1 PREAMBLE

This chapter gives a knowledge into the examination and summarise the background of the exploration, defines the statement of the problem, significance of the study, portrays the extent of the research study. Further, it includes the diagram of the research approach and finally, it outlines the structure of the thesis.

1.1 Background of the Study

1.1.1 Education

Education is the real wealth of all riches none can steal it. It is a procedure that assembles to build the dominion field of an individual by using his own originality and consciousness. (Pasupathi, 2011) Education must be figured as an apparatus to dispose of the spider webs around us. It is believed as a system through logical personality set to keep pace with advancement to get out innovation work society. It likewise teaches the imperative qualities physically, rationally, inwardly, agreeably, sincerely and effectively to the perfect probability of the individual. A society that supports such abilities is the motivation behind education.

The theory of education is resembling a diamond which looks as if to be of different colour when seen from a not the same angle. Due to the complexity in nature of human personality, adjustment of human in different environment, different philosophies of life and diverse educational models and practices and all these different opinions have led to different interpretation and definitions of education. The purpose of education is to teach the students to look within and to mould their lives and actions in the light of their inner spirits. Education can be viewed as the transmission of the values and accumulated knowledge of a society (Anantha, 2012).

Different definitions on education are

- According to “T.P. Nanna”, education is that, which enables men to cultivate his abilities, aptitudes and the like in such a manner which suits him and thee by help
him to lay the foundations for thinking and acting for the development of human relations and human welfare (Anantha, 2012).

- George F. Kneller defines, “In its broad sense, education refers to any act or experience that has a formative effect on the mind, character, or physical ability of an individual. In its technical sense education is the process by which society, through schools, colleges, universities, and other institutions, deliberately transmits its cultural heritage—its accumulated knowledge, values, and skills—from one generation to another.”

- Shri Pranab Mukherjee, the President of India quoted: “Education is the true alchemy that can bring India its next golden age. Our motto is unambiguous: All for knowledge, and knowledge for all.”

- Dr Abdul Kalam quoted: “Creativity in education leads to evolution of self-reliant youth with knowledge and action.” And he believed that “the syllabus in our universities and schools should be changed and 25 per cent of it be dedicated for skill development.”

From the perspective of the school, education is the process of rendering the conditions which require the child’s utilizing his own psyche as a part of socially productive courses really taking shape of learning (Moore, 2011). The school supplies an aura where the child takes to confront the realities and procedure how to handle the situation which have been observed to be socially valuable and to leave the rest to him. The ladder of education is considered a lifelong process which is like the stepping stool of life from conception to death. The drive of education nurture which begins from the solicitous care of parents followed by long stretches of careful and watchful direction on the part of principals and teachers is to fit groom the students progressively to undertake the responsibilities in life appropriately. (Anantha, 2012). Further, B.G. Anantha believes that education in the full sense is the whole lot that is exposed and gained awareness, habits, capabilities, comforts, attitudes and character in one’s life. The purpose of education is to authorize students to survive a more gratifying and active life by educating them to handle new know-how effectively. Education works for the full improvement of the intrinsic capacities of a child in reality with no energy or force.
1.1.2 Quality in Education

The fuse of quality revolution was lit by W. Edwards Deming, a disciple of Shewart, who introduced a clever twist to his teacher’s theory of shifting so as to check the quality analysts from the inspection stage to the inception stage. Quality has been focused as one of the utmost serious concerns that organizations have concentrated on in the last 20 to 30 years (Rajaram & Sivakumar, 2008). The enthusiasm for quality stretches out into each focused business and industry, completely saw as a basic component for accomplishment. Deming portrays quality as "an anticipated level of consistency and constancy, effortlessly suited to the business sector". The old meaning of quality," the level of conformance to a standard" is changed to new importance of quality with respect to "customer focus". (Kulshrestha, 2012) Quality arranging and change genuinely start when top administration incorporates aversion in the authoritative approach and destinations, and begins to coordinate the changed endeavours of different offices. (Shukla, 2005), has characterized quality as:” Quality is the result of a correctly created society, it must be the fabric of life".

Joel Barker, a (Barker, 1990) a futurist, has proposed that there is a pestilence of "quality" overall which, on the off chance that you don't get it, may mean you are not in business in ten years' chance. Whether the emphasis is on administration quality, item quality or aggregate quality, the universe of business is profoundly worried with the nature of its exercises to the degree that quality issues overwhelm the reasoning and worries of top-colleagues in every single real manager on the planet. The attention on quality for the consumer has incited the development of an assemblage of hypothesis, instruments and applications that has gotten to be referred to in administration as Total Quality Management (TQM) (Arcaro, 1977).

Nowadays, quality is the absolutely most vital topic of discussion in education, business and government sectors. Fincher portrays how quality point of view has evolved in education throughout the years through movement as a matter of knowledge to technique, style lastly to process (Kulshrestha, 2012). In education industry students are the clients and subsequently customer focus is the principle variable to accomplish quality. There are various specialists who have planned systems for quality changes. These frameworks are entitled as Continuous Quality Improvement, Strategic Quality Management or TQM. Actually, quality in education ought to start at the school level
For instance, the TQM logic has been connected to schools and universities in UK, USA, Japan, India, Pakistan, Indonesia, Malaysia (Kanji & Tambi, 1998); (Vanparia, 2013). Various models and awards like European Foundation for Quality Management (EFQM), Singapore Quality Award (SQA), School Excellence Model and Malcolm Baldrige National Quality Award (MBNQA) are broadly connected to educational establishments where schools can utilize the quality practices to enhance better quality academic execution. These models grasp the theory of TQM which has been adjusted for the educational environment. Numerous schools and colleges are understanding the advantages of these quality models, and broad examination has been done around there to explore the school performance in connection to the quality administration theory. For sure, even the best noticeable administration quality approach, SERVQUAL (Parasuraman, Zeithaml and Berry, 1985; 1988), is additionally used to quantify the quality in the training setting (Vanparia, 2013). Every one of the quality term, definition origination utilized today is for sure, an effective assemblage of reasonable learning however their despicable use without satisfactory comprehension would convey ruin to the very idea and degrade them (Shukla, 2006).

In past education was restricted to limited people and more of spiritual learning was encouraged. India being a democratic nation guarantees everyone equivalent chance in getting education. The Education Commission of India while clarifying the significance of education in the monetary and social change of India, remarked that the fate of India is currently being formed in classrooms (NCERT, 2006).

The Relevance of Dr. Sarvapalli Radhakrishnan’s educational thoughts cited by (Behera, 2015) in his research is “India being an emerging country has gained ground in numerous territories like farming, industry, transport, sciences and innovation including the innovation for space travel. To proceed with this advancement, India needs taught residents, the essential of which is most likely "Universal literacy" or "Universalization of Education". The intelligent and unavoidable prerequisite for the country’s advancement in this way, is no child whether poorest or lowliest ought to be denied of the chances of appropriate instruction" (Behera, 2015).

Current educational exploration has demonstrated that school has been changed into a learning association which should be all around organized and to recharge itself
ceaselessly considering its present and future needs. Even though there is progress in elementary education in India but there are quality issues that need to be addressed.

- As per United Nations Development Programme (UNDP) report on Human Development Index (HDI), "India's 2013 HDI value has improved from 0.369 to 0.586 since 1980, which falls in the average human development group - positioning the country at 135 from among 187 countries" (NdTV, 2013).

- Further, The World Bank’s Knowledge Assessment Methodology 2012 (KAM, 2012) (KAM: www.worldbank.org/kam) is an interactive online benchmarking tool created by the Knowledge for Development Program that produces the Knowledge Economy Index (KEI)—an aggregate index representing a nation’s or state’s overall awareness to participate in the Knowledge Economy (KE) to offer nations some assistance with identification of the difficulties and opportunities they confront in making the move to the learning based economy. The KAM comprises of 148 auxiliary and subjective variable 146 for nations to quantify their execution on the four pillars of Knowledge Economy (KE):
  
  - Economic Incentive and Institutional Regime (EIR)
  - Innovation and Technological Adoption
  - Education and Training
  - Information and Communications Technologies (ICT) Infrastructure

The (KEI) 2012 rankings for 146 countries reports that Sweden holds its first-place position as the world’s most progressive learning economy, with a value 9.43 of KEI 2012 report, whereas India’s KEI is at the 110th position in the KEI 2012 rankings. And third pillar defined as education and technological adoption has the 111th Education Rank which is very low with Education Index as 2.26. The KEI is calculated as an aggregate of four sub-indexes, which characterize the four pillars of the knowledge economy.

- Moreover, positioning of States on the basis of Education Development Index (EDI) began in 2005-06 with the purpose to compress various aspects related to input, procedure and result indicators and to recognize geographical regions that
lag behind in the educational development. These indicators had 29 variables in 2009 which have been grouped under four areas namely Access, Infrastructure, Teacher and Outcome, taking into account both the performances in primary and upper primary levels. According to the EDI rankings in (2012-13) prepared by National University of Education Planning and Administration (NEUPA) on the premise of insights gathered by the District Information System for Education (DISE), Lakshadweep has held its top position with a composite EDI score of 0.712. Gujarat has slipped from 9th in 2011-12 to 18th in 2012-13 with an EDI score of 0.591 (NUEPA, 2012-13)

- Elementary education is principal in giving the basis for a sound populace and consequently equitable economic growth with advances in all human welfare records. The wide ranging advantages of basic education from contribution to financial development, overcoming economic and social inequalities, strengthening, lessening of population development and richness to kid wellbeing via mother’s educating has weighed intensely in the development of a consensual perspective of basic education as an essential right. Right of the Children to Free and Compulsory Education Act 2009 became operative on April 1, 2010 has, without doubt, turn into a noteworthy point of reference to guarantee that kids aged 6 to 14 can get free and mandatory education.

- However, initially, the Committee has therefore recommended that if schools can demonstrate that they give great quality teaching then they ought to be permitted to proceed. The right to education is the privilege to get to training as well as the privilege to get an education of good quality. Teachers are at the heart of quality education. "The material state of showing teaching staff should be constantly enhanced" (Article 13.2.e, ICESCR). (RTE, 2009).

- Schools ought to have an adequate number of trained teachers, getting great quality pre-administration and in-administration training with built-in components on gender indifference, non-segregation, and human rights. All teachers should be paid locally focused salaries (Committee on Economic Social and Cultural Rights), (CESCR), General Comment 13. (byjus, 2015).

- The Flash Statistics: 2012-13 depends on the information got from upwards of 1.43 million schools are spread over more than 662 areas crosswise over 35 States and UTs. Variety of indicators presented in the flash statistics revealed
improvement in all the modules of collective elementary education comprising normal yearly drop-out rate and retaining at primary level of education. Moreover, more schools now have toilet facility and drinking water and other important foundation in schools than in the earlier years.

- In expansion, Government has found a way to adjust the Sarva Shiksha Abhiyan (SSA) standards with the procurements of the Right to Education (RTE) Act. With the move from SSA (2001) to RTE (2009) a shift of focus from Quantity to Quality in education is seen. The Sarva Shiksha Abhiyan (SSA) system of usage and standards for mediations have been changed to compare with the procurements of the RTE Act. This includes interventions.
  - The focus is on the quality improvement.
  - Introducing regulatory and administration changes, educational modules reestablishment, instructing techniques to advance the encouraging conditions.
  - The central government is giving extra backing and finances to the state governments by launching Centrally Sponsored Schemes aiming for development in educational office, enrolment, nutritional level of youngsters and the learning abilities to achieve the objective of Universal Elementary Education (UEE).

- Gujarat Population Census Data demonstrates that it has overall population of 6.03 crore which is approximately 4.99% of total Indian Population. The literacy rate of Gujarat in 2001 to 2011 was 69.14% to 79.31 % of the state population with 16th to 18th rank. [http://censusindia.gov.in](http://censusindia.gov.in). Whereas the literacy rate of Ahmedabad cluster is 88.16% which is higher than National Urban average of 85 %. According to information discharged by Govt. of India for Census 2011, the aggregate populace of Ahmedabad UA/Metropolitan district is 6,361,084.

Quality of teachers has been a noteworthy reason for stress in the nation and one of the fundamental pre necessitates to enhance quality. The above discussed report manages not the quantitative but rather with subjective examination, also attempting to bring out perceptions significant for important arranging and sorting out activities for the sought educational advancement [http://righttoeducation.in](http://righttoeducation.in). The National Educational Policies and plans, different reports on training from government and educational offices like NUEPA, SSA, RTE, Human Resource Development (HRD), Ministry of
Human Resource Development (MHRD), and Gujarat Council of Educational Research and Training (GCERT), are all centred around providing quality education to all. Special educational training programmes are arranged in the state and nation to attain quality in education. Along these lines, there is an urgent need to execute these change to be brought in every phase of Indian education framework organized as follows: elementary school, secondary school, higher secondary, undergraduates, postgraduates (higher education). All these quality improvement initiatives could be brought under the broad spectrum of TQM.

The school embarks to hone and impeccable the brain by giving it something to do on unique teaching discipline, important not due to the open doors for learning getting which they give, yet for mental activities which one can perform in seeking after them. The schools look upon information not as a settled and permanent thing but rather as a helpful device which men have moulded to address their issues in living.

1.1.3 TQM

TQM is not a system, it is a procedure which is ceaseless and includes everybody. It involves everyone in an association and related business process, cooperating to furnish products and administrations that live up to their clients' necessities and desires. Even however there may be a few contrasts among these methodologies, the term TQM is thought to be broader to catch the pith of quality change. It is proficient through everybody in the association being resolved to accomplish results, an enthusiasm for quality and choices in view of execution information. (Kulshrestha, 2012). Silvestro (1997) noted that the core principles of TQM are highly applicable to service area, in spite of the fact that the ideas are creating and developing in different ways in the service literature. Various service sectors have processes alike to that of manufacturing and henceforth they are labelled “business focused on services” (Woon, 2000).

1.1.4 TQM in Education

Satisfying client desires, understanding and suspecting their needs, are the core of TQM, which stresses over capable and operational administration, with having absolutely fulfilled customers who return for business as usual for item/administration.
TQM incorporates basic administration methods, present change determinations, and pragmatic instruments under a restrained methodology concentrated on ceaseless change. TQM may work inside the core of quality circles, which support the meeting of brains of the workforce in distinctive divisions so as to enhance creation and decrease wastage. TQM is not a system for a particular period, but rather it is the lifestyle centred towards nonstop change of an association. (Rajaram and Sivakumar, 2008).

Quality circle is an individual’s building logic considering the reason that a person representing a specific performance is the greatest master of that field and this is in a superior position to recognize, investigate and resolve the business related issues through their inventive and extraordinary ideas. Hence it is a participative idea where the individuals take an interest so as to make utilization of their intrinsic capacities to determine business related issues. In this way the ideas of quality circle had effortlessly been embraced in India like Japan. (Shukla, 2006).

Educational institutions are bit by bit intrigued by watching the performance of their schools, this offers ascend to the need to research, gather information, dissect and decipher records, with a specific end goal to have proposal to illuminate scholarly arrangements that are figured to expand school performance, quality teaching and making inclusion systems that will absolutely influence school performance at large.

Change is a constant process throughout the life as we grow and evolve as an individuals. To actualize effectively any change process, we must address the frameworks in our business and the fundamental conduct of our people to encourage the change. Changing form detection to hindrance requires not just the use of utilization of an arrangement of quality management methodologies and strategies, however the change of an alternate working logic and methodology, which requires a change in administration style.

The change to a Total quality school starts with the selection of a common devotion to quality by the school board, organization, staff, students, parents, understudies, folks, and the group. The quality vision concentrates on addressing the needs of the customers, accommodating aggregate group contribution in the project, advancement frameworks to quantify the included estimation of education, emotionally supportive network that
the staff and students need to oversee change, and persistent transformation, continually
endeavouring to improve the results of education (Arcaro, 1977).

The schools should not be viewed as a place of imparting traditional knowledge only, however as a place where experiments in life are carried on and experiences are gained for enabling children to live better, richer and have an effective life. The school should be the reflection of the larger society outside its four walls which would enable children to worthy living.

1.1.5 TQM in Indian Education System

The syllabus originating from a very long period of time taught in schools has not been changed as per the requirements of the students, evolving times, and as indicated by the needs of the general public. There are various educational establishments where no attention is given on practical instruction, however they give hypothetical training.

Present framework in education is delivering students with degree certificate along with grades, employability, however no imagination, innovativeness and communication skills are developed. At present, it is seen that education ought to make individuals skillful to handle rising issues that assail them (Bikas, 1992). So the students need to confront the issues when they need to use the knowledge in their work place. In light of these progressions and dangers all the more as of late educational pioneers have started to perceive the potential for aggregate quality administration for the teaching associations (Seymour, 1994); (Kanji & Tambi, 1998).

As it is obvious, school education is the establishment or building square for the college education and the arrangement of entire nation. In the event that we don't pay consideration on quality training at school, our college level teaching and mission of education will be disappointment. Without TQM, we can't change our basic or customary society into information society. Without change and productivity in teaching framework it will be troublesome for India to push forward in shoulder to bear with different nations.

The industrialist and businessman in their company have to additionally invest valuable time, cash and energy in teaching, changing and re-trying what is educated in their school and colleges. So there is a need of TQM to be represented in the schools which
may tackle these sorts of issues at all levels. Quality ought to be the heart of the educational framework so that different fields will enable, progress and get each kind of help from the educational organization.

Life in the coming years in educational organizations at all levels is liable to unite new tensions with extraordinary potential outcomes. To empower the general population to advantage in the new environment will need new outlines of human asset improvement (Wani & Mehraj, 2014).

Quality society and quality administration is for all intents and purposes all around related and associated upon one another. Quality administration is a purchase result of quality society (Deming, 1980). An association that expects to achieve quality perfection in its items and administrations need to make a quality culture that drives its quality walk towards a consistent assessment (Mukhopadhya, 2002). A significant number of the methodologies of quality change in education are developed from industrial background. Difficulties in the selection and execution of administration ideas in educational organizations are a few. One needs to defeat the difficulties to have the capacity to take the best from modern encounters and join this in a comprehensive system, with the strategies more suited to the instructive environment. The idea ought to be connected entirely and exclusively to change education framework which would accord to evolving times. TQM ought to be connected in different associations for better execution.

By applying the different standards of TQM, the present school instruction can be enhanced and objective of quality education in schools can be accomplished. (Wani & Mehraj, 2014). Subsequently understanding on quality lists and virtual usage should be given top need and due consideration ought to be paid to the classification in the extensive variety of teaching strata e.g. school, college, teaching administration and the staff. Thus an urgent need towards the movement of total quality in school education should be focused.

Whether it is in industry or in education, TQM philosophy rotates around the customer. The key thought is that the majority of the relationships sandwiched between customers and suppliers are intervened by procedures. Quality comes through improvements made in the process system to have reasonable effect to the results of the process.
The individuals best ready to make process changes are those closest to the students for the procedure and top administration pioneers, chief, and educators are nearest to the customer who are the students and their execution of the key procedure of teaching, learning assistance, educational modules improvement and usage, intelligent assessment, developmental and summative assessment and record keeping are fundamental to the assignment of school (Murgatroyd & Morgan, 1992).

Issues of TQM ought to be spoken in educational organizations, especially as they identify with financing and profitability. Those embracing TQM in education have differing points of view on the methodology. Some consider TQM to be an administration framework with customer or student fulfilment as the essential component. Others consider TQM to be a reasoning encouraging change in an association or the educational organizations. Scholarly foundations have utilized both the methodologies as a part of applying TQM in advanced education settings. Nature of quality education considers outside environment in which organizations work: inside environment where actual teaching happens and lastly the home environment of students.

The significance of Total Quality (TQ) in the educational space is an arrangement of principles and techniques through which we can perceive the truth of result for the recommendation of consistent change. TQ demonstrated generally speaking to the details and expected components in each of the results of the procedures and exercises that through it we can finish the focus on specific targets. Keeping in mind the end goal to accomplish quality training, educational initiative ought to embrace the standards of the TQM, which must be founded on the right stable standards, on one hand, and have the capacity to give the staff in the education area with procedure and ideas they have to accomplish the pointed targets of the educational foundations that would enhance and add to the level of performance and efficiency in these establishments (Kazman, 2000). TQM is a current administration theory in light of the quantity of cutting edge coordinated ideas of administration, which is situated in the blend between the fundamental management instruments, creative endeavours, and concentrated specialized aptitudes so as to enhance the level of performance and to enhance the continuous improvement (Khatib & Khatib, 2004).
(Kulshrestha, 2012), in his exploration paper cited that, Crawford and Shutler (1999) connected Crosby model to propose a pragmatic methodology for utilizing TQM standards as a part of education. Their technique concentrated on the nature of quality teaching framework utilized as opposed to on students and examination grades. They contend that examinations are an indicative device for guaranteeing the nature of the education framework. To fulfil the education requirements of students, ceaseless change endeavours should be coordinated to educational modules and conveyance administrations. From such a viewpoint, different underlying drivers of quality framework disappointment in education has been recognized. These incorporate poor inputs, poor conveyance administrations, absence of consideration paid to execution benchmarks and estimations, unmotivated staff and disregard of student's aptitude. Ali and Zairi (2005).

Dawood, (2013) in his paper clarifies that the thought of applying TQM theory in education was initially presented by Tribus (in Özbemir, 1994) who guarantees that adjusting TQM to education is "integral to creating adaptable grown-ups equipped to acclimatise to a progressing world". They moreover propose that the primary component at the heart of TQM is a critical thinking capacity and critical thinking requires an education framework, a social framework, a specialized framework and an administrative framework.

The main drivers of TQM comprises Customer focus, Involvement, Top Management Support, Feedback, Empowerment, Training, Process Management, Continuous improvement, Teamwork, and Job Satisfaction elements which are the building blocks for improvement in performance of any academic institute and required for its success.

To achieve the ultimate goal of school performance, the researcher believes that these practices must be implemented throughout the academic year.

TQM can possibly upgrade internal performance as well as enhance primary concern result. Regardless of studies proposing a solid relationship between TQM practices and execution, there has been minimal observational examination to look at narrative confirmation on the impact and the shared characteristic between TQM constructs, performance and job satisfaction.
This study attempts to fill the research gap by examining the relationship among TQM practices, school performance and job satisfaction of teachers in the education industry. In this exploration, the researcher characterizes TQM as the integrated practice of management processes, whose implementation is aimed at enhancing school performance. This study pursues to provide more understanding and integrated knowledge of TQM and their context that can be applied in the education industry in future.

1.2 Earlier Studies

Attention has been received for solving the problems of achieving quality in education with the application by TQM by various (Rani, 2014); (Zembylas & Papanastasiou, 2004); (Griffith, 2004); (Najafabadi, Fredriksson, & Eriksson, 2008); (Ali & Shastri, 2010); (Manaf & Seng, 2010); (Cope & Dale, 2008). A fruitful review of some of those international, national and regional researchers are made here.

Studies, assessing quality in education system and their relations with teacher’s principal’s quality, student-teacher ratio, classroom management, teaching pedagogy, and infrastructure, were also found. One such interesting study done by (Kathryn Wilson, 2006), examines the perceptions of elementary school teachers in public schools regarding their use of classroom management techniques, specifically examining physical and psychological practices to maintain classroom discipline. Further, (Ncube, 2004) analysed the study, to gauge how the management of the quality of education of Rural Day Secondary Schools has been influenced by the inside efficiency of the educational system.

Both quantitative and subjective strategies were utilized as a part of the study. The study discovered that the inside proficiency of Rural Day Secondary Schools was low. No less than 30% of students entering Rural Day Secondary Schools were average; and the general survival rate was 57.4%. Dropouts were basically brought about by failure to pay school and examination expenses and long distances walked by students to school. The average “O” level examination pass rate was 9.8%. The explanations behind the low pass rates incorporate the calibre of students selected; absence of assets; low educator resolve; long distances walked by students to class, and an unsatisfactory educational programs.
Ah-Teck, 2011) focus on investigating principals’ current leadership practices in line with TQM tenets and their perceptions about the usefulness or otherwise of ideas implicit in TQM to transform schools more systematically. It was found that by and large, principals will require considerable adjustments to current implicit leadership theory and practices their fulfilment in practice. Yet another study was the one conducted by (Uche, 2012) to investigate students’ perception of the quality of the academic staff. The findings indicate that the students rated the quality of the academic staff high, especially in terms of professional competence, but rated their supervision low. The students felt that the lecturers do not have enough time for students and do not prepare their lectures well. Further the author recommended that they should include regular seminars and workshops for academic staff to improve their communication skills for effective course delivery, encourage lecturers to make out more time and increase access to students.

Different stakeholders of education have done research on varied perception about quality in India and globally.

The endeavour of (Camgoz-Akdag and Zaim, 2012), presented a theoretical model of students fulfilment with the advanced education experience, taking into account the identification of the variable determinants of students, saw quality and the effect of those variables on students satisfaction or disappointment with the general student experience. Factors studied were responsive quality, infrastructure quality, technical quality, functional quality, information, and skills of staff. A study directed by (Mehta, Verma, and Seth, 2013) with the target to decide a guide of TQM usage and arrange TQM standards taking into account their driving force for quality change in engineering education with the utilization of an ISM-based model. The outcomes show that the variables having higher driving force, for example, quality mission and vision proclamation and top administration responsibility and visionary authority ought to be given more consideration for general change in quality.

Research study in higher education conducted by (Krishnan, 2011) reveals that variables such as teaching methodology, effective communication among all, personality development through revising course content, effectiveness of placement cell, new course for career opportunities, cross disciplinary knowledge imparted,
relation with industry are essential for improving the quality of a business management school and further building an institutional brand through quality initiative.

Consequently different research carried crosswise over diverse areas of education with respect to quality improvement in the primary, secondary, higher secondary and also in higher studies at universities have been incorporated in the above review. However, an exhaustive study identifying quality improvement and management in primary school education in Ahmedabad couldn’t be found. Also, there is absence of survey on the principal’s and teacher’s perception on TQM implementation in primary school, assessment of school performance and teachers’ satisfaction on primary school education in Ahmedabad. In this setting, a pioneering and selective study on the application of TQM in primary school education in Ahmedabad becomes inescapable. The present study is entirely important and appropriate as it makes an effort to fulfil this gap.

1.3 Statement of the Problem Defined

In recent years, education which has turned into the worldwide concern plays one of the most important role and is accountable to shape the overall personality development of an individual. With the rapid current movement of government of India towards the best approach to adjust the Sarva Shiksha Abhiyan (SSA) standards with the acquisitions of the RTE Act (2009) there is shift of focus from quantity to quality in Indian education system. To improve upon issues of quality in education, various factors rotate around the quality of classroom; infrastructure for quality enhancement; qualification, motivation and leadership characteristic of principals and teachers; curriculum; teaching-learning materials; better evaluation of quality related practices and assessment of education results. Thus, improvement of quality in these factors and its stability is a matter of serious worry for the entire system of education.

The Schools which is the hub of the grass root of education if provides educational excellence and an all-round development of children by contribution of a fine blend of these factors will definitely attain quality in education. With the transformation in the educational system to attain quality in school education more emphasize on the quality factors as defined earlier has to be successfully implemented. As a result of these changes, every member of the educational organization, especially the school principal,
teachers, managements, parents, and students need to prepare themselves with a positive approach in agreement to the philosophies and practices correlated to quality improvement. The challenges associated with the country’s educational performances, specifically in the schools require an agreeable attempt to distinguish both quick and remote administration procedures that are to enhance the plan. This could become possible if TQM is considered extremely and mainstreamed into the educational improvement strategies and programme in the country.

Working with a principal who urges educators to get included in choice making assignments affects teacher’s inclusion and responsibility to their teaching obligations and classes. The principal’s choice making style additionally influences teachers work satisfaction. Finally, teachers who work with principals, offer data with them, and include them more in administration choices are more satisfied. It is in this way critical that the execution of a school is evaluated against the performance of the individual who drives it as emphasised by (Bogler, 2001), (Musungu & Nasongo, 2008), (Oluwatoyin & Oluseun, 2008). The principal is however without a doubt the focal individual in all the administration and collaboration displayed in any school (Mwamuye, Mulambe, Mrope, & Cherutich, 2012). The principal’s state of mind, inspiration, attitude and co-operation towards the teachers is one of the positive variables that have an immediate association with employment satisfaction (Bogler, 2001).

Extensive exploration has been completed on the impact and effect of principal’s actions on job satisfaction (Stockard & Lehman, 2004), (Griffith, 2004). Understanding the critical variables influencing educator job satisfaction is crucial to achieve the obliged data to sustain an educational framework to succeed in its targets (PERIE, 1997). That accordingly makes it pertinent to assess any school performance in view of the initiative parts of the principal, teachers and top administration group.

Teachers have numerous commitments toward society. Also, today in all inclusive learning and innovative economy, teachers must update themselves adopt and receive new innovation pedagogy and system for educating for all over improvement of the student and society in general. Since the innovations of transportation and correspondence have succeeded national financial frameworks with a worldwide economy, countries and organizations that don't rehearse TQM can turn out to be all
inclusive non-aggressive rather quickly. This walk towards non-aggressiveness can be
evaded if citizens are assisted to become TQM specialists. (Vanparia, 2013). Teachers
who are fulfilled by their employment are more eager and inspired by committing more
vitality and time to student accomplishment (Nguni, 2006).

Teachers are the representatives of education associations, and teacher’s fulfilment with
the workplace can advance teaching process and research quality. In this way, teacher’s
prerequisites must be satisfied to enhance the workplace and empower educators to
accomplish remarkable research and teaching performance. In advanced education,
most studies spotlight on students as "clients", and assess their level of
fulfilment/disappointment with their projects of study (Comm & Mathaisel, 2000)
while by and large dismissing teacher’s effort satisfaction.

Past discoveries in the exploration field of job satisfaction revealed a few dangerous
ranges. As a matter of first importance, there is an absence of agreement in the depiction
of teacher’s satisfaction. Besides, the quantity of different occupation fulfilment
instruments utilized as a part of studies makes havoc and makes research discoveries
unique. Thirdly, particular examples, for example, teachers are regularly surveyed
utilizing instruments that may not generally reflect properties of a particular specimen.
Taking into account the third hazardous region we created the principal reason for our
study.

Employees are the inside clients of the business; they fulfil the present workplace and
are willing to coordinate with the business to perform business objectives. Organisation
performance is affected by the satisfaction of both employee and the customers. Well
said by (Dubrovski, 2001) that enhancing consumer satisfaction raises organization
benefits, as well as encourages organization improvement. Past studies have suggested
that employees are the best resources of an organization, and that satisfied clients must
fulfil employees’ necessities (Nebeker, Busso, Werenfels, & Diallo, 2001).

While a few teachers satisfaction on various issues such as Work load; pay and benefits,
work atmosphere; decision-making; ethics/fairness; colleagues; management
satisfaction; customer focus; supervision; training and development; general
satisfaction; other working group satisfaction; job satisfaction; work environment; and
salary satisfaction were studied mostly on higher education and even to school teachers
by various authors (Oshagbemi, 1997a); (Ward & Sloane, 1998); (Comm & Mathaisel, 2000); (Chen, Yang, Shiau, & Wang, 2006); (Ngan, 2015); (Treputtharat & Tayiam, 2014).

There is lack of clarity in the previous studies regarding the research in the field of primary school related to performance and job satisfaction in relation with TQM indicators. Given the limitations of previous studies and the research gap through literature studies as seen in chapter 2 this research aims to investigate the relationship between the principal, teachers and TQM indicators. Therefore, 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.

In doing so, the connection between TQM practices, school performance and job satisfaction were surveyed and depicted for enhancing good performance in school in the future.

1.4 Purpose and Objective of the Study

To attain quality in school, academic achievement in terms of better school performance and job satisfaction of the teachers, the main role is played by the principal and teacher of the respective school. The current literature has likewise given particular perspectives and methodologies from diverse prospective into TQM practices and their implementation. Further, from above literature review, it was scrutinised that number of research readings have been carried on distinguishing proof of TQM practices yet thinks about on reception of these practices in education field in India especially in primary schools are at nascent stage. Along these lines, it is presumed that there is sufficient degree to lead a study which could answer some questions emerged from existing literature like:

- What are some of the key TQM indicators applicable for education field in the primary school sector?
- Which indicators are of highest priority level?
• Is there any difference in the perception and adoption of the identified TQM indicators across primary schools of Ahmedabad district?

To answer these questions, following objectives were designed to carry out the present work.

• Is there a difference in perception of variables among principals and teachers across primary schools of Ahmedabad district?

• Does demographic factors (gender, teaching experience) have impact on the perception of variables among principals and teachers across primary schools of Ahmedabad district?

• Factors responsible for understanding, identification and suggestion on indicators of TQM that can be successfully implemented in schools to attain quality as viewed by principals and teachers.

• No of factors responsible for school performance and job satisfaction among teachers.

• Which factor has a positive impact on TQM?

• To identify the direct and mediating relationship between the factors.

1.5 Significance of the Study

Rapid growth in school education nowadays and the growth in number of schools cannot guarantee the quality in primary education. There is a requirement for ceaseless assessment of strategy activities, institutional activities including practices of evaluation of assessment and quality confirmation components to be kept up to further and sustain primary education. The claim of this research is to give a thorough structure from inside which school-based principals and teachers can have a supportable effect to the quality and performance of the schools for which they are accountable for giving them better job satisfaction. When other factors are held constant, the findings of this study therefore would be significant in various ways.
First, from the theoretical viewpoint, the study would provide greater insight to the top management, principals, and teachers of schools towards the TQM indicators that contribute to high academic school performance of Ahmedabad district.

Secondly, on the practical value, the findings would serve as reference points for principal and teachers of schools in Ahmedabad district on management skills that would lead to improvement of students’ and school performance.

Provide feedback to teachers about the truth of their performance and distinguish the qualities and the shortcomings on one hand, and then again, rouse them to advance towards accomplishment in their insight into the qualities and shortcomings in their performance and job satisfaction.

Besides these, it is predicted that through the conclusions and recommendations from the study would also enlighten school management team and principal in order to address the problem of how to improve teacher’s job satisfaction.

Further, the knowledge from the study findings might also benefit Ahmedabad teacher’s Education staff Institute with regards to increase the effectiveness of salient training needs for top management team, school administrators, principal, and teachers that need to be addressed in Ahmedabad district.

The different troupes in the education sector would also be able to strengthen their monitoring and evaluation policies by improving on the indicators of TQM and the awareness to obtain quality school in terms of performance and job satisfaction.

Probably the state government would come to understand the issues that hinder good school performance and thus generate a way forward.

The results of this research will not only enhance the data in the education area but it may also kindle further research studies in institutions located
in Ahmedabad, Gujarat and India on the various challenges to observed performance.

The researcher expects that this study will assist primary school principals and teachers to detect the proficiency of the school performance, by using the tools and techniques of TQM to attain total quality school. Further, the analysis of this study will also serve the educational organizations to settle on choices to recognize the effectiveness the primary school performance and the job satisfaction among the teachers, by using the concept of quality school, therefore the study hoped to distinguish the adequacy of the school performance and job satisfaction of school teachers, by using the TQM within primary schools of the Ahmedabad district.

1.6 Scope of the Study

This study focuses only on the primary school education context and not on the overall school education as a whole, as this will involve extensive evaluations of the school education system. The following tasks have been identified under the scope of this research.

1. The research focused on the instructional role of the principal for implementing TQM in schools and the impact of TQM indicators on teachers for school performance and job satisfaction of primary schools in Ahmedabad district.

2. To carry out an investigative study on how the subject is viewed by government recognized and private school offering primary education in the region of Ahmedabad, Gujarat.

3. The Gujarat Board of Primary Education examination is a reliable and accurate instrument for measuring school performance at the primary school level.

4. The principal and teachers are qualified as per their requirement.

5. Principal administers and provides academic and specialised direction to the teachers.
6. All primary schools in Ahmedabad district offer comparative educational programme as made essential by the Department of Education.

7. It focused on the dimensions of quality from school, principal, teachers, top management team and student perspectives, particularly in the context of top management support to quality, teaching methodologies, feedback policy and few other TQM indicators.

8. To carry out literature review related to the status of research in different scenario of application of TQM in industry and education.

9. Identify the critical dimension in TQM in education and apply the statistical methodology and tools to study the classified critical TQM dimensions.

10. To apply structural equation models to study selected dimensions of TQM in education that play crucial role in performance of school and job satisfaction of teachers.

11. To develop appropriate recommendations based on the outcome of steps 8 to 10.

1.7 Overview of the Research Methodology

This unit briefs with the overview of research methodology which is prominently used in this research. A self-administered questionnaire using 5-pont Likert scale was used to collect primary data and for secondary data, journals, doctoral theses, periodical, conference proceedings, books were studied to carry out this study.

The target population of this study was the principal and teachers of primary school from Ahmedabad District. A convenience sampling was used to drawn sample from the schools of Ahmedabad district. Questionnaires were filled by principals and teachers with a covering letter to explain the objectives of the research as a research project. In this study 378 teachers and 26 principals as respondents were chosen from 26 primary schools. The data collected was analysed using the Statistical Package for the Social Sciences (SPSS) 22 and Analysis of Moment Structures (AMOS) 16.0. Data analysis were conducted in four stages.
1. The descriptive statistics and characteristics of principals and teachers were examined at first stage.

2. Secondly the primary statistical test as t-test, Freidman test, and Anova were tested for data of principal and teacher.

3. The third phase of data analysis included a sequences of exploratory and confirmatory factor analysis on teacher’s data.

4. Lastly, data analysis using a multivariate technique, that is, Structural Equation Modelling (SEM) was studied to estimate the measurement and structural models.

1.8 Outline of the Thesis

The thesis is divided into seven chapters and are linked in sequence with one another. Every chapter deals with a specific aspect of the research which is outlined as follows.

The first Chapter provides introduction to education, quality and TQM in education system, an insight of the research problem, and a need of measurement of quality in primary school education, followed by the research gaps. It further discusses the research questions, research objectives and present scope in addition to the outline of the research.

The second chapter relates to the literature review. The study of literature review seeks to bridge the understanding of the existing knowledge about TQM and its practices and identifying the research gaps in knowledge of quality. The first section elaborates the concept of quality and TQM, followed by series of definition of quality by various quality gurus and authors. Next, understanding of the description of the well-recognized International and Indian quality award models and the key tools and practices adopted for TQM study are discussed. Moreover, it contains the critical evaluation of literature reviews of the theory of quality and TQM in varied areas of business and services followed the explanation of the key dimensions of TQM as perceived by various authors. Subsequently, a conceptual framework has been carried out to classify the research gaps and objectives of the current research, followed by conclusion.

The third chapter discusses various theoretical models that describes the indicators of TQM which are relevant to this study. Further, this chapter presents explanation and
definition of TQM indicators, whose implementation are closely related and aimed at improving school performance and attaining job satisfaction of the teacher’s in the primary school and lastly based on the understanding of the literature review, the definitions of TQM and the research gap, the research hypothesis are framed to employ in further analysis.

The fourth chapter discusses the methodology to be adopted in this study. Discussions on various studies to be carried out as research design, sampling procedures, sampling method, procedure of data collection, statistical analytical procedure and tools used are presented followed by conclusion of chapter.

The fifth chapter presents the results of the study, depicts the data analysis procedure and the research findings. The assessment of the analysis of the research hypothesis are explained in this chapter. The first section elaborates on different descriptive analysis of the principal and teachers and their perception of TQM indicators was also analysed using Freidman test, t- test and ANOVA. Lastly factor analysis was performed and discussed.

The sixth chapter focuses on applications of structural equation models to study the effect of TQM indicators on the school performance and job satisfaction of the teachers. Each of the research question as well as their respective research hypothesis are examined against a final data-fitted model so that the decision to accept or reject can be reached. The first section discusses relevance of TQM indicators in detail and presents methodology and assumptions for modelling purpose. The model is developed and simulations are conducted using software AMOS.16 and SPSS 22 for analysing SEM models for job satisfaction. Results and discussions are presented in detail for different TQM indicators and study of their effects on school performance and job satisfaction of teachers.

The seventh chapter presents a summary and gains from the research study. Significant contribution of the study have been explained Based on the results and suggestions, recommendations for improvement in performance of school quality and issues related to job satisfaction among primary school teachers of Ahmedabad are presented through above outcomes for improving school performance and job satisfaction of teachers in