COMPARATIVE STUDY OF TOTAL QUALITY MANAGEMENT OF COLLEGES OF EDUCATION IN DIFERENT DIVISIONS OF KARNATAKA

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ABSTRACT

Total quality management (TQM), a management philosophy developed for industrial purposes, is now attracting increasing attention in the field of teacher education. In recent years total quality management (TQM) has emerged as a viable solution to achieve the goal of quality. Although business organizations have applied TQM principles with considerable success, its use in teacher training institutes is largely limited and has received little attention. Teacher education is one of the areas in higher education which trains student-teachers in pedagogy, which in turn helps them to train the young minds of educational institutions. The "Fate of the nation is decided in the classroom," is a remark made by the Education Commission of India. Teacher education institutions should maintain quality to ensure the academic excellence of trainees who come into the teaching profession. Quality assurance in teacher education reflects on the high profile of the institution and the competency of student-teachers. The present research article focuses on the need concept and thrust areas of TQM in teacher education in Karnataka. It has exposed the perception of teachers on quality indicators, such as teacher quality, linkage and interface, students, co-curricular activities, innovative strategies in teaching learning practices, pedagogy, curriculum development, value inculcation, Teacher Education Institutions and Schools linkages, use of information and communicative technology and governance. The present research article falls under the purview of quantitative research and hence quantitative methods, such as data collection, analysis, comparison, tabulation and illustration, are used. Among 48 randomly selected colleges of education, I received replies from 19 colleges of education only, and the same data are taken for granted for analysis.

Keywords: TQM: Total quality management, TE: Teacher education

Quality is never an accident it is always the result of intelligent

-John Ruskin

I.INTRODUCTION:

Educational reforms depend largely on the quality of teachers, which in turn, depends on the quality of teacher education. The national policy on education and the Programme of Action (1992) emphasizes revamping of education programme for bringing qualitative improvement in teacher education. 'Quality', conveys difference in worth, in relation to what is common. If something has quality, it is perceived as being less accessible than a variant of the same object, which lacks quality. Quality is most often defined 'fitness for purpose' related to the needs of the user/customer, which indicates that quality depends upon a subject's view of what is the purpose of that phenomenon. In education the customer is not easily identified. Quality, thus, is a value judgment interpreted by different administrators, teachers, students, employers etc. Birnbaum (1989) has stressed this diversity and pointed out three dimensions of quality in higher education: the meritocratic (the institution's conformity to professional and scholarly norms with the academic profession as reference group), the social (the degree to which the institutions satisfies the needs of important collective constituents) and the individualistic (the contribution the institution makes to the personal growth of students).

Malkova (1989) points out the definition of quality as “a system of socially determined parameters of the level of knowledge, skills, habits and values that must be reached by institution levers”. The current concern for quality has its immediate origins in the idea of globalization, particularly in the uncertainties associated with it. There is no consensus on what globalization constitutes, what it implies for education, and what its future might be. Some other important concepts are 'quality control', quality assurance', 'quality management' and 'quality assessment'. Quality control is defined in technical environments as: 'the operational techniques and activities that are used to fulfil the requirements for quality'. Quality assurance is 'all those planned and systematic actions necessary to provide adequate confidence. Quality management is defined as ‘that aspect of the overall management function that determines and implements the quality policy’. The ISO document defines 'quality audit', while Van Vucht and Westerheijden (1993) recommend the term 'quality assessment' as a better term in the field of higher education and is taken to mean 'a systematic examination to determine whether quality activities comply with planned arrangements and whether the product (the educational process) is implemented effectively and is suitable for achieving objectives'.

II.CONCEPT OF TOTAL QUALITY MANAGEMENT:

An American, Dr. W. Edwards Deming, developed the concept of Total Quality Management (TQM) after World War II for improving the production quality of goods and services. Total Quality Management is a management approach that originated in the 1950's and has steadily become more popular since the early 1980's. Total Quality is a description of the

culture, attitude and organization of a company that strives to provide customers with products and services that satisfy their needs. The culture requires quality in all aspects of the company's operations, with processes being done right the first time and defects and waste eradicated from operations.

Total Quality Management (TQM) is a method by which management and employees can become involved in the continuous improvement of the production of goods and services. It is a combination of quality and management tools aimed at increasing business and reducing losses due to wasteful practices. According to Bill Gates, The chairman of Microsoft Corporation, USA, "You need to have specialized knowledge a skill while maintaining a broad perspective...No one should assume that the expertise he has today will suffice tomorrow, so a willingness to lean is critical". This statement is also resulting in a need of quality improvement with the change. So a strong relationship exists between the principles of Total Quality Management & the best practices of Teacher Education. The concept of TQM is applicable to academics. Many teacher educators believe that the Deming's concept of TQM provides guiding principles for needed educational reform.

III.OBJECTIVES OF THE STUDY:

1. To assess the differences between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to institutional information about total quality management scores of colleges of education in Karnataka.
2. To assess the differences between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to institutional functioning about total quality management scores of colleges of education in Karnataka.

IV. HYPOTHESES OF THE STUDY:

1. There is no significant difference between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to institutional information scores about total quality management of colleges of education in Karnataka.
2. There is no significant difference between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to functioning scores about total quality management of colleges of education in Karnataka.

V. METHODOLOGY OF THE STUDY:

For the present study, survey and comparative method used as research method for collecting information.

- **SAMPLE:** In the present study, the sample was selected form all the assessed and accredited colleges of teacher education in Karnataka state. For this purpose the 19

colleges of education were selected randomly from four divisions of Karnataka. All the selected colleges were recognized by NAAC and NCTE.

- **TOOLS USED TO COLLECT DATA:** Seven different scales were developed by the investigator on various dimensions of quality education of colleges of education.
- **STATISTICAL TECHNIQUES USED:** The collected data were coded and entered in Microsoft excel 2010 and converted in SPSS 20.0 version for statistical analysis. The data were analyzed by using the following statistical procedures.

In pursuance of the general objectives 1-2,the non-parametric Kruskal Wallis ANOVA followed by Mann-Whitney U test were performed to know the differences between four divisions (Bangalore,Belagavi,Gulbarga and Mysuru)with respect to institutional information about total quality management and functioning about total quality management and its component scores of colleges of education in Karnataka.

VI. ANALYSIS AND INTERPRETATION:

Hypothesis 01: There is no significant difference between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to institutional information scores about total quality management of colleges of education in Karnataka.

To test the above null hypothesis, the non-parametric Kruskal Wallis ANOVA test was performed and the results are presented in table given below

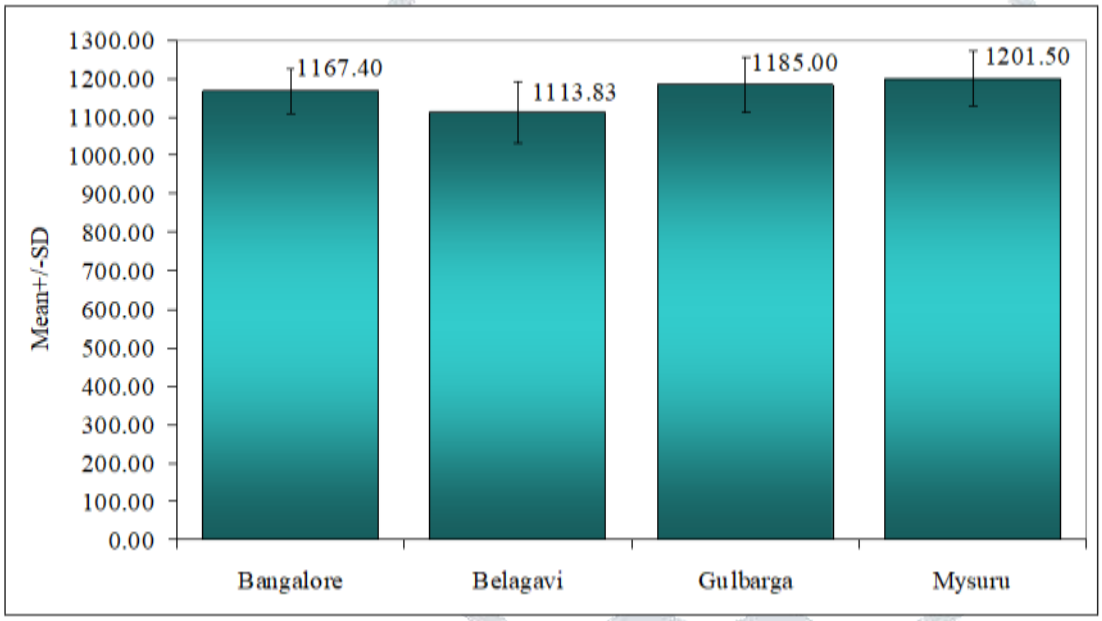
Table:1 Results of Kruskal Wallis ANOVA between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to institutional information scores about total quality management of colleges of education in Karnataka

Divisions	Mean	SD	Median	IQR
Bangalore	1167.40	58.12	1178.00	25.00
Belagavi	1113.83	80.63	1099.50	48.50
Gulbarga	1185.00	70.71	1185.00	50.00
Mysuru	1201.50	71.09	1206.00	43.00
Total	1163.11	74.82	1178.00	63.25
H-value	3.7850			
P-value	0.2860			

The results of the above table reveal that, the mean±SD and median ± IQR of institutional information scores about total quality management of colleges of education in Karnataka

are 1163.11±74.82 and 1178.00±63.25 respectively. In which, the mean of institutional information scores about total quality management is higher in Mysuru division (1201.50±71.09) as compared to lowest in Belagavi division (1113.83±80.63) followed by Bangalore division (1167.40±58.12) and Gulbarga division (1185.00±70.71). The difference between four divisions is not found to be statistically significant (H=3.7850, p>0.05) at 5% level of significance. Therefore, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the mean of institutional information scores about total quality management is similar in four divisions. The mean and SD scores are also presented in the following figure.

Figure: 1 Comparison of four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to institutional information scores about total quality management of colleges of education in Karnataka



Hypothesis 02: There is no significant difference between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to functioning scores about total quality management of colleges of education in Karnataka

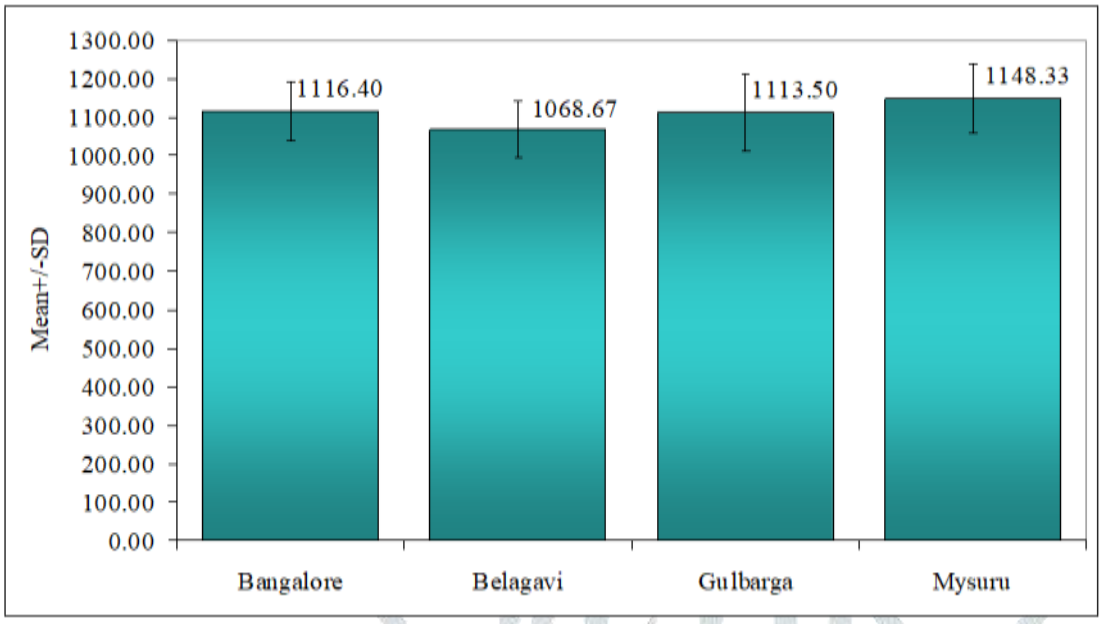
To test the above null hypothesis, the non-parametric Kruskal Wallis ANOVA test was performed and the results are presented in table given below

Table: 2 Results of Kruskal Wallis ANOVA between four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to functioning scores about total quality management of colleges of education in Karnataka

Divisions	Mean	SD	Median	IQR
Bangalore	1116.40	78.57	1112.00	52.50
Belagavi	1068.67	73.60	1060.00	45.50
Gulbarga	1113.50	99.70	1113.50	70.50
Mysuru	1148.33	89.29	1173.00	65.50
Total	1111.11	81.94	1112.00	65.75
H-value	2.6320			
P-value	0.4520			

The results of the above table reveal that, the mean±SD and median ± IQR of functioning scores about total quality management of colleges of education in Karnataka are 1111.11±81.94 and 1112.00±65.75respectively. In which, the mean of functioning scores about total quality management is higher in Mysuru division (1148.33±89.29) as compared to lowest in Belagavi division (1068.67±73.60) followed by Bangalore division (1116.40±78.57) and Gulbarga division (1113.50±99.70). The difference between four divisions is not found to be statistically significant ($H=2.6320$, $p>0.05$) at 5% level of significance. Therefore, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the mean of functioning scores about total quality management is similar in four divisions. The mean and SD scores are also presented in the following figure.

Figure: 2 Comparison of four divisions (Bangalore, Belagavi, Gulbarga and Mysuru) with respect to functioning scores about total quality management of colleges of education in Karnataka



VI. FINDINGS OF THE STUDY:

- The mean of institutional information scores about total quality management is higher in Mysuru division (1201.50±71.09) as compared to lowest in Belagavi division (1113.83±80.63) followed by Bangalore division (1167.40±58.12) and Gulbarga division (1185.00±70.71). The difference between four divisions is not found to be statistically significant
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VII. CONCLUSIONS:

- The mean of institutional information scores about total quality management is similar in four divisions (Bangalore, Belagavi, Gulbarga and Mysuru)
- The mean of functioning scores about total quality management is similar in four divisions (Bangalore, Belagavi, Gulbarga and Mysuru).

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