

# **A REVIEW ON (TQM) IMPLEMENTATION IN HIGHER EDUCATION INSTITUTIONS**

**Rajni Singal**

Research Scholar, Department of Library & Information Sc.  
Kurukshetra University Kurukshetra  
E-mail: rajnishahabad@yahoo.com

**Naresh Garg**

Librarian,  
Maharishi Markandeshwar University, Mullana  
E-mail: nareshkumar\_mmet@yahoo.com

**Sonia Gupta**

Research Scholar  
Kurukshetra University Kurukshetra  
E-mail: soniagupta@gmail.com

## **Abstract:**

Total quality management (TQM) has become a world-wide topic in the twenty-first century. Total quality management (TQM) has grown and defined in so many organizations but nowadays TQM is playing a vital role in educational field. The advantages of Total Quality management have been valued by many companies around the world. Most of the principles of TQM can be implemented in the area of education and training. This article aims to show how higher education can benefit from the advantages of TQM and how it can be implemented. The paper attempts to theoretically conceptualize TQM in higher education.

**Keywords:** Quality; Total Quality Management (TQM); Higher Education Institutes

## **1.0 INTRODUCTION**

The concept of TQM has developed by U.S.Department of Defence. They develop some principles of TQM, which have been adopted by industries worldwide for gaining and maintaining the qualities of their product. The International Organization for Standardization (ISO-8420-1994) defines quality as “the total feature and characteristic of a product or service that bear on its ability to satisfy stated or implied needs. Quality means conforming to specification and standard. It means customer satisfaction, competitive cost, timely delivery, etc. The quality means it functions well. It not only meets our expectation but even exceeds them by providing it, attractively, employing friendly means in a welcoming atmosphere. Academic institutions offering higher education in general and those offering professional education. The importance of education for the development of excellence, expertise and knowledge leading to overall development in economy cannot be undermined. The system of higher education is making the society a dedicated, committed, devoted and professionally sound team of human resources to decide the future of any nation. This is possible only when the principles of quality management are implemented in the system of higher education. Total Quality Management (TQM) is common factor that will help the higher educational institutions to satisfy various students, parents, industry and society. The World Bank’s recently study of 210 countries reveals that it is higher education that helps in enriching the quality of manpower. So higher education is a basic investment necessary to improve the overall quality of life.

## **2.0 OBJECTIVES**

- Understand the concepts of Quality; Quality Control; Quality Assurance: Total Quality Management.
- Provide quality in Higher Education Institutions achieved only with high level Total Quality Managements standards and indicators.
- Identify the challenges in TQM implementation in HE Institutions.
- The development of higher education is correlated with the economic development.

**Quality, Quality Assurance and Quality implementation in Higher Education****2.1 Quality**

Quality is often used synonymously with excellence. There is wide range of definitions or approaches to quality, describing the relative nature of the concept in the context of higher education. ISO 8420 defines quality as: 'The totality of features and characteristics of a product, process of service that bear on its ability to satisfy stated or implied needs'. However, there are certain limitations to this approach. The usefulness of user-based quality definition is dependent on how well the user or customer is informed about opportunities and limitations of a product or service offered. User satisfaction level may also vary in terms of value for money and value for information content received. Thus, a quality product is one that provides conformance at an acceptable price or cost.

Green and Harvey (1993) identified five different approaches to quality in higher education.

These are, quality:

- \* in terms of exceptional (high standards);
- \* in terms of consistency;
- \* as fitness for purpose (meeting stated purposes);
- \* as value for money; and
- \* as transformative (transformation of the participant).

**2.2 Quality Assurance**

According to Frazer (1992), "a university which takes quality assurance seriously emerges as a self-critical community of students, teachers, support staff and senior managers each contributing to and striving for continued improvement."

Quality Assurance is a continuing, active and integrative process for maintaining and improving quality rather than simply a system of evaluation and checking for error.

**2.3 Quality Implementation in Higher education**

Quality was originally developed in the manufacturing industry. In the area of higher education, the adoption of quality control has been superficial and diluted by the exercise of academic freedom (Largosen, et al, 2004). Further, the prevailing culture of universities is often based on individual autonomy, which is zealously guarded (Colling and Harvey, 1995). Thus, it is usually difficult to apply the features of quality to higher education considering the fact that quality requires team work (Boaden and Dale, 1992). However, the quality of higher education is very important for its stake holders. Notably, providers (funding bodies and the community at large), students, staff and employers of graduates are important (Srikanthan and Dalrymple, 2003). The most commonly used dimensions of quality in higher education are product, software and service. (Owlia and Aspinwall,1996)

**3.0 Total Quality Management (TQM):**

Total Quality Management (TQM) is inevitably common factor that will shape the strategies of higher education institutions in their attempt to satisfy various stakeholders including students, parents, industry and society as a whole (Ali and Shastri, 2010). The concept of (TQM) management philosophy modern based on a number of concepts of modern management directed that it is based on combining means basic administrative and innovative efforts and the specialized technical skills in order to improve the level of performance and improvement and development ongoing (Al-Khatib, 1999).

TQM is defined as a management approach that aims to achieve and sustain long time organizational success by encouraging employee and participation, satisfying customers' needs and expectations respecting societal values and beliefs, and obeying governmental statues of regulations ( ISO9001, 2000).

**Benefits of TQM**

- TQM improve quality standards and enable them to excellence, through the achievement of several benefits such as increasing production capacity; reducing the cost of performance; and improving the quality of the product or service provided to the beneficiary.
- TQM solve the problems of rising cost and pressure to provide quality education in higher education institutions.

- TQM will help institutions of higher education maintain their competitiveness, eliminate inefficiencies in the organization.
- TQM help focus on the market needs, achieve high performance in all areas, and satisfy the needs of all stakeholders.

### **3.1 TQM Implementing in Higher Education**

The TQM concept applied to higher education embraces all fields and levels of education and has an effect on the following:

- Physical facilities (buildings, sport complexes, open field etc.),
- Academic infrastructure (laboratories, library, documentation, communication, information infrastructure etc.),
- Curriculums,
- Examinations and evaluation systems,
- Supplying academic and administrative personal and their improvement systems,
- Research and publication,
- Institutional development plans.

Declining quality of graduates, increasing competition and growing mandates for accountability by accreditation associations, legislatures, and funding bodies are among the factors that have “forced” HEIs to focus on quality. The successful acceptance and implementation of quality system in higher education is often influenced by the external factors such as favorable government regulations, economic climate, confident leaderships and a certain level of stress to initiate the need for change [Idrus, 2001]. It is to ensure the quality of higher public institutions whilst National Accreditation Board (LAN) looks after the quality of private institutes and universities.

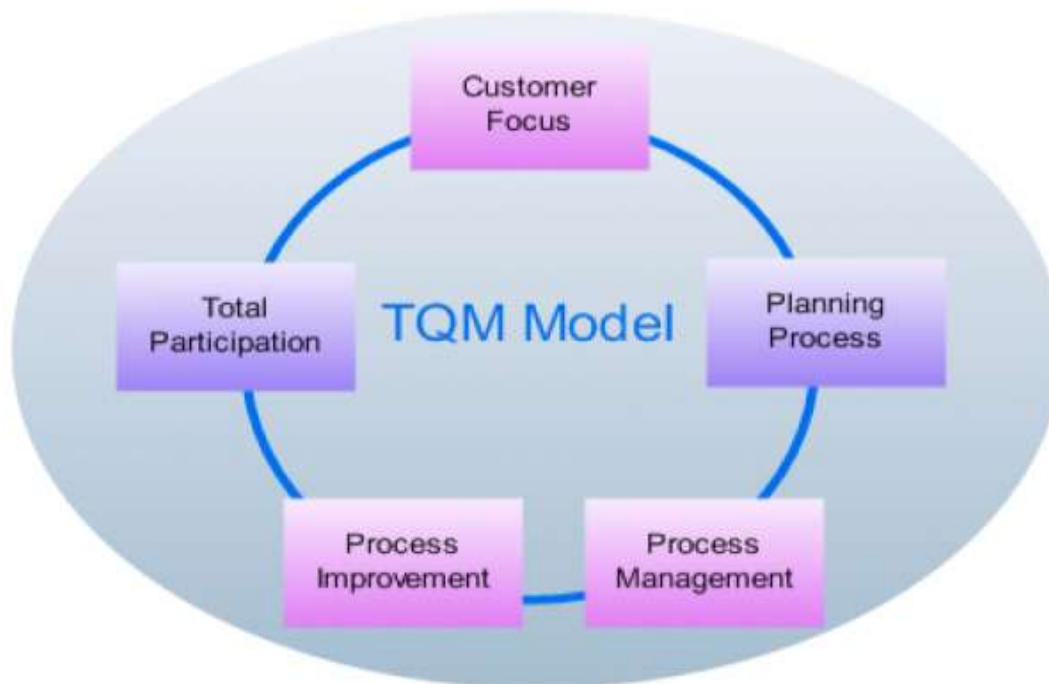


Fig. 1: A strategic Model for Implementing Total Quality Management in Higher Education Institutions

### **3.2 Principles of TQM Implementation in Higher Education Institutes**

The principles of TQM implementation in higher education institutes as discussed above have been summarized by Hendricks and Triplett (1989) as follows:

- TQM is a strategic, holistic, ongoing approach to organizational improvement.
- It demands management leadership in establishing total quality as a way of life

- It is driven by a clear vision for the future and a blueprint for action.
- It focuses on the client, both internal and external.
- It requires clear definition of client expectations and meeting them, 100 percent of the time.
- It requires human resource excellence in training, communication, cooperation, feedback and reward sharing.
- It requires continuous measurement of client satisfaction.
- It demands responsible citizenship and respect for the public good.

#### **4.0 Conclusion**

TQM is a general management philosophy which allows an institution to pursue a definition of quality and a means of attaining quality, with quality being a continuous improvement ascertained by customers' contentment with the services they receive. TQM can be applied to higher education, but it must be modified to fully recognize some unique aspects of education via education is a service industry with no visible, tangible "product." Benefits of TQM include heightened employee morale, better teamwork among departments, bridging faculty-staff functions, increased quality from customer viewpoint and continuous development of everyone who is part of higher education institution. In this article TQM model for higher educational institutions with some recommendations, but every higher educational institution can design its own model according to its own circumstances. It is not necessary to introduce TQM across the whole institution. It can be applied to individual institution units.

#### **5.0 References**

- Ali, M. (2010). Implementation of Total Quality Management in Higher Education. *Asian Journal of Business Management*, 2(1), 9-16.
- Al-Tarawneh, H. A. (2011). The Implementation of TQM On the Higher Educational Sector in Jordan. *International Journal of Industrial Marketing*, 1(1), 1-10.
- Ariff, M. S. (2007). Total Quality Management Implementation in Higher Education: Concerns and Challenges Faced by the Faculty. 1-23.
- Sudha, T. (2013). Total Quality Management in Higher Education Institutions. *International Journal of Social Science & Interdisciplinary Research*, 2(6).
- UNAL, O. F. (2001). Application of Total Quality Management in Higher Education Institutes. *Journal of Qafqaz University*, 7, 1-18.
- Zabadi, A. M. (2013). Implementing Total Quality Management (TQM) on the Higher Education Institutions – A Conceptual Model. *Journal of Finance & Economics*, 1(1), 42-60.