ABSTRACT

Nowadays, quality is the absolute most vital topic of discussion in education, business and government sectors. Current educational exploration has demonstrated that schools have changed into quality learning association which should be organised all around and to recharge ceaselessly considering the present and future needs. Quality of teacher has been a noteworthy reason for stress in the nation and one of the fundamental pre-necessities to enhance quality. All these quality improvement initiatives could be brought under the broad spectrum of total quality management (TQM). An urgent need towards the movement of total quality in school education should be focused. However, this research is trying to explore the relevance of TQM in primary education. The interest in primary education stems from the fact that primary education provides the foundation for knowledge, skill, attitude, and to prepare children for adult world.

The present research focuses on the principal’s and teacher’s attitude towards implementing TQM indicator in the school, and understanding relationships between TQM indicators, school performance and job satisfaction among the teachers of primary schools of Ahmedabad district in one comprehensive model. Convenience sampling was used to draw samples from the schools of Ahmedabad district. For this study, 374 teachers and 26 principals were identified as respondents from 26 primary schools. The data collected were analysed using the Statistical Package for the Social Sciences (SPSS) 22 and Analysis of Moment Structures (AMOS) 16.0. Data analysis included test based on difference, Freidman test, exploratory and confirmatory factor analysis and lastly Structural Equation Modelling (SEM) technique is used to estimate
the measurement model and structural models. After establishing the TQM model, the proposed performance model based on mediation effected is studied.

The findings revealed that respondents attitudes varied with, gender, total teaching experience and current school teaching experience for the perception of TQM, job satisfaction and school performance. The exploratory factor analysis results identified 11 factors for the structural performance model. Further, the findings revealed that there was significant and positive impact on the relationship between TQM and school performance, TQM and job satisfaction and also for job satisfaction and school performance. Additionally, it was found that job satisfaction partially mediate the relationship between TQM and school performance. Thus, the contributions of this study is for the development of the education in school, to enrich the quality dimensions of TQM in the education area and it may also kindle further research studies in institutions located in Ahmedabad, Gujarat and India on the various challenges of quality faced by the stakeholders.