through Quality Education. TQM can be applied as a means for improving student/staff morale, increase productivity and delivering higher quality service to both internal & external customers. The quality of teaching, quality in the classroom as well as quality in the teaching-learning process is areas where the use of quality concepts has also been discussed, jointly with the strong link between quality of education and its impact on the quality of life of a society. In order to make the future better than today, educational authorities explore tools to assess the quality of the educational outcome by measuring the effectiveness of the components of educational system, and search the ways to make educational reforms. Like business and industry, the educational Institutions aim to turn out higher quality products. Like service oriented organization, Education Institutions are also offering their services to customers. In this respect TQM seems to be applicable to higher education because many objectives of TQM are compatible with work of higher education Institutions which have used them – consciously or unconsciously in their operation and in response to external quality assessment and audit (Bolton, 1995). Reasons for quality Management in Higher Education are: Competition, Customer satisfaction, Maintaining standard, Accountability, credibility, prestige and Status, Image and visibility. The exponential growth of knowledge, exploding instructional technologies, enhanced access to practices of premier institutions, accessibility to knowledge, globalization of education etc. require educators and faculty members to continuously evaluate themselves and improve upon their effectiveness. For colleges and Universities, the quality concept is not new, and there has been a continuous discussion about the need for improving the quality of education. Considering the huge public and private investment in University education, there is an urgent need to evaluate how effectively the investment is being utilized by examining the quality of educational infrastructure, the cadre of qualified tutors and others resources in place, and the quality of teaching and learning (UNESCO,2003). That’s why entrance of Total Quality Management is an important step and the entrance is essential in the development of performance in colleges and brings them to the desired level, especially in light of the continuous fast paced and interactive world in which we live these days.



III. NEED OF TQM IN HIGHER EDUCATION

The achievement of Total Quality Management in colleges of Higher Education implies the organization's ability to provide a high level of service quality excellence and through which it can meet the need of students, faculty members, parents employees and society and in a form which is consistent with their expectations and requirements of the times and the environment of scientific and technological resources, including achieving satisfaction and happiness to them. Because of huge public and private investment by colleges in the state of Haryana, there is an urgent need to evaluate how effectively the investment is being utilized by examining the quality of educational infrastructure, the cadre of qualified tutors and other resources in place, and the quality of teaching and learning. To ensure that Higher Education is able to deal with market and technological changes coupled with global requirements, it is important for colleges offering Higher Education to use appropriate courses materials and teaching methodologies that are not only up to date, but also effective from learner's point of view. Being educated is the most important thing not only for success in one's life but the better educated population plays an important role in making a nation more successful. Education is the base of nation development. After Graduation most of the students in India are jobless also their confidence level, communication skill, practical knowledge is weak. Now the questions arise where is the problem? Is the problem of Quality of Education? No Institutions can remain strong in its existence for long term without offering effective and efficient service. Therefore there is an urgent need of TQM in Higher Education to examine the quality of educational infrastructure, quality of teaching and learning etc.

IV. PROBLEM FOR TQM IN HIGHER EDUCATION

Higher education has made great progress, but because of certain problems it cannot be said to be encouraging and satisfactory. They are dearth of faculty, low quality research, administrative difficulties, deterioration of values lack of academic staff, defective curriculum and examination system, Lack of flexibility in higher education, Low confidence level of students, Fear of failure and psychological barriers practice, Lack of strategic planning, Lack of qualitative and quantitative infrastructure, Lack of cooperation among colleagues.

V. SUGGESTIONS FOR TQM IN HIGHER EDUCATION

Establish quality circle and healthy practices in institutions. Focus on need and resource based research and innovation. Focus on proper needs of market. Achieve top quality performance in all areas. Produce system for achieving quality performance. Develop measure of achievement. Help institutions to become competitive. Develop team approaches. Improve communication.

REFERENCES

1. Ali, M. (2010). Implementation of TQM in Higher Education. *Asian Journal of Business Management*, 2(1), 9-16.
2. Angappapillai, B. (2012). Quality in Higher Education: An Empirical Investigation. *Afro Asian Journal of Social Science*, 3(3), 1-10.
3. Anderson, M. (2004). TQM in Higher Education: The Australian and Swedish Experience. Working Paper, 1(1), 1-10.
4. Ashraf, M. (2009). Quality Education Management at Private Universities in Bangladesh: An Exploratory Survey. *Journal Pendidikan dan Pendidikan, Jil*, 24(2), 17-32.
5. Amar Shankar Nimbarakar (2013). 'Impact of TQM In higher Education – A Management Perspective Study'. A PhD Thesis Submitted to Shri Jagdish Prasad Jhabarmal Tiberwala University, Vidyanagri.
6. Ali Abdullah (2012). 'The Total Quality Management Practices in Yemini Universities'. A PhD Thesis Submitted to Faculty of Technology Management and Business University, Tun Hussein Onn Malaysia.
7. Becket, N., & Brookes, M. (2009). Quality Management in Higher Education: A review of International Issue & Practice. *The International Journal for Quality and Standards*, 1(3), 1-37.
8. Bhalla, R. (2012). Study on Indian Higher Education- A TQM Perspective. *Journal of arts, science and commerce*, 3(4), 24-29.
9. Gopalbhai Patel, D. S. (2013). Total Quality Management in Higher Education Institutions. *International Journal for Research in Education*, 2(2), 79-84.
10. Gulbarga, I. A. (2012). Assessing Technical Institutions through the Principles of Total Quality Management: The Empirical Study. *International Journal of Scientific and Research Publications*, 2(8), 1-8.
11. Hadi, M. P. (2010). Total Quality Management in Education- Perception of Secondary School Teachers
12. Kanapathy, K. (2012). Critical Factors of Quality Management Used In Research Questions: A Review of Literature. *Sunway Academic Journal*, 5(2), 20-30.
13. Magutu, P. O. (2010). Quality Management Practices in Kenyan educational Institutions: The Case of the University of Nairobi. *African Journal of Business & Management*, 1(1), 14-20.
14. Md Ariff, D. M. (2012). Total Quality Management Implementation in Higher Education Institutions. *Going for Gold- Best Practices in education & Public*, 1(1), 1-23.
15. Md Ariff, D. M., & Zaidin, N. (2012). Total Quality Management Implementation in Higher Education; Concerns and Challenges faced by the Faculty. *Going for Gold - Best practice in Education and Public*, 2(1), 1-23.
16. Mishra, P. (2013). Barriers in Implementing Total Quality Management in Higher Education. *Journal of Education & Research for sustainable Development*, 1(1), 1-10.



18. Nina, B. (2008). Quality Management Practice in Higher Education - What Quality are we Actually Enhancing. *Journal of Hospitality, Leisure, Sports and Tourism Education*, 7(1), 1-10.
19. Parsad, R. K. (2013). Quality Measures in Higher Education: A Review and Conceptual Model. *Journal of Research in Business and Management*, 1(3), 23-40.
20. Raheem, A. (2012). Educational Service Quality at public Higher Educational Institutions. *International Journal of Economics Business and Management Studies*, 1(2), 36-49.
21. Rana, S. (2009). Quality Management in Higher Education- A Perspective. *Proceedings 2nd CBRC, Lahore*, 1(1), 1-10.
22. Santarisi, N. S. (2008). The Effect of TQM Practice on Higher Education Performance: The Faculty of Engineering and Technology at the University of Jordan as a Case Study. *Dirasat, Engineering Science*, 35(2), 84-93.

