



Utilization of TQM in Advanced Learning

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Abstract:

This research aims to provide a clear picture of higher education's current state and highlight pressing needs for improving its standard. In the post-WTO era, several governments have made the globalization of higher education services a top priority. Higher education is becoming more involved in our nation's socioeconomic growth, which calls for a paradigm shift in the way services are delivered and governed. Institutions of higher learning need to be more creative in order to develop as high-caliber centers for the creation and sharing of knowledge. Given the significance of educational institutions, numerous creative experiments are being conducted to enhance this industry's performance. Using TQM principles is one of these actions.

Key Words: *Customers, Advanced Learning, Creative Experiments, TQM and World Trade Organization*

Introduction:

It is impossible to overstate the significance of education for the growth of talent, competence, and knowledge that contribute to the economy's overall development. This has made a solid plan of action for the advancement of higher education necessary in practically every nation on the planet. Only in a well-developed higher education system where performance is solely assessed based on efficiency will we be able to establish leadership in the globe. It has been determined that the higher education system is effective in providing society with a committed, devoted, professional, and committed group of human resources capable of determining any country's destiny. This is only feasible if the higher education system is infused with the concepts of quality management. One unavoidably frequent element is total quality management, or TQM.

Higher education institutions' plans will eventually be shaped by total quality management (TQM), which is a common factor that will help them satisfy a variety of stakeholders, including parents, industry, students, and society at large. This research aims to theoretically describe how TQM is applied in higher education. It begins by discussing concerns about higher education quality before identifying the factors that affect it. Additionally, it develops a methodology for using TQM in higher education. The importance of human capital as the secret to economic growth and development has been highlighted by the latest theories of economic growth. According to a recent World Bank study involving 190 nations, higher education contributes to improving the caliber of labor force. Higher education is therefore an essential investment that is required to raise everyone's standard of living. There has never been a stronger connection between education and the economy than there is right now. The market's career opportunities are what influence students' choice of subject matter.



Objectives of the Study:

- The terms Economic Growth and the Advancement of Higher Education which are intertwined.
- Research examining the viability of various TQM techniques in higher learning.
- Issues of Lack of funding which has resulted in a persistently low quality and declining social relevance of higher education provided in developing countries.
- Goals of Higher education institutions plan's which should be shaped by Total Quality Management (TQM) as a common necessity.

Resources and Techniques:

The three primary responsibilities of higher education services are traditionally instruction, investigation, and extension. The purpose of teaching is to transfer information and abilities from the teacher to the students. While the goal of extension is to improve the application of the produced knowledge for addressing the common problems of society, the goal of research is to seek new knowledge.

The following is a further explanation of the roles that higher education plays:

- a) To supply society with capable men and women trained in all professions who, as cultivated individuals, are inclined with a sense of social purpose
- b) To work toward promoting equality and social justice and to lessen social and cultural differences through the dissemination of education
- c) To actively seek out and develop new information, to pursue the truth with enthusiasm and fearlessness, and to evaluate preexisting knowledge and beliefs in the context of novel demands and breakthroughs
- d) To cultivate in teachers and students, and through them in the society at large, the attitudes and values needed for developing the "good life" in individuals and society

The following are the dimensions of quality in education:

- **Consistency:** In this case, the teaching procedures use a zero-defect methodology and a quality tradition. However, meeting uniform requirements and standards compliance present obstacles.
- **Fit for purpose:** meeting client requirements, achieving minimal requirements for purpose, and ensuring client happiness.
- **Value for money:** It is achieved through efficacy and efficiency.
- **Continuous Process:** Education is a continuous process of change that involves giving the client more control and making them better.

Quality:

The level of excellence or superiority of a good, service, procedure, or encounter is known as quality. It speaks about traits, qualities, and features that either match or beyond stakeholder or customer expectations and specifications. Reliability, longevity, efficacy, efficiency, contentment, and total worth are frequently linked to quality. Quality in the context of education is the level of excellence or superiority in learning experiences, outputs, and procedures. In reaching its intended aims and purposes, it refers to the entire efficacy and value of an educational system, institution, program, or practice.

To expound on the notion of quality in education, the following are some salient features:

- **Learning Outcomes:** A high-quality education seeks to guarantee that students have the abilities, know-how, and skills required for their future careers, personal growth, and civic engagement. It emphasizes on quantifiable learning outcomes that



demonstrate a thorough comprehension of the material, critical thinking aptitude, problem-solving prowess, inventiveness, and proficient communication.

- **Teaching & Instruction:** Effective instructional methods, pedagogical strategies, and assessment procedures are employed by experienced and skilled teachers who provide high-quality education. Instructors are essential in helping students learn, offering direction, creating a happy learning atmosphere, and modifying their methods to meet the needs of a wide range of students.
- **Course and Standards:** Well-crafted curricula that are in line with academic goals and standards characterize high-quality educational systems. The curriculum should cover all necessary academic areas and encourage holistic growth. It should be thorough, balanced, and relevant. It should also support lifelong learning, include multidisciplinary approaches, and embrace developing subjects.
- **Equity and Acceptance:** No matter a student's background, gender, ethnicity, socioeconomic status, or ability, a high-quality education is inclusive and guarantees equitable opportunity for all. In order to help every student achieve, it offers resources, support systems, and accommodations. Its goal is to eradicate gaps in access, participation, and outcomes.
- **Foundation and Facilities:** A high-quality education requires sufficient physical infrastructure, instructional materials, technology resources, and support services. Libraries, labs, and access to well-maintained facilities should all be features of educational institutions and schools.
- **Assessment and Development:** Continuous assessment and development are essential components of high-quality education. It has strong methods for evaluating the effectiveness of teachers, the performance of students, and the general results of education. Data analysis, evidence-based decision-making, and feedback loops are used to pinpoint problem areas and carry out focused treatments.
- **Moral and Community Development:** A quality education attempts to instil in students a sense of social responsibility, civic involvement, and ethical ideals in addition to academic understanding. Character education, empathy, cultural sensitivity, moral judgment, and the formation of responsible global citizens are all stressed.

Achieving quality in education is a difficult and continuous process that calls for the cooperation and dedication of many parties, including legislators, teachers, parents, students, and the society at large. To guarantee that every learner obtains a top-notch education that equips them for success in both their personal and professional life, it is imperative that efforts to enhance educational procedures, address obstacles, and adapt to changing demands be made continuously.

TQM:

The acronym TQM denotes Total Quality Management. It is a strategy for overseeing and enhancing the caliber of goods, services, and internal operations within a company. TQM places a strong emphasis on the idea that everyone in the company, from front-line staff to upper management, bears responsibility for quality. It entails a persistent and methodical endeavour to improve overall organizational performance, customer satisfaction, and quality.

Here are different definitions of **Total Quality Management (TQM)** from various years:

1987 - "Total Quality Management is a strategic approach to management that aims to instil the principles of quality in all aspects of organizational activities, with the goal of meeting and exceeding customer expectations." (Oakland, 1987)



1992 - "TQM is a management philosophy and company practices that aim to harness the human and material resources of an organization in the most effective way to achieve the objectives of the organization and satisfy the needs and expectations of customers and other stakeholders." (Feigenbaum, 1992)

1996 - "Total Quality Management is a people-focused management system that aims to optimize customer satisfaction while continuously improving all processes within an organization. It involves the integration of quality principles, techniques, and tools into the culture, strategy, and operations of the organization." (Goetsch & Davis, 1996)

2010 - "Total Quality Management is a management approach that seeks to embed the principles of quality and continuous improvement in every aspect of an organization's operations. It involves the active participation of all employees, the alignment of processes with customer needs, and the relentless pursuit of excellence." (Kanji, 2010)

TQM in Higher Education

Higher education has been using Total Quality Management (TQM) more and more to improve student learning outcomes and the quality of educational institutions. Primary education is predicted to have a 25% social return, whereas advanced education has a 1% social return. This has given rise to the idea that less funding should be used for higher education since the benefits are primarily private and personal. According to Harris (1994), there are three general methods to TQM in higher education. First, there is a customer-focused approach, where staff development and training enhance students' choice and autonomy while cultivating the idea of service to students. The second strategy is staff-focused and aims to recognize and strengthen each employee's contribution to the establishment of priorities and policies, as well as the efficiency with which an institution operates. This calls for a more responsible attitude and a flatter management structure.

The third strategy is centered on service agreements and aims to guarantee specification compliance at specified, quantifiable stages of the learning process. One example would be the faculty's evaluation of assignments within a predetermined time range.

A set of assurances is put out by Lawrence and McCollough (2001) in order to take into account the varied and ever-changing responsibilities that students play in the educational process, as well as the needs of several stakeholders. Three consumer groups are the emphasis of their guarantee system: students, instructors of advanced courses that build upon preparatory courses, and thirdly, businesses who hire college graduates. An institution can gain a competitive edge by making intangible educational quality more tangible to prospective students and their parents through the implementation of a guarantees system.

According to Durlabhji and Fusilier (1999), increasing student and business community participation is necessary for customer empowerment in education. Eventually hire them, which will simplify learning and get rid of any lingering elements of the academic "ivory tower" that are present in business school curricula. The advantages of student empowerment in the classroom must be balanced against the requirement for control in order to meet minimal learning objectives and conduct a sufficient and impartial assessment.

Four elements of institutional leadership—symbolic, political, managerial, and academic—are proposed by Gregory (1996) in his distributed leadership model for managing change in higher education institutions. By securing resources, securing support from people, and projecting the company's image to the outside world, a true leader personifies the entire firm.



Second, the institution's leadership will be politically astute, winning over people and utilizing and resolving disputes to further its goals. His managerial abilities extend beyond managing budgets, expenses, information flow, employee relations, external funding, and relationships with validating and awarding authorities to include regulating, representing, staffing, structuring, defining goals, and communicating. His academic job encompasses various responsibilities, such as leading others in a college style, recognizing and promoting quality, nurturing and developing potential, mentoring, intervening, modeling exemplary behavior, taking risks, and acting as a change agent (Marsh, 1992). Michael et al. (1997) suggested that the secret to any TQM program and the reason for both success and failure is top-level leadership. Sales of the TQM program are necessary; it cannot be imposed on the workforce. Leadership needs to convince staff members that the program is both essential and appealing. Success rates can be raised by effective training, communication, benchmarking, and research on TQM programs and philosophies. Government activities in controlling educational transition have generally been criticized for being led by a "narrow, employer-driven strategy" (Iven, 1995). It is the responsibility of policy makers to set criteria, create policies, and keep an eye on performance.

They ought to state crucial learning objectives (Fullan, 1993). They have no choice but to rely on those who provide higher education in order to accomplish these aims. The degree to which educational policy makers are able to achieve their goals will depend on a number of non-controllable elements. The type and standard of leadership, as well as interactions between leaders and members of the institution, are critical to long-term educational progress and a dedicated shared goal.

According to Roffe (1998), students are expected to pay an increasing portion of the costs of education as a result of open competition, making them both consumers and customers in the same way. Due to competitive forces that result, different programmers are produced for various student groups. Whether TQM in higher education should be problem- or people-oriented, how to apply and accept TQM in institutions of higher learning that have not embraced its principles, team vs. individual orientation toward TQM, and maintaining the rate of improvement are some of the conceptual issues.

According to Sangeeta et al. (2004), the educational system is a process of transformation made up of the inputs of students, faculty, staff, administrators, physical facilities, and procedures. Teaching, learning, and administration are among the procedures. Examination results, employment, income, and satisfaction are examples of outputs.

Osseo-Asare and Longbottom (2002) offer enabling factors in their model for TQM adoption in higher education institutions that have an impact on performance and aid organizations in achieving organizational excellence. These "enabler" characteristics include people management, policy and strategy, leadership, resources, collaborations, and procedures. Additionally, they offer "result" criteria for gauging the success of TQM implementation, such as impact on society, customer happiness, employee satisfaction, and key performance outcomes.

The business quality revolution has established itself as one of the twentieth century's most potent drivers of revenue and sales growth, truly good jobs, and firmly founded and sustained corporate expansion, claim Feigenbaum and Feigenbaum (Citation 1999). Aquilani, Silvestri, Ruggieri, and Gatti (Citation 2017) provide a more nuanced explanation of the connection between TQM and firm performance after reviewing 103 scholarly works on the subject and coming to the conclusion that this field of study is still in its infancy. Similarly, Kumar, Maiti, and Gunasekaran (Citation 2018) use revised



research study designs to suggest a need for a more thorough and reliable knowledge of QM's performance consequences in their assessment of 263 QM-related studies.

According to Barouch and Kleinhans (Citation2015), who summarize the main criticisms leveled at QM during the previous 40 years, there seem to be as many supporters of the theory as detractors. It appears that there is still much to be resolved in the scientific discussion about the value and viability of quality programs.

Results:

Higher education institutions are addressing TQM issues, especially those that pertain to funding and production. Different people in higher education have different opinions about the TQM methodology. For some, the most important component of Total Quality Management (TQM) is customer or student happiness.

The environment is included in the systems approach to education, along with inputs, processes, and outputs that are all contained within an arbitrary boundary. Cross-border inputs from the system's surroundings are processed during the transformation and production phase before being released as outputs back into the environment. The direction of flow represents the flow of energy, information, etc. from the inputs through the transformation/production process to the output. Human, material, and financial resources (students, teachers, administrators, and corporate culture) are inputs. The internal environment in which teaching and learning occur as well as the learners' home environment are all factors in determining the quality of education.

In higher education, total quality management, or TQM, leads to:

- Higher spirits among students
- Enhanced departmental collaboration
- Improved staff-faculty relations
- Enhanced quality as perceived by the client
- Ongoing improvement of all those associated with the educational establishment
- A rise in output
- Increased attendance of students

"Total quality mind" development is the goal of TQM in education. It offers a chance to view quality holistically and offers resources for quality management.

Research: The main goal of research is to expand knowledge. Research has always been classified as belonging to the higher education system in any given nation. Research is typically linked to the university system, where it is done at the post-graduate level, while research may also be necessary at lower levels of the educational hierarchy. Research enables fresh perspectives on the topic. It has to do with innovation. Research has been shown to be the driving force behind many scientific innovations, with product commercialization coming next.

Extension: In higher education, community-engaged teaching methods are known as extension activities. They can involve a variety of programs that link academics, staff, and organizations with local communities, businesses, and societal issues. Creating social consciousness among students is the main goal of extension programs. They offer chances to collaborate with others and raise awareness of and understanding about social problems.



Location and responsibility:

The standard of education that is offered is largely the responsibility of the educational institutions. Governmental organizations frequently contribute to maintaining the standard of education.

Other duties pertaining to education and quality are as follows:

- Teachers and schools - Planning, professional development, finances, and self-evaluation fall under the purview of educators and schools.
- Colleges - The caliber of study programs offered by universities, university institutions, and vocational colleges is their responsibility. They need to implement an internal system for quality control.
- Authorities - The government is in charge of creating educational policies, assigning funds, and making sure they are carried out successfully.
- Parents - Parents want to give their children an education that will enable them to pursue their interests and strengths.

A secure and encouraging classroom setting is also essential for high-quality instruction.

Service Price:

The principles of pricing as applied to education are principles of economics which apply to all fields of production and services equally. Service quality in higher education is defined as the difference between what a student expects to receive and their perceptions of actual delivery. The SERVQUAL instrument is the most commonly used service quality measurement instrument in education. It contains 22 items for measuring service quality along five dimensions: Reliability, Accessibility, Tangibility, Assurance, Responsiveness. The many demands of instructors, administrators, and students are met by the institutions through improved lodging, offices, cafeterias, clinics, gymnasiums, and overall pleasant environments.

Communicating the Process:

Students consider accessibility and cost while evaluating the method of obtaining education. Courses offered full time are typically preferred. However, for people who are unable to pursue full-time education, such as those in the organized employment sector, part-time learning, distant learning, correspondence courses, open learning, and e-learning have proven to be beneficial.

Raising awareness of quality in all processes is a key component of Total Quality Management (TQM) in education. It also entails developing a productive and successful business culture, offering improved services to the community and students, and ongoing growth and improvement.

The following are some crucial components of TQM in education:

- Understanding and dedication
- A method of systems planning

In the context of education, Total Quality Management (TQM) encompasses not just obtaining excellent standards but also shaping every aspect of the learning process, including people and material resources, management, organization, and interpersonal interactions.

By encouraging objective and quantifiable educational results and offering channels for quality enhancement, TQM bolsters the accountability requirement.

Moreover, TQM can support:

- Remove any barriers to communication between the instructor and the students
- Boost students' self-assurance



TQM adoption challenges in higher academic establishments:

By placing quality at the forefront of every process, Total Quality Management (TQM) may assist institutions of higher learning in becoming better. Because of organizational inertia to change, a failure to concentrate on key issues, and an academic culture that is resistant to TQM, the impact of TQM on higher education is minimal (Koch, 2003). It is ironic that, despite being centers of learning and knowledge creation through their research functions, higher education institutions have been slow to adopt and apply Total Quality Management (TQM) compared to other enterprises. Nevertheless, there are a few obstacles to TQM implementation:

- Lack of commitment: It's possible that some managers and employees are not dedicated to TQM.
- Organizational culture: It may be challenging to apply TQM if there is a lackluster organizational culture and documentation.
- Training: Inadequate education and insufficient training for important team members might make TQM implementation challenging.
- Communication: Poor communication can make TQM implementation challenging.
- Resistance to change: Workers may object to TQM-related changes.
- Benefits measurement might be challenging when it comes to TQM.
- Cultural shift: Implementing TQM in an organization necessitates a change in culture.
- Leadership: One of the biggest obstacles to the application of TQM is leadership.

Moreover, TQM can promote ideas like Continuous improvement, Transparency in Communication, Fact-based approach to issue resolution and decision making.

A supportive infrastructure and a culture of quality are prerequisites for TQM. A company's culture can fast change and outperform rivals if it can adjust to the needs of stakeholders, employees, and customers. Implementing TQM is a difficult task. It necessitates a complete transformation of the organizational culture, a transfer of accountability to management, and ongoing involvement in the process of quality improvement.

TQM in Advanced Learning has the following potential outcomes:

- Enhanced collaboration across departments
- Improved quality as seen by the client
- Ongoing improvement for every individual inside the organization

Conclusion:

The management concept known as total quality management, or TQM, places a strong emphasis on the value of ongoing development across the board for a company. It is predicated on the notion that businesses may increase employee and customer happiness as well as profits by continuously working to enhance quality. Many industries, including manufacturing, healthcare, and education, have used TQM. The use of Total Quality Management (TQM) in higher education has garnered more attention in recent years. This is partly because the market for higher education is becoming more competitive in terms of money and students.

The use of TQM in higher education has several possible advantages. Among them are:

- **Enhanced student satisfaction:** By guaranteeing that students receive a top-notch education, TQM can result in heightened student satisfaction. This can be accomplished through raising the standard of instruction, the standard of learning materials, and the standard of the whole student experience.



- **Enhanced student success:** By assisting students in reaching their academic objectives, TQM can result in heightened student achievement. This can be accomplished by giving students the tools they require for success, including career counselling, academic guidance, and tutoring.
- **Higher levels of satisfaction among faculty:** TQM can result in higher levels of satisfaction among faculty members by giving them the tools and assistance they require to succeed. Giving professors chances for collaboration, research, and professional growth is one way to do this.

All things considered, implementing Total Quality Management (TQM) in higher education has the ability to raise academic standards, boost student achievement, raise teacher satisfaction, and boost institutional effectiveness. It's crucial to remember that TQM is a long-term solution. It necessitates a sustained dedication from every individual within the organization.

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