Quality Management in Teacher Education through Deming's Lens: Panacea or Placebo?

Rajkumar B. Nanaware*

Abstract

'Quality is never an accident'. Every time, it's the consequence of hard work. It's the desire to create something better. In the last several decades, the concept of Total Quality Management (TQM) has quickly been ingrained in the minds of many top production managers. It's a result of the 1980s' managerialism and commercial ideals. Even though higher education is defined as a set of activities centred on the collection and transmission of knowledge, the research claims that TQM's core concepts of quality improvement, consistency of standardisation, and staff (as well as student) engagement remain important. TQM is viewed as a quality control measure in the business sphere; hence its application in education is questioned. The fundamental objective of this article is to see if TQM and education are compatible in this environment. In addition, this study aims to identify the main impediments to TQM implementation in education. TQM's application in education is presumed, and it is hoped that this study would shed light on the barriers that may stand in the way of applying TQM in teacher education.

Keywords: Compatibility, Continuous Improvement, Quality culture, Teacher Education, Total Quality Management (TQM).

Introduction:

"Total Quality Management" has been used to describe managing for core competence in several contexts in recent years. To achieve long-term success, TQM is an organisational management approach based on quality and the engagement of all of its members. It is a style of thinking about objectives, structure, procedures, and people to guarantee that the appropriate things are done the first time (Venkatraman, 2007). "Quality is never an accident, as John Ruskin once stated. Every time, it's the consequence of hard work. It's the desire to create something better."

Dr W. Edwards Deming, Dr Joseph and Phillip B. Crosby are considered as the **'Management Gurus'** of the quality revolution, even though many others have contributed to the theory and practice of quality management. With Masaaki Imai's help, these three 'Quality gurus' helped design the present set of tools for complete quality management. During World War II in the United States, Dr W. Edwards Deming came up with the idea of Total Quality Management (TQM). When Japan embraced the notion in 1950 to revive its place as the world's leading economic and industrial nation, it took the Americans by surprise. By 1980, Japan had exploited it to dominate global markets. TQM had finally been recognised by the majority of manufacturers at this point (Tofte, 1995).

Objectives and scope

The primary goal of this study is to determine whether TQM is compatible with Teacher Education. In addition, this paper will look for potential roadblocks to implementing TQM in Teacher education. TQM will be a major emphasis of this study to help everyone understand the features and possible benefits of implementing TQM. Total quality is described as a focus on the client; participation and teamwork; and continuous improvement and these are the three key principles.

Research Methodology

A qualitative approach was taken in the course of accomplishing this assignment. We can get a better sense of the study's core concerns and obstacles by using this exploratory strategy. The idea for this venture was backed up by a critical review of the literature and empirical facts.

Findings and Discussions

Total Quality Management: The Concept

It's difficult to pinpoint exactly when and where the phrase Total Quality Management, or TQM, first originated in the context of higher education. Several organisations in the United States and the United

* Assistant Professor. Dept of PG Studies in Education and Research, R V Teachers College Bangalore, Karnataka, India-560011.
e-mail- rajkumar.rvtc@rvei.edu.in

Kingdom appear to have sprung up out of nowhere in response to increasing budgetary constraints on higher education institutions, which found themselves increasingly constrained to behave like commercial enterprises in a highly competitive market throughout the 1980s (Williams, 1993). Initiated in the 1950s, Total Quality Management (TQM) is a management approach that has grown in popularity since the early 1980s. This ideology is founded on the concept of quality. Scholars used the chance to offer their perspectives on this phrase in a variety of ways while defining overall quality management; as a consequence, several definitions are presented to us with diverse implications. Crosby claims that quality management is an organised approach to making sure everything goes according to plan (Crosby, 1989). Short and Rahim's definition of the term, To ensure the quality of the product, service, and process design, TQM takes a proactive approach (Short, 1995). TQM is, thus, a strategy, a methodical way to guarantee quality and enhance it over time. Deming explains how he thinks. There is no end to TQM's cycle of improvement in the production system; instead, it should be used to improve product performance and quality standards. Yang perceives TQM as a collection of procedures aimed at reducing waste, increasing customer satisfaction, and reducing the amount of rework (Yang, 2004). Continuous quality improvement and higher company performance are the goals of the TQM system and practices. Organizations are viewed as collections of interconnected processes in TQM's eyes. Using TQM, both management and employees work together to continuously improve the quality of the products and services they provide. It is the belief of Goetsch and Davis(1994), that TQM entails continuous improvement efforts that involve all employees in a unified effort to enhance performance at all levels. Comments by Vinni To deliver quality service in this fast-paced world, TQM foster an atmosphere where all assets are utilised creatively and effectively (Vinni, 2021). Kumar et al., (2009) identified TQM as a complete management approach that incorporates all organisational processes to fulfil customer expectations and accomplish overall company goals using all available resources. TQM adheres to the premise that organisations should listen to their consumers, assess how well they are meeting their requests, and drive change to meet or exceed their customers' expectations (Yudof & Busch-Vishing, 1996). According to Wani and Mehraj, TQM results in a customer-driven learning organisation that is devoted to ultimate customer satisfaction via continuous improvement in the effectiveness and efficiency of both the organisation and its processes. TQM considers customer satisfaction to be a critical aspect of a company's long-term performance. TQM emphasises the necessity of staff development because business excellence is essentially determined by an organization's personnel's degree of competence (Kondo, 1993).

"Total Quality Management" (TQM) is defined by Witcher as the combination of three terms: "Total: meaning that everyone is engaged, including customers and suppliers; Quality: meaning that customers' expectations are satisfied precisely, and Management: meaning that senior executives are dedicated". As a whole, the entire organisation is involved in TQM to comprehend each individual's behaviour at each management level.

Deming's chain reaction theory applies to academics also. If we want to be quality in our educational system, we would have to follow this theory which advocates less rework, fewer mistakes, and better use of time and material which leads to productivity improvement. This theory also states that improved productivity needs the total commitment of the entire unit of any institution failing which leads decrease in quality. Deming stresses that the top management has higher responsibility for quality improvement than middle and level management personnel.

Deming's principles for management outlined his thoughts on management and its link with quality: —

i. Cease relying on mass inspection and numerical criteria.

ii. Constancy of purpose

iii. Incoming materials must be of high quality

iv. Incoming materials must be of high quality

v. Refrain from making business decisions based on the price tag alone; consistently and indefinitely improve the system for manufacturing goods and providing services.

vi. Transform the way you supervise and manage your team by implementing innovative, cutting-edge tactics.

vi. Removing the obstacles that prevent hourly workers from taking pleasure in their job by eliminating work standards and numerical quotas is a priority.

vii. Implement an aggressive education and retraining programme.

viii. Define the long-term commitment of the company's senior executives to enhancing quality and productivity.

Altogether these guidelines describe a fundamental basis for an organization's culture. By following these guidelines an organization can improve the work culture and bring quality to the production.

A report by UNESCO, **'Learning: The treasure within'** (1996) tried to explain the quality of education. It highlighted that education should be founded on four pillars throughout one's life:

i. Learning to know-knowledge, in which learners develop their knowledge daily by integrating indigenous and 'external' materials.

ii. Learning to do concentrates on the practical application of what has been learned.

iii. Learning to live together covers important skills for a discrimination-free life.

iii. Learning to emphasize the abilities required for people to reach their greatest potential.

An analysis of the aforesaid definitions indicates four major components of quality:--

(a) Quality is defined by customers.

(b) It is related to customers' needs and expectations.

(c) It has several dimensions of customer satisfaction & need.

(d) Customers' needs and expectations change over lime

Principles of Total Quality Management

Academics can benefit from TQM as well. Many educators feel that Deming's notion of TQM might serve as a framework for educational reform. TQM ideas that John Jay Bonsting feels are most relevant to school reform are laid forth in his paper, "The Quality Revolution in Education. He calls them the "Four Pillars of Total Quality Management."

i. Synergistic Relationships

This concept states that an organization's primary focus should be on its suppliers and customers. Everyone in a TQM organisation is both a client and a supplier.

ii. Continuous Improvement and Self Evaluation

The absolute commitment to continual development, both individually and collectively, is the second pillar of TQM in education. Administrators collaborate with their clients, and the instructors, in a Total Quality college context. The remnants of "scientific management," whose watchwords were compliance, control, and command, have vanished.

iii. A System of On-going Process

The identification of the organisation as a system, and the work done inside the organisation as a continual process, is the third pillar of TQM as applied in academia. This principle's main conclusion is that individual students and instructors are less responsible for failure than the system in which they operate.

iv. Leadership

The fourth TQM concept applied to education is that senior management is responsible for the success of TQM. For pupils to reach their full potential, college professors must create an environment that encourages collaborative learning between them and their students. Leaders and frameworks for continual development in the learning process can be provided by teachers who focus on topic area literacy and principle-centred teaching.

TQM in Education

TQM has unquestionably great promise in the field of education. It should not be assumed that there would be no difficulties or roadblocks in adopting TQM in education (Crawford & Shutler, 1999). Some educators argue that corporate philosophy may not be acceptable for non-profit organisations such as educational institutions. Academic institutions have very different attitudes and attributes, making it difficult, if not impossible, to implement a business mindset (Birnbaum & Edelson, 1989). Students at higher education schools may find it difficult to understand terms like the product, client and empowerment or even strategy and reengineering. According to Schargel, TQM harnesses employee talents in every activity or process and makes cooperation possible and genuine. It encourages people to constantly upgrade their skills (Schargel, 1996a).

To improve the education system, teacher education institutions play an important role by training qualified and efficient instructors (Sharma, 2018). Among the commissions, the Kothari Commission (1964-65) deserves special notice for its thorough examination of all facets of education. Teacher professional development is critical to raising the standard of education, according to the report. "Unfortunately, the post-independence period has ignored the professional education of teachers." There are a few notable exceptions to the general rule that says "quality of training institutes stays either middling terrible." TQM may be introduced in teacher education by following a set of stages. Faculty and administrators must agree on each stage for it to be implemented and the appropriate resources to be provided.

The NPE, 1986 advocates for a significant change in teachers' working conditions and educational standards. The Policy also stresses the teachers' accountability to their students, their families, the community, and their profession.

Total Quality Management (TQM) In Teacher Education Institutions

Teacher competence, sensitivity, and motivation have long been recognised as the most essential determinants of student achievement. The University Education Commission (Dr Radha Krishnan Commission) assessed current teacher training curricula in 1948 and advised that they be flexible and responsive to local needs. The committee suggested that the courses be modified, that appropriate schools be used for practical training, and that more time be dedicated to school practice-in-Teaching. Teacher education is defined by the National Council for Teacher Education (NCTE) as a programme of education, research, and training for persons to teach at all levels of education, from pre-primary to higher education. When it comes to education, teacher training is all about helping instructors improve their skills so that they may better serve their students and the children of their students.

The NCF 2005 imposes certain demands and expectations on teachers, which must be met via both basic and on-going teacher education. The value of qualified instructors to the nation's educational system cannot be overstated. It is generally understood that the quality and amount of student accomplishment are largely governed by instructor skill, sensitivity, and motivation. It is common knowledge that instructors' academic and professional standards are an important component of the necessary learning circumstances for accomplishing educational goals.

Before drafting the Curriculum Framework, the NCFTE (2009) emphasized teacher education concerns, such as a) Professionalization of teacher education. Achieving high-quality educator preparedness. c) Teacher education research and innovation. Open and distant learning (ODL) in teacher training. There is a direct correlation between the quality of curriculum exchange in classrooms, the learning outcomes of students, and the transformation of society as a whole. All of these factors affect the quality of curriculum exchange in classrooms, the learning outcomes of students, and the larger social transformation (NEP 2020).

What Goes Wrong with TQM Programs?

The current teacher education landscape has seen unprecedented growth in teacher education institutions and programmes. Teaching has become a successful business due to rising demand for skilled teachers and the notion that a training degree protects against future unemployment It has also spawned a significant number of substandard teacher education institutions but there are various reasons why TQM theory fails in a developing country like India: few to list

"We are trying to teach twenty-first century leadership skills with twentieth-century teachers in nineteenth-century learning environments."

i. Lack of professional competence, commitment and committed teachers,

ii. Ignoring the needs and expectations of learners.

iii. Lack of accountability, staff involvement and buy-in.

iv. No professional development or lack of synergy

v. Without instruction, the programmes are halted. Frequent changes in program duration

vi. Expecting instant results, rather than a long-term payback.

vii. No feedback mechanism or performance appraisal.

viii. No QAS to follow up or Bench Marking.

ix. Constraints on how an organisation may operate, such as requiring it to use methods that are incompatible with its current production system or workforce. Inadequate infrastructure much contributes to this issue.

Future Directions and Possibilities for Teacher Educator Preparation:

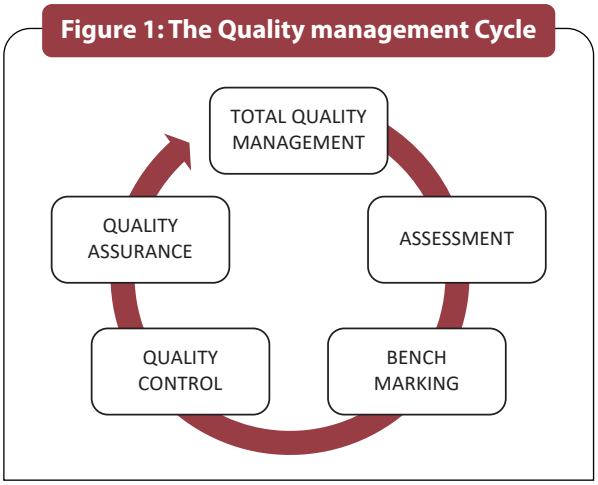
To educate future citizens who support equitable and sustainable development for all parts of society and respect for all, gender equity perspectives, perspectives that build values for peace, respect the rights of everyone, and perspectives that respect and appreciate labour are all important. Children must be taught to change their consumption patterns and attitudes toward natural resources amid the current ecological crisis, which is aggravated by increasingly marketed and competitive lives (NCFTE 2009).

As we consider the future of teacher education and the role it will play in society, we should keep in mind the worldwide exchange of ideas that have contributed to the current state of our understanding of teacher education. It appears as though we are coming to a consensus on basic concepts that should guide our efforts to find a philosophy of teacher education that meets the demands of our day.

It is also necessary to emphasize research-related abilities as well as professional rigour and relevancy of information.

There is a critical need as envisaged in NEP 2020 to improve introductory teacher education by raising the admission qualification and duration of the training, making it similar to a degree programme (ITEP), effective management and control of primary teacher education in a professional body with university faculty rank. The TQM cycle is portrayed below in Fig.1

Figure 1: The Quality management Cycle



Perspectives on Equitable and Long-Term Development

i. The Teacher's Vision, Teacher Education and expected learning outcomes.

ii. Teacher Education Professionalization and Bench Marking

iii. Curriculum for Developing self-one's Aspirations as a Teacher Engagement with theoretical notions and frameworks in transactions

iv. Educating self to be a reflective practitioner

v. Development of national professional standards (NPST) as envisaged in NEP 2020

vi. A Structured Environment for Teachers' Personal and Psychological Development

vii. TLC (Teaching Learning Centers): A Platform for Developing a Skill Repertoire

viii. It is thus proposed that present teacher education models at all levels of school education be gradually replaced by models that mix general education with professional development as well as a quality intense internship with schools.

viii. As stated in the NCF Position Paper, existing teacher education programmes, such as the M.Ed., have been relegated to the status of liberal studies and are not sufficient to promote deeper debate in education and the opportunity to conduct interdisciplinary research. Limited opportunities for professional growth and quality concerns in essential areas of education, such as curriculum analysis and design, pedagogic studies and epistemological issues and school-society problems, are provided by these. Teachers' education in India is focused on a positivist approach based on the established schools of thought in educational psychology, with minimal contact with the huge number of innovative experiments that have blossomed across India since the 1980s."

Conclusion

Since TQM makes the most of every employee's potential to produce high-quality products, as seen in the above image, it may benefit any firm. TQM's theory originated in the business sector, but it can be used in any organization that has input and output, regardless of industry. TQM focuses on the 'Quality' of an organization's products and services to meet the needs and expectations of its consumers. When applying TQM to our educational system, it is apparent that all faculty members would have to re-examine their accountabilities, responsibilities and tasks. As a result, we must eliminate the practice of mass inspections, stay open to the acceptance of new ideas, and build a trusting and collaborative work environment and culture. To be the greatest in all areas of education, will help us get there. Participants in TQM education must be well-educated and well-trained to achieve the stated goals, and everyone involved must have an understanding of TQM concepts to do so. With a few devoted individuals, TQM may achieve greater success. TQM implementation can only be effective if the leaders, managers, interpersonal communicators, problem solvers, and creative collaborators have the right vision and abilities adopting the TQM cycle as illustrated in Fig, 1. However, the solution to the question given in the title of this paper does not constitute either a panacea or a placebo but certainly potential. Preparing teachers to deliver 21st-century skills with potential leadership development and capacity building remains a focal point of discussion.

References

1. Ankit Chauhan, & Poonam Sharma. (2015). Teacher Education and Total Quality Management (TQM). International Journal of Indian Psychology, 2(2). https://doi.org/10.25215/0202.032

2. Bafila, Gaurav Singh. (2013). Total Quality Management in Teacher Education. Handle.net. https://doi.org/http://hdl.handle.net/10603/198075

3. Birnbaum, R., & Edelson, P. J. (1989). How Colleges Work: The Cybernetics of Academic Organization and Leadership. The Journal of Continuing Higher Education, 37(3), 27–29. https://doi.org/10.1080/07377366.1989.10401184

4. Brajesh, K., & Shukla. (2013). Total Quality Management in Teacher Education: A Search for Excellence. II(1).

5. Crawford, L. E. D., & Shutler, P. (1999). Total quality management in education: problems and issues for the classroom teacher. International Journal of Educational Management, 13(2), 67–73. https://doi.org/10.1108/09513549910261122

6. Crosby, P. (1989). Crosby talks quality. The TQM Magazine, 1(4). https://doi.org/10.1108/eb059474

7. Dowlatshahi, S. (1996). Total Quality Management in higher education: A case study. Total Quality Management, 7(2),

219–222. https://doi.org/10.1080/09544129650034972

8. Goetsch, D.L. and Davis, S. (1994) Introduction to Total Quality: Quality, Productivity,

Competitiveness. Macmillian College Publishing Co., New York.

9. Kanji, G. K. (1991). Education, training, research and consultancy—the way forwards for total quality management. Total Quality Management, 2(3), 207–212. https://doi.org/10.1080/09544129100000025

10. Kay, R., Victor, M., Sower, E., & Motwani, J. (1997). A comprehensive model for implementing total quality management in higher education. International Journal of Educational Management, 4, 131–135.

11. Kondo, Y. (1993). Quality education in Japan. Total Quality Management, 4(2), 115–126. https://doi.org/10.1080/09544129300000021

12. Kumar, V., Choisne, F., de Grosbois, D., & Kumar, U. (2009). Impact of TQM on company's performance. International Journal of Quality & Reliability Management, 26(1), 23–37. https://doi.org/10.1108/02656710910924152.

13. Massy, W.F. (2003) Honoring the Trust: Quality and Cost Containment in Higher Education.Anker Publication, Bolton

14. Mukhopadhyaya. M. (2005). Total Quality Management in Education. Sage Publications.

15. N, D. Suryakant. (2017). Total Quality Management Teacher Education Colleges in the Context of Globalization. International Journal of Trend in Scientific Research and Development, Volume-2(Issue-1), 1081–1084. https://doi.org/10.31142/ijtsrd7089

16. Sahney, S., Banwet, D. K., & Karunes, S. (2004). Conceptualizing total quality management in higher education. The TQM Magazine, 16(2), 145–159. https://doi.org/10.1108/09544780410523044

17. Schargel, F. P. (1996). Why we need total quality management in education. Total Quality Management, 7(2), 213–218. https://doi.org/10.1080/09544129650034963

18. Sen, N., & Gupta, S. (2015). A Study of Total Quality Management Practices in Teacher Education Institutions. Shikshan Anveshika, 5(2), 47. https://doi.org/10.5958/2348-7534.2015.00011.2

19. Short, P. J. (1995). Total quality management in hospitals. Total Quality Management, 6(3), 255–264. https://doi.org/10.1080/09544129550035422

20. Spanbauer, S. J. (1995). Reactivating higher education with total quality management: Using quality and productivity concepts, techniques and tools to improve higher education. Total Quality Management, 6(5), 519–538. https://doi.org/10.1080/09544129550035189.

21. Thanavathi, C. (2018). Teacher Education in India: Secondary Level. Salem:

Samyukdha Publications.

22. Tofte, B. (1995). A theoretical model for implementation of total quality leadership in education. Total Quality Management, 6(5), 469–478. https://doi.org/10.1080/09544129550035134

23. Venkatraman, S. (2007). A framework for implementing TQM in higher education programs. Quality Assurance in Education, 15(1), 92–112. https://doi.org/10.1108/09684880710723052

24. Vinni, R. (2021). The Potential of Design Thinking and Total Quality Management in Creating Public Value. NISPAcee Journal of Public Administration and Policy, 14(1), 285–309. https://doi.org/10.2478/nispa-2021-0011

25. W Edwards Deming. (1986). Out of the crisis : quality, productivity and competitive position. Cambridge University Press.

26. Wani, I.A. and Mehraj, H.K. (2014) Total Quality Management in Education: An Analysis.International Journal of Humanities and Social Science Invention, 3, 71-78.

27. Williams, G. (1993). Total quality management in higher education: Panacea or placebo? Higher Education, 25(3), 229–237. https://doi.org/10.1007/bf01383852.

28. Witcher, B.J. (1990). Total Marketing: Total Quality and Marketing Concept. The

Quarterly Review of Marketing (Winter), 12, 55-61.

29. Yang, C.-C. (2004). An integrated model of TQM and GE-Six-Sigma. International Journal of Six Sigma and Competitive Advantage, 1(1), 97. https://doi.org/10.1504/ijssca.2004.005280

30. Yudof, M. G., & Busch-Vishing, I. J. (1996). Total Quality: Myth or Management in Universities? Change: The Magazine of Higher Learning, 28(6), 19–27. https://doi.org/10.1080/00091383.1996.9937148