



ISSN: 2230-9926

Available online at <http://www.journalijdr.com>

IJDR

International Journal of Development Research

Vol. 13, Issue, 10, pp. 63981-63984, October, 2023

<https://doi.org/10.37118/ijdr.27213.10.2023>



RESEARCH ARTICLE

OPEN ACCESS

A STUDY ON THE OPINION OF TEACHER EDUCATORS ABOUT THE IMPLEMENTATION OF TOTAL QUALITY MANAGEMENT IN TEACHER EDUCATION INSTITUTIONS

***Dr. Saroj Yadav and Harshita Srivastava**

¹Assistant Professor, Department of Education, University of Allahabad, Prayagraj

²M.Ed. Department of Education, University of Allahabad, Prayagraj

ARTICLE INFO

Article History:

Received 06th July, 2023

Received in revised form

19th August, 2023

Accepted 24th September, 2023

Published online 30th October, 2023

KeyWords:

Total quality Management, Teacher educators,
Teacher education institutions

*Corresponding author: Dr. Saroj Yadav,

ABSTRACT

Assessing the teacher education institutions unveils many unknown elements of the institution and the purpose of assessment is not to categorize the institution as 'bad' or 'good', but to understand the relative strengths and weaknesses for the sole purpose of development. It takes time to implement TQM and reach a level where quality becomes institution culture. Crossing the stage of acceptance is very important. Continuing this trend through continuous evaluation, monitoring, and pre-planning will lead to the quality culture development and the investment in TQM is ready to pay-off the benefits. Unlike other approaches, TQM philosophy is human oriented, human intensive technique. Infrastructure and Technology may be additional aids in managing quality with TQM but TQM as a strategy does not get immobilized due to the absence of such facilities..

Copyright©2023, Dr. Saroj Yadav and Harshita Srivastava. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Dr. Saroj Yadav and Harshita Srivastava. 2023. "A study on the opinion of teacher educators about the implementation of total quality management in teacher education institutions". *International Journal of Development Research*, 13, (10), 63981-63984.

INTRODUCTION

India has one of the largest systems of teacher education in the world. Besides the University department of education and their affiliated colleges, aided and unaided institutions; private and self-financing colleges and open universities are also engaged in teacher education. Although most teacher education programs are nearly identical, their quality standard varies across institutions and universities. Education of teachers facilitates the improvement of school education by preparing committed, competent and professionally qualified teachers who can meet the demands of the system. Also, they function as a bridge between school education and higher education. In certain areas there is an acute shortage of well qualified teachers, which results in the appointment of under-qualified and non-qualified personnel. Initiating and implementing a Total Quality Management program in a service is a major task. It requires a comprehensive and systematic analysis of customer expectations, systems, processes and functions. Hemalatha V. M. (2018) in the research paper 'A study on the Implementation of Deming's Principles of Management in Paper Industries in TamilNadu' analysed that the TQM approach is intended in promoting the continuous, long term and sustained improvements in productivity and quality to eliminate the fear of change among employees. Its fundamental principle is that the cost of prevention is always lesser than the cost of correction. Chhabra S. (2016) in the research paper 'Effectiveness of Secondary Teacher Education Program: An Evaluative study from the perspective of different

Stakeholders' underlined the fact that Quality Education is no more a privilege but it has been assumed as a right. Effectiveness of Teacher Education programs directly affects the quality of education at school level. Therefore it is necessary to appreciate the perception of every stakeholder about the quality of education involved in the Teacher Education programs. Bhawe, Shripad B. (2014) considered the outcome of a study in which the major objective was identifying and studying the Perception of Teacher Educators about Quality Indicators of Teacher Education programs. It was found that the Teacher Educators considered 3 indicators as of little importance, 6 indicators as moderately important and 11 indicators as the most important for ensuring quality in Teacher Education programs. 'Self Assessment of academic programs' received the topmost ranking, followed by 'Establishing academic standards' and 'Accreditation of academic programs'. Feng Jie and Aida Idris (2009) evaluated the consciousness of Post Graduate students on Total Quality Management (Focus on students' need and quality of service) in the Universities of Malaysia and its impact on attractiveness of place of study and concluded that the Quality of service and student need focus are positively correlated with each other and thus influence the attractiveness of place of study. Ping T. and Kaushik M. (2008) suggested several measures that are needed to be taken for enhancing the Quality of services offered to the students such as telephonic tutoring, telephonic counseling, discussion boards and email in the web based management system of learning. Devi U. N. (2007) in a study 'TQM practices in the Corporate Scenario of India' analyzed the

TQM practices and measured its impact on the quality performance of respondent companies. Brookes M. (2007) 'Quality Management in higher education: A review of international issues and practice' suggested that it may be time to rethink current approaches to quality management in Higher Education to ensure that the quality of teaching and learning is not neglected. The review did not give much satisfactory evidence concerning the quality indicators or the implementation of Total Quality Management in Teacher Education institutions specifically. The TQM approach and its implementation was seen mostly in the Management sector and product based industries. Everywhere people agree and accept that its relevance is important even in the service sector, but not much work has been done in the field of Education in general and in Teacher education in particular. In view of such reasons, the researcher found a research gap and decided to perform a dissertation work in this field. It gives a clear picture of the relevance of TQM and the educational environment which necessitates the importance of adoption of Total Quality Management in Teacher Education. The numerous success and failure stories of implementation of Total Quality Management help in providing a fundamental framework to move further with the precautionary measures to be kept in mind while implementing the TQM approach in Teacher Education institutions.

Rationale of the Study: Despite the reformed changes and progress that has been made through research and debate, there is still no common consensus on how to best manage the quality within Teacher Education. One of the main reasons for this is the recognition that quality is a complex and multifaceted construct, particularly in Teacher Education environments (Harvey and Knight, 1996; Cheng and Tam, 1997; Becket and Brookes, 2006). Ultimately, the measurement and management of Quality has created a number of challenges. This, as a result, has led to the adoption of a variety of Quality Management practises in Teacher Education institutions, many of which draw upon existing industry models. Globalisation is extending the definition of Education at a fast pace. The implosion and explosion of ever-changing requirements of Primary, Secondary and Higher Secondary education have widened the academic horizons. With the rapid growth of Indian economy and the changing structure and composition of the Service sector dominating the growth, and the growing integration with the global economy, there is an increasing need for proactive Teacher education institutions that would effectively collaborate with the Secondary schools, identifying the growing and changing requirements of the school education and addressing them adequately which requires a strong base of good quality of Teacher Education.

Research Questions

1. What are the parameters that can enhance/hinder Total Quality Management in Teacher Education?
2. How to address the present requirements of Teacher Education?
3. How can we check the Total Quality Management implementation in teacher education institutions?

Objectives

- To identify the critical parameters that enhance or hinders Total Quality Management in Teacher Education.
- To create and evolve a systematic concept of Total Quality Management to address the present requirements of Teacher Education.
- To evaluate the Teacher Education institutions with respect to the parameters for Total Quality Management implementation.
- To suggest measures for implementing and developing Total Quality Management in Teacher Education.

Total Quality Management (TQM): Total Quality Management is a structured approach to overall organisational management. The focus of the process is to improve the quality of an organisational outputs, including goods and services through the continual improvement of internal practices.

Teacher Education Institutions: Teacher Education Institutions refer to the institutions where the prospective teachers are trained with the

policies, procedures, and provisions designed to equip them with the knowledge, attitude, behaviour and skills they require to perform their tasks effectively in the classroom, school and wider community.

Delimitations of the Study: The current study deals with the Implementation of Total Quality Management in Teacher Education institutions in Prayagraj only.

Methodology of the Study: This is a *Descriptive Survey Research study*. Observation and Interview of the various stakeholders has been involved. The current study observes the implementation of Total Quality Management in Teacher Education institutions by examining the elements, the core indicators and the stakeholders involved. An appropriate research design for this study is to elaborate the development of the assessment of teacher education institutions by Teacher Educators.

Population and sample of the Study: The Population of the current study are the teacher educators of Teacher Education institutions of Prayagraj. Samples are selected by stratified random sampling procedure. 100 Teacher Educators of various Teacher Education institutions of Prayagraj have been selected.

Method of Data Collection : This study is a Survey based study where data has been collected through self made Questionnaire which consist of 20 close-ended questions and an open-ended question. The close-ended question has been rated on a 3-point rating scale with *Agree*, *Indifferent* and *Disagree*. principles. Primary data has been collected from the teacher educators of Teacher Education institutions of Prayagraj through a structured questionnaire.

Analysis and Interpretation on Faculties Responses

Objective To identify the critical parameters that enhance or hinders Total Quality Management in Teacher Education.

Statement 1: Teachers and experts from other places visit the institution to speak to the students and faculty. 60% teacher educators agree to this statement, 13% disagree with the statement while 27% of them opine indifferent to the statement which means only a little more than half of them are satisfied with this particular facility.

Statement 2: Co-curricular activities are considered necessary. For this statement, 100% of the faculty agreed unanimously which means that all the institutions understand the importance of co-curricular activities for a teacher training course.

Statement 3: Laboratories are not adequately equipped. 53% teacher educators disagree with the statement, 20% agree with the statement while 27% of them were indifferent to the statement. This shows that most of them find the laboratories equipped adequately.

Statement 4: Parents frequently visit and discuss their wards' performance with the teachers. 50% teacher educators agree with the statement, 33% disagree with the statement while 17% of them were indifferent to the statement. Here, only exactly half of them agree to the statement and the rest half either disagreed or were indifferent.

Statement 5: Teachers often complain about the lack of facilities, increasing workload etc. 60% teacher educators agree with the statement, 20% disagree with the statement while 20% of them were indifferent to the statement. Majority of them feel the pressure of increasing workload.

Statement 6: Computers, audio/ video CDs and other ICT equipment are not in good condition. 50% teacher educators disagree with the statement, 30% agree with the statement while 20% of them were indifferent to the statement. Only half of them are content with the ICT equipment in the institute.

Statement 7: Institution maintains regular links with old students. 70% teacher educators agree with the statement, 10% disagree with the statement while 20% of them were indifferent to the

statement. Majority of them agree with having the regular link with the old students.

Statement 8: Most teachers only give lectures, do not use any other method. 47% teacher educators disagree with the statement, 30% agree with the statement while 23% of them were indifferent to the statement which means that only a few less than half of them believe that teachers use different methods for teaching.

Statement 9: Library books are continuously updated. 73% teacher educators agree with the statement, 20% disagree with the statement while 7% of them were indifferent to the statement. Majority of them are satisfied with the update of library books.

Statement 10: Examination results are used to give feedback for improvement in learning. 87% teacher educators agree with the statement, 7% disagree with the statement while 6% of them were indifferent to the statement. A major section of the teacher educators are satisfied with the system of providing feedback for students' improvement.

Statement 11: Students do not attend classes regularly. 87% teacher educators disagree with the statement, 3% agree with the statement while 10% of them were indifferent to the statement. A large section of them agree with the students' regular attendance criterion.

Statement 12: Besides sports and games, there are many major student activities. 87% teacher educators agree with the statement, while 13% of them disagree with the statement. Majority of them agree that there are many major student activities in the institute.

Statement 13: There is a good relationship between the Principal and staff. 80% teacher educators agree with the statement, 10% agree with the statement while another 10% of them were indifferent to the statement. Majority of the teacher educators are satisfied with the relationship between the Principal and staff.

Statement 14: There is no common procedure in dealing with employees; rules change with the person on top. 33% teacher educators agree with the statement, 23% disagree with the statement while most of them i.e. 44% of them were indifferent to the statement.

Statement 15: Even if provisions were made, most teachers would not like to undergo training. 50% teacher educators disagree with the statement, 17% agree with the statement while 23% of them were indifferent to the statement. Here half of the teacher educators believe that they would not hesitate to undergo any training conducted for the staff.

Statement 16: Administrative staff maintains good relations with the teachers. 67% teacher educators agree with the statement, 17% disagree with the statement while 16% of them were indifferent to the statement. Majority of the teacher educators are satisfied with the relationship between the Administrative staff and the teaching staff.

Statement 17: Office records are easily traceable. 60% teacher educators agree with the statement, 17% disagree with the statement while 23% of them were indifferent to the statement. Majority of the teacher educators are satisfied with the working of the office staff.

Statement 18: There are almost no teaching aids available. 67% teacher educators disagree with the statement, while 23% of them agree with the statement. Majority of them said that there are enough teaching aids available in the institute.

Statement 19: There is an institutional plan for organizing co-curricular activities. 80% teacher educators agree with the statement, 10% agree with the statement while another 10% of them were indifferent to the statement. Majority of the teacher educators are satisfied with the institutional planning procedure of the institute.

Statement 20: Office makes a mess of the admission process. 50% teacher educators disagree with the statement, 27% agree with the statement while 23% of them were indifferent to the statement.

MAJOR FINDINGS

Opinions are not constant and we measure expressed opinions which are subject to outside influences. But still, opinion can influence behaviour. After studying and observing the faculty and the students' responses and also on the basis of observations as done by the researcher, following are some of the major findings as seen by the Researcher. Majority of the faculty members are of the view that the parameters which affect the TQM implementation with a positive impact in their institutions are the co-curricular activities, students results used for giving feedback, attendance of the class, relationship between the principal and the staff and the institutional plan for organizing different activities. On the other hand the majority of the Teacher educators responded indifferently (44%) about the changes in the organizational rules with the change of person on the top. Another 33% among them agreed that the organization rules change with the person on the top whereas 23% of them disagreed.

CONCLUSION AND DISCUSSIONS

The study reveals that the factors: Teacher Quality, Linkages and Interface Students Quality and office management are the weaker areas in the teacher education institutions, which implies that the perfection regarding these factors are to be given more importance while implementing Total Quality Management in Teacher Education Institutions. It is clear that having a series of good teachers can dramatically affect the achievement of any student. In Spite of strong empirical evidence and also commonly held belief that teacher quality is most critical in student achievement, there is a crisis of teacher quality the world over. This is perhaps the weakest link in the education system world wide. Hiring good teachers is not easy. Teaching ability is also not loosely related to training or experience. Unfortunately the prevailing salary structure also does not target particularly high quality teachers. Existing evidence suggests that improvement in teacher quality is more likely to come from selecting and retaining better teachers rather than from re-training the existing teachers. Since TQM is a continuous journey, it is necessary to develop a benchmark against which the growth and development can be compared. Understanding the strengths and weaknesses provide a logical basis for prioritising areas of intervention for development. The institutional assessment has to be carried out periodically so as to have a continuous improvement, which is the first and foremost objective of TQM implementation. By optimising the human component, the Indian teacher education sector can go a long way.

Educational Implications

- The study results are of significant importance to the stakeholders of Teacher Education in various aspects. Particularly with the growing competition in the teacher education sector in Prayagraj, the Total Quality Management status in the teacher education sector becomes strategically important for the stakeholders involved.
- Faculty empowerment should be the first and the foremost aspect of TQM implementation in a teacher education institution.
- The faculty should be given enough freedom in designing the curriculum, the number of teaching and training hours for the curriculum, the evaluation patterns etc. ❖ Faculties are to be given autonomy in selecting the pedagogy of teaching in addition to lecture methods.
- To maintain the relationship of the parents with the institution, frequent Parent-Teacher interactions are to be organised by the institutions to discuss the expectation of the parent and to fulfil the requirements.

- The satisfaction of the parent, as the main stakeholder, regarding the quality of the institution has to be maintained and given due importance.
- Improving the quality of teachers is the key to improving learning outcomes in all educational institutions including the Teacher Education institutions.

REFERENCES

- Besterfield 2008. Total Quality Management; Dorling Kindersley (India) Pvt. Ltd.
- Chhabra, S. 2016. Effectiveness of Secondary Teacher Education Programme: An Evaluative study, University school of Education Department, Guru Gobind Singh Indraprastha University, retrieved from ShodhGanga.
- Dahlgaard 2007. Fundamentals of Total Quality Management, Taylor & Francis Ltd, Edition 01, 2005.
- Joicy, V.M. 2011. Realisation of Quality indices in Secondary Teacher Education programme, thesis submitted at Department of Education, Andhra University, retrieved from ShodhGanga.
- Kaur, H. 2012. Growth and Development of Teacher Education Programme in Punjab with reference to expansion, quality and societal needs, Department of Education, Punjabi University, retrieved from ShodhGanga.
- Kikon, A.E. 2020. Quality of Teacher Education in Nagaland, Department of Education, North-Eastern Hill University, retrieved from ShodhGanga.
- Mehta, D. 2015. Shaikshik Prabandhan (Educational Management), PHI Learning Pvt. Ltd.
- Narasimhan, S. 2014. A Study on Effective implementation of TQM for Sustainability, Faculty of Management Studies, Anna University, Chennai, retrieved from ShodhGanga.
- Thillai, P.R. 2010. Concept, Development and Strategic Implementation of TQM in higher education institutions in TamilNadu, Department of Business Administration at Madurai Kamaraj University, retrieved from Shodh Ganga.
