CHAPTER – 1
INTRODUCTION

1.1 MANAGEMENT

Ever since people began forming groups to accomplish aims they could not achieve as individuals, ‘managing’ has been essential to ensure the coordination of individual efforts. It brings the human and material resources together and motivates people for the achievement of the objectives of the organization. Without proper management, resources of the organization remain resources only and never become output or production (Gupta & Joshi, 2005).

An organization is a group of individuals which has its definite objectives to be achieved by the joint efforts. Management is concerned with the establishment and accomplishment of these objectives. It is goal-oriented. According to Haimann (1962) effective management is always management by objectives. It is a universal necessity in organization and is virtually applied to every type of organization whatever its size or purpose. Not restricted to factory, shop or office only, it is equally useful in government enterprises, educational institutions, health services, military organizations and so on.

Management has been differently defined by various authors. It has been conceptualized both as process and as a function, as a technique/art/science and also as a system of authority.

Among those who lay emphasis on ‘the process’, Tead (1951) defines “management as a process and agency which directs and guides the realizing of established aims”. For Vance (1959) “management is a process of decision-making and control over the action of human beings for the express purpose of attaining pre-determined goals”. According to Brech (1972) management is a social process enacting responsibility for the effective and economical
planning and regulation of the operations of an enterprise in the fulfillment of a given purpose or task involving (a) judgement and decision in determining plans and the development of procedures to assist control of performance and progress against plans; and (b) the guidance, integration, motivation and supervision of the personnel composing the enterprise and carrying out its operations. **Ronald (1974)** too, defines management as a “process of getting things done through the agency of community”. **Terry (1977)** conceives management as a “distinct process consisting of planning, organizing, actuating and controlling to determine and accomplish the objectives by the use of people and resources”. Similarly, **McFarland (1979)** defines management as “the process by which managers create, direct, maintain and operate purposive organizations through coordinated, co-operative human effort”.

According to **Kreitner (1996)** “management is the process of working with and through others to effectively achieve organizational objectives by efficiently using limited resources in the changing environment”. **Stephen & Robbins (1998)** view management “as a process which brings the scarce human and material resources together and motivates people for the achievement of objectives of the organization”. **Rao & Kansal (2006)** describe management as a “process of integrating resources and tasks towards the achievement of stated organizational goals”. **Hersey et al. (2007)**, too, view management as a “process of working with and through individuals & groups and other resources to accomplish organizational goals”. According to Joshi & Gupta (2006) management is *not a one time act* but an ongoing series of interrelated activities. The sum total of these activities is known a management process. It is characterized by the following features:

**Social Process:** The entire management process is regarded as a social process as the success of all organizational efforts depends upon the willing co-operation of people. Managers guide, direct, influence and control the actions of others to achieve stated goals.
Even people outside the organization are influenced by the actions of managers.

**Continuous Process:** The process of management is ongoing and continuous. Managers continuously take up one or the other function. Each managerial function is viewed as a sub-process of total management process.

**Universal:** Management functions are universal in the sense that a manager has to perform them irrespective of the size and nature of the organization.

**Iterative:** Managerial functions are contained within each other. Various functions are taken together. For instance, planning, organizing, directing and controlling may occur within staffing function. Similarly, organizing may require planning, directing and controlling. So all functions can be thought of as sub-functions of each other.

**Composite:** All managerial functions are composite and integrated. There cannot be any sequence which can be strictly followed for performing various functions. The sequential concept may be true in a newly started enterprise where functions may follow a particular sequence but the same will not apply to a going concern. Any function may be taken up first or many functions may be taken up at the same time.

When viewed in the context of management as a function, it is an action-oriented activity. It requires doing to achieve proficiency. According to Richman (2000) “management entails the coordination of human effort and material resources toward the achievement of organizational objectives as well as the organization of the productive functions essential for achieving stated or accepted economic goals”. It is concerned with resources, tasks and goals, with achievement of results through the effective means and efficient efforts. It streamlines all the chaotic activities into one through intelligible planning, effectively organizing the available resources, ebulliently directing and leading the team towards the fulfillment of goals. It
is a challenging field because it confronts with 'the change', which is a continuing phenomenon. Nevertheless, it is characterized by certain essential functions such as planning, organizing, leading, controlling, interacting with others, decision-making and completing the assigned tasks. In other words, management’s concern and responsibility are everything that affects the performance of the institution and its results – whether inside or outside, whether institution’s control or totally beyond it.

According to Allen (1958) “management is what management does”. Drucker (2008) who earlier (1974) defined management as a “function, a discipline, a tactic to be done”, says that there are three basic tasks, equally important but essentially different that face the management of every institution. These are (a) to think through and define the specific purpose and mission of the institution, whether business enterprise, hospital, school or government agency; (b) to make work productive and the worker achieving; and (c) to manage social impacts and social responsibilities. These definitions of management give more emphasis on the concept that management is known by its functions and contributions.

Management functions have been enlisted under different nomenclature by different authors. Gullick (1937) used the word POSDCORB to describe functions such as planning (P), organizing (O), staffing (S), directing (D), controlling (CO), reporting (R) and budgeting (B). Fayol (1949) gave (i) planning (ii) organizing (iii) commanding (iv) co-ordinating and (v) controlling as functions of management. Koontz & O'Donnel (1972) adopted managerial functions as planning, organizing, staffing, leading, coordinating and controlling which are as follows:

Planning is the most basic function of the management. Planning and forecasting are two essential conditions for the success of any human activity. Planning is deciding in advance what is to be done, when and where it is to be done, how it is to be done and by whom it is to be done. It involves selecting missions and objectives
and the actions to achieve them. It requires decision-making that is, choosing future courses of action from among alternatives. From a short-term perspective, it involves setting individual targets vis-à-vis the tasks required to perform at work. According to Newman (1968) “planning is deciding in advance what is to be done”. Likewise Koontz & Donnel (1972) are of the view that “planning is deciding in advance what to do, when to do, and who is to do it. Planning bridges the gap from where we are to where we want to go. It makes it possible for things to occur which would not otherwise happen.”

Organizing refers to the preparation and accumulation of the resources necessary to put plans into action. It is a key step to implement the plans. Organizing, is that part of managing which involves establishing an intentional structure of roles for people to fill in an organization. It is intentional in the sense of making sure that all the tasks necessary to accomplish goals are assigned and, it is hoped, assigned to people who can do them best. Allen (1958) describes organization as, “the process of identifying and grouping work to be performed, defining and delegating responsibility and authority and establishing relationships for the purpose of enabling people to work most effectively together in accomplishing objectives.” McFarland (1974) defines organization as “an identified group of people contributing their efforts towards the attainment of goals.” According to Terry (1977) “organizing is the establishing of effective behavioral relationship among selected work persons and work places in order for the group to work together effectively”.

Staffing involves filling, and keeping filled, the positions in the organization structure. This is done by identifying work-force requirements, inventorying of the people available; recruiting, selecting, placing, promoting, appraising; planning the careers of, compensating, and training or otherwise developing both candidates and current job holders so that tasks are accomplished effectively and efficiently. Thus staffing involves ‘placing the right man on the right job at the right time’ (Bhattacharya, 2004).
Leading is influencing people so that they will contribute to organization and group goals; it has to do predominantly with the interpersonal aspect of managing. It is a general belief that most critical problems arise from people—their desires and attitudes, their behavior as individuals and in groups and that effective managers also need to be effective leaders. Since leadership implies followership and people tend to follow those who offer a means of satisfying their own needs, wishes and desires, it is understandable that leading involves motivation, leadership styles and approaches, and communication.

Co-ordination another important function of management creates a team spirit and helps in achieving goals through collective efforts. It is regarded as the very essence of management as in order to co-ordinate the activities of his subordinates, a management has to perform all other functions of management namely planning, organizing, staffing, directing and controlling. It is the achievement of harmony between individual efforts towards the accomplishment of group goals, which is the very purpose of management. Like a thread in garland, co-ordination an art of all management functions" (Koontz & Donnel, 1972). McFarland (1974) defines co-ordination as the “process whereby an executive develops an orderly pattern of group efforts among his subordinates and secures unity of action in the pursuit of common purposes”.

Controlling involves assessing/measuring and correcting individuals and organizational performance to ensure that events conform to plans. It involves measuring performance against goals and plans, showing where deviations from the standards exist, and helping to correct those deviations. In short, controlling facilitates the accomplishment of plans. Although, planning must precede controlling, plans are not self-achieving. Plans guide managers in the use of resources to accomplish specific goals; then activities are checked to determine whether
they conform to plans. Controlling activities generally relate to the measurement of achievements. Budgets, inspection of records and the employee payrolls, are some of the obviously applicable tools to control the deviations. Haiman (1962) defines control as a “process of checking to determine whether or not proper progress is being made towards the objectives and goals and acting, if necessary, to correct its deviation.” Brech (1972) describes control as a “process of checking actual performance against the agreed standards or plans with a view to ensure adequate progress.”

Coming to the definition of management as a technique/art/science, Appley (1961) conceives management as “an art of getting things done through the efforts of other people”. Koontz & O’Donnel (1972) define management as “an art of getting things done through the agency of community”. According to Mooney & Reiley (1979) “management is the art of directing and inspiring people”. These definitions of management emphasize that management is an art or system of getting work done from people for the achievement of organizational goal of an institution. Peterson & Plowman (1985) define management as “a technique by means of which the purpose and objectives of a particular human group are determined, classified and effected”. According to Choudhary (1999) management is concerned with the dynamics of circumstance and activity and is generally motivated by the need to economise in the use of resources and time in achieving predetermined objectives. In a rather broader view, American Society of Engineers (2006) views management as an “art and science of organizing and directing human efforts applied to control the forces and utilize the materials of nature for the benefit of man”. According to these definitions most important purpose of management is to ensure the optimum use of physical and human resources of an organization. It motivates the workers by giving effective leadership to them.

Some authors consider management a system of authority. Hence a manager is a dynamic and life giving element in every
organization. Management and managers are the specific need of all institutions, from the smallest to the largest. They are the specific organ of every institution. They are what hold it together and make it work. Without the institution, there would be no management. But without management, there would be only a mob rather than an institution. As society has come to rely increasingly on group effort, and as many organized groups have been large, the task of managers has been rising in importance. The performance of managerial functions of planning, organizing, staffing, directing and controlling along with the possession of authority are the essentials of a manager. The use of authority by a manager however, depends upon his approach to authority, his personality factors, subordinates and situational variables (Gupta & Joshi, 2005). Without authority a person is not a manager. Authority makes the managerial position real, enabling the manager to order his subordinates to act as he directs them. In case the subordinate refuses, the manager’s authority includes his power and right to take disciplinary action, in the last instance to discharge the subordinate (Haimann, 1962). According to Wheeler (1993) “management is centered in the administrators or managers of the institutions who integrate men, material and money into an effective operating limit.” For Herbison & Myers (2005) “management is rule making and rule enforcing body and within itself it is bound together by a web of relationships between superiors and subordinates.” Drucker (2008) conceives management as a “multipurpose organ that manages a business, managers, workers and work.” In its broadest sense, management involves: Formulation of plans, policies and objectives, securing men, material, machinery, money and methods for their achievement, directing and motivating the men at work, supervising and controlling their performance, and providing maximum satisfaction & service to employer, employees and public at large.
Management underlies some essential principles for the achievement and accomplishment of managerial goals (Drucker, 2008). These principles are:

**Management is about human beings.** Its task is to make people capable of joint performance, to make their strengths effective and their weaknesses irrelevant. This is what organization is all about, and it is the reason that management is the critical, determining factor. Management is deeply embedded in culture, because it deals with the integration of people in a common venture.

Every enterprise requires commitment to common goals and shared values. Without such commitment, there is no enterprise. The enterprise must have simple, clear and unifying objectives. The mission of the organization has to be clear enough and big enough to provide common vision. The goals that embody it have to be clear, public and constantly reaffirmed.

Management must enable the enterprise and each of its members to grow and develop as needs and opportunities change.

Every enterprise is composed of people with different skills and knowledge doing many different kinds of work. It must be built on communication and on individual responsibility. All members need to think through what they aim to accomplish and make sure that their associates know and understand that aim.

Neither the quantity of output nor the bottom line is by itself an adequate measure of the performance of management and enterprise. **Market standing, innovation, productivity, development of people, quality and financial results** are crucial to an organization's performance and to its survival. Just as a human being needs a diversity of measures to assess its health and performance, an organization too needs various measures for its assessment.

**1.1.1 FUNCTIONAL AREAS OF MANAGEMENT:** An organization divides the activities into different departments and units and functions through them. According to McFarland (1974) various functional areas of management are:
**Production Management:** This management deals with decision-making in relation to the production process so that goods and services of required quality and quantity are produced within a given time schedule and cost. The objective of the production department is the transformation of inputs like land, building, technology, machine, labour, energy and materials into specified output. These outputs are in the forms of products and services for the society.

**Marketing Management:** It is concerned with the distribution of goods and services produced by the production department. This management refers to the planning, organizing, directing and controlling the activities of the persons working in the market division of the institution with the aim of achieving the organizational objectives. It can be regarded as a process of identifying and assessing the needs of the customers with a view to first converting them into products or services and then providing the same to the final user so as to satisfy their wants with a stress on profitability that ensures the optimum use of the resources available to the enterprise.

**Financial Management:** This management concerned with the managerial activities pertaining to the procurement and utilization of funds for business purposes. This management deals with the planning and controlling of financial activities. It also refers to a process of efficient management of funds for achieving organizational goals.

**Human Resource Management:** Physical resources in the organization are utilized by employing proper manpower to achieve the organizational objectives. HRM deals with the management of human resources that consist of all employees or working force employed in the organization. Human resource management is an art of procuring development and maintaining competent work force by realizing the objectives of the organization (Gupta & Joshi, 2005).

**Material Management:** It deals with receipt and issue of materials and maintenance of stores records.
Office Management: The function of management consists of planning, coordinating and controlling office activities with a view to achieve common organizational objectives. One of the functions of management is to organize the office work in such a way that it helps the management in attaining its goals. Wylie (2005) defines office management as “the manipulation and control of men, methods, machines and materials to achieve the best possible results of the highest possible quality with the expenditure of least possible effect and expense, in a manner acceptable to the top management”.

1.1.2 LEVELS OF MANAGEMENT: All the employees working in an organization can be divided into two groups namely (i) administrative management which is concerned with thinking function and (ii) operative management which is concerned with doing function. Due to this, all management functions of planning, organizing, directing, coordinating and controlling cannot be performed by an officer at the top. These have to be entrusted to different persons of the institution. In other words, authority has to be delegated and responsibility diversified in order to achieve optimum results. According to Wheeler (1993) “as the enterprise grow in size, management functions are delegated to lower levels of authority made necessary for more effective administration and control of economic activities”.

Brech (1972) has classified the management at three levels namely, top management, middle management and lower management. These levels of management are:

Top Management: This management, which consists of Owners, Board of Directors, Managing Director, Chief Executive and General Manager, set objectives, establishes policies, procedures, programs and strategies of their organization.

Middle Management: This level of management is, basically concerned with the task of implementing the policies and plans laid down by the top management. It acts as a necessary link between the top management and the lower level or operating level management.
**Lower Management:** This level deals with **actual execution** of the plans and policies. It includes persons who have to get work done as per planning and policies of top and middle management. All the functions of management viz., planning, organizing, directing and controlling are performed by lower level management but in varying degrees.

Instead of three levels, **Davis (1975)** divides the management into five levels namely, trusteeship management, general management, departmental management, middle management and supervisory management.

Thus the concept of management is both multi-dimensional and multi-functional which operates at various levels & in different functional areas.

### 1.2 QUALITY MANAGEMENT

Quality is an elusive concept and therefore difficult to define. **Pfeffer and Coote (1991)** have even described it as a 'slippery concept'. It is slippery because it has such a variety of meanings and the word implies different things to different people. While everyone is in favour of providing quality education, the difficulty starts when one attempts to define what quality means. It is necessary to have a clear understanding of the various meanings or there is a danger that it becomes a mere catchphrase, a word with high moral tone but little practical value. A possible reason for the enigmatic nature of quality is that it is a dynamic idea.

According to **Bilich & Neto (2000)** quality, as a macro function of institutions, must be present in the day-to-day running of an institution, in aspects such as establishment of policies, the decision processes, selection of personnel, allocation of resources, definition of priorities and service delivery to satisfy customer requirements. 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 service
delivery. Quality is no longer an optional extra, it is an essential strategy to survive (Djerdjour & Patel 2000).

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). There are many definitions of quality, such as “the totality of features and characteristics of products or services that bear on its ability to satisfy given needs (ANSI & ASAC, 1978); “conformance to requirement” (Crosby 1979); “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 1983); “do it right the first time” (Price 1985).

According to Deming (1988) “quality is multidimensional approach to produce a product and/or deliver a service that meets the customer’s expectations to ensure customer satisfaction” and for Juran (1988) “quality is fitness for use”.

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) presented a slightly different perspective with their emphasis on the artistic and energetic properties of quality. According to them, “quality is what surprises and delights the customer.”

Each of these statements represents a facet of quality and are incorporated into the international definition as “the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs” (ISO – 8402 – 1986).

Quality management involves several major issues. These issues are related both to the concept of quality and techniques of quality management. Quality management has been defined by Navaratnam and O’Connor (1993) as a ‘set of concepts, strategies, tools and beliefs etc, which are aimed at improving the quality of products and services, reducing the waste and saving costs’.
According to Bhatt & Raj (2006) there are two main parts of quality management namely, quality assurance and quality control. Quality assurance involves designing system to deliver quality before the event whereas quality control takes place after the event (Fidler, 1996). Quality control is mainly about detecting defective output, rather than preventing it. Basu & Wright (1998) state that quality control and quality assurance are aimed at achieving an agreed consistent level of quality, firstly by testing and inspection, then by rigid conformance to standards and procedures, and finally by efforts to eliminate causes of errors so that the defined accepted level will be achieved.

Quality management is focused not only on product quality, but also on the means to achieve it. Quality management, therefore, uses quality assurance and control of processes as well as products to achieve more consistent quality. It is concerned with getting things right.

1.2.1 INDICATORS OF QUALITY

Quality has to be the top concern of academicians, administrators and the government, as education plays a vital role in the development of any nation. Therefore, there is a premium on both quantity (increased access) and quality (relevance and excellence of academic programs offered) of education.

There is a wide divergence in the opinion as to what constitutes quality or what are the indicators of quality in the context of TQM. The major problem in classifying ‘indicators’ of quality is interdependence between process and product in the context of Total Quality Management (Mukhopadhyay, 2006).

Kevin (1997) mentioned sense of responsibility, open mindedness, critical thinking ability, multi language proficiency, and active interest in other culture as the goals to serve as school quality indicators. It would be evident that the quality indicators for a school vary from one category of respondents to another. This is largely due to client orientation vis-à-vis quality of schooling.
Navaratnam (1997) identified students, employers, universities, parents, community and government as the customers and stakeholders of school education. **Key inputs** into schooling are curriculum, students, teachers, support staff, administrators, managers, facilities, classrooms and government policies, **key processes** are curriculum development, accreditation, teaching, enrolment, financing or funding, administration, management, student support services, community services, commercial and promotion and marketing. Similarly, **key outputs** are educated and trained graduates, research findings and community services.

According to Mukhopadhyay (2006) an educational institution as a system has **inputs** such as students, infrastructure, financial resources and instructional resources. The **processes** are admission, instruction, evaluation etc., while the **outputs** are the graduates and their behavioral, academic and physical qualities. An institution has a well defined boundary and an environment in which it is set. Further these components as inputs, processes and outputs are not independent of one another; they are interlinked and interdependent in a systematic framework. The Principal, teachers and other staff members spend six to eight hours in a day, in the school. Hence, the development of staff members, their career growth and their job satisfaction is also very important. Viewed within this frame work, **job satisfaction and career growth** can also be seen as **outputs** of the institutional system. The **inputs** are the management systems, facilities, career promotion opportunities, provisions for incentives and rewards etc. The **processes** are inter-personal relationships, recognition, motivation etc.

Mukhopadhyay's Institutional Profile Questionnaire (MIPQ, 2006), which is used in this research to assess the **TQM** status of the institution, comprises **11 areas** that are considered as indicators of quality namely: Leadership Behavior, Teacher quality, Linkage and interface communication with the environment, Student’s academic and non academic quality, Co-curricular activities,
Teaching, Office management, Interpersonal Relationship, Material resources, Examination and Job satisfaction.

In India, to ensure quality at higher education, NAAC (National Assessment Accreditation Council) adopted new methodology to grade educational institutions w.e.f., 1st April, 2007. NAAC was established as an autonomous organization by the UGC in Sept 1994 to ensure that quality becomes the defining element of higher education. The NAAC has been set up to help all participating institutions, assess their performance vis-à-vis set parameters. It has identified seven criteria to serve as the basis of its quality assessment procedures namely, curricular aspects, teaching-learning and evaluation, research-consultancy and extension, infrastructure and learning resources, student support and progression, governance and leadership and innovative practices. These seven criteria have further 36 key aspects and in turn, key aspects have 100 indicators.

Similarly, at school education level, to ensure quality education Central Board of Secondary Education (C.B.S.E) has formulated certain norms for the affiliation of schools. According to these norms, the Society/ Trust running the school has a critical and key role to play, in providing a good and healthy climate to the school, to fulfill its aim and objectives, to enable the staff provide quality education and to be a centre for educational excellence.

The role and responsibilities of the Society/ Trust as defined by C.B.S.E (2009) ensure that the school (i) gets proper land, building equipment, furniture and qualified staff; (ii) is run as a community service and not as a business and that commercialization does not take place in the school in any shape whatsoever; (iii) the funds accruing from the school are spent for the benefit of the school and for its expansion; (iv) shall safeguard the autonomy of the Principal and provide him total support except when the Principal goes against the established and clear directives laid down by the management; (v) shall have control over the school management committee and shall approve the budget/tuition fees and annual charges etc., for the
school; (vi) shall ensure that the school has the basic essential facilities such as laboratory equipment, equipment for games and sports and other co-curricular activities etc; (vii) has powers to lay down conditions of service as per norms of CBSE/Government, and to approve promotion/appointment/termination of the employees as well as to grant special increments or rewards to the staff.

Likewise other central bodies and state boards of school education lay down norms for quality education. Resulting out of the efforts to improve quality, many quality models have been developed and practiced.

The European foundation for quality management has developed the successful European Quality Award, UK has Citizen’s Charter and the Investors in People Standard, USA has Malcolm Baldrige Award, while internationally there is the important International Standard ISO 9000. These are some of the quality awards and standards that have been introduced in recent years to promote quality. This new consciousness of quality has now reached education, and educational institutions are being required to develop their own approaches to quality and need to demonstrate publicly they too can deliver a consistent quality service.

The first model termed as “Deming Prize” for quality was established in Japan in the 1950s and was soon followed by other countries as Malcolm Baldrige National Quality Award, USA(1987), European Foundation Quality Award(1992), South African Excellence Model (1997) etc. Some of these models are being highlighted as below:

The criteria for the Baldrige award are now accepted all around the world, as the standard for performance excellence with reference to organizations/institutions including educational ones. The criteria are designed to help organizations enhance their competitiveness by focusing on two goals which are (a) delivering ever improving value to customers and (b) improving overall organizational performance.

The MBNAQ

The criteria of MBNQA are built upon interrelated core values and fundamental concepts namely, visionary leadership, customer-driven excellence, organizational and personal learning, valuing employers and partners, agility, focus on the future, managing for innovation, management by fact, public responsibility and citizenship, focus on results and creating value, and systems perspective. Seven categories make up the award criteria namely, (i) leadership (ii) strategic planning (iii) customer and market focus (iv) information and analysis (v) human resource focus (vi) process management and (vii) business results. Two categories namely, education and health care were introduced in 1999. Since then, a total of 37 applications have been submitted in the education category and 25 in the health care category (Ferreira 2003).
The European Foundation for Quality Management

The **EFQM (1992)** was introduced at the beginning of 1992 as the framework for assessing applications for The European Quality Award. It is the most widely used organizational framework in Europe and has become the basis for the majority of national and regional Quality Awards. While Quality Awards are a focus for some users, the true measure of the EFQM Excellence Model’s effectiveness is its widespread use as a management system and the associated growth in the key management discipline of organizational assessment. Regardless of sector, size, structure or maturity, the organizations to be successful, need to establish an appropriate management system. The EFQM Excellence Model is a practical tool to help organizations do this by measuring where they are on the path to excellence; helping them understand the gaps; and then stimulating solutions.

The EFQM is committed to researching and updating the model with the inputs of tested good practices from thousands of organizations both within and outside of Europe to ensure the model remains dynamic and in line with current management thinking. The last major revision was launched in April 1999. This revision included a new scheme for evaluating performance against the model, best described by its acronym **RADAR** (Results, Approach, Deployment, Assessment and Review). Over the years a number of research studies have investigated the correlation between the adoption of holistic Models, such as the EFQM Excellence Model and improved organizational results (Source vide www.efqm.org). The majority of such studies show a positive linkage.

The EFQM is a non-prescriptive framework based on nine criteria. Five of these are ‘**Enablers**’ and four are ‘**Results**’. The ‘Enabler’ criteria cover what an organization does. The ‘Results’ criteria cover what an organization achieves. ‘Results’ are caused by ‘Enablers’ and feedback from ‘Results’ help to improve ‘Enablers’. The model, which recognizes various approaches to achieving sustainable excellence in all aspects of performance, is based on the premise that:
Excellent results with respect to Performance, Customers, People and Society are achieved through Partnerships, Resources and Processes.

**The EFQM Model**

The interrelated core values and fundamental concepts which form the basis of the criteria of EFQM model include: results orientation, customer focus, leadership and constancy of purpose, management by processes and facts, people development and involvement, continuous learning, innovation and improvement, partnership development, and public responsibility.

The model comprises nine criteria which are (i) excellent leadership, (ii) development of full potential of people, (iii) stakeholder focused policy and strategy, (iv) management of partnerships and resources to balance the current and future needs of the organization, the community and the environment, (v) processes directed to increase value for customers and other stakeholders, (vi) comprehensive measurement and achievement of outstanding results.
with respect to their people, (vii) customer results, (viii) society results, and (ix) measurement of key performance results.

South African Excellence Model

The **SAEM (1997)** is a framework for assessing the “excellence” of an organization. The model is based on the concept that an organization will “achieve better results by involving all the people in the organization in continuous improvement of their processes.” The SAEM was developed by the **South African Excellence Foundation (SAEF)** in 1997, and builds on the experience of the Malcolm Baldrige National Quality (MBNQA, USA) and the European Foundation for Quality Management (EFQM, EU). The SAEM has been adopted throughout the South African Development Community (SADC) countries and is duly recognized by both the MBNQA and EFQM. The model is based on the **fundamental concepts** of (i) results orientation, (ii) customer focus, (iii) leadership and constancy of purpose, (iv) management by processes and facts, and (v) people development and involvement.

![The SAEM Diagram](image)

(SAEF Y2002/1 Self-Assessment Questionnaire and Workbook for Public Service Performance Excellence Level 3)

**SOURCE:** SAEF Y 2002/1
1.3 TOTAL QUALITY MANAGEMENT (TQM):
Concept & Principles

According to Pun (2001) the following is necessary to achieve an intense understanding and transformation towards TQM:

(a) a historical review of TQM based on the prescriptions of the quality gurus,
(b) definitions of TQM, and
(c) the principles of TQM.

(a) Historically, it is observed that many of the recognized quality gurus did not actually use the term TQM, although their work has subsequently been recognized as being relevant and sometimes quoted as referring to TQM. TQM can be taken as an extension of the traditional approach to quality, the parameters of which have been submitted in the chapter 3 (Methods & Procedures, section 3.3.3). Thus, although the origins of TQM goes back to the 1940s and 1950s, Feigenbaum first used the term formally in 1957. More recently, TQM has been developed through a number of widely recognized approaches put forward by several “quality gurus” such as Crosby (1979), Deming (1986), Feigenbaum (1991), Juran (1988) and Ishikawa (1985). The emphasis placed on various aspects of TQM varies among the authorities, but the general thrust of their arguments is similar. Therefore, to understand the origins of TQM, it is important to understand the contributions from these quality pioneers.

Deming (1900-1993) a prominent consultant, teacher and author on the subject of quality, is one of the best-known early pioneers, who is credited with popularizing quality control in Japan in the early 1950s. His philosophy emphasizes the systematic nature of institutions, the importance of leadership, and the need to reduce variation in institutional processes.

Deming summarized his foundation work in quality by identifying 14 points for institutions to follow (Kelada 1996; Lindsay...
Deming's 14 Point Plan for TQM

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<td>1</td>
<td>Create constancy of purpose</td>
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<tr>
<td>2</td>
<td>Adopt the new philosophy</td>
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<td>3</td>
<td>Cease inspection, require evidence</td>
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<tr>
<td>4</td>
<td>Improve the quality of supplies</td>
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<td>5</td>
<td>Continuously improve production</td>
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<tr>
<td>6</td>
<td>Train and educate all employees</td>
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<tr>
<td>7</td>
<td>Supervisors must help people</td>
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<tr>
<td>8</td>
<td>Drive out fear</td>
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<tr>
<td>9</td>
<td>Eliminate boundaries</td>
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<tr>
<td>10</td>
<td>Eliminate the use of slogans</td>
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<td>11</td>
<td>Eliminate numerical standards</td>
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<tr>
<td>12</td>
<td>Let people be proud of their work</td>
</tr>
<tr>
<td>13</td>
<td>Encourage self-improvement</td>
</tr>
<tr>
<td>14</td>
<td>Commit to ever-improving quality</td>
</tr>
</tbody>
</table>

SOURCE: WWW.1000ADVICES.COM

He maintains that an institution must adopt the fourteen points of his system at all levels (Evans & Dean 2003). He further states that his 14 points can be applied anywhere, to small institutions as well as large ones, to the service industry as well as to manufacturing. He also stressed that it is the system of work that determines how work is performed and it is only managers that can create the system.

According to Capezio & Morehouse (1993), Lindsay & Petrick (1998), Rao et al. (1996) and Waldman (1994) the Juran Trilogy identifies three areas for quality conversion within an institution, namely, financial planning becomes quality planning (developing the products and processes required to meet customer needs), financial control becomes quality control (meeting product and process goals), financial improvement becomes quality improvement (achieving unprecedented levels of performance).
Juran (1904-2008) suggested that management problems are related to human element errors. He promoted management training in quality concepts and the use of quality circles to improve employee communication across levels. His focus was on understanding customer needs. From the above mentioned trilogy, Juran developed a ten-step approach to quality improvement, namely, building awareness for the need and opportunity for improvement, setting goals for improvement, organizing people to reach the goals, providing training throughout the institution, carrying out projects to solve problems, reporting progress, giving recognition, communicating results, keeping score and assessing overall progress and maintaining momentum by making annual improvement part of the regular systems and processes of the institution (in Dale 2003; Swift, Ross & Omachonu 1998).

Crosby (1909-2001) focuses on prevention process wherein requirements for quality conformance are jointly written by managers and workers to address the needs of the customer. He promotes a “zero defects” standard in which the cost of non-conformance to the standard is eliminated. His goal was to give all staff training and the tools of quality improvement, to apply the basic precept of prevention management in every area. The philosophy of Crosby focuses on reducing cost through quality improvement and stresses that both high and low-end products can have high quality (in Dean & Bowen 1994). His philosophy is based on five fundamental principles he calls absolutes, which are (i) Quality has to be defined as conformance to requirements and not as goodness, (ii) The system for causing quality is prevention, not appraisal, (iii) The performance standard for quality must be zero defects, not that’s close enough, (iv) The measurement of quality is the process of non-conformance, not indexes, and (v) There is no such thing as a quality problem (Crosby 1979; Evans & Dean 2003).
Crosby stresses motivation and planning and does not dwell on statistical process control and the problem-solving techniques of Deming and Juran.

(b) In trying to define TQM, it is worth considering the meaning of the three words in its title namely, Total, Quality and Management. The term TOTAL refers to the total organization that is, everyone associated with the organization is involved in continuous improvement. The responsibility for achieving quality rests with everyone in an organization no matter what his or her function. Thor (1992) feels that the "TOTAL" in TQM has four fundamental definitions namely, (i) Horizontal total which means the unit of analysis is the business process that cuts its way across the organization, starting with external suppliers, passing through operational and/or support groups of the organization, and ending with the final customer; (ii) Vertical total which means all levels of the organization have adopted the basic quality ethics and apply it in the processes they touch or otherwise influence; (iii) Intellectual process which considers that the thoughts and models that drive the improvement process, have been derived from, and reflect the best managerial, behavioral and technical thinking; and (iv) Strategic which means that the improvement efforts at any level and anywhere in the organization must be linked with the priority needs of the organization. QUALITY pertains to meeting of the customers' expressed and implied requirements and MANAGEMENT means that all executives in the organization are fully committed to take ahead the road to quality to its goals/missions.

As regards to the concept of TQM, Deming (1986) considers TQM as a "dynamic process involving all levels in an organization to promote never ending improvement in the effectiveness and efficiency of all elements of business." British Quality Association (1989) views TQM as a corporate business management philosophy which recognizes that customer needs and business goals are inseparable. According to Oakland (1989) "TQM is an
approach to improve 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 and every person at every level”. Similarly, Pfau (1989) states that TQM is an approach for continuously improving the quality of goods and services delivered through the participation of all levels and functions of the organization. Kanzi (1990) states that “quality is to satisfy customers’ requirements continually; TQM is to achieve quality at low cost by involving everyone’s daily commitment”, while Tobin (1990) considers TQM as the totally integrated efforts for gaining competitive advantage by continuously improving every facet of organizational culture. Atkinson (1990) describes TQM as a strategic approach to produce the best product and service possible through constant innovation. Zaire & Simintiras (1991) describes Total Quality Management as a combination of socio-technical process towards doing the right things (externally), everything right (internally), first time and all the time with economic viability considered at each stage of each process. Schonberger (1992) conceives TQM as “continuous, customer-centered, employee-driven improvement.”

Thus TQM can be viewed as a process wherein the top management alongwith the people in the organization ensure improvement in the product quality and work environment continuously at all stages and levels, with the aim of improving customer’s and employee’s satisfaction.

According to International Standard Organization (8402-1995) “TQM is a management approach for an organization, centered on quality, based on the participation of all its members and aiming at long term success through customer satisfaction and benefits to all members of the organization and to society”.

Sallis (1996) depicts the evolution of quality management from inspection to quality control (for detection) to quality assurance (for prevention) to TQM (for continuous improvement). Unlike quality control which is concerned with checking and
reviewing work that has been done and quality assurance which is focused on product design/development stage, TQM is dynamic. It does not accept any definition of quality as final. Its effort is to define new heights in quality and achieve them.

According to Summers (1997) TQM is a practical but strategic approach to running an organization which focuses on the needs of its customers and clients. It aims to reject any outcome other than excellence. It is a management approach of an organization, centered on quality, based on the participation of all its members, aiming at long-term success through customer satisfaction and benefits to all members of the organization and to society. Organizations who follow the TQM path regard quality as being defined by their customers. The reason for this is simple. Customers are the final arbitrators of quality and without them the institution does not exist. The TQM institution has to use all means at its disposal to explore its customer’s requirements.

Khan (2001) conceptualized TQM as “continuous improvement in quality through men and every other operational aspect of the organization with customer at the centre of its activities.” Pyzdek (2003) states that “TQM views an organization as an assimilation of various processes. It tries to maintain the organizational inputs while striving to continually improve the processes by incorporating the knowledge and experiences of workers.”

In the opinion of Bhatt & Raj (2006) total quality management as a management philosophy seeks to integrate all organizational functions to focus on meeting customer’s needs and organizational objectives. Mukhopadhyay (2006) views TQM as “a management philosophy and its associated strategies are applicable to Indian schools, colleges and universities”. TQM has been conceived by wikipedia (2008) as a management strategy aimed at embedding awareness of quality in all organizational processes. It has been
widely used in manufacturing, education, government and service industries, as well as NASA space and science programs.

(c) Coming to the principles of TQM, especially in the context of education, it is worthwhile to quote Bonstingl (2008) who in his article, “The Quality Revolution in Education,” outlines the TQM principles he believes are most salient of education reform. He calls them the “Four Pillars of Total Quality Management” which are:

**Synergistic Relationships:** According to this principle, an organization must focus, first and foremost, on its suppliers and customers. In a TQM organization, everyone is both a customer and a supplier. This concept emphasizes “the systematic nature of the work in which all are involved”. In other words, teamwork and collaboration are essential. In a classroom, teacher-student teams are the equivalent of industry’s front line workers. The product of their successful togetherness is the development of the student’s capabilities, interests and character. In one sense, the student is the teacher’s customer, as a recipient of educational services provided for the student’s growth and improvement. Viewed in this way, the teacher and the school are suppliers of effective learning tools, environments and systems to the students who are the school’s primary customer.

**Continuous Improvement and Self-evaluation:** The second pillar of TQM applied to education is the total dedication to continuous improvement, personally and collectively. Within a total quality school setting, administrators work collaboratively with their customers. Total Quality is, essentially, a win-win approach which works to everyone’s ultimate advantage. According to Deming (1986) no human being should ever evaluate another human being. Therefore, TQM emphasizes self evaluation as part of a continuous improvement process. In addition, this principle also laminates to the focusing on student’s strengths, individual learning styles and different types of intelligences.
**A System of Ongoing Process:** The third pillar of TQM, as applied in academics, is the recognition of the organization as a system. The work done within the organization must be seen as an ongoing process. The primary implication of this principle is that individual students and teachers are less to blame for failure than the system in which they work. Quality speaks of working on the system, which must be examined to identify and eliminate the flawed processes that allow its participants to fail. Since systems are made up of processes, the improvements made in the quality of those processes largely determine the quality of the resulting product. In the context, the paradigm of learning, continual improvement of learning processes based on learning outcomes replaces the outdated “teach and test” mode.

**Leadership:** The fourth TQM principle applied to education is that the success of TQM is the responsibility of the Top Management. The school teachers must establish the context in which students can best achieve their potential through the continuous improvement that results from teachers and students working together. Teachers who emphasize literacy and principle-centered teaching provides the leadership, frame work and tools necessary for continuous improvement in the learning process.

Earlier, Mt. Edgecumbe High School, Sitka, Alaska implemented TQM principles and formulated “Mt. Edgecumbe High School’s Modified Deming’s Points for Quality in Education” (Lankard, 1992) which include creating and maintaining a constancy of purpose toward improvement of students and service with an aim to create the best quality students capable of improving all forms of processes and entering meaningful positions in society; embracing the new philosophy so that educational management must awaken to the challenge, must learn their responsibilities and take on leadership for change; working to abolish grading and the harmful effects of rating people so as to focus on the learning process, not the rating process; ceasing dependence on testing to achieve quality
to eliminate the need for inspections on a mass basis (standardized achievement tests) by providing learning experiences which create quality performance, learning experiences that encourage creativity and experimentation; **working with the educational institutions from which students come** and thus minimize total cost of education by improving the relationship with student sources and helping to improve the quality of students coming into your system; **improving constantly and forever the system of student improvement and service** to facilitate quality and productivity in personal life and community; **institutional continuous training on the job** for students, teachers, classified staff and administrators; **Institute leadership** wherein the aim of supervision (leadership) should be to help people use technology and materials to do a better job and set the pace driving human creativity; **driving out fear** so that everyone may work effectively for the school system in an environment which encourages people to speak freely and take risks; **breaking down barriers between departments & people** in teaching, special education, accounting, food service, administration, curriculum development and research; **working as a team** to develop strategies for increasing the cooperation among groups and individual people; **eliminating slogans, exhortations, and targets for teachers and students asking for perfect performance and new levels of productivity** as exhortations create adversarial relationships and the bulk of the **causes of low quality and low productivity** belong to the system and thus lie beyond the control of teachers and students; **eliminating work standards (quotas) on teachers and students** (e.g., raise test scores by 10%; lower dropouts by 15%) by substituting leadership to evolve eternal drive for quality, and joy of learning; **removing barriers that rob the students, teachers and management** (principals, superintendents and central office support staff) **of their right to have pride and joy of workmanship** meaning thereby the abolition of the annual or merit rating and of management by objectives so that the responsibility of all educational managers
must be changed from quantity to quality; instituting a vigorous program of education followed by self-improvement for everyone; and putting everybody in the community to work to accomplish the transformation. The transformation is everybody’s job.

<table>
<thead>
<tr>
<th>PRINCIPLES</th>
<th>COMPONENTS</th>
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<tbody>
<tr>
<td>1 Management Commitment</td>
<td>(a) Plan (drive, direct)</td>
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<td></td>
<td>(b) Do (deploy, support, participate)</td>
</tr>
<tr>
<td></td>
<td>(c) Check (review)</td>
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<td></td>
<td>(d) Act (recognize, communicate, revise)</td>
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<tr>
<td>2 Employee Empowerment</td>
<td>(a) Training</td>
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<td></td>
<td>(b) Suggestion scheme</td>
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<tr>
<td></td>
<td>(c) Measurement and recognition (d) Excellence teams</td>
</tr>
<tr>
<td>3 Fact Based Decision Making</td>
<td>(a) SPC (statistical process control)</td>
</tr>
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<td></td>
<td>(b) The seven statistical tools</td>
</tr>
<tr>
<td></td>
<td>(c) TOPS (Team Oriented Problem Solving)</td>
</tr>
<tr>
<td>4 Continuous Improvement</td>
<td>(a) Systematic measurement and focus on continuous quality improvement</td>
</tr>
<tr>
<td></td>
<td>(b) Excellence teams</td>
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<tr>
<td></td>
<td>(c) Cross-functional process management</td>
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<td></td>
<td>(d) Attain, maintain, improve standards;</td>
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<tr>
<td>5 Customer Focus</td>
<td>(a) Supplier partnership</td>
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<tr>
<td></td>
<td>(b) Service relationship with internal customers</td>
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<tr>
<td></td>
<td>(c) Never compromise quality</td>
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<tr>
<td></td>
<td>(d) Customer driven standards</td>
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The **TQM principles** help the schools to (i) redefine the role, purpose and responsibilities of schools, (ii) improve schools as a “way of life”, (iii) plan comprehensive leadership training for educators at all levels, (iv) create staff development that addresses the attitudes and
beliefs of school staff, (v) use research and practice based information to guide both policy and practice, and (vi) design comprehensive child development initiatives that cut across a variety of agencies and institutions.

Covey (2002) rightly remarks that total quality is a principle-centered approach that has come out of the best the world has produced. It is rooted in timeless principles of faith, hope, humility; works, industry, research, testing; constancy, consistency, predictability; continuous improvement and progression; feedback based on both measurement and discernment; and virtue and truth in human relations.

The key principles of TQM as given by Martin (1993) are briefly presented in a tabular form as below:

<table>
<thead>
<tr>
<th>Principle</th>
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<tr>
<td>Without the governing principles of total quality, the methods &amp; techniques alone rarely produce quality products, services, or relationships.</td>
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1.4 APPLICATION OF TQM IN EDUCATION

It can be stated that education is in the process of a major change. Innovations in technology and teaching methodology, have provided an opportunity for the academic institutions to work for the benefit of the students. The concept of Total Quality, as the most important thought provoking revolution in the world of modern management, is applicable to academics. An example of this is – Total Quality Schools (TQS) which are formed after collaboration between Washington University and public schools in the St. Louis area. It is a unique way to improve the effectiveness of schools using the concepts and tools of Total Quality Management. School leaders are trained in the principles of TQM and are joined by a team of business and social work students to identify and address issues for improvement. Working together, they develop solutions to help make individual schools better place for students to learn and grow. A preliminary step in TQM implementation is to assess the
organization’s current reality. Relevant preconditions have to do with the organization’s history, its current needs, precipitating events leading to TQM, and the existing employee quality of working life.

If an organization has a track record of effective responsiveness to the environment, and if it has been able to successfully change the way it operates when needed, TQM will be easier to implement. If an organization has been historically reactive and has no skill at improving its operating systems, there will be both employee skepticism and a lack of skilled change agent. If this condition prevails, a comprehensive program of management and leadership development may be instituted. A management audit is a good assessment tool to identify current levels of organizational functions and areas in need of change. An organization should be basically healthy before beginning TQM. If it has significant problems such as a very unstable funding base, weak administrative systems, lack of managerial skill, or poor employee morale, TQM would not be appropriate. However, a certain level of stress is probably desirable to initiate TQM.

Implementation of TQM is necessitated by people need to feel for a change. Kanter (1983) addresses this phenomenon by describing building blocks which are present in effective organizational change. These forces include departures from tradition, a crisis or galvanizing event, strategic decisions, individual “prime movers” and action vehicles. Departures from tradition are activities usually at the lower levels of the organization, which occur when entrepreneurs move outside the normal ways of operating to solve a problem. A crisis, if it is not too disabling, can also help create a sense of urgency which can mobilize people to act. In the case of TQM, this may be a funding cut or threat, or demands from consumers for improved quality of service. After a crisis a leader may intervene strategically by articulating a new vision of the future to help the organization deal with it. Such a leader may then become a prime mover, who takes charge in championing the new idea and
showing others how it will help them get where they want to go. Finally, action vehicles are needed as also the mechanisms or structures to enable the change to occur and become institutionalized.

For successful implementation of TQM, an organization must concentrate on the certain key elements which can be further grouped into four groups according to their function (Padhi 2006). These are namely, (i) Foundation which includes (a) Ethics (b) Integrity and (c) Trust; (ii) Building Bricks which include the key elements of (a) Training (b) Teamwork and (c) Leadership; (iii) Binding Mortar which are related to Communication; and (iv) Roof which includes the key element of Recognition.

Within the context of school, Juran (1988) maintains that the basic quality mission of a school is “to develop programs and services that meet the needs of the user i.e., students and society”. Some of the Juran’s points include: (a) the pursuit of quality as a never ending process, (b) quality improvement is an ongoing process and not a one shot program, (c) quality requires hands on leadership by school board members and administrators, and (d) massive training is a prerequisite of quality. Everyone in a school must be trained.

TQM has been adapted by schools and churches as well as corporations. The dialectic process has served the purposes of contemporary “change agents” in every sector of society as well as around the world. It has been used to change individual minds and attitudes as well as communities and nations. For educational institutions, TQM offers a vehicle to manage themselves effectively in a time of rapid change and retain a clear focus of the essential and dominant purposes of education. It is a practical but strategic approach to run an organization which focuses on the needs of its customers, it aims to reject any outcome other than excellence.

The academic institutions, in general, do not satisfy anyone, least of all the students. They, barring a few, have been blissfully negligent and have an indifferent attitude towards quality – quality of teachers, teaching, content, evaluation, results, management, class
wise and strength, buildings, schedules etc. **Mukhopadhyay (2006)** rightly states that the concept of quality in education is more than meeting the expectations of the customers. Education has no finished product, not even the graduates. They are on the way ‘to be’. Education only changes the human propensities to evolve and unfold till the last breath.

Just as students represent a unique personality and vary from other, each school has a personality of its own and varies from one another. For offering quality in education, each school has to optimize on its potential. Every school has certain **manifest quality** that is known and recognized. Often the manifest quality is wrongly equated with quality itself. Besides the manifest quality, each school possesses a rich untapped **potential quality**.

The total quality is the function of manifest quality and optimization of potential quality. When a school is engaged in exploring its potentialities, it can claim to offer quality in education. By an extension of the argument, this exploration is a continuous process. Continuous improvement of all operations and activities is at the heart of TQM. Once it is recognized that customer satisfaction can only be obtained by providing a high quality product, continuous improvement of the quality is seen as the only way to maintain a high level of customer satisfaction, as well as the link between product quality and customer satisfaction. TQM also recognizes that product quality is the result of process quality. As a result, there is a focus on continuous improvement of the organizations processes, which leads to process quality, product quality and to an increase in customer satisfaction.

The applicability of TQM in Education drew significant attention of many authors such as De Cosmo et al. (1991), Edwell (1993), Sherr and Lozier (1991), Bonser (1992), Smith (1996), Lagrosen (1999), Gaslin & Tapper (2001), Golberg & Cole (2002), Evangelista (2005), Mukhopadhyay (2006), Bonstingl (2008), Ozo (2008). They pointed out that educational institutions have turned to
TQM for many of the same reasons the business have instituted quality programs. TQM views the organization as a collection of processes. It maintains that organizations must strive continuously, improve these processes by incorporating the knowledge and experiences of workers. If implemented properly, Total Quality Management as a methodology can help education professional cope with today’s changing environment. It can be used to alleviate fear and increase trusts in school. This underlies the necessity for taking up researches in this field so as to validate what has been conceptualized.

1.5 LEADERSHIP BEHAVIOUR:
A Theoretical Framework

For ages people have been looking for direction, purpose and meaning to guide their collective activities. According to Bolman & Deal (1994) leadership is needed to foster purpose, direction, imagination, and passion, especially in times of crisis or rapid change. At such times people look to leaders for hope, inspiration and a pathway which will lead them to somewhere more desirable.

According to Stogdill (1974) the word “leader” appeared in the English language as early as the year 1300 while the “leadership” did not appear until about 1800. He reviewed seventy two definitions of leadership advanced by writers from 1902 to 1967 under ten headings with a focus on one or other aspect, namely, group processes, personality and its effects, the art of inducing compliance, the exercise of influence, act or behavior, a form of persuasion, an instrument of goal achievement, an effect of interaction, a differential role and the initiation of structure.

Within the context of focus on the group process, Rauch and Behling (1984) viewed leadership as the process of influencing the activities of an organized group toward goal achievement. Gardner (1989) also conceived leadership as the process of persuasion or example by which an individual induces a group to pursue objectives held by the leader or shared by the leader and his or her followers.
According to Jacob and Jaques (1990) “leadership is the process of giving purpose to collective effort and causing willing effort to be expended to achieve purpose”. Drath and Palus (1994), too, defined leadership as the process of making sense of what people are doing together so that people will understand and be committed. Yokl and Fleet (1998) viewed leadership as a process that includes influencing the task objective and strategies of a group or organization. Northouse (2004) conceived leadership as a process whereby an individual influences a group of individuals to achieve a common goal. Lussier & Achua (2004) also considered leadership as the influencing process of leaders and followers to achieve organizational objectives through changes.

Lord and Maher (1993) considered leadership as “the process of being perceived as leader” and explained as to how teachers’ perceptions of leadership are formed. Firstly, there is the process of recognition where the follower matches information about traits and behaviors of the leaders, the knowledge structures about leadership is then held in long term memory. High levels of correspondence between observed, stored traits and behaviours leads a follower to recognize those behaviors as leadership. Second aspect is the inferential process that depends on the opportunity of followers to observe events and draw conclusions about the contribution of the potential leadership behavior to these outcomes.

Leadership has also been defined as behaviour or activity. In this context, Hemphill and Coons (1957) defined leadership as the behaviour of an individual when he is directing the ability and readiness to inspire, guide or manage others. For Jerry (1960) leadership is an activity of influencing people to strive willingly for group objectives, whereas Katz & Kahn (1978) defined leadership as the influential increment over and above mechanical compliance with the routine directives of the organization.

According to Richards & Engle (1986) “leadership is about articulating visions, embodying values, and creating the environment
within which things can be accomplished”. Schein (1992) defined leadership as the ability to step outside the culture to start evolutionary change processes that are more adaptive. Similarly, House et al. (1999) stated that “leadership is the ability of an individual to influence, motivate and enable others to contribute toward the effectiveness and success of the organization”. Valenzuela (2007) viewed leadership as the ability of developing and communicating a vision to a group of people that will make that vision true; whereas Kouzes & Posner (2002) described leadership as a relationship between those who aspire to lead and those who choose to follow. It may be noted that the focus in these definitions may be different but these are not exclusive to one another. In fact an element of complementarily seems to run among various definitions.

There are two important concepts related to leadership behavior. These are authority and power, ‘Authority’ flows from official position and ‘Power’ flows from personal qualities of influencing others. (Mukhopadhyay, 2006). Katz and Kahn (1966) consider leadership to be over and above mechanical compliance with the routine directiveness of the organization, as an organization consists of human beings in positions of authority and power rather than computers.

![Diagram of Authority and Power](Source%20Mukhopadhyay%2C%202006)

The zone of overlap between power and authority is the most effective event of leadership. Some leaders are high on power but low on authority, they depend much more on their personal influence than official positions. They get most of their task accomplished by
their followers without invoking official rules, procedures etc. Some are high on both - they can use both power as well as authority, typical of institutional builders. Some are high on authority but low on power, usually indicating dictatorial tendencies in management. Some are low on both power and authority - laissez - faire ones who leave things to happen. The real question in leading institutions is to develop a mechanism of building on the power element of the power authority grid for influencing.

Leadership has been a complex phenomenon about which many theories have been developed. The Trait Approach that endured up to the late 1940s claimed that leadership ability is inborn. In the late 1940s to late 1960s Behavioral Approach became dominant advocating that effectiveness in leadership has to do with how the leader behaves. In the late 1960s to the early 1980s the Contingency Approach became popular suggesting that effective leadership is dependent upon the situation (Bryman, 1993). Later, Burns (1995) introduced the concepts of transactional and transformational leadership. A brief review of these theoretical approaches is given below:

Trait Theories: The study of special traits of leaders emerged from the belief that leadership and abilities such as intelligence were inherited. In addition to intelligence other factors such as birth order, status and liberal parents highly correlate with leadership abilities (Carlson, 1996). This approach dominated the study of leadership up to the 1950s. It tried to define any distinguishing physical or psychological characteristics of the individual that explains the behavior of leaders (Hoy & Miskel, 1991).

This theory claims that leadership ability is inborn. As the distinguished philosopher Aristotle (cited in Hoy & Miskel, 1991) enunciates that “from the hour of birth, some are marked out for subjection, others for rule.” However, some shortcomings of this approach were identified. Firstly, it is not clarified which of the traits are most important and which are not. Secondly, some traits overlap.
For example, tact, judgement, and common sense are listed as separate traits but the last one covers the preceding ones. Thirdly, trait studies do not distinguish between traits helping to become a leader and those enabling it to be maintained. Fourthly, most trait studies are descriptive. There is an assumption that the leader's traits existed prior to leadership and most of them have failed to approach the study of personality as an organized whole (Gouldner, 1965). Gibb (cited in Campell, Corbally & Ramseyer, 1966) argues that failure to outline leadership traits should not be accounted for their absence, but for lack of measurement and comparability of data from different kinds of research.

Behavioral Theories: Behavioral studies of leadership aim to identify behaviors that differentiate leaders from non-leaders (Robbins, 1998). Behavioral theories of leadership support that a set of particular behaviours can be named as a style of leadership. Rooted in behaviorism, this leadership theory focuses on the action of leaders and not on mental qualities or internal states. According to this theory, people can learn to become leaders through teaching and observation.

Long back in 1945, the Bureau of Business at Ohio State University initiated a series of studies on leadership. An interdisciplinary team of researchers from Psychology, Sociology and Economics developed and used leadership behaviour description questionnaire (LBDQ) to analyze leadership in numerous types of groups and situations. The Ohio state studies attempted to identify various dimensions of leaders behaviour (Hemphill and Coons, 1957). The staff, defining leadership as the behaviour of an individual when directing the activities of group members towards a goal attainment, eventually narrowed the description of leader behaviour to two dimensions i.e., initiating structure and consideration. Initiating structure refers to the leader's behaviour in defining and organizing the relationship between himself and members of the group (Stogdill et al., 1957). This dimension include activities such as planning,
organizing and defining the tasks and work of people (SEDL, 2006). On the other hand, **consideration** refers to behaviour which can be characterized by friendliness, mutual trust, respect, supportiveness, openness and concern for the welfare of employees (Stogdill et al., 1957).

Shartle (1966) and his colleagues, conducted the leadership studies in Ohio and pointed out two criteria of leadership behaviour, of which one is called the 'human relation' and the other described as the 'get out of the work dimension'. Hemphill and Halpin (1966) identified these two dimensions as initiating structure and consideration. It is concluded that the higher the meeting point of these two dimensions, the better is the leadership behaviour. When a leader receives from his colleagues the scores, equally at a high plane, on both the dimensions, he is considered to be very much effective. If a leader has high consideration for his staff members, if he exhibits a real interest in the personal needs of the members of the group even when he is taking initiative in getting the work done from them, he is considered to be relation-oriented. High scores on the dimension of initiating structure manifest the behaviour of the leader who clarifies goals and organizes for the completion of task. His leadership behaviour can be called to be more institution-oriented. A leader, who receives high score on consideration and low score on initiating structure, is more person oriented and is less effective. According to this approach, if leader has low score on both the dimensions, he is not effective with this pattern of behaviour. Only those leaders prove to be effective when they scores high enough on both the dimensions.

**Contingency Theories:** According to this theory, specific leader behaviours relate to group performance and satisfaction. In order to achieve this, certain variables interact with each other such as the leader himself, the position he holds, group members, internal and external environment of the organization. A successful match between the leader and the group's performance and satisfaction is “contingent” upon these variables. Three situational variables
intervene between the leader's style and effectiveness which are leader-member relations, task structure and power position. Groups are classified as either favorable or unfavorable based on this criteria (Monahan & Hengst, 1982).

**Situational Theories:** According to this approach, leadership is the process of influencing an individual's or a group's activities in their efforts to goal achievement in a given situation (Hersey & Blanchard, 1969). The focus of the situational approach to leadership is on observed behaviour and not on any hypothetical inborn or acquired ability or potential for leadership. Utmost importance is attached to the behaviour of leaders, their group members (followers) and various situations. Thus, training individuals in adapting styles of leader behaviour to varying situations is of prime importance. Therefore, through education, training and development most people can increase their effectiveness in leadership roles.

The crucial aspect of situational leadership theory is that a leader should depend more on relationship behaviour and less on task behaviour as readiness level of the group members increases. Minimum of task and relationship behaviour is required when a group member is very ready (DuBrin, 1995).

**House's Path-Goal Theory:** Path-goal theory focuses on how leaders influence followers' expectations. Robert House, the originator of the theory, proposes a model in which leader behaviour is acceptable when employees regard it as a source of satisfaction (Kreitner & Kinicki, 1995). In addition to this, leader behaviour is motivational when it eliminates factors that hinder goal accomplishment; provides guidance and support to the employees and grants meaningful rewards in return for success. According to this theory, leader should stay on the right path to achieve challenging goals.

**Attribution Theory:** According to this theory, people have hidden leadership images in their minds about what makes a good leader. In other words, they have a leadership prototype; an image of a
model leader. These implicit theories or prototypes refer to a mix of specific and more general characteristics. The leader is favorable provided that he or she appeals to the implicit theories of the followers.

Leadership is regarded as something to be largely symbolic and in “the eye of the beholder” (Schermerhorn et al., 1994). One of the most interesting aspects of this theory is that effective leaders are associated with consistency in the decision making phase (Robbins, 1998).

Charismatic Leadership Theory: Sinha (1995) defines charisma as a “magical aura” which only a few leaders may be granted. Max Weber (cited in Sinha, 1995) maintains that there are three bases of authority which are traditions, rights and privileges and charisma which is synonymous with heroism and an exemplary character of a person. Owing to his character, strength and skill, super human qualities are attributed to a leader who saves his followers from a crisis or a catastrophic event and becomes an idol who provides direction and inspiration to his followers.

Utmost importance is attached to leader's charisma, to his vision, speech and capacity to take risks (Sinha, 1995). Manz and Sims (2002) argued that the leader is one who has power, authority, or Charisma enough to command others. House (as cited in DuBrin, 1995) identified nine effects which charismatic leaders have on their followers such as group member's trust in the correctness of the leader's beliefs, congruence between the leader's and the group's beliefs, acceptance of the leader, affection for the leader, willing obedience to the leader, identification with and admiration for the leader, emotional involvement of the group member in the mission, challenging goals of the group member and belief in the accomplishment of the mission.

Later, these nine effects were statistically clustered into three dimensions: referent power that is the ability of the leader to influence others with the help of his desirable traits and
characteristics; **expert power** that is the ability of the leader to influence others through his specialized knowledge and skills; and **job involvement** which refers to the ability of the leader to encourage group members toward the accomplishment of the job (DuBrin, 1995).

**Transformational theories:** These theories are epistemologically based on positivist/empiricist foundation on which traditional conceptualizations of leadership have been formulated (Allix, 2000). These theories focus upon the connections formed between leaders and followers. These leaders motivate and inspire people by helping group members see the importance of the task. They are not only focused on the performance of group members, but also want each person to fulfill his or her potential. These leaders often have high ethical and moral standards.

The challenges brought to schools in respect of restructuring have been cited as reasons for advocating transformational leadership in schools. It is argued that transformational leadership is well suited to the changes of current school restructuring. It has the potential for building high levels of commitment (in teachers) to the complex and uncertain nature of the school reform agenda and for fostering growth in the capacities teachers must develop to respond positively to this agenda (Leithwood and Jantzi, 1997). In a school setting, leaders do not have a relationship with teachers (followers) as a total group. They have a set of relationship, which vary from one teacher (follower) to another (Holandes, 1978). Leadership and followership are interdependent and in a fundamental way a leader’s legitimacy depends on his/ her standing with followers (Yuki, 1998). Thus, the influence of ‘leadership’ depends on a person’s behaviour being recognized and being tacitly acknowledged to be ‘leadership’ by others who thereby cast themselves into the role of followers (Leithwood and Jantzi, 1997).

**Transactional theories:** These theories which are also known as management theories focus on the role of supervision, organization and group performance (Burns, 1978). The basis of these theories is a
system of reward and punishment. These theories are often used in business, when employees are successful they are rewarded and when they fail they are reprimanded or punished.

Leader is ‘someone who acts as a guide’ (New webster’s comprehensive dictionary of English languages 2006). Hence the Principal, the leader of the school, accordingly is a guide—guide for quality transformation. The Principal is squarely challenged to guide the quality institutions, to create the culture of quality that penetrates to the smallest elements, processes and systems of a school.

According to Mukhopadhyay (2006) leadership can be classified into, (i) designated leadership, & (ii) ascribed leadership. Where leadership position is by designations, e.g., Principal of a school, it is a designated leadership. The second category of people who are chosen as leaders by the peers and other staff members is called an ascribed leader. The challenges of designated leader, the Principal of a school, is to emerge as ascribed leader, and also mobilize other ascribed leaders in the school.

The educational administrator has a number of critical tasks, each at different level of importance. Tasks on the simple mechanistic or habit level, will include the simple skills like answering the telephone. Those on higher level of skill or the technical tasks, will include things like, (a) preparing budget items; (b) stimulating people to make decisions regarding the purpose and nature of the school system; (c) carrying out previously formulated plans and decisions; (d) making available needed services, materials and information; (e) encouraging wholesome social activities; (f) stimulating the improvement of teaching methods; (g) keeping the staff informed about new teaching methods and aids thereby providing opportunities for professional growth; and (h) fostering mutual confidence and wholesome relationship among all staff members. As the quality of institution depends upon Principal’s initiative as well as his efficiency as an institutional leader, these leadership tasks are of greatest importance.
According to Blumberg and Greenfield (1980) "as goes the Principal, so goes the school". His/her style of decision making and moral judgement effecting these decisions do indicate as to where the institution will go. The success of a school to accomplish the goals depend upon the ability of the Head to lead staff members and determining their efficiency & contribution to education, so that quality education can be imparted. The Principal’s leadership behaviour may help establish a school climate and conditions that contain high level of staff and student trust or, the Principal may act in ways that generate or escalate staff students’ distrust and disrespect. Either way the Principal’s role is potent. The importance of Principal’s position, the value patterns he possess in the organizational context and the leadership behavior he exhibits while managing a school cannot be ignored.

Research on high school, focusing on the “Principal as leader” (Boyer, 1983; Lightfoot, 1983; Grant, 1982; Coleman, Hoffer and Kilgore, 1982; Sizer, 1984) reveals that the role of the Principal as a leader is critical in creating school conditions that lead to higher students academic performance – conditions such as setting high standards and goals, planning and coordinating with staff, having an orientation towards innovation, frequent monitoring of staff and student performance, and involving parents and community. Broadly, it is the Principal who as a leader makes the group march towards the achievement of objectives.

1.6 LEADERSHIP BEHAVIOUR AND TOTAL QUALITY MANAGEMENT

Every group activity requires some sort of leadership to manage, to organize and direct the group's effort toward some previously decided goals. Leadership and management are the essential elements in educational administrations, which is concerned with human and material resources. Among the human elements with which administration is concerned are students, parents, teachers and other staff members and on the material side are budget, building
and grounds, equipment and instructional supplies. Both human and material resources are important for modern school system. A good administration involves the associated efforts in realizing the defined goals.

Although the terms ‘management’ and ‘leadership’ are different from each other, they are remarkably close too, especially in respect of the dimension of human relationship. “Managers are people who do things right and leaders are people who do the right thing” (Bennis & Nanus, 1985). Burns (1978) describes managers as transactors and leaders as transformers. Managers concern themselves with the procurement, coordination and distribution of human and material resources needed by an organization (Ubben and Hughes, 1987). The skills of a manager facilitate the work of an organization because that what is done is in according to the organization’s rules and regulations. The skills of a leader ensure that the work of the organization is what it needs to be. Leaders facilitate the identification of organizational goals. They initiate the development of a vision of what their organization is about. “Management controls, arranges, does things right, leadership unleashes energy, sets the vision so as to do the right things” (Bennis & Nanus, 1985).

Management is about seeking order and stability; leader is about seeking adaptive and constructive change. When principals are involved in influencing a group to meet its goals, they are involved in leadership. When leaders are involved in planning, organizing, staffing and controlling, they are involved in management. Both processes involve influencing a group of individuals towards goal attainment. So in the educational institutions, the principal, the leader plays an important role. The Principal is responsible for exercising the expertise in the true management and leadership of school affairs. Leaders communicate their vision to those around them in ways that emotionally enroll others to turn this vision into reality. The interaction between the Principal and the teachers has been described
as a "sweeping back and forth of energy". Through this process, unity is achieved – a team is built (Mehrotra, 2006).

The central theme of the discussion is that those who find themselves supervising people in an organization should be both good managers and good leaders. As Dutteveler and Hord (1987) stated that "in addition to being accomplished administrators who develop and implement sound policies, procedures and practices, effective administrators are also leaders who shape the school's culture by creating and articulating a vision, winning support for it, and inspiring others to attain it." Good leaders go beyond the development of a common vision, they value the human resources of their organizations. They provide an environment that promotes individual contributions to the organization's work. Leaders develop and maintain collaborative relationships formed during the development and adoption of the shared vision. They form teams, support team efforts, develop the skills groups and individual needs and provide the necessary resources, both human and material, to fulfill the shared vision.

Total quality is a passion and a way of life for those organizations who live its message. The question is how to generate the passion and the pride required to generate quality in education. Peters and Austin (1985) while narrating the characteristics of excellence in their book "A Passion for Excellence" believe that what makes the difference is leadership. They argue strongly for a particular style of leadership to lead the quality revolution- a style to which they have given the acronym, MBWA or 'management by walking about'. A passion for excellence cannot be communicated from behind the office desk. MBWA emphasizes both the visibility of leaders and their understanding and feeling for the frontline and the processes of the institution. This style of leadership is about communicating the vision and the values of the institution to others and getting out among the staff and customers and experiencing the service for themselves.
The significance of leadership for undertaking the transformation to TQM should not be underestimated. Without leadership at all levels of the institution, the improvement process cannot be sustained. Commitment to quality has to be a top down process. To succeed in education, TQM requires strong and purposeful leadership. The function of leadership is to enhance the quality of learning. Notions of status quo can lie uneasily with the total quality approach. TQM turns the traditional institution on its head and inverts the hierarchy of functions. It empowers scope for initiative. It is for this reason that it is often said of TQM institutions that they require less management and more leadership.

According to Adair (1983) effective leadership rests on three promises: (i) task, (ii) Team, and (iii) Individual, as shown in the figure below:

![Leadership Promises](image_url)

(Source Adair, 1983)

**Role of Leader in an Institution Undertaking a Total Quality Initiative** is a challenging task. He has to, have a vision of total quality for his institution and a clear commitment to the quality improvement process. He has to communicate the quality message, ensure that customer needs are at the centre of the institution’s policies and practices, see that there are adequate channels for the voices of customers and that organizational structures clearly...
define responsibilities and provide the maximum delegate compatible with accountability. The TQM leader has also to be careful not to blame others when problems arise without looking at the evidence because most problems are the result of the policies of the institution and not of the feelings of staff leading innovation within the institutions, committing to the removal of artificial barriers whether they are organizational or cultural; building effective teams and developing appropriate mechanisms for monitoring and evaluating success, are to be effectively undertaken by a leader in the TQM educational institution.

According to Moshal (1998) the more common functions of leadership in TQM institutions are, motivating staff members, boosting morale, supporting functions, satisfying the needs of members, accomplishing common goals, representing members, creating confidence, implementing change and resolving conflicts. Eriksson, Johansson & Wiklund (2003) stated that TQM brings together the constellation of productivity, ethics leadership and performance into a unique relationship. To support Eriksson, Johansson & Wiklund’s (2003:235) statement, Steenkamp (2001) argue that TQM is not a technique that can be applied artificially to improve the efficiency of an institution, but 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 modeled by those in positions of leadership, eventually it should be a matter of personal leadership, which is practiced by all members of institutions.

Following issues emerge from the parameters of leadership behavior in the context of application of TQM in schools: What is the relationship between leadership behaviour and total quality management?, In what ways the leadership behaviour of Principals of schools that are high on Total Quality Management differs from that of Principals of those schools which are low on Total Quality Management?, and to what extent & in what direction the differences exist in the leadership behavior of Principals/Heads of various
types/categories of schools such as Govt. vs Non-Govt. schools, Model/Public vs Non-Model schools, and Rural vs Urban schools. These issues yet need to be explored. The present study attempts to address some of these issues.

1.7 HUMAN RESOURCE DEVELOPMENT:
               Concepts & Mechanisms

HRD is a subject of national importance. It has much more relevance in a developing country like India. The Government of India has recognized the importance of HRD and has created a separate ministry under the control of full fledged cabinet minister. HRD is a continuous process and a planned way of developing an organizational culture and climate wherein people are very well prepared to perform various functions associated with their present and expected future role in the best possible manner. It inculcates a different and distinct work culture of team spirit, motivation and job satisfaction in any dynamic organization believing in growth and diversification. People at work need knowledge, attitude, values and skills to do the things. Naturally good quality performance calls for high degree of skill which can be ensured through HRD alone.

As early as in 1909, Gandhi ji declared that "modern civilization is sick and violent". "Civilization is such a disease and we have to be very wary; this civilization is such that one has only to be patient and it will be self-destroyed." A glimpse at the contemporary trends of modern society, moral, social, economic political and scientific and technological- would testify this. To take one instance, violence reigns in every walk of life. It is in manifestation everywhere- in individual's attitude, action, family, economy, politics and society. Education, science and technology, electronic media, print media etc. have become via-media of glorifying and propagating the power of violence in a subtle manner. This is perhaps largely because of culture which is marked by a profound imbalance- in one's thoughts and feelings, value choice and attitude, speech and action. For peaceful and harmonious human living, it is essential to tap the
constructive potentials of human resources of people. To do this, there is a need to drastically change the educational system with suitable conceptual changes. Desirable changes both at the individual and social levels can be brought about only through education (Gunasekaran, 1992).

Every human being potentially is an indispensable fundamental asset for any progressive society. Being the most significant and active factor of production, it is considered to be the centre of all development processes of the economy. This individual human resource, when mobilized properly becomes a group, community or social resource and development capital.

Human resource is the most important asset of any organization and unlike other resources the human resources could be developed and increased to a limitless extent. Human resources mean the energies, skills, knowledge and physical strength of the people at work. Human resources comprise the value of the productive capacity of entire work force of any organization. In other words, human resource refer to the aggregate of knowledge, skill, experience and health of employees working in any organization and development of human resource accounts for the development of human side of the organization (Rao, 1990).

The concept of HRD has been gaining prominence and focus in management during the last few decades. While HRD has been known throughout the ages, its rediscovery, as an essential element in sustainable development, is necessitated by the deteriorating social conditions, increased competition and rapid technological advancements. There is pervasive belief that the quality of life is to be measured in technological terms i.e., technological advancement can be co-related to social progress. The shape and pace of one's life would be dictated by the demands of an ever-expanding technology. Some technological advance does indeed add to the quality of life. However, the technological imperative is driven primarily by productivity and growth imperatives. As a result, new technology is developed and
applied without being guided by a strong moral sense and social vision (Jayamma, 2006). Technology interface brings in new dimensions and new experiences thereby adding more challenges for HRD.

In organizational context, HRD process involves certain mechanisms and techniques such as performance appraisal, counseling, organizational development etc. to facilitate the development of human resources. Since the process is continuous, the mechanisms and techniques need to be examined periodically to see whether they are promoting the process or not (Gupta & Joshi, 2005).

At the organizational level HRD is concerned with improving the quality of workers so as to achieve the higher levels of productivity. A well accepted definition of the HRD concept at organizational level explains it as a continuous planned process by which the employees are helped to acquire or sharpen capabilities required to perform various functions associated with their present or expected future roles, namely to develop their general capabilities as individuals and discover their own inner potentials for their own and/ or organizational development purposes, to develop an organizational culture in which inter-personal relationships, teamwork and collaboration among subunits are strong and to contribute to the professional well-being, motivation and pride of employees (Bhambra, 1999).

One significant factor relating to HRD which cannot be overlooked is that HRD systems are deeply interlinked with the social, economic and political systems. Since human beings cannot be isolated from the social, cultural, political and economic systems in which they live and work, therefore any HRD program to be adopted at macro or micro level in a society needs to be fully integrated with all these systems. The concept of HRD has its relevance at both the micro and the macro-levels in the context of improving the quality of human life (Gupta & Joshi, 2005).
At the **macro-level**, HRD is described as the core of all development efforts, in view of improving quality of life of all the human beings. The purpose of all development activities in a nation remains to improve the living conditions of its subjects. Human beings become an end of all development efforts at national level, whereas at organizational level it remains a means or resource among other resources.

HRD has the dimension of developing certain positive personality traits like leadership in a person and giving him managerial skills for the smooth conduct of business. HRD has great concern for grass root development in the organizations. Generally, HRD at **micro level** refers to the organization’s manpower, planning, selection, training, performance appraisal, development, potential appraisal, compensation, quality circles, organizational development etc (Gupta & Joshi, 2005). HRD’s involvement in all these areas is mainly with an objective to develop certain new capabilities in people concerned to equip them perform job in a better way and to accept future job challenges. The primary goal of human development including human resource development is to release and enhance the capability of people.

The concept of HRD is full of humanism and humanity providing all possible solution to all human problems that may rise in any organization. HRD believes in these basic virtues and attributes of human being and treats the man as such and shows full faith in man’s inner strength. It widens the workers vision and helps them to make their standard of living high coupled with the upliftment of standard of life. The output and other results will differ even though the quality, quantity and frequency of all other inputs except the man power be the same. This is the man who makes difference in output i.e., results.

When someone thinks of an organization, the first thought that follows is that of the human force which comprises the organization. No organization can think of its viability and
effectiveness without the effective utilization of human resources which brings all around socio-economic changes. The better an organization takes care of its human workforce, the better will be the quality of work produced by these people. An organization which does not care for the need of its work force will be a sufferer, as the output quality will be poor and there will be constant friction between the management and the workers. Good quality of work life leads to an atmosphere of good interpersonal relations and highly motivated employees who strive for their development.

A well designed HRD program usually have the following mechanisms:

(a) **Performance Appraisal:** It is the process of assessing the performance and progress of an employee or of a group of employees on a given job and his potential for future development. The objective of this instrument is to determine state of efficiency of an employee in order to establish the actual need for training.

(b) **Potential Appraisal:** It is used for providing necessary data which helps in preparing career plans for individuals. This technique aims at development of latent abilities of individuals. This is a process of developing in the employees, capacities to perform new roles and responsibilities. The major objective of this mechanism is to ensure a good match between the employees and the job.

(c) **Counseling and Monitoring:** It is a process of guiding a subordinate to adjust better with his work environment and to better understand others so that his dealings with them can be effective and purposeful. The main purpose of counseling and monitoring is to help the employees scientifically sensitized to their potential, their strengths and weaknesses.

(d) **Training:** Its goal is to improve the competence of the employees for raising the standards of organizational performance.

(e) **Building Morale and Motivation among the Employees of an Organization:** The organization must give constant evidence to the belief that human resources in the organization are the key to
development. This requires proper motivation of the employees which provides a base for the management functions of planning and organizing. A climate of creativity must be developed and maintained by the management so that the performance levels come upto the mark and growth becomes a way of life in the organization.

(f) Development of Team Work: A habit of team work must be developed among the human resources.

(g) Creating Effective HRD Environment: HRD climate is one of the pre-requisites of effective HRD process implementation. It creates growth opportunities and recognition. A dynamic HRD climate can be conducive to development of both the individual as well as the organization. This is possible through humane treatment of employees by the employers and helping develop right attitude among the employees.

(h) Quality Circle: A quality circle is a small group of employees doing similar or related work who meet regularly to identify, analyse and solve problems and to improve general relations.

(i) Quality of Working Life: The quality of workers’ conditions both working and living, influence the workers’ satisfaction and job satisfaction to a large extent. Inadequate living and working conditions produce adverse mental and physical effect on the employees, which leads to decline in their efficiency and ultimately in the overall productivity of the organization. Quality of working life generally, promotes a healthy atmosphere of development and motivation among employees.

(j) Emphasis on Excellence: HRD must lay emphasis on excellence. Excellence is a state of mind which prepares the employees to perform their duties with dedication. It also creates self reliance and helps them to have a vision and an urge to do better.

1.8 HRD STRATEGIES & TQM

In the recent years, trends that have been taking place in the field of TQM & HRD are, (i) TQM is a dynamic concept like HRD: TQM aims at continuous improvement in the quality of products,
which calls for the improvement in the quality of work of employees through training and development. TQM can succeed only if it has the support of total quality people; (ii) **KAIZEN**: which means continuous improvement with the involvement of everybody in the organization so as to generate value for customers; (iii) **JUST IN TIME (JIT)** approach focuses attention on eliminating waste by purchasing or manufacturing just enough of the right items just in time. JIT approach when applied to human resources implies multifunctional workers; (iv) **EMPOWERMENT** which believes in giving more power to the lower levels to improve productivity and performance; (v) **BENCHMARKING** helps in establishing quality targets that lead to a competitive advantage. It is the practice of identifying, studying and building upon best practices in the institution.

While visualizing a TQM institution, nothing can be more important than the human resources in the organization. Education deals with humans, though most talented yet most sensitive of the homo-sapiens that have ruled the world, rather the cosmos. Human beings continue to learn and continue to ‘be’ produced. With the modern world of competition, no country or organization can afford to produce poor quality products. For producing quality product the human mind which has infinite capabilities should be utilized to the maximum. To achieve this, one of the major steps is to introduce total quality consciousness at all levels in all sections in an educational institution. **Quality consciousness** can be created by inspiring every individual to contribute to his maximum capabilities towards the development of quality output. To enable every individual to contribute maximum, there should be voluntary participation in bringing out changes, modifications and improvements on a continuous basis. Encouraging the formation of voluntary groups accepting and implementing proposals for improvement by the management group of an organization will help in achieving better quality of an organization and this will further help in achieving
better quality output. Every institution has a vast store of untapped human talent, brains, capabilities and ideas.

The rapid expansion of education is not without its problems. With the creation of too many new schools and non availability of trained teachers, the result is often of poor quality education. It has been concretely believed that a country that has well-defined policy, infrastructure facilities, well-equipped laboratories and libraries etc. hardly achieves its educational goals, lest it has committed teachers. When the goals of education are changed as its base is broadened, existing curricula are often found to be ill adapted to modern and different needs. When educational policy makers try to faceted aims and objectives, the significant aim is to develop the human resources in schools and colleges. There exist, different resources in the school, but human resources have more importance. Even some writers believe management is the process of working with and through individuals and groups to accomplish organizational goals (Hersey and Blanchard, 1988).

The new education policy (1986) rightly points out that students are positive assets with high potentials who have to be developed with tenderness and care. Without them, no social institutions like schools and colleges can exist whose paramount concern is to develop human potentials. To bring out revolutionary educational reforms in the schools, The Punjab Education Department has declared current academic year 2009-10 as a “qualitative year”. Steps taken for improvement in imparting quality education are (a) surprise checking of schools; (b) non-teaching work like collection of funds & fees from students by non-teaching staff to spare more teaching time for teachers; and (c) parent teachers association (PTA) meeting on last day of every month (Tribune,2009). Likewise while laying emphasis on imparting quality education Regunathan (2009) says “in the next 10 years if we fail to improve the standard and quality, not to mention the reach of education, the nation will be left out of the race in progress".

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Total Quality Management has far-reaching implications for the management of human resources. It emphasizes self-control, autonomy and creativity among employees and calls for greater active co-operation rather than just compliance. **The theme of HRD for TQM is developing quality consciousness among all in the institution.**

Just as TQM is a continuous search for quality, **HRD in TQM is also continuous.** Importantly, the long term goal of HRD for TQM cannot be restricted to development of technical and managerial skills and competencies. The goal in the beginning is to convert each one into an empowered doer, empowered where they take charge of the situation. From empowered doers, the teachers and staff must move on to become continual thinkers. It is only this continual thinking that can make institutions learning organizations; and organizations that learn continuously can only look for continual improvement, the nucleus of TQM.

To introduce the HRD practices into the organization, it is important to have conducive atmosphere which is possible by good quality of work life. This results in good interpersonal relations and highly motivated employees who strive for their development. HRD is needed by any organization more so in an educational one that wants to be dynamic and growth-oriented or to succeed in a fast changing environments. “Improvement of quality and character of educational institutions is the most pressing need of the present time” (Bala 1990).

Education is a process of great transformation that unlocks the door of humanity and development. In the present era of information and technology, the development and advancement of any country depends upon the maximization of utilization of its human and material resources. The proper utilization of material resources depends upon human beings. Hence the Human Resource Development formulates the basis of a nation’s development (Joshi,2005). Organizations can become dynamic and grow mainly
through the efforts and competencies of their human resources. For TQM in the organizations, HRD is the important human dimension that influences the success of the organization. The different sub-variables of the quality of any organization can contribute to its effectiveness when they bring within the employees the sense that the organization is concerned with their ideas, involvement and participation. Organizations grow through the competencies of the manpower and **Human Resource Development** is the process of helping people to acquire and sharpen their competencies (Frazier, 1997).

The quality of life does not necessarily guarantee better quality of human and their minds and thinking pattern. Higher standard of living does not guarantee higher level of behavior. To enhance a quality of mind and behavior; the approach has to acquire a totally different orientation. Undoubtedly, the technological advance can play a great role to improve the quality of mind provided concerted efforts are made to understand better the technology and its effect on the mind and behavior. How one is able to have it for the benefit of human kind, depends much upon visions and quality management. Effectiveness of administrator Principal as a leader in relation to TQM institutions which provide the quality of life, needs to be more fully examined empirically. Hence the need for such a study.

Schools are now the focus of an increasing number of programs aimed at enhancing quality in education and spreading awareness about societal concerns relating to the environment, health and so on. It is important that as the part of the process of school-level planning, Principals should be able to participate in decisions about the programs they need and how they should be integrated into regular school activities, in order to provide quality education. The emphasis on Principal as leader may have added a new dimension to the traditional distinction between the dual roles of Principal as educator and Principal as administrator. Such a role needs to be empirically studied in relation to TQM of a school.
The ‘Human Resources’ is the most significant and active factor in institutions. It plays a pivotal role in the areas of productivity and quality. Human brain which is the creation of nature has limitless energy to ‘think and act’. The skill of achieving efficiency and higher productivity depends on the skill of an employee. Developing the human resources, upgrading their skills and extending their knowledge would lead to economic development and organizational development. In the period of rapidly changing technology and increasing competition, the organizations are becoming highly conscious about the development of its human resources. No educational organization can afford to ignore the development of its human resources if it desires to achieve the standards of excellence. TQM can create sense of involvement, commitment and togetherness among the employees which paves way for rapid and smooth HRD. TQM rests on the shoulders of staff, hence HRD on a continuing basis becomes the necessity (Frazier, 1997). Therefore, human resource development is key to optimize utilization of human intellectual, technological and entrepreneurial skills in TQM institutions. So the study of Human Resource Development in relation to Total Quality Management is of great significance.

1.9 RATIONALE AND NEED OF THE STUDY

Quality is what makes the difference between things being excellent or run-of-the-mill. Increasingly, in education, quality makes the difference between success and failure. The best organizations, whether public or private, understand quality and its secret. Educationists are also recognizing the need to pursue it, and to deliver it to their pupils. With the onset of ‘No Child Left Behind’ i.e., Sarv Shiksha Abhiyaan, schools have been particularly interested in the concept of quality in education, necessitating research in this area.

If the quality of education is to improve, the improvement must be led by today’s educationists and professionals. The knowledge needed to improve the education system already exists to a great
extent within the education community. The major difficulty, education professionals face today is their inability to deal with the "system failures" that are preventing them from developing or implementing new educational processes required to improve the quality of education. In an educational institution, good infrastructure, excellent examination results, teacher's quality, teaching methodology, co-curricular activities etc., constitute quality and **TQM as a process, which ensures quality education**, needs to be researched with these parameters of quality for **educational applications**.

There are significant potentialities that TQM can offer to education. Firstly, TQM offers a justification and a technique for continuous search for quality and excellence. Secondly, it develops willingness and hence a culture for change; related to that, the organizations learn to be more flexible and responsive. Thirdly, TQM makes qualitative shift in decision making – first on the location of decision making by active participants irrespective of their levels in the hierarchy of the organization rather than concentrating on the top of the hierarchy and second on decision making based on facts. TQM offers a systematic approach to institutional development and quality management on a continuing basis. Education must undergo a paradigm shift. Old norms and beliefs must be challenged. The quality of education will improve when administrators, teachers, staff and school board members develop new attitudes that focus on leadership, teamwork, co-operation, accountability and recognition. **TQM is a vehicle that educationalists can use to cope with the "forces of change"** that are buffeting our nation's education system. These TQM potentialities need to be further investigated to lend empirical support with reference to educational institutions.

Further, schools are institutions that educate and cultivate children and adolescents. They actually train and prepare the human resources for the society. Initially, schools were run by masters who taught, administered, and ran other programs in schools. With
increasing population, came larger schools and demand for complex and administrative duties led to the practice to designate one of the masters as Headmaster or Principal and teacher responsible for school vide administration and teaching. Over the years administrative duties mounted and teaching duties declined, the concept of full time administrator evolved.

Today's quality conscious environment requires a quality leader. A quality leader removes the obstacles that prevent people from being high performers. Nowadays educational structures are being challenged from all sides. So quality leaders in education, are sorely needed and that need will not disappear. **TQM cannot be implemented without appropriate leadership.** It is the foundation of TQM. **The Principal/Head must be capable & committed in leading his employees for the success of TQM in the institution.** It is the responsibility of leadership to “paint a vivid picture” of what quality and continuous improvement look like, sound like and feel like. Hence an enquiry into the leadership behaviour of Principals / Heads of schools is of great significance to facilitate TQM in the school system.

TQM aims at continuous improvement in quality. **It can succeed only if it has the support of its human resource.** No system/strategy in an organization would ever succeed, unless people are passionate about it. TQM cannot work without it. It is a people-driven management system. It aims at continual increase in customer satisfaction by involving all employees. Hence human resource which is theoretically one of the most significant factor of TQM, needs to be examined for its type and degree of relatedness with TQM through further research.

Management is the process by which managers create, direct, maintain and operate the organizations through systematic coordinated and cooperative human efforts. Management basically is the task of managing the men in the organization. **Appley (1961)** rightly said that management is the development of people and not the
direction of things. The development of people working in the organization results in the development of the organization. Therefore, the organization’s success depends upon providing quality services and of course with no or least tensions on the part of management and persons working therein. For this, organizations are adopting concepts like TQM which is a management programme. Management is applied to every type of organization including educational institution (Gupta & Joshi, 2005). TQM as an exhortation in improvement of management for institutions to prosper, needs to be studied in the context of management of educational institutions, particularly the schools which form a large proportion of educational system.

India is a free nation with a rich variegated history, an extraordinarily complex cultural diversity and a commitment to democratic values and well-being for all. The school education system & also of varied types including Govt., Govt. aided, private/public, model, non-model etc., schools which are located in demographically different areas such as rural, urban/sub-urban etc. Ever since 1986, when the National Policy on Education was approved by Parliament, efforts to redesign the curriculum have been focused on the creation of a national system of education. Given the enormity and importance of the task of educating the country’s children, it is necessary that, from time to time, we create occasions to collectively sit back and ask ourselves, “What is it that we are doing in our engagement with this task? Is it time for us to refresh what we provide to our children in the name of education?” Even as the system attempts to reach every child, the issue of quality presents a new range of challenges diverse types of schools. Physical resources by themselves cannot be regarded as an indicator of quality. While giving an insight into plans to bring about widespread reforms in school education Sibal (2009) focused on adoption of comprehensive counseling & evaluation system to check the holistic development of the child; online test; vocational degrees to students by C.B.S.E.; improving the quality of teachers; and proper
infrastructure in the schools. The Central Board of Secondary Education plans to grade schools such as A+, A, B+ and B on key areas such as infrastructure, playground, teacher-student ratio, quality of teachers and use of technology in teaching (The Hindustan Times, 2009). Therefore, in the present study different types / categories of schools such as Govt. vs Non-Govt., model/public vs non-model and rural vs urban have been taken to investigate their differential status, if any, on TQM.

In the light of rationale presented above & in view of the meager researches (as is evidenced from the following chapter 2- Review of the related literature) in the area of application of TQM in the school system in India as related to leadership behaviour and human resource development, the present study has been designed to determine the TQM status of Secondary and Senior-Secondary schools in U.T. Chandigarh, and to investigate the relationship of TQM with leadership behaviour and HRD. It is hoped that the study will serve as a good starting point for (a) assessing the total quality management of schools of U.T., Chandigarh, (b) inter-comparing the high TQM schools & low TQM schools as also the Govt. vs non-govt., model vs non-model & rural vs urban, and (c) for executing/maintaining the TQM criterion in the school system through leadership behavior training & human resource development environments by the concerned authority.

1.10 STATEMENT OF THE PROBLEM

The present study is entitled as,


1.11 OBJECTIVES

The present study purports to achieve the following objectives:

1. To identify secondary and senior-secondary schools which are high and low on Total Quality Management and compare these on various parameters of TQM.
2. To compare the **Total Quality Management** status of schools across (a) **Govt.** and **Non-Govt.** schools, (b) **model** and **non-model** schools and (c) **rural** and **urban** schools of U.T., Chandigarh.

3. To study and compare the **leadership behaviour** of Principals / Heads of **high and low** total quality management schools across:
   (a) Govt. vs Non-Govt.,
   (b) Model vs Non-Model,
   (c) Rural vs Urban.

4. To study and compare the **Human Resource Development** of **high and low** total quality management schools across:
   (a) Govt. vs Non-Govt.,
   (b) Model vs Non-Model,
   (c) Rural vs Urban.

5. To make a **SWOT analysis** of schools in respect of input, process and product variables of TQM.

6. To compare the **SWOT analysis** of schools across:
   (a) Govt. vs Non-Govt.,
   (b) Model vs Non-Model,
   (c) Rural vs Urban.

7. To **identify** the areas of **strengths and weaknesses** of schools with high and low status on TQM for implementing TQM.

### 1.12 HYPOTHESIS

Since Objective 01 is exploratory in nature, hence no hypothesis has been framed for this objective. Likewise objectives 05 to 07 are focus-oriented and descriptive in their fulfillment. As to the remaining objectives from serial no. 02 to 04, following null hypotheses have been formulated:

1. There is no significant difference in the **Total Quality Management (TQM)** of (a) **Govt.** and **non-govt.** schools, (b) **Model** and non **model** schools and (c) **rural** and **urban** schools of U.T., Chandigarh.

2. Variations in leadership behaviour of Principals are not significantly accounted for by levels of TQM.
3. There are no significant differences in the leadership behaviour of Principals of (a) Govt. vs non-govt. schools, (b) Model vs non-model schools and (c) rural vs urban schools.

4. No significant difference exists in the leadership behaviour of Principals/Heads of schools perceived as high and low on TQM across: (a) Govt. and non-govt., (b) Model and non-model and (c) rural and urban.

5. Schools perceived as high and low on Total Quality Management are not significantly different on Human Resource Development.

6. Human Resource Development is not significantly different in (a) Govt. vs non-govt. schools, (b) Model vs non-model schools, and (c) rural vs urban schools.

7. No significant difference exists in Human Resource Development in schools perceived as high and low on TQM across: (a) Govt. and non-govt., (b) Model and non-model, and (c) rural and urban.

1.13 DELIMITATIONS OF THE STUDY

The study is delimited to:

1. Secondary & Senior-Secondary schools of U.T., Chandigarh that too only affiliated to C.B.S.E & recognized by the Education Department;

2. Sample of teachers has been limited to only those who were teaching IX, X, XI & XII classes, were regular, had atleast three years stay in the school and atleast two years current continuous experience of working with the Principal.

1.14 OPERATIONAL DEFINITIONS

LEADERSHIP BEHAVIOUR: Leadership behaviour in the present study, has been operationally defined as viewed by Halpin (1966). It is the behaviour of an individual, who directs activities of group members towards goal attainment. It consist of two dimensions namely, initiating structure & consideration. In initiating structure, a leader defines his own role and is concerned with group goals, whereas in consideration, a leader is friendly and supportive.

HUMAN RESOURCE DEVELOPMENT: HRD in the present study has been operationally taken as the overall HRD climate in educational
institutions and involves factors of responsibility, risk-taking behavior, top support, feedback, supportive HRD climate, openness vs communication, trust, team spirit, collaboration and reward among various personnel. The elements of HRD pertain to general climate which is similar to conventional organizational climate; OCTAPAC culture that stands for openness, confrontation, trust, autonomy, productivity, authenticity and collaboration; and HRD mechanisms which are performance appraisal, training, organizational development, career development, political development, job rotation, rewards, feedback and counseling (Nagpal, 1997).

**TOTAL QUALITY MANAGEMENT: TQM** is quality at every step, by everybody and for everyone. It is a human oriented and human intensive technique which transforms the institution into quality institution. In the present study, it has been assessed through input, process & product variables consisting of eleven areas that is four input variables namely, leadership, teacher quality, student quality & material resources, five process variables namely, linkage & interface, co-curricular activities, teaching, office management & examination and two product areas namely, inter-personal relation & satisfaction as conceptualized by Mukhopadhyay (2006).

It may be mentioned here that one sub-variable of leadership in TQM which is concerned with “one who is anchored into client needs and expectations, can inspire quest for continuous improvement of quality or incite the passion, and who can achieve quality through involvement of all is eligible to lead a TQM institution though similar in terminology” is conceptually not exactly identical with main variable leadership behaviour in the present study as operationally defined earlier.