CHAPTER V

SUMMARY AND CONCLUSION

5.1 AN OVERVIEW OF THE STUDY

The present study is essentially a descriptive - cum - correlational one focusing on the following research question.

5) How do the Heads of departments and Faculty Members in Fersowsi University of Mashhad perceive TQM in higher education in Iran?

6) Is the perception about TQM in higher education of Heads of department related to their Leadership Behavior?

7) Is the perception about TQM in higher education of Faculty Members related to their Organizational Commitment?

8) Do the background variables – gender, age, experience and subject area- of Heads and Faculty Members in Fersowsi University of Mashhad influence their level of perception about TQM in higher education, Leadership Behavior and Organizational Commitment?

Based on these research questions, following variables have been identified on which the data were collected for the study.

A. Main Variables

1) Perception about Total Quality Management (TQM) in higher education

2) Leadership Behavior of Heads of Departments

3) Organizational Commitment of Faculty Members
B. Background Variables (of Heads and Faculty Members)

1) Gender (Male and Female)

2) Age Groups (26-35, 36-45, 46-55, 56-65, 66-75 years)

3) Length of Experience (6-10, 11-15, 16-20, 21-25, 26-30 years)

4) Different Faculties (Humanities, Arts, Science, and Engineering)

5.1.1 Objective of the study

In the light of the context, need and importance of the study the following objectives have been formulated:

1. To study the perception of Heads of the departments and Faculty Members of Ferdowsi University of Mashhad (Iran) about TQM in higher education.

2- To study the differences in the perception of the following categories of Heads of the departments of Ferdowsi University of Mashhad (Iran) about TQM in higher education.
   a. Male and female Heads
   b. Heads of different age groups
   c. Heads with different length of experience
   d. Heads of different Faculties (Humanities, Arts, Science, and Engineering)

3- To study the differences in the perception of the following categories of Faculty Members of Ferdowsi University of Mashhad (Iran) about TQM in higher education.
a. Male and female Faculty Members
b. Faculty Members of different age groups
c. Faculty Members with different length of experience
d. Faculty Members of different Faculties (Humanities, Arts, Science, and Engineering)

4- To study the differences in the perception about TQM in higher education between Heads of Departments and Faculty Members of Ferdowsi University of Mashhad (Iran).

5- To study Leadership Behavior of Heads of the different Departments of Ferdowsi University of Mashhad (Iran)

6- To study the differences in the Leadership Behavior of following categories of Heads of the different Departments of Ferdowsi University of Mashhad (Iran)
   a. Male and female Heads
   b. Heads of different age groups
   c. Heads with different length of experience
   d. Heads of different Faculties (Humanities, Arts, Science, and Engineering)

7- To study Organizational Commitment of Faculty Members of Ferdowsi University of Mashhad (Iran)

8- To study the differences in the Organizational Commitment of the following categories of Faculty Members of Ferdowsi University of Mashhad (Iran)
a. Male and female Faculty Members  
b. Faculty Members of different age groups  
c. Faculty Members with different length of experience  
d. Faculty Members of different Faculties (Humanities, Arts, Science, and Engineering)  

9- To study relationship between the perception of Heads of the Departments about TQM in higher education and their Leadership Behavior. 

10- To study relationship between the perception of Faculty Members about TQM in higher education and their Organizational Commitment.  

5.1.2 Hypotheses of the study  

Following null hypotheses are formulated relating to the objectives No.: 2, 3, 4, 6, 7 and 8:  

1. There is no significant difference between / among the following categories of Heads of the Departments of Ferdowsi University of Mashhad (Iran) in the perception about TQM in higher education.  
   a. Male and female Heads  
   b. Heads of different age groups  
   c. Heads with different length of experience  
   d. Heads of different Faculties (Humanities, Arts, Science, and Engineering)  

2. There is no significant difference between / among the following categories of Faculty Members of Ferdowsi University of Mashhad (Iran) in the perception about TQM in higher education.
a. Male and female Faculty Members
b. Faculty Members of different age groups
c. Faculty Members with different length of experience
d. Faculty Members of different Faculties (Humanities, Arts, Science, and Engineering).

3. There is no significant difference between the Heads of the Departments and Faculty Members of Ferdowsi University of Mashhad (Iran) in their perception of TQM in higher education.

4. There is no significant difference between / among the following categories of Heads of the Departments of Ferdowsi University of Mashhad (Iran) in their Leadership Behavior.

   a. Male and female Heads
   b. Heads of different age groups
   c. Heads with different length of experience
   d. Heads of different Faculties (Humanities, Arts, Science, and Engineering)

5. There is no significant difference between / among the following categories of Faculty Members of Ferdowsi University of Mashhad (Iran) in their Organizational Commitment.

   a. Male and female Faculty Members
   b. Faculty Members of different age groups
   c. Faculty Members with different length of experience
   d. Faculty Members of different Faculties (Humanities, Arts,
Science, and Engineering.

Following research hypotheses are formulated relating to the objectives No. 9 and 10.

6. There is significant relationship between the perception of Heads of the Departments about TQM in higher education and their Leadership Behavior.

7. There is significant relationship between the perception of Faculty Members about TQM in higher education and their Organizational Commitment.

5.1.3 SAMPLE OF THE STUDY

The sample of the study was drawn by two stage- sampling: (a) selection of Heads of the Departments, (b) selection of Faculty Members

The total sample of the study consisted of 33 Heads and 305 Faculty Members from 33 departments under Humanities, Arts, Science, and Engineering faculties.

5.1.4 Tools used for Data collection

Following tools were used for data collection on different variables of the study.

1. Survey Instrument to measure Total Quality Management in Education by Bonstingle (1992) based on his conceptualization of Demming’s 14 points of Total Quality Management (TQM) in Education.


5.2 MAJOR FINDINGS OF THE STUDY

1. Majority of the Heads of Departments and Faculty Members of Ferdowsi University of Mashhad (Iran) have moderate level perception about Total Quality Management (TQM) in higher education among the remaining percentage of Heads of Departments with high level perception about TQM of Faculty Members.

2. Majority of male and female of the Heads of Departments in Ferdowsi University of Mashhad (Iran) have moderate level Leadership Behavior (LB). However, percentage of male Heads of Departments with moderate level of Leadership Behavior is more than the percentage of female heads of departments in Ferdowsi University.

3. Majority of both Faculty Members in Ferdowsi University of Mashhad (Iran) have moderate level Organizational Commitment (OC). However, of the remaining, percentage of female Faculty Members with high level Organizational Commitment is more than the percentage of male faculty members of Ferdowsi University of Mashhad.

4. There is no significant difference in the perception about TQM in higher education (both total and component wise) between male and female Heads of the departments in Ferdowsi University of Mashhad (Iran).

5. There is no significant difference in the perception about TQM in higher education (total and component wise) among the Heads of different age groups in Ferdowsi University of Mashhad.
6. There is no significant difference in the perception about TQM in higher education (total and component wise) among the Heads with different length of experience in Ferdowsi University of Mashhad.

7. There is no significant difference in the perception about TQM in higher education (total and component wise) among the Heads of different faculties in Ferdowsi University of Mashhad.

8. There is no significant difference in the perception about TQM in higher education (total and component wise) between male and female faculty members of Ferdowsi University of Mashhad.

9. There is significant difference among Faculty Members of different age groups in Ferdowsi University of Mashhad in their perception about TQM in higher education (total and component wise). Higher the age, better the perception about TQM in higher education among Faculty Members of Ferdowsi University of Mashhad.

10. There is significant difference in the perception about TQM in higher education (total and component wise) among Faculty Members with different length of experience of Ferdowsi University of Mashhad. The mean performance of Faculty Members with 11-15 and 21-25 years of experience is higher than those with other 3 categories of Faculty Members.

11. There is no significant difference in the perception about TQM in higher education (total and component wise) among Faculty Members of different faculties in Ferdowsi University of Mashhad.
12. There is significant difference between the Heads of the Departments and Faculty Members of Ferdowsi University of Mashhad (Iran) in their perception of TQM in higher education. The Heads of the Departments have better perception about TQM (total and component wise) in higher education.

13. There is no significant difference between male and female Heads of the departments in Ferdowsi University of Mashhad in their Leadership Behavior (total and component wise).

14. There is no significant difference among the Heads of different age groups in Ferdowsi University of Mashhad in their Leadership Behavior (total and component wise).

15. There is no significant difference among the Heads with different length of experience of Ferdowsi University of Mashhad in their Leadership Behavior (total and component wise).

16. There is no significant difference among the Heads of different faculties in Ferdowsi University of Mashhad in their Leadership Behavior (total and component wise).

17. There is no significant difference between male and female Faculty Members of Ferdowsi University of Mashhad in their Organizational Commitment (total and component wise).

18. There is significant difference among Faculty Members of different age groups of Ferdowsi University of Mashhad in their Organizational Commitment. Faculty Members in Affective Commitment have higher mean score than Continuance and Normative Commitment.
19. There is significant difference among Faculty Members with different length of experience of Ferdowsi University of Mashhad in their Organizational Commitment. Faculty Members with 16-20 years have higher mean scores in Affective, continuance and Normative Commitment than the Faculty Members of other age groups.

20. There is significant difference among Faculty Members of different faculties of Ferdowsi University of Mashhad in their Organizational Commitment. Faculty Members in Engineering have higher mean score than the Faculty Members of other faculties in their Normative Commitment and Total Organizational Commitment. Whereas Faculty Members in Humanities have higher mean score than Faculty Members of other faculties in their Affective Commitment.

21. There is no significant relationship between the perception of Heads of the Departments about TQM in higher education and their Leadership Behavior (total and components wise).

22. There is significant relationship between the perception of Faculty Members about Total Quality Management in total and its components (Adopt the new philosophy, Long-term relationship, Improve constantly, Drive out fear, Eliminate quotas, Abolish annual rating, Involve everyone) and their total Organizational Commitment and its components (Affective, Continuance and Normative Commitment).
5.3. EDUCATIONAL IMPLICATION OF THE STUDY

It is a very well established fact that the quality of any educational institution is largely determined by the quality of Heads and Faculty Members managing it. The leadership of the heads assures a paramount significance in determining the quality of the endeavor. It is also evident that the most significant factor of any effective system of higher education is the heads and faculty members.

TQM is a possible avenue for achieving national goals of quality in higher education. For example; TQM classroom means a major shift from the traditional style of teaching and learning. Quality professors see themselves as guides for students, and quality students see themselves as active partners of their educational process. So, TQM is a possible systematic approach to continuously improve quality in the classroom of the higher education in the modern times.

Cornesky (1994) understands TQM in education as a procedure wherein everyone in the class knows the objective of the university and adopts a quality philosophy to continuously improve the work done to meet the objectives. The benefits of using total quality management processes in the university are enormous. Cornesky (1994) also states that Faculty Members centered instructors concentrate on tasks and content. They rarely take a time to build networks among students. Students-centered instructors build relationships and teams. They set goals as they improve teamwork among the students. They dislike performance objectives.
In this sense, Foriland (1993) argue that a commitment to total quality management also means redefining the instructor’s role: instead of heading the classroom hierarchy, the instructor became a coach. TQM is a student-centered approach for learning where the instructor works as a facilitator.

The major purpose of measurement in TQM is to identify areas of weakness and then make corrections to improve the process. Continuous improvement is probably something that most effective faculty members strive for, at least implicitly. In total quality management, measurement becomes more explicit, with tools of TQM to identify problems and implement solutions (Beaver, 1994 & Thor, 1994).

The aim of the study is to investigate the total quality management in Ferdowsi University of Mashhad and its relationship with leadership behavior of Heads of the Departments and organizational commitment of Faculty Members. The findings of the study show that Heads and Faculty Members exhibited moderate levels perception of TQM. Understanding quality management is of highly significance by Heads and Faculty Members. The present study indicates that their understanding lies moderate level. To develop the scientific programs of the university, it is necessary for them to enhance their understanding. Heads and Faculty Members should follow the ways of development and try to establish an appropriate and effective philosophy in quality management. Through promoting their information and knowledge, they should benefit from the new scientific methods in their management such as total quality management and effective leadership in higher education. They should also recognize the personnel’s
achievements and efforts and then praise them, and finally they should give priority to quality and personally participate in acts toward improving the quality. This way, the type of leadership between Heads will affect improvement of the activities in the organizations and the promotion of the staff, too.

On the based on the findings drawn from this study, there is a positive and significant relationship between total quality management and organizational commitment among the Faculty Members in Ferdowsi University of Mashhad.

If the quality management of the faculty members goes higher, accordingly, their commitment will go higher. Moreover, if the principles of quality management are not observed, the commitment of the Faculty Members will consequently decrease. Louis, K. (1991) stipulates that if the senior Heads’ attitude is positive towards total quality management or this kind of management is applied, the quality and management of the Faculty Members would improve a lot. Total Quality Management by itself is one of the leadership behaviors. Though the present study indicates that there is no significant relationship between total quality management and leadership behavior, there are some studies which indicate that there is correlation between them.

Hirtz. P. D (2002) explored the relationship between leadership style and the implementation of TQM within a higher educational institution, examining only the non-academic administrative departments of a state university. It is concluded that a strong relationship does exist between leadership and Total Quality Management. Transformational styles of leadership and Contingent Reward were positively correlated with each of the Quality Management
implementation. Transactional and non-transactional leadership were relatively correlated with Quality Management factors.

Faculty Managers as organizational leaders should use effective leadership quality methods to enrich their management and good relations by other staff members. The present study shows that their understanding of leadership behavior lies at moderate level. They should try to develop their understanding of leadership behavior.

Applying total quality management in educational systems has changed the senior heads’ attitude toward achieving goals in quality and bringing in commitment for the Heads and Faculty Members. Promoting quality management is an endless process which gives faculty members both in authority and power. It considers education as an investment not as an expense. It also takes change into account as a method of life not as a phenomenon to which resistance is made. It will surely promote organizational commitment among all members of the organization.

In the present study some variable such as gender, age, length of experience and different faculties were taken into consideration. None of these variables had any effect on the total quality management and the type of leadership behavior of Heads of the Departments. However, the variables of age and length of experience had some effect on the total quality management of the faculty members and their organizational commitment. Kumar and Patnaik (2004) studied on Organizational Commitment, and found that; the mean scores indicate that there exists some difference between male and female. Male are more
committed towards their organization than their counterparts. The male teachers above 40 years ago group with below 12 years teaching experiences are more committed towards their organization than their counterparts. In the case of growth satisfaction the males above 40 years old teachers are found better Organizational Commitment than counterparts.

The findings of this study show that as age and length of experience go up, quality management and organizational commitment increased. The results of the study also show that the Faculty Members’ understanding over quality has increased. Moreover, it can be concluded that their right choice of management and their efforts in observing the quality principles more than the others is their privilege. It also necessitates applying the method of quality management among heads since they were the Heads of the departments as leaders were making an attempt to improve the quality of the Faculty Members at the university.

The basic question to ask, whether higher education institutions really wants to improve the quality of teaching. The question will demand an effort of understanding the theory and practice of a quality education.

Organizational commitment of Faculty Members has direct and significant relationship with total quality management. The understanding of Faculty Members with organizational commitment lies at moderate level. To promote their commitment and to get the objects of the organization, it is suggested that managers of such teachers should have required skills of management.
Organizational Commitment of Faculty Members takes the form of commitment to the university. This factor deserves most attention. It is the most significant predictor of performance and with highest coefficient. It consistently contributed to good performance rated by oneself and by the immediate supervisor. A highly committed Faculty Members would try the best to perform well and make major contribution. Although part of the inner drive for a good performance may come from the commitment to the teaching profession, commitment to the department seemed to be much stronger motivation for excellent work.

Heads in higher education sector should pay more attention to strengthen Faculty Members’ commitment to their departments. Built on a sound understanding of the causal relationship among various factors leading to good teaching performance, the university heads will be able to foster a trust culture and build a committed teaching staff. The heads of departments in higher education should see the Faculty Members grow academically and develop interest in their work, commitment to organization, good relationship with non-academics and student. This is possible only when the head of the department is a good leader with better interpersonal relationship.

Based on the finding and discussion it can be concluded that attention be given to improve the level of Total Quality Management and Leadership Behavior of heads and Organizational Commitment of Faculty Members to achieve the quality education at university. Ample opportunities should be given to both the heads and faculty members for their professional development. Facilities and
Important training should be given to them to come out with their creative idea/abilities for the better performance of the organization and they should be encouraged to participate in decision making at suitable levels. This will definitely enable teachers to become more committed to the organization, develop better TQM and enable heads to become effective leaders to promote quality of education in their organization.

5.4 DELIMITATIONS OF THE STUDY

1) The sample of Heads and Faculty Members was drawn from only one University (Ferdowsi of Mashhad) in Iran.

2) The sample of Heads and Faculty Members was drawn from only certain departments in Ferdowsi University of Mashhad in Iran.

3) The sample of the study represents only four faculties in Ferdowsi University of Mashhad in Iran.

5.5 SUGGESTIONS FOR FURTHER STUDY

1) This study can be taken up with other university and different educational sectors also in Iran.

2) Impact study can be done rather than one time study.

3) In this study only Faculty Members and Heads of Departments are included, it is better if other categories of employees and staffs are to be included to get an overall scenario.

4) This study can be taken up with other variables which influence TQM.

5) Comparative studies on TQM with many universities in Iran and other countries can be taken up.