Chapter VI
CONCLUSIONS, SUGGESTIONS AND RECOMMENDATIONS

6.1. Introduction

This section will cover recommendations established on the major conclusions of the research and suggestions for further study.

6.2. Conclusions with reference to the objectives

Objective 1: To study the total quality management processes practiced by the secondary and higher secondary schools.
This includes conclusions with reference to curriculum, monitoring student progress, PTA, relationships and teaching learning process.

- **Curriculum:** The principals feel extremely positive (98%) about the curriculum and teachers hold approximately 80% positive opinion. However parents and students feel that though the curriculum is good rote learning is encouraged and it doesn’t give scope for practical application. This has also been suggested by Crawford and Shutler (1999) they argue that to fulfill education needs of students continuous enhancement of curriculum and its delivery should be made.

- **Monitoring student Progress:** The parents and students feel that not much attention is given to monitoring the students’ progress. The students are left to fend for themselves. Schools and colleges do not give critical feedback.

- **PTA:** The parents feel that they are involved in school administration to some extent. They could be involved in certain important decisions. PTAs are non-existent in colleges.

- **Relationships:** All the stakeholders feel positive about the relationship shared between the stakeholders however there is difference in the extent of positive
feeling amongst them. Principal holds 93% positive opinion about the relationships teachers hold approximately 75%, and students hold 67% positive opinion.

- **Teaching Learning Process**: The students are not very happy with the teaching learning processes. The examinations focus on memory and thus encourage rote learning instead of focusing on practical applications and experimentation. Rogers and Taylor (1998) point out the significance of this process in TQM.

**Objective 2**: To study the performance of the school and junior colleges on some of the selected parameters.

This includes conclusions with reference to institution, facilities, continuous improvement, personal touch and leadership.

- **Institution**: All the stakeholders feel positive about the institution however there is difference in the extent of positive opinion amongst them. Principal holds 90% positive opinion about the institute and others hold approximately 72% positive opinion.

- **Continuous improvement**: All the stakeholders feel positive about the continuous improvement. However there is difference in the extent of positive feeling amongst them. Principal holds 95% positive opinion about the continuous improvement teachers hold approximately 75%, and students hold 60% positive opinion.

- **Facilities**: Teachers and the students both are happy to a great extent with the facilities provided in the institution.

- **Personal touch provided by administration**: Both the management and the principals ensure that they give personal touch to various stakeholders in day-to-day administration.
• **Leadership:** Both the management and the principals walk the talk and ensure they provide dynamic leadership to the institution. Furst-Bowe and Bauer (2007) emphasize visionary leadership and systematic assessment to help adjust methods and assets over the association. Osseo-Asare and Longbottom (2002) proposed leadership as one of the important enabler criteria for high performance and organizational excellence. Srivanci (2004) also emphasizes leadership as a critical issue in organizational transformation. Michael (1997) proposed the top authority is the way to any TQM system and the main thrust behind any effective project to be successful.

**Objective 3:** To study if there is any relationship between TQM & Performance of schools and junior colleges. This includes conclusions with reference to student development and customer satisfaction as parameters of performance.

• **Student development:** The students are not happy about the provisions made by the institute for their future career development. The students expect the institutions to provide employable and entrepreneurial skills. This factor has also been emphasized Chowdhary (2012).

• **Customer satisfaction:** The various stakeholders are not very happy with the present processes and thus need TQM to be implemented into the various processes on the whole.

It may be concluded that there is not much of understanding of TQM processes and practices amongst the various stakeholders. Institutions on an overall basis do not implement TQM and hence it is observed that the performance of these institutions on the parameters of student development and satisfaction is not meeting the required standards.
6.2.1. Overall Conclusions

Based on the analysis from the previous chapter the researcher concludes that though the schools and colleges in Mumbai have started implementing quality into their system, but still there is lot of gaps.

1. All stakeholders working in the schools and colleges are neither aware of the concept of quality nor have the knowledge of its associated terminologies and problems. There is a requirement for the schools and colleges to characterize the idea of quality i.e. nature of training.

2. The different stakeholders have disparity in their views and expectations from the institution. The major customers/stakeholders of the institution are not satisfied with the quality that they are obtaining in the context of client fulfillment, persistent change, the policies made by the schools and the commitment from various stakeholders.

3. The schools and colleges don’t have a systematic way or process to collect data. The decisions and programs are undertaken without taking into consideration the various stakeholders’ needs.

4. Every department needs to be involved in the quality program but still all the departments are not completely dedicated to the execution of total quality management in the institution.

5. The research even shows that those involved and responsible for quality work in schools and colleges have not been taught according to the present situation. Actually, the absence of learning about the idea of quality and its connected problems involved in the quality work.

6. The schools and colleges don’t know of proper methodologies, values and tools, which can be utilized by them to attain quality within the organization.
6.3. Recommendations

1. As per the meaning of TQM, some central qualities must be characterized by the association.

- In certainty, in the perspective for acquainting another methodology with the quality framework in every association or establishment, the methodology must be generally characterized, where everyone included in quality work in the association can easily practice it.

![Diagram](image)

**Source:** Wan Zahari and Maziah Ismail (2006)

Figure 6.1

- **Customer Focus:**

  In TQM one must look upon inner and additionally outer client, and afterward distinguish their needs. Accordingly, it may be a great thought to characterize a worth called client center. This not just will contemplate both outer and inside client, additionally it will aid schools and universities to recognize what the different stakeholders (scholars and workers) truly require.
• **Decisions Based on Evidences:**

The schools and colleges should have constant data collection, which will help in efficient information gathering so as to settle on its official choice in all regions. In the meantime the administration should completely comprehend the needs of distinctive stakeholders recognized by the schools and colleges.

• **Process Concentration:**

There ought to be sets of overall characterized inputs, for example, data, which will change over into a few yields inside methodologies keeping in mind the end goal to present great administrations for clients. Moreover, inside every methodology the allotted assets ought to be minimized.

• **Unceasing Enhancement:**

There is a requirement for enhancing the procedures and approaches running in the association while minimizing utilization of the assets. Indeed, ceaseless change ought to be contemplated in all features of operations.

• **Commitment of Everyone in Association:**

Delegation of work and power must be successfully conducted; to attain the cooperation and assurance of all interested individuals. In an alternate word, in college there ought to be close to some who are, dynamic and focused towards improvement, which will aid the establishment to make a mark for itself. One other word, the college must be sufficient to some who are close to, the dynamic, and focused development, which will help you toward the trail.

2. The teachers must undergo regular, seminars, and conferences, as well as various courses broaden their skills, it helps them to maintain the novelty and the expertise will be evaluated on.
3. The payment offered by the government is not the efforts of teachers. It has to be investigated, that is not the inflation and interest rates cause the effective individuals, who want to this profession.

4. The students should be dealt with care the people with disabilities have the understanding and support for strong, so that the act of teaching.

5. Notification of the government in the development and the education increase the number of scholarships for students who complete the secondary, post-secondary education degree so that they can in order to achieve increased enrollment rate.

6. It is part of the curriculum instead of the practical application of the more importance it attaches to the learning, that assertion in the current global scenario only because educated people are not only the educated people of employable.

7. Amid the increasing weight of age groups 15-30, the next few years an increase in the schools, colleges and universities, instead of spending more than only the country's financial resources to the existing institutions, such as the IIMs IITs etc. , the number of students is much less the relationship with these institutions, against the general.

8. The institutions shall be updated to comply with the quality is the internal competition, and the foreign institutions who are entering the country, and bread.

9. The government more money in the education sector as to the budgeted amount.

10. If the school is located is the radical change in the TQM it is recommended that the proposed model below.
11. The schools and colleges should provide platform to the students to develop their entrepreneurship skills by holding fairs, exhibitions, giving projects, case studies to enhance their overall development.

12. The government should come up with more courses which will help develop entrepreneurship skills like leadership, teamwork, decision making, risk taking, innovativeness, initiative etc.

13. Another important component of TQM is methodology. Various philosophies that can support the schools and universities to catch up its quality works in the system of TQM references are given below. It is recommended that the schools and colleges to improve their score on methodology may use these.

- Quality Function Deployment:

The schools and universities should relentlessly distinguish their client needs and desires on administration details and outline parameter and exchanges these needs to administration attributes and extra to the administration process.
• **Policy Deployment:**

There is a requirement for standard arranging, using, and watching administration frameworks for enhancing foundation execution. They have to deal with their vital targets and attempt to control their arrangement of movement to oversee ceaseless change and achieve their goals in a methodical manner.

• **Process Management:**

The schools and colleges need to have system of exercises with a perceived starting and end, utilizing the assets of establishment, with a motivation behind making worth for inner and outer clients over and again.

• **Benchmarking:**

Through the composed and shared correlation of practice and execution with contenders, college may characterize a few courses of action to recognize its capabilities and shortcomings.

• **PDCA cycle:**

Utilizing this philosophy will help the schools and colleges to have a continuous improvement. However, the schools and colleges have specified plans and appropriately they do their exercises. Also, every year, they have to assess what they have done and accumulate records, which will help them, evaluate the processes that have worked well and the ones that still need to be worked upon. In actuality, no part of activity in this cycle can be missing in the yearly plan of schools and colleges.

14. The most unmistakable piece of a TQM methodology is characterizing some viable devices for enhancing the quality. Then again, characterizing some proper devices for particular errands and utilizing them by the right
individuals and at the correct time are essential elements, which must be considered by the individuals who wish to utilize these apparatuses. Emulating are the devices:

- **Seven improvement tools:**

  It is important for each association to enhance in every parts of work and with a specific end goal to achieve this they have to have information accumulation, and subsequently information investigation. Besides, support of everybody is fundamental in change work. For information accumulation and examination of these information, this establishment can utilize a few instruments that a percentage of the pertinent ones are:

- **Data Collection:**

  Actually, the schools and colleges must attempt to assemble valuable, productive, and related information to quality issues, as gathering unimportant information is useless, by conducting irrelevant inquiries.

- **Histograms:**

  At the point when there are extensive measure of information, association must separate the estimation hub into distinctive parts, and let the amount of qualities in each one class be shown to by a rectangle.

- **Pareto Charts:**

  The schools and colleges should choose in which request issues must be understood it is vital for associations to prioritize tackling their issues. Sometimes known as the 80/20 Rule, the Pareto Rule is an important idea. In the event that the 80 for every issue arising out of 100 that is recognized they ought to be handled first in any quality change process.
• **Cause and Effect Diagrams:**

Inside every quality issue, there are some main drivers, and recognizing them is fundamental. Ishikawa (1968) instrument can distinguish, explore and investigate the main drivers of an issue or search for the elements that could prompt a change. The same tool has emerged as an outcome of this study.

![Figure 6.3: Ishikawa (1968)](image)

• **Management and Planning Tools:**

The schools and colleges, to incorporate quality in a more structured way, can implement the management and planning tools. Indeed, these apparatuses could be utilized to settle on choices by the administration focused around significant realities and likewise help them to prioritize the assignments.

• **Interrelationship Digraph:**

This device can encourage the schools, colleges and other individuals included in quality work to figure out the reason for complex issues in quality.

• **Tree Diagram:**

This apparatus will support schools and universities to map out in detail the variety of ways and assignments that are required to be fulfilled so as to accomplish an essential objective and each related sub objective.
• **Prioritization Matrices:**

The schools and colleges can utilize this apparatus within request to prioritize the undertakings and administrations that should be carried out.

15. **Quality Assurances and Accreditation:**

Indeed, being confirmed by quality confirmations and accreditation organization will bring numerous benefits to each association. For example, this establishment can utilize rules and standards recognized by ISO 9000, European Association for Quality Assurances in Higher Education to enhance its quality framework.

16. **IQAC:**

Every institute should have internal quality assurance cell which will monitor the quality of each and every process at each and every step. If it is observed that there are diversions from the quality process, corrective measures could be taken by the institute to meet quality standards.

17. **Implementation of TQM:**

Suggestions were as indicated by the meaning of TQM. The implementation of TQM will be easier once the schools and colleges are familiar with the values, methodologies and tools. The researcher has already spoken about the instrument called PDCA or Deming cycle for consistent change, which helps one show the requisitions of the apparatus as usage of the entire TQM.

First step, of the study, is about doing exploration of what TQM truly is and top administration ought to completely comprehend the idea. However the schools and colleges should establish their objectives from TQM and must accomplish the plans set.

The next part, is about getting ready, performing an interior appraisal of the
quality work and characterizing qualities, procedures and some quality apparatuses. Moreover, the schools and colleges should majorly set its goals and have a clear aim.

Characterizing objectives and dreams in every association in fundamental, which a lot of schools and colleges don’t do. There are numerous objectives and dreams characterized by schools and colleges, which are set since years; then again, it may be useful on the off chance that they would attempt to rethink them.

The objectives characterized by an association or organization ought to be about what they need to accomplish. The goals should be quantifiable and clear and given a time limit to an individual to attain them. Actually, all the objectives characterized by the association should be SMART (Specific, Measurable, Accepted, Reasonable, and Time set) Maria Fredriksson (2007, Lecture).

It may be additionally useful to characterize ideas utilized for a SMART objective, before recognizing the objectives. These definitions are as take after:

- **Specific:**
  Use suitable words holding a heading, as increment, decrease, enhance or create.

- **Measurable:**
  It is imperative to give sufficient time to concur on suitable measures in, for illustration, and number of units, cash or time.

- **Accepted:**
  The individuals who should satisfy the objectives ought to set them.
• **Reasonable:**

There must be sufficient and practical requirements to achieve the objectives.

• **Time set:**

The time point ought to be chosen in concurrence with the individuals who are included in the future work. Nevertheless, next venture in this model is about beginning and in an alternate word arrange and actualize results. In this venture, there must be some preparation to all levels of representatives and staffs, and conveyance of some client reviews, to both inner clients and outer clients, is alluring. Moreover, Quality Council must be defined and some specialized and strong quality change groups ought to be framed. At last, the administration board may build some particular measures to encourage the college to gage its development.

The third step in this cycle is evaluation. In this step the schools and colleges evaluate the plans and what needs to be done. Here, the most exertion ought to be taken for checking the movements that have been carried out and verifying that they are in a right course to attain the destinations.

Ultimately, in the last step, which has two parts, in the first part, the issues need to be found as per checking step, and progressions need to be connected to the framework and in the second part the solutions and actions need to be standardized.
6.4. **Suggestions for further research**

- TQM as a basis for organizational transformation of educational institutions.
- Impact of TQM intervention on stakeholders’ satisfaction.
- Applicability of Deming’s principles to TQM in education institutions.
- Effect of TQM on institutional efficiency.
- Effect of transformational leadership on TQM implementation.
- Effect of IQAC on quality assurance in schools.
- Study of quality assurance processes in institutes of higher education.
- Relationship between leadership styles and implementation of TQM processes.
- Case studies of institutions who have implemented TQM successfully.
- Indicators of quality in education.

6.5. **Conclusion**

The schools and colleges have begun to make quality area to enhance the quality, standards of the instruction being granted, and to make their instructive framework more viable. Actually, enhancing the nature of establishment is towards their characterized dreams and objectives. The schools and colleges have distinguished a few rules, methodologies and arrangements to enhance its quality in diverse issues, however the idea of value work is not comparable with the global scenario.

Besides, distinctive board of executives, for example, Center For Learning and Teaching Method, quality facilitator, quality committee and its comprising advisory groups and quality change groups ought to be engaged by every school and colleges to work towards the strategies and diverse quality issues.

Likewise, the schools and colleges have characterized an arrangement of activity including exercises that they must take after to attain their destinations. Inside these developments, they attempt to assess and evaluate their work consistently with reference to all issues. Nonetheless, they are buckling down and adequate toward their
goals, they accept that things can just be better and at the end of the day, they are looking for persistent change.

This exploration was planned to assess the current quality work of various schools and colleges. This assessment was directed focused around a TQM approach i.e. the quality work of the organization was contrasted and a characterized TQM methodology and its execution. Thus, issues found via analysts were figured in this methodology, and suggestions and recommendations were brought to the forefront for the schools and colleges to work towards this methodology and in the end achieve its destinations.

Indeed, there are few facts that the schools and colleges should attempt to emphasize to enhance its quality. To start with, they should all know the idea of value, and all individuals included in this work ought to be conferred. At that point they have to group their dreams and SMART objectives. A few qualities, approaches and reasonable instruments ought to be tended to and utilized by the foundation, to encourage the schools and colleges to move towards its destinations in a more organized and methodical way.

Likewise, one correlation between a TQM methodology characterized by the specialist and quality work in the schools and colleges shows that there are some steps in the TQM model that have been implemented by them whereas they have to take different steps to solve various issues. Preparing the key work force and individuals included the quality work and station of well-done exercises is cases of what the schools and colleges may need to deal with.

All in all, the researcher has attempted to address and emphasize general standards of a TQM methodology and diverse terminologies identified with the idea of value and the greater part of them have been depicted in point of interest. The specialist trusts that this record would give an extensive understanding of the idea of value in practice in the schools and colleges. In addition, the researcher wishes that the schools and colleges could utilize this archive as a planning toward oneself record to instruct dependable individuals in the quality work.
6.6 Researcher’s Learning.

- The status of TQM in schools and junior colleges in Mumbai.
- Analysis of the processes of the school where the researcher is working.
- Understood the importance of keeping the various stakeholders satisfied.
- Developed analytical approach towards every process.
- Role of TQM in improving the quality of education.