CHAPTER II

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

This chapter presents a review of literature related to the main and other variables considered in the present study. Although Total Quality Management in higher education is a relatively new field, the literature base has been growing tremendously. Today’s educational system must be a system that maximizes opportunities for all students to achieve and those to be restructured to ensure quality of education for which Total Quality Management (TQM) in education, is considered as one of the strategies.

The concept of TQM in higher education started in 1980s; in the early 1990s TQM was initiated in multiple areas of higher education such as student assessment, student learning models, faculty development, and administrative policy decisions. Total Quality Management was thought to be applicable to a variety of aspects of higher education. For example, in the classroom and the laboratory, in teaching, research, and curriculum development.

Consequent to this, there has been a considerable research on different aspects of TQM in education such as perception of TQM, furthers attempting TQM, problems and impact of TQM of different levels of education in Iran and other countries. An attempt has been made here to throw light on the research studies related to the main and other background variables of the present study vide Total Quality Management (TQM), Leadership Behavior, Organizational
Commitment and other background variables in Iran and other countries have been reviewed from the different sources available and the details are presented.

1. Studies on Total Quality Management (TQM) in education
2. Studies on Leadership Behavior (LB)
3. Studies on Organizational Commitment (OC)

2.1 STUDIES ON TOTAL QUALITY MANAGEMENT

This review of research on Total Quality Management (TQM) points to a series of findings and suggestive observations. There may be no specific statements concerning the TQM in higher education in the present study. However, this section has examined TQM in terms of its role, and its impact on different levels of education in Iran and other countries.

Mohammad Pour, H & Yeshodhara, K (2009) in their study on the perception of secondary school teachers in Mysore city (India) and Gonabad city (Iran) regarding Total Quality Management (TQM) in education, highlighted the perception of secondary school teachers about TQM in education vary by demographic variable such as, gender & subject specialization (Arts and Sciences). The results indicated that there is significant difference between male and female teachers in the perception of total quality management. Further, female teachers had higher mean score than male teachers in both the countries. It is also found that, there is no significant difference between Arts and Sciences secondary school teachers from both the countries in the perception of TQM in education.
As reported (Mohanty S. B, 2009) Growth in literacy coupled with rise in economic level, has led to growth in percentage of students and corresponding increase in number of institutions. The nation has to take immediate steps for improving quality of educational programmes, so that it can contain rush of rich Indian parents to foreign countries to provide quality education to their children. Assessing quality is an important task of the national as well as State governments. Although, indicators of quality can be ascertained from recruitment tests and entrance tests conducted by various agencies, there is a necessity for national level tests. It is expected that the new Tests can be developed by CIIL within a short period. There may be subject specific tests at various levels at intervals. This may accelerate the process of improving quality of programmes and management of institutions. Ensuring qualitative improvement is not only the responsibility of the Government; it is also the responsibility of the teachers, especially teachers of higher education. The document presents a plethora of papers highlighting various issues concerning quality in education.

Gitanjali Mohanty(2009) concluded that for imparting quality Biological Science education, to meet the national aspiration in line with the present curriculum, it is essential to provide adequate numbers of qualified and trained Biology teachers. Keeping in view the new text books, the teachers need to be well oriented on the topics in the textbooks and be aware of up-to-date developments in the field of Biological Science. Although laboratory is a basic prerequisite for a secondary school, it remains a dream for the high schools; even the schools have no store room. Provision of a well equipped laboratory in every
school is essential. The text books need to provide, index, chapter end summary, suggestions for practical activities etc. They need to be reviewed and redesigned with clear, colorful and labeled diagrams for better comprehension of the concepts.

Cunningham, M (2007) studied on the perspectives of elementary and middle school educators on the appropriateness of TQM in education. Research was driven by two research questions; to what degree do elementary and middle school educators support the core constructs of TQM? Is there a variance in the attitudes of educators at elementary and middle school grade levels? It is concluded that, educators at elementary and middle school grade levels support the 10 Core Constructs of TQM. No variance exists in the attitudes of educators regardless of whether they work at the elementary or middle school level.

Ibekwe (2006) evaluated the perception of administrators and faculty about using Total Quality Management (TQM) to achieve academic program effectiveness in the school of business at Historically Black Colleges and University (HBCUs). This study provided a good assessment tool to identify those vital elements of TQM, such as strong leadership and coordination, shared vision and goals, effective communication, faculty interest and commitment, adequate, funding, and teamwork and suggested that TQM can be used as a viable tool to meet student satisfaction; and to achieve academic program effectiveness, and student-learning outcomes.

Mellat Parast. M (2006) in his study attempted to investigate: (1) the relationship among quality management constructs based on the Malcolm
Baldrige National Quality Award; and (2) the effect of quality management practices on operational and business results in the petroleum industry. The results of the correlation analysis show that top management support is the major driver of quality management, which significantly correlates with other quality management practices. It was also found that customer orientation is not significantly correlated with external quality results (profitability). A regression analysis indicated top management support, employee training, and employee involvement as the three statistically significant variables in explaining the variability in internal quality results. Furthermore, it was found that internal quality results were statistically significant in explaining the variability of external quality results.

Martin (2005) highlighted how Total Quality Management in Education (TQM) and other techniques can be successfully integrated into the public schools to improve overall education for students. Teachers and others need to become “Change Agents” to implement positive improvement in the delivery of education for all students; how schools in Southern California could benefit from implementation of quality education programs.

Hirtz, P. D (2002) has focused primarily on business activities in manufacturing and service organizations. He 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.

Hurrst (2002) found that faculty was implementing TQM concepts in their classroom in academic college of a northwestern public university. Implementation of TQM concepts was found to be present in teamwork exercises, group project, and feedback for class or project improvement, a willingness to change a class if feedback warranted the change, and an understanding of how quality comes into play regarding customer.

Mohaladi (2001) concluded that the relationship between Matriculation Pass Rates and the existence of Total Quality Management (TQM) principles as a guiding management practice in Harrismith District Schools. It contemplates a relationship between the use of TQM as a management guiding practice in the schools and the number of matriculation passes as an index of performance by the schools. The study demonstrated the existence of a positive relationship between matriculation results and TQM environment as a guiding management practice. Since this study was more exploratory than an attempt to establish cause and effect, a future study in determining if a TQM environment analysis can be used as a determining factor for matriculation pass rates is recommended.

Koch and Fisher (1998) claimed that TQM has little to contribute to the fundamental questions surrounding universities - allocation of faculty time, teaching versus research, faculty status and tenure, student access, distance learning, use of technology, governance and leadership arrangements, and faculty
compensation. Koch and Fisher concluded their critique of TQM by stating, “TQM can do little to improve an administrator who lacks values, purpose and a compelling vision; what is needed is inspirational, value-driven leadership.”

Thomas (1997) in his study explained about perceived levels of success of a Total Quality Management program in an institution of higher learning. An analysis was conducted to determine if faculty members and administrators differed significantly in their perceptions of the efficacy of these TQM efforts. Additional analyses were accomplished to determine if the differences in perception were a function of various demographic characteristics of the respondents or not.

Peterson, P.B. (1997) in his study provided a thorough review of the literature on Total Quality Management and the use of this management strategy in continuing higher education. Results of the study strongly suggest that TQM can be utilized in continuing higher education. Two of the five institutions under this study had fully implemented a TQM strategy in their administrative units. Top institutional leadership’s commitment to TQM was considered very important. TQM entails a massive transformation on a long-term basis. For example, programs must move from a faculty-centered development perspective to a student-centered process. Administrative services must move from an institution-centered delivery system to a student-centered services delivery system. Within this context, faculty and staff development must become a central mission of the unit and not left as an option with no incentives and no financial reimbursement. This study established that continuing educators must carefully
analyze and investigate all of the elements of TQM and understand the significance of commitment in the planning of TQM.

Powell, T. C. (1995) explored the compatibility of strategic planning and Total Quality Management in higher education institutions and the extent to which quality conceptions are clarified when both processes are used. The finding indicates that strategic planning and TQM are generally complementary, but care needs to be taken to account for possible conflicts. The evidence suggests that there are nine areas of compatibility and four areas of potential conflict between the two processes. The combination of both processes seems to equip institutions to address the prerequisites for institutional survival and institutional effectiveness. Furthermore, While the two processes seem to conflict with one other in at least four areas, these areas coincide with organizational dilemmas other authors have found to exist in all educational institutions. The findings also indicate that quality conceptions are not always explicitly clarified or defined in a combined strategic planning and TQM environment. Explicit attention to quality conceptions could have a positive effect on the extent to which strategic planning and TQM are successfully integrated.

Farmakis L.V (1995) studied on the effect of implementing Total Quality Management at two selected, two-year colleges based on the perceptions of their employees. The study further attempted to examine the organizational culture and total quality initiatives of the institutions being studied. The major findings of this study showed that Total Quality Management affects Organizational Climate, but that the effect varies by institution, that the effect varies according to employee
group, and that Total Quality Management does not necessarily result in a more positive Organizational Climate. The implications of this study are that in order for there to be a successful shift to a quality culture, there needs to be a focus on many of the principles of Total Quality Management, such as the leadership role, staff improvement, training, and team efforts. Staff perceptions of the organization can be directly influenced by the attention given to any of those components of Total Quality Management.

Hackman and Wageman (1995) discuss as whether quality management actually exists since quality management means different thing to different people. They examine the writings of the founders of quality management: W. Edward Deming, Joseph Juran, and Kauru Ishikawa to describe the quality management philosophy and principles, and discuss the variety of interventions that the three quality management founders have in common and the interventions that are used by organizations in their implementations of quality management. The main point that concerns Hackman and Wegeman is which interventions are appropriate to include in the implementation of quality management. An organization has to decide the appropriate interventions. Hackman and Wegeman also suggest the basic criteria to determine whether an organization selects the right interventions. These criteria are: (1) better performance in meeting customer requirement; (2) improved organizational performance capability; and (3) greater knowledge and work satisfaction for the organization member. If the quality management implementation leads to an increase in the three basic criteria as mentioned above, it can be said that the organization improved its effectiveness.
Flynn et al. (1995) divided quality management practices into core and infrastructure practices. Core quality management practices referred to the practices that are expected to deal directly with improved quality performance. Core quality management practices included product design process flow management, and statistical control feedback. Infrastructure quality management practices to create the environment that supports the use of the core quality management practices. The infrastructure quality management practices in this study were the customer relationship, top management support, supplier relationship, work force management, and work attitudes. They defined quality performance as the perceived quality market outcomes and the percent passed final inspection with no rework. The results showed that the perceived quality market outcomes were related to statistical control/feedback and the product design process.

Carothers (1992) reviewed the application TQM at the University of Michigan, Cornell University, and Maricopa County Community college and found all three to be favorable. Carothers found that a three-part focus on leadership, teams, and individuals had been implemented at Michigan. Cornell concentrated on the “needs requirements, or expectations of whoever actually used the services produced. Carothers summed his finding by stating, “TQM is spreading so rapidly and being so well received, not just because it increases efficiency and productivity in difficult times, but because it also incorporates a philosophy about work, people, and relationships built around human values and shared vision”.

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2.2. STUDIES ON LEADERSHIP BEHAVIOR

Many researchers have come out with different findings on Leadership Behavior.

Shams. Gh (2007) evaluated the Leadership Effectiveness of Principals in Iran and India, and found significant differences between perception of teachers belonging to Iran and India. Iranian teachers perceived their principals attributes more than their Indian counterparts. There was also a significant mean difference between perceptions of teachers with respect to professional experiences and teachers with other years of experience. The interaction effects between country and professional experience on all the dimensions of leadership effectiveness of the principals were observed to be not significant.

Piel. A (2008) inferred that emotional intelligence was highly correlated with transformation leadership, critical thinking was not. There was not strong predictive linear model for transformational leadership qualities involving the interaction of critical thinking and emotional intelligence. Relationship management might be a predictor to transformational leadership. Organizations might increase occurrences of transformational leadership by improving the relationship management skills of their leaders or leader candidates.

As reported by (Washington. R, 2007) Employee-reported job satisfaction and organizational commitment did not relate differently with servant leadership than with transformational leadership or transactional contingent reward leadership. Nevertheless, both employee-reported job satisfaction and organizational commitment related to employees’ perceptions of their immediate
supervisors’ servant leadership differently than it related to employees’ perceptions of their immediate supervisors’ transactional active management-by-exception leadership and passive management-by-exception leadership. Specifically, employee-reported job satisfaction and organizational commitment were positively related to supervisors’ perceived servant leadership but were not related to perceived transactional active management-by-exception leadership and negatively related to perceived transactional passive management-by-exception leadership.

Fritz. H. L (2005) found that there was a difference in the perception in leadership styles in different classes in the university and that there were no significant differences in the perceptions of leadership style by students and the self-perceived leadership style of the instructor.

Shirbagi (2004) studied the relationship between Organizational Commitment of Faculty Members and Leadership Frames of Chairpersons within Indian and Iranian Higher Education Context and revealed that:

- There is significant difference in the level of Organizational Commitment between Iranian and Indian faculty members.
- There is no difference in leadership frames between Leadership Frames of Chairpersons and Organizational Commitment of Faculty Members. The difference, however, is that the mean scores for all the four leadership frames in Tabriz University is more than Panjab University counterpart. Furthermore, this difference was more in case of symbolic frame.
• There were significant correlations among four frames of leadership and Organizational Commitment and its three components.
• Tabriz University faculties did not have different means of leadership frames. In Panjab University there was a significant difference among faculties in different frames of leadership- structural, human resource and symbolic frames. Whereas no difference was found in Tabriz University faculties.

Hosainee (2003) evaluated the relationship between Leadership Style of Chairpersons of the Department and Organizational Commitment of Lecturers. It indicated that, there are significant differences between leadership styles of chairpersons in departments and between leadership styles of chairpersons in the view of their lecturers. There are significant differences between organizational commitments of lecturers in different departments. There are also significant differences between organizational commitments of chairpersons in different departments.

Khaiberee (2003) examined the relationship between leadership style of soccer coaches and Commitment and Burnout of players and submission of middle in Terhran. It was found that:
• There was a significant relationship between leadership style of coach sports and Organizational Commitment of Players.
• There was no significant relationship between task orientation of coaches and Organizational Commitment of players.
• There were significant relationships between relation orientation of sport coaches and Organizational Commitment of players.

King (2002) indicated that transformational Leadership behaviors are positively associated with teamwork, customer focus and commitment to continuous improvement and to the learning organization disciplines of shared vision and managing mental models. Laissez-faire leadership is negatively associated with customer focus. Active management by exception is positively associated with the use of process control methods. Use of process control methods are in turn related to increased process feedback to team members which encourage two other organizational learning disciplines, team learning and individuals' sense of personal mastery. Systems thinking and team learning are positively related to the degree to which work group leaders report to the achievement of continuous improvement goals.

Cheaupalakit (2002) reported that, in general, contingent reward was found to be the most predominant leadership style across the three groups of Thai leaders – Vice presidents, Deans and Directors. The total transformational mechanism was the second most prevalent style found, followed by total management- by-exception with a much lesser degree, and laissez-faire strategies only on rare occasions. With regard to the effects of leadership behaviors on followers’ extra effort, leaders’ effectiveness, and followers’ satisfaction, these leaders scored themselves high on each of these qualities. Further, female leaders significantly exhibited more total transformational components and less total
management-by-exception qualities than did their male peers; the vice presidents perceived themselves to be more effective than did the dean and directors.

Day, Harris, and Hadfield (2001) developed a study to determine effective leadership in the administration of education. They evaluated the perspectives of principals, teachers, parents, governors, and students and a more complex model of leadership emerged. Their conclusion was that successful principals of schools experiencing change had more success with the contingency leadership style than with the transactional or transformational styles of leadership. The study did indicate, however, that leader behavior determined the effectiveness of the leader.

Harkins (1998) suggested that the extremely manifested aspect of leadership such as: charisma, humility/modesty, passion, benevolence, use of authority, education assertiveness, and self esteem, are not as important as the inner qualities of leadership such as: integrity, ethical conduct, competence, trustworthiness, and dependability. The most frequently selected items of critical importance to the success of deans and department chair focused on personal character values as opposed to administrative or technical skills. It is indicated that topics such as the ability to communicate, computer skills, classroom instruction techniques, ability to listen, budget management, management skills, conflict management, curriculum development, legal issues, and leadership theories may have a place in graduate program for future higher education administrators.
Hessari, M (1997) investigated the relationship between perceived manager’s leadership and employee’s job satisfaction in the Iranian auto industry. The Leader Behavior Description Questionnaire (LBDQ) form XII was used to measure leadership style of behavior. The Job Description Index (JDI) was used to assess job satisfaction with five basic aspects of a person’s job (work, promotion, pay, supervision, co-workers and job in general). A demographic sheet was attached to questionnaires which were translated from English to Persian for usage together with the above two questionnaires. Out of 120 respondents 57.6% had bachelor or higher degree of education. Fifty percent of these respondents were between the ages of 41 and 50, most were married and all were male. 64.4% were managers and 73% supervised zero to fifty employees. Stepwise multiple regression analysis was computed to test the relationships of the four satisfaction subscales to each of the two criterion variables. First consideration, second initiating structure, third consideration and initiating structure together.

Arithmetically higher means were obtained with initiating structure leadership behavior than considering leadership behavior for all participants. The most meaningful significance occurred when consideration leadership behavior was a predictor of satisfaction with supervision among all respondents pooled together and found that consideration and initiating structure were positively and significantly correlated with each other and with satisfaction with supervision for all respondents.

Onyeche (1988) revealed that the most of the department chairpersons used a leadership style that was characterized by a cooperative approach to
influence faculty, staff and student. The cooperative approach was manifested in the democratic consultative, participative, team, concourses and collegial styles of leadership. The majority of the department chairpersons identified human relations skills, communication skills and technical skills to be the most important skills for effective departmental leadership.

As reported by (Walters, 1997) leadership effects on quality improvement in Veterans Affairs Medical Centers and found positive correlation between leadership and the estimated Baldrige score. Partial correlations were positive between leadership and (1) information and analysis, (2) strategic planning, (3) human resources, and (4) process management. A negative partial correlation occurred between leadership and customer satisfaction. Positive correlation between leadership and overall quality improvement was anticipated.

2.3. STUDIES ON ORGANIZATIONAL COMMITMENT

Many researchers have come out with different findings on Organizational Commitment. Busch and Pettersen’s (2008) study revealed that;

- Global job satisfaction was significantly different among teachers working in the four educational programs. Teaching staff in schools of nursing has the highest score on global job satisfaction, while those in schools of engineering have the lowest score; the differences between the global job satisfaction for teachers in schools of engineering is significantly lower than respondents in the other educational programs, while nursing teachers have higher global satisfaction.
- There are significant differences in organizational commitment among the teachers in the four educational programs. The highest commitment is among the teachers in the schools of nursing and the lowest among teachers in engineering and business administration.

- Both the engineering and the business administration teachers have significantly lower organizational commitment than nursing teaching training staff.

Outram, P. M (2007) in her study found that: (a) organizational commitment was negatively correlated to intent to turnover and (b) organizational commitment was not related to teachers’ personal characteristics such as age, gender, marital status, ethnicity, tenure, or income.

Administrators were found to have a more favorable view of their institutional climate than staff. Employees’ age, tenure, and employees’ classification had predictive value for organizational climate whereas only employees’ age and tenure predicted organizational commitment (Thomas, 2006).

William, H (2006) reported that higher levels of participation in institutional decision making were related to higher degrees of total commitment of faculty to their institutions. There is no significant relationship found between the personal characteristic of gender, age, education level attained and length of teaching experience at present institution.

Faculty Members with a top administrative position had a higher level of extrinsic satisfaction than those who did not take on any administrative duty.
Faculty Members operated primarily from continuance commitment followed by affective commitment and normative commitment. Male faculty members had stronger affective commitment and normative commitment than female faculty members (Ching Huang, 2004).

Kumar and Patnaik (2004) studied on Organizational Commitment, Attitude towards works and Job Satisfaction of Post-Graduate Teachers 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 Organizational Commitment is moderately related to attitude towards work i.e. those who are commitment towards organization have positive attitude towards work.

- The correlation between Organizational Commitment and Job Satisfaction is moderate which shows that the teachers who are more satisfied with their job have more Organizational Commitment.

As reported by (Zolfagharnasab, M, 2003) there is relationship between teacher’s organizational commitment and organizational health. Male and female
teachers differed in their organizational commitments, but not in their aspect health.

There is a definite relationship between the leadership complexity of department chairs as perceived by their faculty and faculty's organizational commitment (Hartnett, 2002).

Haidaree. R (1999) listed the following conclusion based on her study:

- Relationship was found between teacher’s Organizational Commitment and Head’s Efficacy.
- Relationship was found between teacher’s affective commitment and Head’s Efficacy.
- Relationship was found between teacher’s continuance and Head’s Efficacy.
- No significant difference was found between organizational commitment and male and female teachers.
- Significant difference was found in affective commitment and normative commitment between male and female teachers where as no significant difference was found between continuance commitment of male and female teachers.

Temporary workers were more transactional than relational in their contractual orientation (Milward and Hokins, 1998).

Amirtash’s (1997) study revealed that heads had higher level Organizational Commitment and Job Satisfaction than managers and a positive
significant correlation was found between organizational commitment and job satisfaction.

Ting Chor. L (1991) concluded that the organizational commitment of a teacher depended on the teacher satisfaction in teaching and his acceptance of the school. Teacher’s satisfaction depended on the effectiveness of his performance in his teacher roles which would be readily influenced by the academic and discipline performance of the students. The acceptance of a teacher for the school depended on how he could perform his teacher roles smoothly with minimum disturbances from the school. These disturbances included the staff social relations, group culture, colleague relations, principal’s behaviors and school values.

2.4. CONCLUSION

From the review of related literature presented in the preceding pages it is found that:

• There are considerable numbers of studies on Total Quality Management and Leadership Behavior, but not on Organizational Commitment. Research in the case of organizational commitment is relatively found unexplored area; not many studies have been undertaken in this area. In Iran these studies are very much limited.

• Research on Organizational Commitment of Faculty Members and Leadership Behavior of Heads in relation to the Total Quality Management is also very limited in Iran and other countries.
• The research on Organizational Commitment and Leadership Behavior of Heads in not adequate; many remains to be explored in Iran and other countries. This review of related literature substantiated adequately the need for research in the case of Total Quality Management, Leadership Behavior and organizational commitment in relation to other variables.

• The review of related literature concluded that educators at elementary, middle school grade levels and higher education support Core Constructs of TQM. Core quality management practices referred to the practices that are expected to deal directly with improved quality performance. Core quality management practices included product design process flow management, and statistical control feedback. Infrastructure quality management practices to create the environment that supports the use of the core quality management practices. Application TQM at university focuses on leadership, teams, and individuals who had been implemented at higher education.

• The research on Leadership Behavior showed that most of the heads of departments used a leadership style that was characterized by a cooperative approach to influence faculty members, staffs and students. The majority of the heads of departments identified human relation skills, communication skills and technical skills to be the most important skills for effective departmental leadership. It is because leader behavior determined the effectiveness of the leader.

• The review of related literature on Organizational Commitment concluded that higher levels of participation in institutional decision making were
related to higher degrees of total commitment of faculty to their institutions. Organizational Commitment of a teacher depended on the teacher satisfaction in teaching and his acceptance of the school.

- On the whole the review of related studies indicated that research related to Leadership Behavior, Organizational Commitment of teachers / heads of different levels of education and Total Quality Management in education is very much limited in Iran when compared to other countries. This substantiated adequately the need for research in the area of TQM in relation to many variables in general and the present study in particular where in it is attempted to related the perception about TQM with Leadership Behavior of heads and Organizational Commitment of faculty members.