CHAPTER -II
REVIEW OF RELATED LITERATURE

2.1. Introduction

The survey of related literature implies locating studying and evaluating the reports of relevant researches study of published articles and going through the related portions of research abstracts.

“A summary of the writings of recognized authorities and of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested because effective research is based on past knowledge. This step helps to eliminate the duplication of what has been done and provides useful hypothesis and helpful suggestions for significant investigation. Citing studies that show substantial agreement and those that seem to present conflicting conclusions help to sharpen and define and understanding of existing knowledge in the problem provides a background for research project and makes the reader aware of the status of the issue” (John W Best 2007).

Mouly (1978) commented about review of related literature as which promotes a greater understanding of the problem and its crucial aspects and ensures the avoidance of unnecessary duplication.

2.2. The specific purposes of related literature are:

- It helps to define the limits of his / her fields and brings the researcher up-to-date information about what had been done in that particular area.
- It promotes ideas, theories, explaining hypothesis or methods of research, valuable in formulating and studying the problem.
- The insights into the methods, measures etc., employed by others will lead to significant improvement of the research design.
It furnishes him/her with indispensable suggestions about comparative data, good procedures, likely methods and tried techniques.

It helps to know the recommendations of the previous researches for further studies.

It helps to prevent pointless repetitions of the research etc.,

Without a review of related literature one cannot precede his/her research on a firm ground and with justification, so, a review of previous studies in related areas of the present study is attempted and presented in this chapter.

The review will address the following areas for establishing conceptual and empirical validation for the present study:

- Quality: Some critical Perspectives.
- Exploring the meaning of the Quality of Education.
- Quality in Teacher Education: A Review.
- Concepts of Total Quality Management.
- Total Quality Management in Teacher Education.
- Institutional Governance: A Review and Insight Review.

2.3. Quality: Nature and Concepts

The word ‘quality’ is derived from the Latin word ‘qualis,’ which means “what kind of”. It connotes a variety of meanings and implies different things to different people. “Quality is fitness for use or purpose” (Juran 1998). “Conformance to standards” (Crosby 1979). Deming (1988) defines quality as, “a predictable degree of uniformity and dependability at low cost and suited to market”. In general, quality is something that satisfies the customer needs and continuously keeps on performing its functions as desired by the customers as per specified standards
The need for quality as a fundamental component in the formulation of strategies for the institutions to implement Total Quality Management is clearly outlined by Bilich & Neto (2000) who state that quality, as a macro function of the institutions, must be present in the day-to-day running of an institution, in the aspects such as the establishment of policies, the decision process, the selection of personnel, the allocation of resources, the definition of priorities and service delivery to satisfy customer requirements. The two authors continue and state that the quality approach, as a strategic element, has brought to institutions a new manner of conceiving quality, as it engages the top decision-makers of the institution in the effort for better performance in the service delivery. According to Djerdjour & Patel (2000) quality is no longer an optional extra; it is an essential strategy to survive. TQM is therefore a solution for improving the quality of products and services. Before one can discuss the concept of TQM, one first needs to discuss, understand and analyze the concept of Quality, Total Quality, and Total Quality Management.

2.3.1. Quality

Quality is generally defined as conformance to requirements. It is also conformance to a standard that is required. However, many consider that quality need not just be conformance to requirements but should be an assurance of being the best in the world of that type. In addition, it should also keep a constancy of purpose.

2.3.2. Total Quality

Total quality refers not only to the product but also to the way the product is made as well as presented to the customer. Total quality asks for customer orientation, process orientation, people management and leadership. All these are continuous processes.
2.3.3. **Total Quality Management**

Total Quality Management is a people driven process. It involves changes in people’s attitudes primarily. In addition, it deals with process orientation and the continuous improvement of the process. It strives for the empowerment and autonomy of the people involved in using processes of production. It asks people to continuously look for new ways to adapt to the changing environment. It is a continuous improvement plan with an effort to bring out the best for the stakeholders as well as for the institution.

2.4. **Quality: Some critical perspectives**

Quality is a complex concept and there are various definitions. The following will describe what is meant by quality:

According to Dale (2003), Evans & Dean (2003) quality, reliability, delivery and price build the reputation enjoyed by an institution. Quality is the most important of these competitive weapons and is an extremely difficult concept to define in a few words in order to agree on a consensus definition; a trait it shares with many phenomena in business and social sciences. Hoyer & Hoyer (2001). Quality does not only refer to goods and services but includes quality of time, place, equipment and tools, processes, people, the environment and safety, information and measurement. Dale (2003), Schonberger (1990). Quality is an ongoing process that has to be so pervasive throughout the institution that it becomes the philosophy and culture of the whole institution. All institutions and each department within the institution need to adopt the same strategy, to serve the customer with even better quality, lower cost, quicker response and greater flexibility (Schonberger 1990).

There appears to be no uniform understanding and definition of the meaning of the term quality and even well-known authors seem to have different perspectives on this issue. According to Reeves & Bednar (1994), a search for the
The definition of quality has yielded inconsistent results. The two researchers emphasise that regardless of the time period or context in which quality is examined, the concept has had multiple and often muddled definitions and has been used to describe a wide variety of phenomena. The strategies and tools for assuring quality may have changed, but the basic customer expectations have been fairly constant for a long time (Hoyer & Hoyer, 2001).

From a holistic perspective, all institutions produce and sell products and services, with varying proportions of both; as a result the management of quality must pay attention to both product and service quality and the synergy effects between them. Although many definitions of quality exist, it is prudent to create a deeper insight into the definitions of researchers, such as the quality gurus, Deming, Crosby, Feigenbaum, Ishikawa and Juran. These gurus claim that their definitions, prescriptions, conclusions and recommendations work equally well for producing products and delivering services. From the various definitions of quality indicated by these gurus in literature, there seem to be two levels in the concept of quality (Hoyer & Hoyer 2001), namely,

- by producing products or delivering services whose measurable characteristics satisfy a fixed set of specifications; and
- products and services that satisfy customer expectations for their use or consumption.

Deming’s perspective of quality is based on a level two definition and he defines quality as namely, “Quality is multidimensional to produce a product and/or deliver a service that meets the customer’s expectations to ensure consumer satisfaction.” Through this definition he equates high quality and customer satisfaction. His essential arguments are (1) that quality must be defined in terms of customer satisfaction, (2) quality is multidimensional where it is impossible to define the quality of a product or service in terms of a single characteristic or
agent, and (3) there are different degrees of quality, because quality is essentially equated with customer satisfaction (Deming 1988).

Crosby’s definition of quality is “conformance to requirements”, which is a level one formulation. Crosby’s essential points in his definition of quality are

- It is necessary to define quality,
- One must know what the requirements are and be able to translate these requirements into measurable product or service characteristics, and
- It is necessary to measure the characteristics of a product or service to determine whether it is of high quality (Crosby 1979).

Feigenbaum’s definition (1983) of quality is a level two definition and he defines quality as, “The total composite product and service characteristics of marketing, engineering, manufacturing and maintenance through which the product and service in use will meet the expectations of the customer”. Feigenbaum’s essential points are:

- that quality must be defined in terms of customer satisfaction,
- quality is multidimensional and it must be defined comprehensively and
- as customers have changing needs and expectations, quality is dynamic.

In this regard, Feigenbaum writes, “A crucial quality role of top management is to recognize this evolution in the customer’s definition of quality at different stages of product growth”.

Ishikawa’s definition of quality is a level two definition, namely, “We engage in quality control in order to manufacture products with the quality which can satisfy the requirements of consumers.” Ishikawa makes it clear that high quality is essential to satisfy ever-changing consumer expectations. Ishikawa’s essential points are (1) that quality is equivalent to consumer satisfaction, (2) quality must be defined comprehensively, (3) consumers’ needs and requirements
change continuously, therefore, the definition of quality is ever changing, and (4) the price of a product or service is an important part of its quality (Ishikawa 1985).

Juran’s definition of quality simultaneously attempts on two definitions. He defines quality based on a multiple meaning, namely,

- “Quality consists of those product features which meet the needs of the customers and thereby provide product satisfaction”,
- “Quality consists of freedom from deficiencies”.

Juran’s essential points are

- a practical definition of quality is probably not possible, and
- quality is apparently associated with customers’ requirements, and fitness suggests conformance to measurable product characteristics. Juran (1988).

Aksu (2003) defines quality as, “the conformance to a set of customer requirements that, if met, result in a product or service that is fit for its intended use”.

Wiele, Dale & Williams (2003) present a slightly different perspective with their emphasis on the artistic and energetic properties of quality: “Quality is what surprises and delights the customer”. Pycraft, Singh & Phihlela (2000) and Stamatis (2003) try to reconcile some of these different views in their definition of quality: “Quality is consistent conformance to the customers’ expectations”. With reference to Pycraft (2000) & Stamatis’s (2004) definition of quality, the use of the word “conformance” implies that there is a need to meet a clear specification (the definitions of Crosby (1979) & Aksu (2003) support this viewpoint of quality. The use of “customers’ expectations” attempts to combine the user- and value based approaches. The definitions of Feigenbaum (1983) & Ishikawa (1985) support this viewpoint of quality. It recognizes that the product or service must meet the expectations of customers, which may be influenced by price. By
consistently meeting the customer requirements, the definition can move to a different plane of satisfaction – delighting the customer.

Goodman, O’Brein & Segal (2000) support the aforementioned viewpoints by defining quality as consistently producing what the customer wants, while reducing errors before and after delivery to the customer. The quality definition of fulfilling or exceeding the customers’ needs has become an ideological trailblazer driving the pursuit of customer satisfaction. In the embedding of quality thinking, this ideological core plays an important role. More importantly, however, quality is not so much an outcome as a never-ending process of continually improving the quality of what an institution produces. There is no doubt that many institutions have so well ordered their capability to meet their customers’ requirements, time and time again, that this has created a reputation for “excellence”. Institutions must “delight” the customer by consistently meeting customer requirements, and then achieve a reputation of “excellence”. Quality should be viewed from the perspective of the customers and potential customers. The aim of the institutions should be to satisfy the existing needs of customers with quality products or services, and to identify, to anticipate and to create new needs. This requires the cultivation of a close relationship between the institution and its customers.

Gray, Griffin & Nasta (2001) describe quality as: Quality, we recognize it when we see it. Quality is keeping the customer satisfied. Quality is high standards of teaching learning and achievement. Quality is about excellence and satisfying the customer. Quality is: Excellence. (Peters & Waterman, 1982), defect avoidance (Crosby 1979), meeting or exceeding the customer’s satisfaction (Parasuraman, Zeithaml, & Berry, 1985).

Dervitsiotis (2003) takes a more systematic approach to quality, and specifically the customer, with the following definition: “Quality is meeting or exceeding the needs and expectations of the business stakeholders.” Stakeholders
are those individuals and groups with a stake in the business, including customers, shareholders, employees, suppliers and communities. Dervitsiotis (2003). To this list of stakeholders the public in general, the government, the unions, the media and any other special interest groups can also be added. All of these stakeholders may have different needs and expectations of the institution and the quality challenge lies in addressing all these needs and expectations. Successful institutions and their leaders will be those who achieve it. Throughout all institutions, there are also a series of internal suppliers and customers. These form the so-called “quality chains”, the core of the institutional- wide quality improvement (Oakland 2000). The internal customer/supplier relationship must be managed by interrogation, i.e., using a set of questions at every interface.

Ackoff (1992), Henshall (1990) & Savolainen (2000) argue that it is critical for TQM to have a definition of quality other than the normal “Quality is meeting or exceeding the expectations of the customer”. Their criticism is based on two factors, namely,

- The customer is not always the customer and between the institution and the ultimate user, there exists a chain of customers and other stakeholders who are all equally important. Ackoff, therefore, proposes a definition of quality as “meeting or exceeding the expectations of all the stakeholders”.
- Traditional ways of discovering the expectations of customers are ineffective, whether it includes asking them directly or via surveys, as the stakeholders often don’t know what they want and may, for a variety of reasons, provide the wrong answer. Henshall (1990) argues that people discover what they want by designing what they want, which he demonstrates with his experience as an architect where he found that many differences exist between the house a potential house owner says he wants and the one he eventually gets after all his design changes have been introduced.
Ackoff, Henshall, & Savolainen do not conclude with a final definition, Grib (1993) interprets Ackoff, Henshall, & Savolainen’s comments into a definition of quality as “meeting or exceeding the expectations of all stakeholders through a process of interactive planning and design”. Although the latter provides, in Grib’s (1993) opinion, the most comprehensive definition, institutions will have to define quality in terms of what it means to them within the context of their specific circumstances. The choice of a “definition”, i.e., what quality means to them, will depend on the specific environment and objectives of an institution. An aircraft parts manufacturer might choose a definition of quality more oriented towards conformance to aviation specifications, whereas an income taxes office might put more emphasis on meeting the customer expectations. However, just as important as the contents of the definition, is the way in which quality is communicated in unambiguous terms and understood by all personnel in an institution.

Fortuna (quoted by Grib 1993), “quality and satisfaction are determined ultimately by the customer’s perception of a total product’s value or service relative to its competition”. Therefore, from a systemic point of view, quality will be determined by the stakeholder’s perception of the total institution, its products and services, and its actions relative to its particular requirements. From the above, it is clear that institutions can no longer afford to ignore any of its stakeholders.

Smith (1993) argues that institutions require a balanced approach to quality, one that considers their interests and the needs of their customers, as well as the legitimate concerns of other societal stakeholders. The proposed conceptualization, with its explicit recognition of the producer and other stakeholders’ views, provides such a balanced, sustainable perspective. It also encourages institutional members to regard all aspects of the institution - what it
creates and what it consists of - as opportunities for improvement, things that can be made excellent.

Quality is an entity consisting of three interdependent and mutually reinforcing strands:

- Quality as efficiency in meeting the set goals.
- Quality as relevance to human and environmental conditions and
- Quality as ‘something more’ in relation to the pursuit of excellence and human betterment” (Hawes 1990).

Kerry (1993) stipulates that “as far as education is concerned we live through increasingly quality-conscious times. . . however, it has to be remembered that being quality-conscious does not guarantee instant success in delivering quality or even defining it adequately in any given situation”.

West-Burnham (1995) identifies the following features of quality:

- Quality is defined by the customer, not the supplier.
- Quality consists of meeting stated needs, requirements and standards.
- Quality is achieved through continuous improvement, by prevention, not detection.
- Quality is driven by senior management but is an equal responsibility of all those involved in any process.
- Quality is measured by statistical methods; the ‘cost of quality’ is the cost of non-conformance. Communicate with facts.
- Quality has to pervade human relationships in the work place; teams are the most powerful agents for managing quality.
- Quality can only be achieved by a valued work force; education, training and personal growth and
- Quality has to be the criterion for reviewing every decision, every action and every process.
Frazer (1992) in a discussion of quality in higher education delineates the following principles:

- Everyone in the enterprise has a responsibility for maintaining the quality of the product or service.
- Everyone in the enterprise has a responsibility for enhancing the quality of the product or service.
- Everyone in the enterprise understands uses and feels ownership of the systems, which are in place for maintaining and enhancing quality.
- Management (and sometimes the customer or client) regularly checks the validity and viability of the systems for checking quality.

Frazer (1992) continues by stating that, “If we replace the word ‘enterprise’ with ‘university’, then a university which takes quality assurance seriously is ‘a self-critical community of the students, teachers, support staff and senior managers each contributing to and striving for continued improvement’. But this is not an easy task to do.

“A starting point may be a concern with the current dependence on inspection and evaluation as means of measuring quality. Both can provide important data, although its validity may be problematic, but in both cases the problem, from a total quality viewpoint, is that they are historic activities. Postfacto & Whilst (1998) they may well inform planning and policymaking, the cohort of students has moved on. In essence ‘all children are on short term contracts’. This is a fundamental issue for schools and colleges because most make promises in their aims which cannot be conditional on long term fulfillment” (West-Burnham 1995).

Quality has been generally defined as a degree of excellence, fitness for purpose or use, zero defect (Juran 1993). Crosby (1979) while Deming (1986) emphasizes that quality should be aimed at the needs of the customer, present and
future. Meanwhile, the British Standards Institute identifies quality as the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied need.

Reeves & Bednar (1994) quality refers to excellence, value, conformance to specification and meeting and/or exceeding the customers' expectation. Hand (1992) defines quality as delighting the customer by consistently meeting and continuously improving on his requirements. Quality begins with a vision, and any organization that does not have a leadership team to translate this vision into strategic and action plans will wander aimlessly into the future. This leadership team must have a vision for the future, a clearly defined mission and measurable goals to help to shape the future (Muse & Burkhalter, 1998).

Garvin (1988) identifies five approaches to defining quality:

1. The transcendent approach, where quality is based on experience.
2. The product-based approach, where product characteristics is the base for quality.
3. The user-based approach, where the user of a product or service decides the quality.
4. The manufacturing-based approach that emphasizes conformance to specifications and
5. The value-based approach that defines quality as a product or service that conforms to specific values.

Boaden (1997) quality management gathers a set of socio-technical theories and practices related to quality into a management discipline. Quality in this context means the extent to which organizational outputs satisfy the “customers”. The purchaser of any product or service is considered as a “customer”, but quality management extends this to the notion of shareholders, employees and society as a
whole. Mortimore & Stone (1990) cited that quality in education will change with time, reflecting society's interpretation of the educational needs and the intensity of its moral and financial commitment to fulfilling them. Therefore, the criteria for quality in education that relates the customer requirements, will involve a much greater number of interested parties. These customers include the government, education officers at various levels, board of school governors, community, parents, teachers, non-academic staff and pupils. In that way the present investigation is dealt with the involvement of student-teachers, teacher-educators, parents and the principals for ascertain TQM of teacher education institutions.

The main idea behind the application of quality standards is to do it systematically. Freed, Klugman, & Fife (1997) did extensive work on the proposal for quality principles. According to Freed, Klugman & Fife, (1997) “Quality principles are defined as a personal philosophy and an organizational culture that uses scientific measurement of the outcomes, systematic management techniques, and collaboration to achieve an institution’s mission”. The basic factors of quality principles highlighted by Freed, Klugman & Fife (1997) are “vision, mission, and outcomes; systems dependent; transformational leadership; systematic individual development; decisions based on facts; delegated decision making; collaboration; plan for change; and a supportive leader”. Thus, a proper road map is essential for the survival of the institution. Usually rivalry occurs among the departments in an institution due to change in the system. Sirvanci (2004). For the sake of the maintenance of such a system, it is very important to assign a leader. That leader should have proper communication skills and should be able to consider the need of stakeholders (Freed, Klugman & Fife, 1997), Wood (2007).

According to Evans & Dean (2003), Reeves & Bednar (1994), Wood (1997), Savolainen (2000), Yong & Wilkinson (2002) the roots of quality definitions can be divided into four categories, namely:
Quality is excellence.
Quality is value.
Quality is conformance to specifications.
Quality is meeting and/or exceeding the customer expectations.

In the four categories of quality, each quality definition has strengths and weaknesses in relation to measurement and generalisability, managerial usefulness to managers and consumer relevance. From the four categories, quality is measured most precisely when defined as conformance to specifications and is most difficult to measure when defined as excellence. Current efforts to develop a generic service quality instrument make it likely that the meeting-and/or-exceeding expectations definition of quality will guide future researchers who attempt to generalize across industries. (Parasuraman, Berry & Zeithaml, 1993).

The definitions of quality also vary in their usefulness to the managers. Quality defined as excellence can provide powerful motivation to a workforce, and quality defined as value or conformance to specifications can lead an institution to focus on efficiency, whereas quality defined as meeting and/or exceeding expectations compels a management to keep abreast of changes in the consumer demands. Each of these definitions has drawbacks for managers when implementing TQM: excellence provides limited practical guidance, value and quality typically represent different concepts, conformance to specifications may cause managers to focus on internal efficiency while neglecting external effectiveness, and understanding and measuring consumer expectations is problematic. For the consumers, meeting and/or exceeding expectations are the most relevant definition of quality. When notions of excellence, value or conformance to specifications dominate consumers’ expectations, any of these quality definitions may apply (Reeves & Bednar, 1994).
A common definition of quality however, is needed to prevent confusion among the staff and helps to resolve any arguments, which may arise from time to time within and between departments in an institution. Based on the above-mentioned analysis of quality definitions by different authors, the following definition of quality was developed for this research, namely:

“Quality is the degree of added value to the products and/or service delivery as perceived by all the stakeholders through conformance to the specifications and the degree of added excellence to products and/or service delivery through a motivated workforce, to meet customer satisfaction”.

To support the five performance objectives, Pycraft, Singh & Phihlela (2000) propose four actions required to ensure high quality, namely:

- Ensure that there is consistency between the internal quality specification of the product or service and the expectations of customers.
- Ensure that the internal specification of the product or service meets its intended concept or design.
- Ensure that the actual product or service conforms to its internally specified quality level and
- Ensure that the promises made to customers concerning the product or service can be delivered by the institution.

In recent years, the concept of zero defect (error-free work) has become popular as the management pursues a climate in which all members of their institution will dedicate themselves to the idea of zero defect in service rendering. Even though zero defect is not always possible, an institution should cultivate a zero defect attitude and should discourage their employees from not complying with requirements, thereby deviating from set standards (Vroman & Luchsinger, 1994).
The generic model of Stamatis (1996) follows a six-step approach:

- Identify the added value of service that is to be rendered to the customer.
- Identify the customer and clearly determine his or her expectations.
- Identify the institution’s critical needs that are required for customer satisfaction.
- Define the process required to perform the work in order to ensure quality customer service.
- Zero-defect the process and eliminate wasted efforts.
- Ensure continuous improvement by obtaining continuous feedback from the customer, in order to produce continuous total quality results as output.

From the analysis of the concept of ‘quality’, it can be seen that product quality and service quality are critical for institutional success. A comprehensive plan to implement measurable quality standards must be developed and an uncompromising approach toward quality must be maintained (Selladurai 2002). Quality performance objectives (internal and external) indicated by Reeves & Bednar (1994), Pycraft, Singh & Phihlela (2000) & Rao. (1996)) are all critical to institutional success in implementing the TQM as a philosophy. The basis for choosing pertinent definitions that can guide the development of frameworks and measurement methods is therefore provided through exploring the roots of various definitions of quality, identifying the strengths and weaknesses, and examining the trade-offs inherent in accepting one definition of quality over another.

Based on the analyses of “the meaning of quality”, the researcher has presented in the review of quality in teacher education as follows:

It is very difficult to give a comprehensive definition of quality. Quality means different things to different observers and interest groups; not all share the same perceptions of priorities for change. It generally signifies the degree of excellence and the totality of features and characteristics of the product, process or
service that bear on its ability to satisfy stated or implied needs. From the educational point of view, quality is seen as a complex issue as education is concerned with the human being as product. The description cannot encapsulate all the characteristics of the teachers or learners in the same way, as one could describe the quality of commodities. Hence, the definition of quality varies depending upon the individual, institution and educational situation, social and national context. Many factors interact in determining quality education, i.e., pupils and their background characteristics; teachers, administrators and their skills; schools, their infrastructure and ethos; curricula; and societal expectations. Further, we can say the major factors of quality concerns in education are input, process, and product factors.

Defining quality in education is a massive challenge since it deals with the most sensitive creation on earth – the human being. Industrial products are finished goods- take them or leave them. Nothing can be done once they are finished. Service is here and now. Education only charges the human propensities to evolve and unfold it till the last breath, a process that covers the human journey from ‘womb to tomb’. Human beings continue to learn, and evolve; ‘to be’ (Mukhopadhyay 2006). Education is goal-oriented. Accordingly, quality of education has been seen with reference to excellence in education, value addition in education Feigenbaum (1983). Fitness of educational outcome and experience for use. Juran & Gryna (1988), conformance of education output to planed goals, specifications and requirements (Crosby 1979) defect avoidance in education process Crosby (1979) and meeting or exceeding customer’s expectation of education. Parasuraman (1985). Commitment to quality makes a student proud to learn and work hard for improvement. Quality improvement is a never-ending process. Education quality leads to a prospective future.
The education system is like the backbone for any country. In any education system, teachers' training plays a vital role in development of teachers. The focus on teacher quality and teacher education has never been more evident in the rhetoric of policymakers. Everyone now understands that teachers make a difference.

To make this process a better one, in order to bring it up to the required standards; it in turn is necessary to improve the standard of teachers. This standard can be improved only if we strive towards providing better pre-service training to future teachers or the teacher educators.

➢ Teacher education is conditioned by the ethos, the culture and the character of a nation.
➢ The overall growth of a country requires an appropriate response from a futuristic education system.
➢ Our education system, its success highly depends on the quality teachers and in turn quality teacher education.

The success of a student depends most of all on the quality of the teacher. With the advent of standard-based reforms, the quality of the teachers has become a major concern of the policy-makers, college and university presidents, especially at the colleges of teacher education, and the public in general. Every child deserves a quality teacher. In an era of increasing standards and accountability in education, teacher quality and teacher training will be more important than ever.

Teachers are the kingpins of any educational system. It is said that teachers affect eternity; nobody can tell where their influence stops. Our new National Policy on Education (NPE) 1986/1992 says that no nation can rise above the level of its teachers. Therefore, teacher education, to produce teachers of high quality is of utmost importance.
Gobalan (2009) states the importance of assessment and accreditation of teacher education in the following ways:

The current debate in teacher education is on quality. We have to bear in mind that quality is never an accident; it is always the result of intelligent effort. Quality is essentially the product of adequate investment of capital, talent and hard work. Quality is not a destination; it is a continuous journey. We never reach there. We have to keep on upgrading the quality of teacher education on a continuing basis. Assessment and accreditation of teacher education for quality assurance has become imperative to help maintain and further improve the quality of teacher education.

Surinder Kaur (2009) has suggested that, the quality of teacher education programme depends on the quality of teaching practice because it is only practice through that teaching practice is the core of education programme. But it is being neglected in the system as more emphasis is one the theory. The duration of teaching practice is too short to provide sufficient experience and opportunity to the student teachers to understand all the aspects of the school programmes. Number of practice teaching days should be increased. One month block practice should be conducted. Three months internship is to be made compulsory in schools after the theory examinations.

Sunil Behari Mohanty (2008) has suggested some points to improve quality of teacher education. The suggestions are:

- Introducing professional licensure for the teacher educators.
- Introducing a register of the teacher educators.
- Making the teacher educators act as honorary academic supervisors of school teachers and
- Ensuring continued school experience of the teacher educators.
All the above listed suggestions need to be paid attention to, to accelerate the process of quality of school education in general and the quality of teacher education in particular. The strategies suggested can be of much help in improving the quality of teachers.

Sarat Kumar Rout & Behera, (2008) has contributed several strategies for improving the quality of teacher education namely:

- Breaking away the isolation of the teacher training institution.
- Introducing a stage specific teacher education programme.
- Restructuring a liberalized admission process.
- Introducing Survey-Based affiliation for opening new teacher education institutions.
- Increasing the duration of the teacher education programme.
- Upgrading the entry qualification.
- Introducing special papers in the emerging areas.
- Enhancing the quality of practice teaching.
- Orienting towards a culture specific pedagogy.
- Assessing the training needs.
- Researching and field experiments.
- Orienting / training for ICT literacy and
- Placing importance on the professional development of the teacher educators.

Whitty (1991) emphasized that quality teacher education requires:

- A genuine partnership between the various stakeholders (training institutions, schools, etc) in all routes to qualify teacher status.
- Clearer definition of competencies (or core professional skills) required by teachers as reflective practitioners.
- Monitoring of academic validation through a quality assurance system.
Administration of professional accreditation of teacher education (CATE) with strong extra–professional representation to ensure public accountability and

Sensitivity to local and sectional needs within this national framework. With such a framework, teacher education could both control and assure quality.

Sankarsan Dash (2006) suggested the following as the objectives of quality management of teacher education:

- Involve the teachers, teacher educators and educationalists while framing policies on teacher education.
- Select excellent teachers considering their experience, research and development as administrative heads in place of bureaucrats.
- Provide autonomy to the institutions of teacher education.
- Encourage teacher educator research, innovations, development etc.
- Create a separate cadre of teacher – educators.
- Encourage the professional growth of teacher – educators.
- Assure and insure professional ethics, values, and accountability of teacher- educators.
- Make teacher- educators aware of new changes and dynamism stimulating processes.
- Have a separate budget for teacher education and research.
- Link teacher education with manpower planning, resource development and the economic growth of the country.
- Ensure maximum utilization of local, regional and national resources.
- Improve the quality of teacher education by revamping the curricula, textbooks methods and aids of teaching.
- Utilize funds properly under strict vigilance.
➢ Provide ICT facilities to teacher educators and trainees with access to all electronic technologies.

➢ Coordinate, review, renovate and maintain standards of quality of education and teacher-educator.

➢ Promote international collaboration by an exchange of teachers, students and ideas, and with necessary faculty-improvement programs and

➢ To achieve this objective a strategic plan should be prepared.

Borgue & Bingham-Hall, (2003) have done extensive research on quality education. According to them, quality is “conformance to mission specification and goal achievement--within publically accepted standards of accountability and integrity”. According to their observation, those institutions with higher tuition are perceived to have higher quality, institutions with a brand name have quality, even institutions with higher amount of funds and resources are perceived to have quality. Eventually, there are selective numbers of institutions who are perceived to have quality education. Because of this consumer mind, institutions have started to raise their tuition to look good in the education industry. Thus, quality maintenance efforts are made on the perception of the current consumer in the market. Eventually those institutions with proper resources and a clear idea of the stakeholder demand and tend to get a better outcome (Politi 1995).

“Quality basically maintains equilibrium between the internal and external forces. A system that fulfils the requirement of the external forces, such as customers and at the same time applies the internal forces to accommodate them are the true winners” (Koslowski 2006).

“Quality to a customer could be derived by providing good position in the market, where as the quality as a faculty is recognition of the institution and a training program” (Eagle & Brennan, 2007).
At a time when accountability is paramount in education, it is important to understand how the educators can increase student learning. In order to increase student learning, teachers must be taught how to increase student learning. Teachers need to be taught how to teach. In order to make sure teachers are learning how to best educate the future leaders of the nation, it is imperative that the courses a candidate takes to become a teacher are worthwhile (Spring 2007).

Economic goals closely align with political ones, and a stated economic goal of education is defined by the human capital theory, which states that investments made in education today will have important consequences for the work force of tomorrow (Spring 2007).

William Glasser (1993) offers an excellent blueprint for TQM in classrooms. He emphasized that working with people is much more complex than manufacturing widgets. Hence, the outlook towards education should be more humane, more sensitive, warm and encouraging. Strategies techniques applied should be compatible to the age group of students. Quality work always feels good and should never be destructive.

“Education will not achieve the status that it deserves until there is carefully constructed, validated knowledge about how to improve student leaning, as well as how to measure student learning.” Accountability is important in the areas of pedagogical knowledge, subject area knowledge, the skills of on-the-job training as well as dispositions of the teacher candidates. All of these aspects must be addressed to ensure the quality of the future teachers and the lives they influence by ensuring the future of the workforce through human capital (Ravitch 2003).

Quality teachers were described as having some combination of the following attributes: pedagogical knowledge, subject area content knowledge,
skills and attitudes necessary for effective teaching, strong understanding of human growth and child development, effective communication skills, strong sense of ethics, and capacity for renewal and ongoing learning. (Cobb, Darling-Hammond, & Murangi, 1995).

Darling-Hammond & Bransford (2005) agreed that when teacher candidates had the opportunity to practice under the supervision of a mentor teacher, they were better able to apply their learning to the practice teaching.

Teacher candidates need to be able to practice the knowledge they have learned. Cochran-Smith & Lytle (1993) wrote “Learning from teaching ought to be regarded as the primary task of teacher education across the professional lifespan… classrooms and schools ought to be treated as research sites”.

Boyer (1990) quoted Aristotle: “Teaching is the highest form of understanding”. Bowden & Marton (1998) stated “Teaching involves development of new knowledge through the building of bridges between the teacher’s understanding and the students’ learning and through teachers learning from the students about their learning. Teaching at its best means not only and not even primarily transmitting knowledge, but enabling it to be transformed and extended as well”.

2.5. Exploring the Meaning of Quality of Education

Despite the prominence of “quality” as the motivating factor for educational planning, approaches to quality can vary widely. In much of the literature, “quality” is used in a detached way, assuming consensus both on what the term means and on the desirability of the various educational aims and approaches promoted under the banner of quality. Whether explicit or implicit, a vision of educational quality is always embedded within countries’ policies and programs. Harvey (1995) provides a useful framework for thinking about quality
by outlining five goals for education that define the vision of quality within individual systems. Education systems vary in emphasizing a single vision or, more commonly, a mixture of the five goals:

- **Education quality as *exceptionality*:** Excellence is the vision that drives education, Quality education is education that is exemplary, schools should maximize the pursuit of the highest potential in individual students.

- **Education quality as *consistency*:** Equality is the vision that drives education, quality requires equitable experience. Schools and classrooms should provide students with consistent experiences across the system.

- **Education quality as *fitness-for-purpose*:** Refinement and perfection in specific subject areas is the vision that shapes the system, Quality is seen as preparing students for specific roles. Instructional specialization is emphasized.

- **Education quality as *value for money*:** Education reflects reasonable correspondence to individual and societal investments, quality is interpreted as the extent to which the system delivers value for money.

- **Education quality as *transformative potential*:** Social or personal change is the vision that drives education, Quality education is a catalyst for positive changes in individuals and society, education promotes social change (Kubow & Fossum, 2003).

Arcaro (1997) stated that the quality of education will improve only when, administrators, teachers, staff and school board members develop new attitudes that focus on leadership, team work, cooperation, accountability and recognition. Whenever member of the organization will keep in his mind the issue that quality is customer focus. There must be total involvement in the quality transformation. Staff must be committed to quality. Schools must do things better tomorrow than they did yesterday.
Everyone is seeking for quality. Quality is the most important issue in education, business and government. Quality management is a vehicle that educational professionals can use to cope with the “forces of change”. Quality in education is very important for the betterment of the society. Especially the teacher training/ education colleges are the most important in enhancing the quality of education (Muhammad Arshad Dahar, Fayyaz Ahmad Faize & Asaf Niwaz 2010).

The classrooms are created by committed and dedicated teachers. These teachers are trained in teacher education institutions. Teacher education institutions should maintain quality to ensure the academic excellence of the trainees who come into the teaching profession. Quality is a comparative standard prescribed for those institutions that are on the quest for output brilliance. Quality assurance in teacher education reflects on the high profile of the institution and the competency of student-teachers (Manivannan 2010).

Teacher education institutes have a vital role in improving the standards of the system of education by preparing competent and effective teachers. It has generally been agreed that the quality of nation is judged by the quality of its citizens. The latter is mostly determined by educational system which in turn is decided by the quality of teachers it has. (Yojna Srivastava & Sanjay Kumar Upadhyaya, 2011).

Emphasizing the fluid nature of education quality, Adams (1993) identifies multiple co-existing definitions of quality as concepts-in-use with the following characteristics:

- Quality has multiple meanings.
- Quality may reflect individual values and interpretations.
- Quality is multidimensional; it may subsume equity and efficiency concerns.
Quality is dynamic; it changes over time and by context.

Quality may be assessed by either quantitative or qualitative measures.

Goals of quality may conflict with efficiency, equity, or other goals.

Quality is grounded in values, cultures, and traditions. It may be specific to a given nation, province, community, school, parent, or individual student and

Different stakeholder groups often have different definitions of quality. Thus “winners” and “losers” may be associated with any particular definition.

As per the 2005 Education For All (EFA) UNESCO Monitoring Report: *The Quality Imperative* points out that “agreement about the objectives and aims of education will frame any discussion of quality and that such agreement embodies moral, political, and epistemological issues that are frequently invisible or ignored” (UNESCO 2004). The report further emphasizes that different notions of quality are associated with different educational traditions and approaches:

The humanist approach, one of the precursors of constructivism, focuses on learners constructing their own meanings and integrating theory and practice as a basis for social action. Quality within this tradition is interpreted as the extent to which learners translate learning into social action.

The behaviorist approach, heading in another direction, assumes that students must be led and their behavior is controlled to specific ends, with quality measured in precise, incremental learning terms.

Critical approaches, on the other hand, focused on inequality in access and outcomes of education and on education’s role in legitimizing and reproducing existing social structures. Quality education within this tradition is seen as prompting social change, encouraging critical
analysis of social power relations, and ensuring that learners participate actively in the design of their learning experience.

- Indigenous approaches to quality reject mainstream education imported from the centers of power, assure relevance to local content, and include the knowledge of the whole community (UNESCO 2004).

Whatever the broader vision of quality, most countries’ policies define two key elements as the basis of quality: students’ cognitive development and social/creative/ emotional development. Cognitive development is a major explicit objective of virtually all education systems. The degree to which systems achieve this is used as the major indicator of their quality, although there is wide disagreement on what to measure as cognitive achievement and how to measure it. The second key policy element, learners’ social, creative, and emotional development, is almost never evaluated or measured in a significant way (UNESCO 2004).

The framework provides a means for organizing and understanding the different variables contributing to education quality, encompassing access, teaching and learning processes, and outcomes influenced by the context and inputs available:

- Learner characteristics affect quality and include aptitude, school readiness, and perseverance.
- Context, which significantly affects quality, includes socioeconomic and cultural conditions, labor market factors, public resources for education, the philosophical perspectives of teacher and learner, parental support, and time available for schooling and homework.
- Enabling inputs are critical to quality and includes teaching and learning materials, physical infrastructure, human resources, especially teachers, but also principals, supervisors, and school governance.
Teaching and learning approaches are central to quality. They include learning time, teaching methods, assessment, feedback, incentives, and class size.

Outcomes, which signal overall quality, include literacy, numeric, and life skills - creative and emotional skills, values, and social benefits (UNESCO 2004).

Recent trends have brought the discussion of educational quality closer to the local level, emphasizing the role of schools, teachers, school leadership, community members, and students in defining and creating quality.

Efficient administration and community involvement should be emphasized in policies and programs intended to help improve educational quality. Adams (1993); Cummings (1997); Dalin (1994); LeCzel & Liman (2003); Nielsen (1997); Nielsen & Beykont (1997); Nielsen & Cummings (1997).

Teacher-Educators are the focus of many quality teaching initiatives. Much of the success of quality teaching support depends on acceptance by the teachers and the use of the instruments at their disposal in their teaching activities.

Quality teaching initiatives constitute an occasion for the teachers to think about their own actions and role in the enhancement of quality which helps in understanding how to teach better and more effectively and more efficiently, that is, an upgrading of their pedagogical skills. Gaining acceptance of, and commitment to, reflective practice and consequential adaptation and innovation is vital.

Teacher- Educators play a vital role to bring quality in teacher education in the following ways:

- Technology-based teaching, intranets and discussion forums are pedagogical tools that can be used to improve the students-to-teacher
interaction (e.g., the e-learning platform) and to better assess the students’ progress.

- It is important to link practices, methods and tools with the institutional quality teaching policy, and to relate the expectations of the teachers to the programme or the institution’s expectations in terms of learning outcomes.

- Teacher-Educators are the central actors for a reflection on the evaluation criteria of quality teaching: which practical aspects have to be addressed and which changes have to be put in practice? Collaboration with the quality units in the design and implementation of curricula can be a good starting point.

- The definition of quality teaching is related to each teacher’s values, aptitudes and attitudes: teaching is a dynamic activity, which has strongly subjective aspects that depend on personal and collective philosophy and values.

- Teacher-Educators’ career progression may be influenced as quality teaching issues gain greater relevance at the institutional level. Institutions are seeking ways of rewarding teachers who commit themselves to quality teaching.

The key role of Student-Teachers in promoting Quality:

- Student-Teachers are increasingly becoming a force promoting quality teaching. They are the primary beneficiaries of quality teaching initiatives, and they can play an active role in developing the awareness of quality teaching in the institution.

- Student-Teachers can collaborate with the teacher-educators and leaders in the definition of the initiative and of the quality teaching concept itself, keeping the interaction alive and raising concerns on teaching, on learning environments, on the quality of content and on
the teacher-educators’ attitude. They can better function as active players if invited to serve in the governing bodies or used as evaluation experts of equal status to academic peer reviewers.

- Associations and student-teachers group can bring new ideas and influence the institutional policy on quality teaching, by creating discussions and raising problems with which they are directly concerned.

Factors such as family background continue to predict a majority of the variation in student achievement, but scholars generally agree that teacher quality is probably the most important school-based factor affecting achievement. Specific estimates are difficult to arrive at because economists have been unable to link a portion of the variation in the student achievement to any particular input. Sawchuk (2011).

2.6. Concepts of Total Quality Management

Hashmi (1994) describes that Total Quality Management (TQM) is a management that originated in the 1950's and has steadily become more popular since the early 1980's. TQM is a method by which management and employees can become involved in the continuous improvement of the production of goods and services. It is a combination of quality and management tools aimed at increasing business and reducing losses due to wasteful practices. TQM is a management philosophy that seeks to integrate all organizational functions to focus on meeting customer needs and organizational objectives.

There is need for the introduction of total quality management that will involve all the stake holders especially the principal, teachers, students, parents and even the community. It must be emphasized that the success of education rests in no small measure on informed planning, efficient organization and dedicated leadership; just as learning cannot take place in a classroom manned by ill-
prepared and unskilled teacher, no educational system can rise above the quality of its administration. The diversified nature of our society demands a different, more creative solution to our basic education problem. (Ojo 2007).

“TQM is a structured attempt to re-focus the organisation’s behaviour, planning and working practices towards a culture which is employee driven, problem solving, stakeholder oriented, values integrity, and open and fear free. Furthermore, the organisation’s business practices are based on seeking continuous improvement, devolution of decision making, removal of functional barriers, eradication of sources of error, team working, honestly, and fact based decision making” (Ghobadian & Gallear, 1996).

Quality issues are considered as a basic part of the activities of an increasing number of private as well as public companies, organizations and institutions. Based on this thought, one philosophy has emerged in the concepts of quality and management called Total Quality Management.

Total Quality Management, by its very nature, is dynamic. It is a management philosophy for the pursuit of excellence in the organization. Deming (1951) a pioneer exponent of TQM gives importance to the role of management. According to him, the problem of quality primarily lies with the management. Juran (1989) uses the Japanese word “Kaizen” that means step by step improvement. He also emphasizes the major role of the management relating to quality. Crosby (1993) gave the concept of “Zero defect” which implies that in a perfect quality product there should not be any defect in the production processes. Quality is maintained not only by adopting a program or project but by creating a new quality culture in the organization. Every individual, every group and every enterprise should be an active participant of the common objective of the goal of quality. That is the rational for the word TOTAL in total quality management.
Total Quality Management has been used successfully in variety of organizations, including manufacturing and service organizations. Total Quality Management was first applied in industries. Colleges and universities have later gradually started applying Total Quality Management principles. Some researchers have documented the experience of ISO 9001:2000 certification and Total Quality Management implementation in some higher educational institutions. Total Quality Management is for achieving excellence (Jabnoun & Sedrani, 2005), and Total Quality Management is for continuous quest for excellence (Lakhe & Mohanty, 1994). Total Quality Management can be defined as a holistic management philosophy aimed at continuous improvement in all the functions of an organization to deliver goods and services in line with customers’ needs or requirements (Demirbag 2006). Management Leadership is a key factor in the success of Total Quality Management in higher education institutions (Tari 2006). When top management is committed to quality, adequate resources will be allocated to quality improvement efforts (Karuppusami & Gandhinathan, 2006).

The learning environment that includes lecture rooms, laboratories, and social space can become a surrogate indicator of the institution’s capacity to offer service in an organized and professional manner (Bitner 1992). The learning support facilities include libraries and computing facilities. And other facilities include student accommodation and health care (Harvey 2003). The learning environment that includes lecture rooms, laboratories, and social space can become a surrogate indicator of the institution’s capacity to offer service in an organized and professional manner (Bitner 1992). The learning support facilities include libraries and computing facilities. And other facilities include student accommodation and health care (Harvey 2003). Students will have an idea of “overall” quality of the service provided by an institution. Evaluating students’ opinion on the overall service quality can be compared with known benchmarks Owila & Aspinwall, 1998). Naik (2001) has strongly suggested that bringing quality movement
through the application of Total Quality Management in Indian higher education will result in global recognition.

“Total Quality Management is a management philosophy that builds a customer-driven, learning organization dedicated to total customer satisfaction through continuous improvement in the effectiveness and efficiency of the organization and its processes” (Kaufman 1992). Total quality management provides what is required as judged by the client. It is accomplished through everyone in the organization being committed to achieve results, a passion for quality and decisions based on performance data. Total Quality Management emphasises that it is important for all elements to fit together to turn raw materials into the products and deliverables that satisfy clients. Customer satisfaction is the result most addressed by Total Quality Management. Crosby (1979; Caplan 1990). Neves & Nakhai, (1993) describe the basic tenets of Total Quality Management which are as follows: “long-term perspective, customer focus, and top management commitment, systems thinking, training and tools in quality, increased employee participation, development of a measurement and reporting system, improved communication between management and labour, and continuous improvement.” It can be seen from the above definitions that Total Quality Management describes two main notions:

1. Continuous improvement and
2. The tools and techniques/methods used.

In general, Total Quality Management encompasses many management and business philosophies and its focus gets shifted, based on the scenario where Total Quality Management is applied. Whether it is in industry or higher education, Total Quality Management philosophy revolves around the customer.
Total Quality Management in education surfaced in 1988 at Mt. Edgecombe High School in Sitka, Alaska, when David Langford, the school’s technology teacher/coordinator, applied Total Quality concepts in his classes. Total Quality Management has become increasingly popular in education, as evidenced by the plethora of books and journal articles since 1990 (Tucker 1992). Total Quality Management has also spread into the mainstream of educational organizations. The association for supervision and curriculum development, for example, devoted the entire November 1992 issue of its journal, Educational Leadership, to the quality movement in education. In support of the Total Quality Management initiatives in education, Crawford & Shutler (1999) applied Crosby’s (1984) model to suggest a practical strategy for using Total Quality Management principles in education. Their strategy focused on the quality of the teaching system used rather than on the students’ examination results. They argue that examinations are a diagnostic tool for assuring the quality of the teaching system. To satisfy the educational needs of students, continuous improvement efforts need to be directed to curriculum and delivery services. From such a perspective, various root causes of quality system failure in education have been identified. These include poor inputs, poor delivery services, lack of attention paid to performance standards and measurements, unmotivated staff and neglect of students’ skills (Ali & Zairi, 2005). One of the weaknesses of such a perspective is its concentration on the student as a customer whereas Total Quality Management in education should concern the customer beyond students.

In addition, the American Federal Office of Management (cited in Morgan & Murgatroyd1997) defines Total Quality Management as,

...a total organizational approach for meeting customer needs and expectations that involves all managers and employees in using quantitative methods to improve continuously the organization’s processes, products, and services.
According to the latter definition Total Quality Management is not merely a technical system. In fact, Total Quality Management is associated with the organization itself, which is also a social system. Pike & Barnes (1996) argue that organizations are not only technical systems, but also human systems. Oakland (1993) states that Total Quality Management is an attempt to improve the whole organization’s competitiveness, effectiveness, and structure (Dale 1999).

Total Quality Management is the mutual co-operation of everyone in an organization and associated business processes to produce products and services, which meet and, hopefully, exceed the needs and expectations of customers. Total Quality Management is both a philosophy and a set of management guiding principles for managing an organization.

Boaden (1997) discusses Total Quality Management as a discourse and identify its “many ideas”, including Total Quality Management human resource management, marketing, business process management and a new management paradigm. Eng & Yusof (2003) support Boaden (2003) and highlighted that Total Quality Management integrates fundamental management techniques, existing improvement efforts and technical tools in a disciplined approach. The two researchers continued to mention that Total Quality Management is a collection of principles, techniques, processes and best practices that over time have been proven to be effective. This diversity of views may strengthen the subject area, but it has apparently not been discussed extensively. Most world-class institutions exhibit the majority of behaviours that are typically identified with Total Quality Management.

a technique that can be applied artificially to improve the efficiency of an institution, but that

- it is a way of life, a passion, something that everybody should do,
- it is a culture, which should be lived by everybody in an institution, and
- It should be modeled by those in positions of leadership, but should eventually be a matter of personal leadership, which is practiced by all members of institutions (Dervitsiotis 2003). Total Quality Management blurs the boundaries between the institution and the environment. Entities previously regarded as outsiders (e.g. suppliers, customers) are now considered part of institutional processes.

Pycraft, Singh, & Phihlela (2000) & Yong & Wilkinson (2001) mention that in recent years Total Quality Management has been one of the most prominent ideas applied in the management milieu to reengineer institutions and bring about change. There are basically three reasons for this phenomenon. Firstly, the ideas of Total Quality Management currently have a major intuitive attraction for people, as they desire to maintain high standards of quality. Secondly, Total Quality Management can result in a dramatic increase in an institution’s effectiveness. A third reason, according to Hammer & Champy (2000) is that institutions like to centre all work around processes, an approach known as process-based work, that can assist institutions to obtain an advantage over their competitors who do not follow such an approach.

Ross (1994) defines Total Quality Management as the integration of all functions and processes within an organization in order to achieve continuous improvement of the quality of goods and services. The goal of the organization is to meet customers’ expectation and satisfaction with the optimum involvement of the human resources within the organization.
Williams (1993) suggest that there are two dimensions of Total Quality Management. The first dimension regards Total Quality Management as a management tool to increase productivity, keep the customers happy, and cut down waste; secondly, it is a means of making us better people, of developing our professional good manners, and providing us with a moral education.

Total Quality Management is a strategic approach to produce the best products or services through a process of continuous improvement of every aspect of the organization's operation. Ashcroft & Palaciao (1996) considered Total Quality Management as an approach to change the culture of an organization so as to create a constant search for improvement in practices and systems, particularly inputs, processes and outputs.

The principle of Total Quality Management is given by Deming (1986) that the quality must focus on linkages among functions across entire organizations. Total Quality Management (TQM) is a management concept that focuses the collective efforts of all managers and employees on satisfying customer expectations by continually improving operations, management processes, and products (Berry 1991).

Total Quality Management combines quality control, quality assurance, and quality improvement (Hoyle 1994) and goes beyond traditional customer satisfaction by addressing the needs of internal customers, suppliers, and other stakeholders (Peach 1994). Adopting the customer focus and systems orientation of total quality management can facilitate the achievement of the organization. Because of the popularity of Total Quality Management, many broadly accepted models promoting and improving quality have been designed. Organizations believe that they should implement two or more models to deliver quality products or services to their customers. The Baldrige Award, the Deming Prize, and the ISO 9000 Registration are three among many quality systems that may be taken
together to establish excellent Total Quality Management programs. The Conference Board, as cited by Boaden (1997) has reviewed 20 studies on Total Quality Management, which are across different sectors and perspectives. A series of generic Total Quality Management elements has been identified by the Conference Board and these generic Total Quality Management elements are as follows:

- Customer first orientation.
- Top management leadership of the quality improvement process.
- Focus on continuous improvement.
- Respect for employees and their knowledge.
- Employees are actively involved in the improvement process.
- Reduction of product and process variation.
- Provision of on-going education and training of the employees.
- Familiarity with a statistical way of thinking and the use of statistical methods throughout the organization.
- Emphasis on prevention rather than detection.
- View of vendors as long-term partners.
- Performance measures that is consistent with the goals of the organization.
- Standardization, the development of and adherence to the best known.
- Ways to perform a given task.
- Emphasis of product and service quality in design.
- Cooperation and involvement of all functions within an organization.
- Awareness of the needs of internal customers and
- Substantial cultural change.

Over the past few decades, the quality gurus Crosby (1979), Deming (1986), Feigenbaum (1983), Juran (1986), and others have developed and advocated certain instructions in the area of quality management. Their
approaches into quality management provide a good understanding of quality management principles.

There are different opinions about Total Quality Management, some people see it as an absolute mean to reach competitiveness and some others see it as a management vogue, however, there are some reasons for these differences in perspectives, Becker (1993), Ghobadian & Gallear (1996). Hellsten & Klefsjö (2000) believe that these different ideas have formed because the gurus, who are seen as fathers of Total Quality Management, do not like the concept.

Beside there are different names for almost the same idea, and finally there are many vague descriptions and few definitions of what Total Quality Management really is, this reason is the most severe one. In other words, they definitely believe that there are many descriptions of the total quality management notion in literature, but few definitions.

Therefore, defining of what Total Quality Management really is does seem to be a tough job by itself. For instance, Okland (1989) says Total Quality Management is “an approach to improving the effectiveness and flexibility of business as a whole”, and some other definitions in this context are:

- A set with improvement tools useful in an organization
- Total Quality Management is a management philosophy.
- Total Quality Management is a program for changes based on a company’s culture and
- Total Quality Management is a management system.

Glasser (1993), Lezotte & Schmoker (1993), are among the researchers who have researched TQM in the efforts to restructure and improve education. The implementation of Total Quality Management in education implies meeting needs and reasonable expectations of external customers of education.
Oakland as quoted by Berry (1996) defines TQM as:

… an approach to improving the effectiveness and flexibility of business as a whole. It is essentially a way of organizing and involving the whole organization; every department, every activity, every single person at every level.

By the definition, it is obvious that TQM is applicable to all types of business, and it requires total involvement of all parties which have either direct or indirect contact within or outside the organization. In the context of education, Harris (in Kwan, 1996) defines three common approaches to TQM, namely, customer focus, staff focus, and service agreement stance.

Alif (1998) believed that applying Total Quality Management in education placed greater attention on customer satisfaction. The many advantages of adopting Total Quality Management in educational institutions include:

- Improved student services and increased student empowerment.
- Improved delivery of continuing and vocational education.
- Decreased compartmentalization.
- Improved delivery of instruction through new technologies with the focus on mastering learning.

Ron Fitzgerald (2000) explained that how Total Quality Management can redefine the learning process in education and focuses on the element of clear mission and role of teams in education.

In traditional classrooms, teachers often follow this sequence:

Plan → Teach → Test.

As a result, many students fail to learn at the highest possible level in this system. The Total Quality Management alternative is:

Plan → Teach (DO) → Check → Revised Teaching (ACT) → Test.
The above steps may be taken cognizance by the teacher-educators in their class. Then only teaching becomes meaningful. It is explained in the following ways:

**Plan**

Before the teacher–educators going to teach, he / she should categorize the whole class into different categories and decide the input according to these categories.

**Teach**

At this stage the teacher–educators decide which types of teaching methodology should be used so that all student-teachers can involve and grasp the things properly.

**Check**

It is very important for getting the ideal result. In this phase of the class, the teacher-educators are required to check many things like the grasping power, understanding ability, observation power of the students etc.

**Revision**

Before concluding the class, teacher-educators must revise all the content of the ongoing class in brief.

**Test**

Before the teacher-educators wind up their class, they should test the student-teachers grasping in that class.

Based on the analyses of “the concepts of total quality management”, the researcher will proceed to point out the review under the head-Total Quality Management in Teacher Education Institutions.
2.7. **Total Quality Management in Teacher Education**

Total Quality Management approach to education is considered as successful and widely implemented in higher education in advanced countries. Its implementation in the teacher training institutes is necessary because effective teacher preparation programs produce effective teachers and these institutions have a vital role in improving the standards of the system of education by preparing competent and effective teachers. The quality of a nation is judged by the quality of its citizens which is determined by the educational system in the nation which in turn is decided by the quality of teachers it has.

In the recent decades, quality philosophy and principles have become central to international educational reform efforts in nations such as Canada, Australia, Japan, the United States and the United Kingdom. Weller (1996). The attraction of Total Quality Management philosophy was mainly because of its successful recording in the world of business in producing quality products and services. In fact, Total Quality Management provides a structured and comprehensive delivery system which could lead to educational improvement (Weller & Hartley, 1994).

TQM offers a complete change in teaching. TQM is applicable in the academic arena. It emphasizes "the systematic nature of work in which all are involved." It throws light on the synergistic relationship among the suppliers and customers i.e. the institution (administrators, managements, principles, teachers and officials) and the students. The Product of their successful work together is the development of students' capabilities, interests and characters. The teacher educators and institutions are the suppliers of effective learning tools, environments and systems to the student, who is the institution's primary customer (Yojna Srivastava & Sanjay Kumar Upadhyaya, 2011).
There are still numerous arguments about the application of Total Quality Management in education, such as business activities are not the same as education. And who is the real customer in education? What is the product of education? By translating the ideas generated from Total Quality Management to education, and by adaptation of Deming’s fourteen points, we could see there is not much difference implementing Total Quality Management principles into education as well as implementing it in industry.

In education, Total Quality Management recognizes students as both customers and employees of the education system (Weaver, 1992). The roles of the students must be recognized by involving them in their own education. However, student evaluation in Total Quality Management is very important and should be done continuously throughout the school year (Weaver, 1992).

The development of a nation is possible only through education. Education should be qualitative and hence TQM is needed urgently. It is the prime duty of every teacher educator to maintain quality in teacher education and in educational institutions. A primary step in TQM implementation is to assess the organisation's present status and its current needs. The basic steps in managing a transition to a new system such as TQM are – identifying tasks to be done, creating management structures, developing strategies for building commitment, designing mechanism to communicate the change and assessing resources. This is a difficult, comprehensive and long-term process. Managements need to maintain their commitment, transparency, provide necessary support and hold people accountable for results (Yojna Srivastava & Sanjay Kumar Upadhyaya, 2011).

Total Quality Management is an approach that encourages the employees at all levels of an organization to make suggestions about how work should be done and to take an active role in improving processes. Its principles are conceptualized and documented by authorities such as Edwards Deming (1951), Joseph M. Juran.
(1989), & Philip Crosby (1993) and they have been widely implemented in corporate America under the name of the total quality management (TQM). The literature is abundant with the articles indicating that the quality principles are proven ways of improving the effectiveness and efficiency of organizations. The best way to go about it is to begin with the educational institutions. Teaching institutions in general and professional schools in particular can contribute to the quality movement by preaching and practicing quality. A wide variety of surveys are conducted on the implementation of total quality in teacher education. The Carnegie Commission (1986) emphasizes that teachers "must be able to learn all the time. Teachers will not come to school knowing all they have to know, but knowing how to figure out what they need to know, where to get it, and how to help others make meaning out of it".

One more definition has been introduced in this context from Hellsten & Klefsjö (2000) They see Total Quality Management as a management system, which consists of three interdependent components: values, methodologies, and tools and the aim is to increase internal and external customers’ satisfaction with a reduced amount of resources. Nevertheless, the origins of the Total Quality Management in business and industry, and its successful implementation in most cases as a universal remedy have joined to bind its acceptability to higher educational institutions, and many articles have been written on the subject. In fact, there are many advantages that the product-oriented businesses and service oriented organizations like Higher Educational Institutions (HEIs) both can rely on to pursue the Total Quality Management program (Ramona & Sower, 1997). However, for introducing a Total Quality Management approach in an organization or institution it is better to classify it in two phases. The first phase can be the defining of what Total Quality Management really is, and the second phase is about the implementation of this approach. In fact, without having a
comprehensive understanding of the whole concept, its implementation is not recommended, and it will cause failures.

Hasson & Klefsjo (2003) define Total Quality Management as a “management strategy that has interrelated components, namely: core values, techniques and tools”. Whereas, according to Scrabec (2000), “Total Quality Management should be viewed as TQE (total quality education); this model moves beyond customers to include: society and business beyond the student”.

Zairi & Youssef (1995) says “Total Quality Management must be viewed holistically by examining management factors such as institutional goal statements, long-range plans, and assessment techniques”. Basically Total Quality Management is a fusion of the internal and external needs and values”; balancing them is the most difficult task. Edwards Deming was the first scholar to introduce the concept of Total Quality Management. He emphasized that the need of implementing quality control checks in every organization. Bonstingl, (1992). & Owens (2001) casually states “total and continuous quality improvement is seen as a journey not as destination and as such has no real beginning or ending”. Thus it is a continuous effort for the management to maintain a standard in the institution. Basically Total Quality Management has been seen as a managerial tool to fix the problems relating to services as well as approaches in the education industry and it can standardize the education industry (Venkatraman 2007) & (Peat 2005).

Madu & Kuei (1993) discussed the dimensions of quality teaching in higher educational institutions. They discussed the difference between Total Quality Assurance and Total Quality Management, and recommended changes to be made in colleges and universities in order to improve the quality of teaching.

Sureshchandar (2001) discussed 12 dimensions of quality management as critical for the utilization of a Total Quality Management environment in service
organizations like banking and non banking financial institutions, insurance, health care system and education. A conceptual model for Total Quality Control has been proposed demonstrating the relationships among its dimensions.

Sangeeta Sahney (2004) explores that the quality of education is becoming important, particularly so in higher education, where the quality of process is the quality of output in the form of enlightened students who move out of the system.

Feigenbaum, devised the term in 1961, named it total quality control (TQC). Total Quality Management can be defined as “the process of integration of all activities, functions and processes within an organization in order to achieve continuous improvement in cost, quality, function and delivery of goods and services for customer satisfaction”. It refers to the application of quality principles to overall processes and all the management functions in order to ensure total customer satisfaction. Total Quality Management implies the application of quality principles right from identification of customer needs to post purchase services. Total Quality Management has been adopted as a management paradigm by many organizations worldwide. Quality movement in across the world starts with quality improvements project at manufacturing companies. But later it spread to other service institutions including banking; insurance, nonprofit organizations, healthcare, government and educational institutions. Total Quality Management models, based on the teachings of quality gurus, generally involve a number of “principles” or “essential elements” such as teamwork, top management leadership, customer focus, employee involvement, continuous improvement tool, training etc. Total Quality Management is the process of changing the fundamental culture of an organization and redirecting it towards superior product or service quality (Gaither 1996). Total Quality Management can be defined as a general management philosophy and a set of tools which allow an institution to pursue a definition of quality and a means for attaining quality, with quality being a
continuous improvement ascertained by customers’ contentment with the services they have received (Michael 1997).

Shulman (1987) has identified seven categories of professional knowledge and four sources of such knowledge. The seven categories include knowledge of content, general pedagogy, curriculum, pedagogical content, learners and their characteristics, educational context, and educational ends and purposes. The four sources of that knowledge base are scholarship in disciplines, educational materials and structures, formal educational scholarship, and the wisdom of practice.

Whitty (1992) emphasized that quality teacher education requires a genuine partnership between the various stakeholders, a clearer definition of competencies required by the teachers as reflective practitioners, monitoring of academic activities through a quality assurance system, administration of professional accreditation through a council for accreditation of teacher education with strong extra professional representation to ensure public accountability, sensitivity to local needs within this national framework.

Hillman (1995) concluded that more education faculty teaches about technology than with it. Teacher education programs must pay heed to the fact that teachers need consistent, pragmatic training in the use of various technologies for instructions. Over the past years, the public and politicians have become concerned with the quality of the teachers in the public schools. As a result of this concern, today's educational institutions are most interested in the level of preparedness of their teacher candidates. Preparing teachers for the rigors of teaching is a challenging task for all institutions. Mason (1997), Gore (2001) advocates a framework rooted in classroom practices with four components; intellectual quality, relevance, supportive classroom environment, and recognition of differences. In essence, Gore suggests that the knowledge base for teacher
education should include the same elements that characterize effective teaching. Graham’s study concluded that Total Quality Management principles enhanced teaching and students’ success is resulted from positive attitudes, collaboration, and quality culture.

Total Quality Management becomes Total Quality Education (TQE) in the work of Franklin P. Schargel. (1994). He defines TQE as a process that involves focusing on: meeting and exceeding customer expectations, continuous improvement, sharing responsibilities with employees, and reducing scrap and rework.

Scrabec (2000) Total Quality Management should be viewed as TQE (total quality education); this model moves beyond customers to include “society and business beyond the student”.

Helms (2001) “Total Quality Management stresses a quality mission and goal and examining the productivity and professionalism of the teaching profession…” With additional powers bestowed from principals, teachers have the opportunity to exhibit their skills inside and outside of the classroom. Use of an empowering approach as Glasman (1995) maintained “…involves the understanding that school teams (including teachers) should be empowered by the principal to share decision making so as to respond directly to requests and concerns voiced by parents”.

Helms (2001) maintained that “Consistent effort in improving teaching, research, and service matches the Total Quality Management tenets of continuous improvement…”. Commitment, organizational management and leadership, taking action and communications are the responsibilities of teachers, principals and community members associated with educational systems. Scharitzer & Korunka (2000) maintained that “…the introduction of Total Quality Management requires
adequate surroundings which can typically be found in project-oriented procedures…”

Ramesh H. Naik (2007) suggested some points to educational institutions to apply Total Quality Management. These are:

- Creating Quality consciousness among all connected with the educational institutions namely management, faculty, students, parents, and the society at large.
- Total commitment of the management be it government, university or private aided or unaided body to providing quality education.
- Setting up of short term and long term goals for improving the quality of education and preparing a plan of achieving the goals.
- Monitoring quality improvement programmes at frequent intervals and making suitable alternatives wherever necessary in the programmes.
- Motivating the staff to work with enthusiasm and dedication to achieve the goals set.
- To pay attention to improving the entire process of teaching and learning and the environment in the institutions, to bring out the best from the students.


- Reorientation of subject knowledge.
- Vitalization of professional students.
- Improvement in methods of teaching and evaluation.
- Development of special courses and programmes and
- Quality control in teacher education.

S.K Yadav (2005) stated that, the teacher educators play a vital role in order to bring Total Quality Management in teacher education. He strongly believes that, the quality of teacher preparation is closely related to the quality of teacher
educators. So, there is a constant need for specialized professional development courses in terms of content, process, research and evaluation in relation to both school and teacher education.

The teacher-educators are responsible for producing quality teachers. Harvey (1993) & Atwood (2007) point out that Quality processes tend to focus on ‘core’ aspects of education such as learning-teaching and course organization. In other words teacher educators’ way of organizing theoretical framework, practical sessions and skills development programme affect the future teachers. The activities suggested during training are carried to the classroom teaching in the schools. Researchers like McAffrey (2003), Rivkin (2005) & Rockoff (2004) found that teachers have a significant impact on the achievement of the students.

2.8. Quality Development of Teacher Education

Teacher education comes under higher education. Higher education plays a vital role in human capital formation. Economic development of a country is also correlated with the development of higher education, says the World Bank (1998). In any educational programme, the teacher is the most important element. Adequate number of quality teachers can implement the educational process through which the desired development of the students is achieved. The quality of the teacher, to a large extent, depends on the quality of teacher education received by him/her (NCTE, 1998). The following recommendations are made in order to ensure the quality in teacher education programme.

- All teacher education institutions should ensure that quality management is implemented at all levels. These institutions should be subjected to periodical assessment and accreditation from the national assessment bodies like NAAC and ISO.
- Internal and external periodical assessment cells should be formed to monitor and promote quality in teacher education programmes as per the
guidelines of national agencies like National Council for Teacher Education (NCTE), NAAC etc.

- Establishment of teacher education institutions should be according to the demand and supply policy. Quality of teacher education should be ensured when there is quantitative expansion.

2.9. The Three Basic Dimensions of Trained Teachers

Fullan (1993) any teacher education programme can become an effective instrument for change if it inculcates in teachers a sense of moral purpose, a knowledge base and the practical skills.

Nielsen (1997) further states that although each education system has its own ideas about what it considers to be ‘teaching of quality’, there seems to be a consensus as to the following indicators: moral purpose or disposition, knowledge base, practical skills.

a) Moral Purpose or Disposition

- A commitment to providing the best possible instruction to all students irrespective of their social or cultural background.
- A sense of caring towards the students and a desire to ‘make a difference’ in their lives.
- A concern for enculturation moral and civic values, through direct teaching and exemplification and
- A sense of responsibility or ‘stewardship’ towards the school as a whole, namely, a willingness to join with others in building a safe, nurturing and stimulating environment.

b) Knowledge Base

- A basic mastery of the subject matter to be taught.
- A firm grasp of the basic principles of pedagogy.
A knowledge of subject-specific pedagogy (appropriate ways of teaching particular subjects) and
A basic understanding of child development concepts and the socio-cultural historical context of schooling.

c) Practical Skills
The skillful use of a variety of approaches to classroom instruction.
The capacity to assess student progress and adjust instruction accordingly.
Competence in classroom organization and management and
The capacity to contribute to school-level decision-making and renewal processes.

2.10. The Total Quality Management and Performance of Education Institution

Changing to quality performance can be difficult, since it creates tension and uncertainty about the outcomes which are often ill defined and which deviate from the security of existing values and norms (Walton 1986). Regardless of Walton’s view total quality management has become operational in many educational institution systems in some countries as the answer to the call for educational reform and restructuring.

Weller & Hartley (1994), Schmoker & Wilson (1993), & Newman (1990) have related the many positive impacts of Total Quality Management on the performance of the educational institutions. These performances include student achievement, teacher morale, student self-esteem, and cost effectiveness as educational institution systems restructure their educational delivery system.
2.10.1. Students-Teachers’ role as a Customer in Education

Among the Total Quality Management principle implementation, the principle of customer focus is probably the most important as it is reflected in the weight of quality award evaluation. In fact, customer satisfaction is often used synonymously with quality, and quality is frequently defined as meeting and exceeding customer expectations. One of the critical steps in Total Quality Management implementation is the step of customer identification, where current and potential customers of an organization are determined. Customer focus provides the direction and targets for improvement efforts and customers and the market are the driving forces for quality efforts.

As higher education institutions adopt the Total Quality Management standard and initiate continuous improvement, the customer identification step at these institutions seems to present more difficulties than are encountered in business organizations. Among the main groups within the higher education institutions, namely faculty, students, and administrators, there is not much agreement on who the customer is.

The student-teachers are the internal customers in terms of using education institution. In fact, paying the customers with many campus facilities and services, such as dormitories, food services, bookstores, libraries, sport facilities, registrar and others. These non-academic facilities contribute indirectly to the quality of the institution’s product by helping to attract better student-teachers, providing a more satisfactory campus climate, and also by supporting academic programs.

2.10.2. Learner Centered Approach

The role of Student-Teachers:

- Total Quality Management recognizes student-teachers as both customers and employees of the educational system. Administrators need to involve student-teachers in their own education by training them to question the
learning process, and once the student-teachers have questioned it, administrators need to seriously consider student-teachers proposals for change (Olson 1992).

- The role of Teacher-Educators: Total Quality Management calls for changes in teacher-educators’ relationships with both student-teachers and administrators; teacher-educators need to view education through student-teachers’ eyes, and they need to work with administrators as a team. This teamwork is largely the responsibility of administrators, who need to delegate some of their responsibility and power to teacher-educators (Rhodes 1992).

- Testing and Evaluation: Instead of using standardized tests and grades to measure student-teachers’ progress, the institution that embrace Total Quality Management often try to assess student-teacher progress regularly throughout the academic year. By doing so, they avoid bringing problems to student-teachers’ attention at the end of the year, when it is too late to do anything about them. The same sort of process is used to evaluate teacher-educators and administrators as well; instead of basing teacher-educator evaluation on one classroom visit, teacher-educators are evaluated throughout the year (Blankstein 2005).

The literature on Total Quality Management argues that implementing Total Quality Management in education would save time, money and efforts through doing things right first time. Total Quality Management will also help education to show greater value for all stakeholders, provide better quality provision and communication and continue seeking innovation and improvement.

Maryam bint Belarab bin Mohammed ALNabhani (2007) implemented Total Quality Management for the development of the education systems in the Sultanate of Oman.
It was established in the overview that the key focus of this study is to explore the use of Total Quality Management as the means of developing the MOE. Three main research questions were identified and this chapter will detail the data source chosen to provide an evidence base to address the research questions. Moreover, it is intended to present and explain the procedures and methods used to conduct the data collection and data analysis of the study.

How do stakeholders view the principles of Total Quality Management as a tool for ongoing development?” to answer this, the following purposes must be achieved:

- To examine the attitudes of MOE top management and different groups of stakeholders.
- To identify the barriers to the implementation to the Total Quality Management.
- To identify the facilitating factors to support implementation.

For the aim of achieving these purposes, a questionnaire to examine the feasibility of applying Total Quality Management principles in the MOE from the point of view of MOE’s top management and stakeholders was developed.

Validity or the indication that the questionnaire and the interview are measuring what they supposed to measure is face validity. This means that the instruments were judged by those interested in the subject as being valid. The comments of these judges were incorporated in the improvement of the instruments. The reliability of the study was achieved through using various methods in data collection. There were three different groups: top management, the internal stakeholders and the external stakeholders. Moreover, the reliability of the questionnaire of this study used internal consistency reliability using the coefficient alpha. It was .8 which could be considered as internally consistent.
The study aimed to examine the extent to which the Total Quality Management is applicable to the Ministry of Education in Oman and then to propose a Total Quality Management model to develop the Ministry of Education. The findings of this study showed that the Total Quality Management is a suitable Model for solving the existing issues that arose from the pilot study. The participants in the study; the top management, the internal stakeholders, the external stakeholders and the key personnel agreed that the specific Total Quality Management Tree Model is suitable for developing the Ministry of Education. The participants also highlighted some obstacles that might face the implementation and suggested some facilitating factors for the Total Quality Management implementation in the Ministry of Education such as having careful planning before starting implementation; provide stakeholders with feedback, stakeholder involvement and empowerment; provide suitable budget to the implementation; and provide training to all.


This study sought to measure the academic excellence of quality management; the Total Quality Management Scale and the Learning Organization Scale were applied to evaluate the perception of administrative and service quality as well as teaching and learning quality by administrators and faculties. The researcher examined the differences existing between demographic variables and Total Quality Management and Learning Organization, the relationship between TQM and LO, and the cause-and-effect and path analysis between TQM, LO and school performance. Based on the results of the experimental study, the research findings are:
Most of the administrative and service qualities were above the average.

Some of the teaching and learning qualities were above the average, but others were not.

There were no significant differences of perception between the demographics of respondents and Total Quality Management.

There existed significant differences of perception between the demographics by the school or institution and Total Quality Management.

There were no significant differences in the perception between demographics of respondents and LO.

There were significant differences of perception between the demographics of school or institution and LO.

There was significant positive mutual dependence between Total Quality Management and LO.

The relationships between Total Quality Management, LO and school performance:

Melinda K. Cunningham (2007) investigated educators’ attitude towards the appropriateness of total quality management among the elementary and middle school administrators and faculty.

The purpose of this study was to determine the perspectives of elementary and middle school educators on the appropriateness of the Total Quality Management in education. Solutions for addressing the issues that are plaguing school systems are being made at district levels with little to no consultation with those who are responsible for implementing the identified solution(s).

The design of the study was quantitative. A link to a survey instrument was emailed to gather the attitudes of a random sample of the educators. The instrument was reviewed by the educators (who did not participate in the study), statisticians, and business consultants with a practical knowledge of the Total
Quality Management and its principles. Participants were given an opportunity to complete the survey online where the data was immediately captured and stored.

A number of limiting factors inhibit the generalization of the results. In order to make the findings more generalizable, a larger sample population is needed in future research. Use of only ten of the constructs of the Total Quality Management is a limitation. The ten core constructs were determined during the Harris 1995 study. More than 10 Total Quality Management constructs exist and these constructs need to be considered. Expectations and standards vary on a state by-state basis and solely using the population of Chicago and surrounding districts is a limitation of this study. Up to this point the need for further research on the appropriateness of Total Quality Management in the elementary and middle school systems and previous research on the Total Quality Management were discussed.

The dependent variable of the study was the employment categories. The independent variables were the 40 questions asked about the 10 core Total Quality Management constructs.

The instrument used for this study was an adaptation of Harris’ survey instrument and was reviewed by the educators, statisticians, and business consultants. Review by the statisticians provided feedback as to the formatting and constructing of the instrument. Review by the educators provided feedback to ensure that the questions are posed in a manner that would be understood. Feedback from these entities assisted in establishing the reliability and validity of the survey instrument.

Results of the survey indicate that the educators are in support of the core constructs of Total Quality Management. This could imply that elementary and middle school educational institutions would experience little to no opposition to
implementing Total Quality Management. While many educational institutions are making changes to comply with the state and federal mandates, this may be the opportune time to consider implementing Total Quality Management in elementary and middle school institutions.

2.11. Institutional Governance: Literature Review

The governance of teacher education in the context of systemic reform must adopt a policy posture congruent with current constructivist learning forms. Governance must stimulate teacher education to become fully professional, committed to knowledge and inquiry, constantly attuned to its own competence, and caring of its many clients. Establishing a national system of teacher education accreditation is essential.

Some organizational structures may hinder such an approach. Where decision-making is centralized and bureaucratic, this may prevent the institution from dealing effectively with environmental change (Taylor & Hill, 1993). If responsibility for quality is to be transferred down to the point of delivery, then decision-making and accountability must follow. However, for management to loosen the reins of power takes a great deal of faith in the workforce. And for the employees to accept responsibility, requires training and support.

Governance in higher education refers to the way in which institutions are organized and operate internally and their relationships with external entities with a view to securing the objectives of higher education as a realm of enquiry and critique.

Good governance in the education systems promotes effective delivery of education services. Critical are appropriate standards, incentives, information, and accountability.
The word governance derives from the Greek verb κυβερνάω [kubernáo] which means to steer and was used for the first time in a metaphorical sense by Plato. It then passed on to Latin and then on to many languages.

Educational governance is a system through which all educational functions are accountable for continually improving the quality of education, and for achieving high and sustainable standards of education.

Educational governance arrangements are an important contributor to the overall effectiveness of a school system: “It defines the kinds of educational opportunities children have; what kinds of resources are available to them; who teaches the children; what is taught in the classroom; what is tested; and what educational norms and values are transmitted” Timar (2002). In other words: Governance does matter…how a state organizes its education governance affects how responsive public schools are to the aspirations, needs and concerns of learners, families and communities. Governance greatly impacts the quality of educational leadership, which in turn may raise or undermine teacher morale and performance, encourage or hinder innovation, and strengthen or weaken public confidence. It affects the integrity, efficiency and effectiveness of our school administrators (National Association of State boards of Education, 1996).

Governance is an important determinant of the effectiveness of an educational system in meeting its goals. There is evidence that suggests governance can play a role, but it is a necessary not a sufficient condition for meeting these goals. In other words, governance is best thought of as an ‘enabler’ that can support other critical elements like effective resource utilization, parental engagement and so on.

Governance is “the process by which a small group, usually on behalf of others, exercises authority over the educational system and dictates the way the
system organizes itself to make and implement decisions” Carver (2000). Alternatively, it is “the institutions, process and authority to exercise leadership, establish goals and standards, adopt policies that guide and direct, evaluate performance, and administer rewards or sanctions” (National Association of State Boards of Education 1996).

As per the National Education Association (NEA): faculty governance in higher education First published in 1987, the NEA statement on faculty governance in higher education is a straightforward point of view on their policy in support of shared governance. The policy maintains that faculty involvement in governance is critical. Providing research support, the organization states faculty should advise administration in developing curriculum and methods of instruction. Faculty is responsible for establishing degree requirements, takes primary responsibility in tenure appointments and the award of promotion and sabbatical. Addressing issues through collective bargaining, the statement believes “administration and the governing boards of colleges and universities should accept the faculty's recommendations” (National Education Association 1987). The statement also maintains that faculty should be involved in salary decisions, evaluating administrators, and budgeting.

Institutional modes of governance, according to Gideonse (1993), imply that governance is centered on the units responsible for the actual delivery of the pre-service teacher education programs. He notes that "the obvious reality is that the institution mounting a teacher education program not only is the place where the preparation needs and conflicts have to be resolved, but also is where the specifics of aim, design, resources, logistics, schedule, and so on are all supposed to come together" Gideonse notes that the strength of this approach is that "it is closest to where the teacher education action is". But he also recognizes that the approach has to deal with the problems associated with large differences between
institutional types and capacities, and their potential for being susceptible to the vicissitudes of highly localized - to say nothing of tunnel - vision.

Baldridge & Terence E Deal, (1977) Characterizations of styles and models of systemic and institutional governance of higher education institutions have been made with reference to three main criteria. The first is the degree of centralization of the organizational structure and the decision-making processes. The second is the professional autonomy and the participation of the faculty in the decision making. Related to these two criteria is also the distribution of power and authority at all levels of decision-making, particularly on matters concerning policy-making and policy execution.

“Traditions and institutions by which authority in a country is exercised for the common good, which includes the process of selecting those in authority, capacity of the government to manage, and respect for the state” (Kaufmann, Kraay & Mastruzzi, 2004; 2007).

There is no preferred set of governance arrangements. Research evidence does not provide support for a particular form of educational governance. It is particularly true that “we know little about how different forms of governance might affect the heart of education – classroom practice”. Tyack, (1993). It seems that what is and what isn’t effective governance differs from place to place, and across time. Also, the different governance structures interact with one another, so the efficacy of a particular structure depends in large part with how it fits in with the system as a whole.

Ackerman (2005) describes accountability as “a pro-active process by which public officials inform about and justify their plans of action, their behavior and results, and are sanctioned accordingly.” Accountability requires that public servants have clear responsibilities and are held answerable in exercising those
responsibilities, and if they do not, face predetermined sanctions. Without sanctions there cannot be any real accountability. Despite its importance to effective delivery of education services, real accountability is rare in most public education systems worldwide. Good governance also requires effective incentives at all levels of the education system, and both benchmarks for and information on performance in order to induce and sustain desirable behavior.

In education, poor governance results in inefficiency in service provision, and in some cases no service at all. Lack of standards, information, incentives, and accountability can not only lead to poor provider performance but also to corruption, the “use of public office for private gain” (Bardhan 1997).

Governance is normally seen as an execution of power with a legal and legitimate basis. In literature of social science, governing as a phenomenon is therefore normally associated with the state, understood as the political and administrative system, on a macro level. (Rokkan 1987), & (Dale 2000).

The structures are not very important if there is no end goal in fact, or at least an end movement, you don't have to reach a finite goal. So governance… is a means to an end and that end not being a fixed point but being a means to enable movement, to enable people to adapt, to enable people to take responsibility and accountability – things that, historically, colleges didn't have to do (Siza Shongwe 1998).

An organization is healthy or not healthy, to the degree that the people in the system believe it is a responsive institution. When no effective governance exists, people tend to feel powerless about the overlays of structure, for they cannot find where decisions are finally made and cannot clearly determine their role in the institution. In this sense, governance is not just a matter of structural
conditioning but a process of educational interaction and negotiation among interest groups (Buckland & Jane Hofmeyr, 1979).

Kohler (2005) proposed an approximate definition of (good) higher education governance as: that institutional set-up and those processes at strategic level of both higher education and research institutions and of national and international systems which are concerned with the identification, validation, and realization of those prerequisites and consequences and of that culture and those steering devices which pertain to institutional autonomy and individual freedom in their contexts with public responsibility of the institution to be governed, and which must be described and developed for the sake of maintaining and enhancing benefits with regard to the well-being of individuals and society, traditional academic values and objectives, quality and quality assurance, institutional positioning, effectiveness and efficiency of mass higher education and advanced research in democratic societies based on expert competence, on inclusion and participation, on the rule of law, on the freedom of ethically responsible individuals, and on mutual respect and—to add the notion of “good” governance to the definition of governance of higher education as such—serves these objectives best and at least to an optimum of compromise between conflicting aims and devices.

Kezar & Eckel (2004) suggest governance is a multi-level concept including several different bodies and processes with different decision-making functions. In this way, governance is sometimes defined at difference to the internal management of institutions.

Kezar & Eckel (2004), Lapworth, (2004), & Middlehurst (2004) point out that next to the concept of shared and participative governance a new form of governance has emerged, i.e. the notion of corporate governance of the
institutions that has increasingly become a more dominant approach to tertiary management.

Governance may be conceptualized as the ordering of decision-making processes and the distribution of power within and outside the institutions. Governance encompasses the complex processes whereby policies are formulated, negotiated, refined, adopted and implemented. (Hofmeyr & Peter Buckland, 1992).

According to Lapworth (2004), the rise of the notion of corporate governance and the decline of the shared or consensual governance can be seen to be a result of the decline in academic participation, growing tendency towards managerial and the new environment where the universities are operating.

2.11.1. Educational Administration

Education is as old as man. Man acted and reacted with his environment and acquired experiences. He reduced them to some general principles of conduct and passed them on to the next generation. Informal education was thus born and was acquired through actual living with the elders. Life was simple and so was education. Gradually as knowledge and the population increased man’s environment grew complex. Men organized themselves into smaller communities and then larger ones to satisfy their physical and social needs. With the complexity of life jobs became specialized and education growing into a complex activity had to be institutionalized. It was felt necessary to entrust it to a separate institution, the school.

When schools were established the need for their administration arose. There must be someone to organize the educational activity and to ensure that the educational goals were realized. By and by the state recognized the importance of education of the citizen to preserve itself and it assumed partial, if not total,
responsibility and control of educational institutions. Laws were passed and rules and regulations were formulated. Whereas in the very early times the administrator was generally independent of the state and named his successor, with the state control of education the senior-most teacher was appointed as the administrator of the school, early in the history of educational administration, operations were largely on a personal and practical basis.

Under the conditions educational administration was considered as an ordinary job requiring the teacher’s qualifications plus something more. This ‘something more’ was a vague and undefined quality, which enabled the administrator to exercise strict control over the staff and students. Sometimes it was equated with experience and sometimes with loyalty to the state. It was believed that a person of strong will and physique, good and attractive in appearance, well-versed in departmental rules, with a capacity to enforce unquestioning discipline, was quite suited to the job. As education moved closer to politics, a well-organized hierarchy of positions, like the minister, secretary, director, inspector and principal was established. The higher positions were concerned with policy-making and activity-prescribing and latter with policy-executing and programme-implementing. Thus came into vogue the institution of educational administration.

Knezevich (1984), defines that “Educational administration is a specialized set of organizational functions whose primary purpose is to insure the efficient and effective delivery of relevant educational services as well as implementation of legislative polices through planning, decision-making and leadership behavior that keeps an organization focused on predetermined objectives, provides for optimum allocation and most prudent care of the resources to insure their most productive uses, stimulates and coordinates professional and other personal to produce a coherent social system and desirable organizational climate, and facilities
determination of essential changes to satisfy future and emerging needs of students and society”.

“Educational administration is the capacity to coordinate many, and often conflicting, social energies in a single organism, so adroitly that they shall operate as a unity” (Graham Balfour 1921).

“Educational administration approaches statesmanship when there are clearly formulated long-term polices and objectives, and when day-by-day activities and problems are dealt with under guidance of the perspective given by such long-term polices” (Grayson Kefauver 1946).

Paul R. Mort (1946) Educational administration may be defined as, in large, part “the influencing of one group of human beings, the pupils, to grow toward defined objectives; utilizing a second group of human beings, the teachers as agents; and operating in a setting of a third group of human beings, the public, variously concerned both with objectives and with means used to achieve them”.

“In educational administration contains much that we mean by the word government and is closely related in content to such words as superintendence, supervision, planning oversight, direction, organization, control, guidance, and regulation” (Jesse B. Sears 1959).

“Administrative process as having seven functions or components: decision making; planning; organizing; communicating; influencing; coordinating; and evaluating” (Russell T. Gregg 1957).

The centerpiece of any program in educational administration should be teaching and learning. Shipman, (1999), Schneider, (1999), & Murphy, (1999). This theme is reflected throughout the most recent literature. In fact, Joseph Murphy, Chair of the Department of Educational Leadership at Peabody College
of Vanderbilt University says, "Tomorrow’s principal will need to learn, and help others to learn." It is further suggested that programs should focus on the education of school administrators and not simply the training. Wildman, (1999). Professors that teach in the field of school administration must decide whether the primary goal is to prepare individuals for real world experiences or prepare researchers in preparation of becoming higher education faculty (Shipman 1999).

Robert Starratt (2003) Centering Educational Administration is a veritable tour de force. Erudite, thought-provoking, and compelling, it effectively marshals the many strands of social, pedagogical, and organizational theory to weave its main message: in the noble service of the next generation, educational administration can uphold education’s humanistic value by cultivating meaning, community, and responsibility.

The ability to identify the essential information and organize it in a meaningful way is fast becoming one of the most important skills for leaders. Maruska (2004) argues that in order to improve an organization, the leader must seek better information that can inform a hopeful future. Kotter (1996) warned that without an appropriate [informed] vision, a transformation effort can easily dissolve into a list of confusing, incompatible, and time-consuming projects that go nowhere.” Peters (2003) underscored the urgency for leaders to understand as much about their own organizations as their customers do: “…We live in the Age of the Never Satisfied Customer... [Information Technology] enables total transparency. People with access to relevant information are beginning to challenge any kind of authority. The stupid, loyal and humble customer, employee, and citizen is dead”.

For any organization to formulate its mission, understand its purpose and be credible with its various audiences, one of the most essential functions for a leader
is that of creatively scanning the environment for signs of opportunities and dangers. This concept is not new.

Worthen & Sanders (1987) argued that educational systems have a key deficit when they do not systematically evaluate their processes. “Without careful, systematic inquiry into the effectiveness of either current school practice or new programs, many changes occurring in education become little more than random adoption of faddish innovations”.

“It is wishful thinking to assume that experience alone will teach leaders everything they need to know”. Copland (2002). Teachers sometimes explain their decisions as just “common sense.” However, such apparently pragmatic decisions are often based on implicit theories. When a teacher or a manager takes a decision it reflects in part that person’s view of the organization. Such views or preconceptions are coloured by experience and by the attitudes engendered by that experience. These attitudes take on the character of frames of reference or theories, which inevitably influence the decision-making process.

2.12. Synthesis of Review


Quality is also ensured by students, teachers, staff and heads (Fraser 1992). In that way, the present study the perceptions of the student-teachers, faculty-members, parents and heads of the minority and non-minority colleges of
education were taken into consideration as indicators for ascertaining the quality of the institutions.

Quality of the teacher education depends on the quality of teaching practice (Surinder kaur 2009). This idea has been attempted in the present study and teaching practice is one of the dimensions of the Total Quality Management questionnaire for the faculty-members and the student-teachers.

Some of the ideas of Sarath kumar Rout & Behera (2008), Sangaraman das, (2006) like curriculum revision, practice teaching, field experiments, ICT literacy were included in the items of research instruments of the present study.

Eagle & Brennan (2007) gave importance to the training programme for the faculty–members. This concept has also been attempted in the present study.

Yojna Srivastava & Sanjay Kumar Upadhyaya (2011) states that the teacher-educators and the institutions are the suppliers of effective learning tools. The above said statement had helped the researcher to frame the Total Quality Management questionnaire for the student-teachers in the present study.

The ideas stated by Hillman (1995) that the teacher education programs must pay heed to the fact that the teachers need consistent, pragmatic training in the use of various technologies for instructions are of importance for the preparation of research tools.

Total Quality Management should be viewed as total quality education. (Scrapec 2000), and it is to examine the productivity and professionalism of the teaching (Helms 2001).

Sarat Kumar Rout & A.P. Behera (2008) stated that the increasing the duration of the teacher education programme, enhancing the quality of practice
teaching, researching and field experiments and orienting / training for ICT literacy.

The teacher-educators play a vital role in order to bring total quality management in teacher education. He strongly believes that, the quality of teacher preparation is closely related to the quality of teacher educators. S.K Yadav (2005). The above said statements were helpful for the research to operate the total quality management in the teacher education perspectives.

National Association of State Boards of Education (1996). Stated that the institutions process and authority to exercise leadership, establish goals and standards. The statement was taken into consideration for the development on the Institutional Governance questionnaire for the principals.

When the top management is committed to quality, adequate resources will be allocated to quality improvement efforts. (Karuppusami & Gandhinathan, 2006). A dimension is allotted in the present study in the name of budget in the Institutional Governance questionnaire for the principals.

Student evaluation in the Total Quality Management is very important and should be done continuously throughout the school year (Weaver 1992).

Hart & Shoolbred (1993) stated that the Total Quality Management is based on change towards the development of quality values which might include a customer focus, teamwork, safety for all stakeholders.

Ramesh H. Naik (2007) laid emphasis on creating quality consciousness among all connected with the educational institutions namely management, faculty, students, parents, and the society at large and motivating the staff to work with enthusiasm and dedication to achieve the goals set.

Fullan (1993) any teacher education programme can become an effective instrument for change if it inculcates in teachers a sense of moral purpose.

Nielsen (1997) stated that each education system has its own ideas about what it considers to be ‘teaching of quality’.

Weller & Hartley (1994), Schmoker & Wilson (1993), & Newman (1990) stated that total quality management depends on the performance of educational institutions. These performances include student achievement, teacher morale, student self-esteem, and cost effectiveness as educational institution systems restructure their educational delivery system.

Gobalan (2009) stated that quality is never an accident; it is always the result of intelligent effort. Quality is essentially the product of adequate investment of capital, talent and hard work. Quality is not a destination; it is a continuous journey. We never reach there. We have to keep on upgrading the quality of teacher education on a continuing basis.


Rokkan (1987), & Dale (2000), stated that the Governance is normally seen as an execution of power with a legal and legitimate basis. Lapworth, 2004, & Middlehurst (2004) pointed out the importance of the shared and participative governance, and so a new form of governance has emerged.

Grayson Kefauver (1946) defines that educational administration approaches statesmanship when there are clearly formulated long-term policies and objectives.

Paul R. Mort (1946) defined that educational administration may be defined as, in large, part “the influencing of one group of human beings, the pupils, to grow toward defined objectives.

The above said statements had helped the researcher to frame the conceptual framework of the present study.

Whitty (1991) states that a genuine partnership between the various stakeholders (training institution, schools) etc., in all routes to quality teacher status.

Sankarsan Dash (2006) emphasizes that the teacher-educators be encouraged towards research, innovation and development. In the present study separate dimension on research and development for the faculty-members is included in the total quality management questionnaire for the faculty-members. He also pointed out that the institution must ensure maximum utilization of local resources.

The above said statements had helped the researcher to frame the total quality management questionnaire for the faculty-members in the present study.

Harvey (2003) emphasis on the learning support facilities includes libraries and computing facilities, and other facilities include student accommodation and health care. His ideas were taken as indicators in ascertaining the total quality management of the teacher education institutions among the student-teachers and the faculty-members. Separate dimension on the infrastructure facilities are incorporated in the student-teachers and the faculty-members questionnaires.

Alif (1998) & Ron Fitzgerald (2000) mainly focused on the improved delivery of instruction through new technologies with the focus on mastering learning. The concept is also taken in the present study.

The above said statements had helped the researcher to frame the Total Quality Management questionnaire for the student-teachers and the faculty-members in the Present Study.

2.13 Insights Gained from the Related Literatures

One of the key indicators of quality education is the quality of the teachers. The qualities of the teachers result from the quality institutions for the teacher education. The quality teachers are teachers who are dedicated to carry out their responsibilities based on the appropriate and true understanding of the decisions and educative actions supported by efficient professional competencies.

Teacher education is the mother of all other educations. student’s performance is mostly based on the quality of the teachers. in the teacher educational institutions there should be a mutual understanding and good relationship among the principal, teacher educators, student teachers and parents. Then only the teacher educational institutions can easily bring the total quality management in the institution. in short, total involvement is necessary for the total quality management.
For the past 10 years, more colleges of education have been started in India. Eight years back the Puducherry state had only 3 colleges of education. After 2005, 29 colleges of education have been started in Puducherry. Now, the small state Puducherry has 31 colleges of education. As more and more colleges of education have been started, a need for qualified teacher educators, principals and good administrators to run the colleges of education has arisen. However, presently, there is a scarcity for the academicians in the present situation.

Colleges of education play a vital role in the society as they prepare future teachers. If colleges of education provide quality teacher education, teachers in their turn will provide quality education to the students.

There has been a number of research works conducted in the field of quality in higher education, quality in primary education, total quality in the engineering colleges and medical colleges, but only a few researches were conducted regarding total quality management in the colleges of education. So, the researcher has selected this topic, namely, total quality management and institutional governance of the minority and non minority colleges of education. More over none of the researches have been attempted to relate the TQM and Institutional Governance. The researcher has identified this research gap and chosen this investigation to fill this gap.

2.14 Conclusion

Therefore in this chapter, the researcher has made an attempt to explain the term quality, exploring the meaning of the quality of education, quality in teacher education: a review, concepts of total quality management, TQM in teacher education, quality development of teacher education, review of institutional governance and synthesis of review. The next chapter deals with research method and procedure.