# Implementation of Total Quality Management In Education

**Md. Masum Billah\*, Md. Rezaull Karim\*\***

\*Bangabandhu Sheikh Mujibur Rahman Science &Technology University, Gopalgonj, Bangladesh.
\*\*Department of Law, Bangladesh University, Bangladesh.

**Abstract** The objective of the paper is to evaluate impressions of the up to date management paradigm "Total Quality Management" (TQM), and its implementation in the field of education. The elementary topic of TQM is a democratic policy to the arrangement with the question(s) of quality in business still within the field of education. Measurement fashionable literature from the net and alternative references, the works of W. Edward Deming's: fourteen principles for quality confirmation, Prince Philip Crosby's: fourteen points for quality management & the thought of zero defect, and J. Juran's 3 areas: quality planning, quality improvement, and quality control unit mentioned.

**Keywords:** Implementation TQM in education, democratic policy arrangement, Deming's fourteen points, Crosby's: fourteen points, J. Juran's**:** quality planning, quality improvement, & quality control.

**Introduction**

People want to do their best and it is the management's job to provide climate through consecutive modification of the system, is the hypothesis, on which Total Quality Management is based. Total Quality Management (TQM) is the art of organizing the whole to achieve excellence. It is an enrichment to the traditional way of organizing industry. It facilitates continued existence in worldwide animosity. This is not only a philosophy but also a set of guidelines and regulations for ongoing improvements for the services and/or to customers. Human resources and quality techniques are operating to progress all the procedures to assure all the requirements of the customers. It amalgamates elementary procedures, established labors, and sensible gear, which are being operated under a disciplined approach of management. This executive management move is paying concentration towards excellence, which is due to the pro guiding principle members of an association and focusing on long-range prosperity from side to side customers' satisfaction, as well as remuneration to culture. It is the "Amalgamation of all make use of and proceedings surrounded by a contribution to pull off hysterically magnification of the brilliance of good and services" (Akhtar, 2000; Bester field, Michna, Bester field & Source, 2004; Fitzgerald, 2004). TQM has a well-built impact on the philosophy, society, and mindsets within an involvement by making available that automatic adjustment (Boje& Winsor 2005). The past of quality control is certainly as old as commerce itself. The Total Quality association was ongoing after the 2nd world war in commerce, but on large scale, it fascinated consideration in the 1980s, when the Japanese arrests a large share of the world market under the slogan "Made in Japan" (Akhtar, 2000; Bester field, Michna, Bester field & Source, 2004). Subsequently, this thinking reallocates into other fields of life to get better at the presentation by quality management. Later on, this movement entered into the field of education to have improvements in all walks of education. Quality is the total of facial manifestation and individuality of construction or service that put up with competence to congregate an

acknowledged or oblique want (Arnold & Holler, 1996; Ross & Joel, 1999). According to Juran (1988), it is strength to utilize and according to Crosby (1979), it is conformance to obligation. The conception of excellence according to Sallis (1997) is usually painstaking in two ways: The bureaucratic concept of quality and the Transformational concept of quality. The technical perception is worried about quantifying up and guarantees compliance to a programmed specification. The difficulty that is asked is does this good or service do what is solicited or anticipated from it? This is strength for reason. Transformational thought of eminence views quality as a multifaceted procedure with a wider work of art. Its focal point is on the softer and more indescribable characteristic of worth. It has less to do with systems and procedures and more to do with permanent enhancement and executive revolution. These softer theories are care, services, and social supports are endowed with. This kind of value can be realized from side to side implementation of management, which ascertains a hallucination that transforms into clientage services. This move pushes the system towards humanizing. This theory of quality aims for fineness and is pleased with strength for principle. Superiority is an ambition and determination for the greatest. Mass assessment is one of the secretarial imperative policies to accomplish the targets. Deming (1991) a key person in the TQM pressure group, in this, observe, consider that check-up with the aspiration of the judgment of the bad ones and chucking them out is unsuccessful and costly. Quality is only the end product of mass assessment but also from the development of the procedure. He (1991) states that management's role is to assess the origin of the problems; the system or the people's activities. He opined that it is the executive, not personnel who are dependable for 85% of the imperfections in products or services. According to Deming (1991), 85% presentation of personnel is evaluated from end to end by the system in which the employment and 15 % is single-minded by lack of proficiency. Human resources aren't awful but the arrangement is not wonderful. Deming says that public vocation in the system and management generates the classification. As a leader the way of the TQM association Deming has to make more than a few works: Fourteen points, the system of profound knowledge, PDCA Cycle, Seven Deadly diseases. This paper presents a summary of Deming's fourteen points in the next pages:      Fourteen points, the system of profound knowledge, PDCA Cycle, Seven Deadly diseases. This paper presents a summary of Deming's fourteen points in the next pages:

**W. Edward Deming's: fourteen principles are given below:**

1. **Create Consistency of Purpose for Accomplishment of commodities and Service**

   Expand a system for the up shade and betterment of the teaching knowledge procedures. The center should be on the objective that manufactured goods of the system would be expensive and be proficient to involve you and discharge the common requirements and desires in a determined method. Institute must enlarge a long-term vision and course to prolong in the field for an assortment of ambition and objectives. Innovation is produced and procedures are adapted to secure the sustainability of merchandise and services for the long term. Traditional models of management focus only on defining the purpose of the organization whereas Deming (1991) suggests more than that: reliability of function.

2. **Execute Innovative Ideas**

   Approve a new ideology of finding facts through data. Confirm new administration dreams; stimulate the control for their everyday jobs and face up to for transformation. For the new monetary period, the administration desires to take guidance for change into a wisdom association. New methods like participation and discussion method, a problem-solving method, project method, and practical work are used in teaching at all levels.

3. **Stop Dependence on Mass Inspection**

   According to Deming (1991), without expanding the policy the fantasy of integrity can't come out into sensibility. Inquiry services cannot result in the development of the product or service. The quality can be attained only through learning background to the quantities, which towards integrity confirmation.

### 4. End Grading Practice

TQM, philosophy concentrates on the fact that the rankings techniques in associations should be congested because evaluations of the community generate a critical outcome. Scrutiny should be paid to learning procedures rather than the rating procedures.

### 5. Expand Persistent and Everlasting System of Production and Service

In education, the focus should be on the development of teaching-learning procedures Deming (1999). This can be done by using the outcomes and results of the latest research in these regions. The best methods, techniques, and methods should be approved and classified accordingly. This process of modification of products or services would be continual.

### 6. University Training

Ascertain a device of consecutive activity on the job for partners of the personnel, allied staff, and leadership of educational organizations. Each of them should follow the mission and vision of the institution through their obligation and developments in the associations.

### 7. Improve Leadership

School leadership's role should be changed from examination to management. These supervisory practices should be to help and guide the members of the staff for approving new paradigms of quality confirmation. Administrators may be so smart as to help the collaborators how to use the new equipment and technologies in their teaching and make learning a positive action for the young learners. The controller is to go in the front community not to castigate. Ho (1999) proposed that leading should consist of serving the workforce for better performance to learn by objective methods.

### 8. Drive out fear

Suspicion is the adversary of aptitude, which is a key factor in continuous development. Accordingly, Deming (1991) indicates booting suspicion in all hikes of the establishments both enterprise and pedagogy. This is how each person will carry out improving the classification. This can be done by preparing and encouraging people to take risks boldly. Uncertainty can be banished from the institution by establishing an atmosphere of satisfaction and admiration. If we behave with respect and dignity then the members of the organization will provide innovative ideas for developments.

### 9. Maximize the Effort of Team Work

The quality of the educational organization can be optimized by expanding an understanding of teamwork and confederation among the members of the institutional groups. Therefore, Deming (1991) argued to break down obstacles between departments. Techniques for the development of confederation as teamwork should be approved. This dynamic can be guaranteed by time management.

### 10. Reduce Slogans and Catchphrases

Slogans and buzz words have the hypothesis that the faculty members can execute better if they will try harder and harder. This makes me angry rather than to motivate the members of the staff. Such marks and catchwords for instructors and learners in the educational institutes for ideal accomplishment and a new deck of efficiency should be eradicated. This is to do so because slogans create unfavorable effects on the performance of the teachers and the students. The causes of the low quality of productivity and attainments belong to the administrative system of education rather than the instructors and beginners.

### 11. Eliminate Numerical Quotas for Staff

Allowances are for the abundance of work done rather than the quality of work. Management should learn to adopt development methods. When quantity is obliged according to a fixed amount then the quality will inevitably go down. New

strategies for quality work should be shared with the members of the institution for a consecutive endless procedure of system development. The workforce will ensure sustainability and productivity in light of the newly adopted policy.

## 12. Eradicate Barriers to Satisfaction and Pleasure of Workmanship.

A preponderance of teachers wants to execute better. Therefore eliminate obstacles that rob students, administrators, and other benefiting faculty of their right to positive events. This oversees towards the end of rating exercises. Management's dependability must be stimulated from magnitude to excellence. Some common obstacles are combating or controversial objectives, altering paths from the permissions, suspicion of blunders, lack of data, and activity deficient reply on satisfaction.

## 13. Motivate Education and Self Improvement for Everyone

The school councils should be maintained in new procedures and ideologies of management through coordinated undertakings and shared decision makings (Lunenburg & Ornstein, 1996). This policy has pertained to the consecutive development of the system. It motivates the faculty and the laborers to get knowledge about the challenges and pressures of the arena. Consecutive developments in quality will lead the workforce to improve new mastery, new ways of achieving their job efficiently.

## 14. Performing the Change

Adaptation of the preceding 13 points is incredibly crucial. It is not the supervisor's job only, but all part of the administration to participate and make sure the execution of the above 13 precepts. The school administration should have a comprehensive plan of action for quality tasks. This is the comprehensive statement for the confidence of quality in any institution. The intensity is on teamwork, confederation, and using everyone's respective expertise, which makes the adaptation possible. It is the management's role to start a never-ending procedure of development. The commission of the quality policy will be based on sound infrastructure. Juran (1988) suggested wonderful policies for modification of quality in all walks of business life. He gave the theory of quality trilogy that is "Quality planning, quality advancement and quality control" He expanded a strategic quality strategy which is a three-part procedure based on a faculty at different levels making their very own extraordinary donations to quality improvement. Senior management has a strategic view of association; central management takes a functional view of quality; the workforce is accountable for quality control. Juran relies on systems and problem-solving techniques. He concentrated on top-down management and technological methods. According to Ho (1999), **Juran's three aspects** are allocated into these elements.

### 14.1 Quality Planning

For quality planning, the management has to identify the client. Their desires should be appropriately specified and dealt with, therefore. Those needs should be in reasonable terminology and the product should be able to acknowledge the needs of the clients. Optimize the product features to meet our needs and consumers' needs.

### 14.2 Quality Improvements

There should be a procedure which is prepared to produce the product. Optimization of this procedure is very vital for the development of the quality of goods or services.

### 14.3 Quality Control

For the objective of quality control, it is desired to improve a procedure that can generate the product under regulating conditions. All the procedures for quality control should be operative. Juran (1988) focuses not only on the end clients, but also cares for the internal and external clients. Everyone in the institution must consider the ability to use the entire product at each stage of production. Crosby (1992) another guru in TQM gave two very adorable and influential ideas in quality. The

first proposal is that superiority is free of charge. It means that there is no need to stave off the waste and inefficiencies in the system because it costs more or less equal. The second idea of Crosby for quality is of zero defects, which means that errors, failures, garbage, and postpone all the imbalance things can be eradicated if the society has the will. According to Willborn& Cheng (1994) and Crosby's (1992) "comprehensives of excellence are: quality is defined as conformance to requirements, not reliability, the arrangement for controlling quality is excluding, not an appraisal, the achievement standard is zero defects, not that's close enough and the quantity of quality is the price of nonconformance, not indexes". Crosby's (1992) anxieties inspiration and preparation rather than information and has fourteen points about quality management which have a different manner with the same memorandum.

**Prince Philip Crosby's: fourteen points explain:**

1. **Management Commitment**

   Higher administrations should be convinced of the need for quality and it must be transmitted to the whole institution in composed form. This strategy must include the intentions and requirements of the clients. Crosby (1979) communicated the need for quality enhancement with the help of management; underscoring the need for defect precluding. Do not excite transmission with courage. The results of transmission are real and long-lasting; the results of inspiration are superficial and short-lived. Evolve a policy for quality which states intentions from the individuals to perform exactly like the regulations of the students. Quality enhancement is an empirical way to profit development. Selection management being familiar with it must be personally dedicated to contribute to the program, elevates the level of visibility for quality, and makes certain everyone's collaboration so long as there are steps forward. quality and it must be transmitted to the whole institution in composed form. This strategy must include the intentions and requirements of the clients. Crosby (1979) communicated the need for quality enhancement with the help of management; underscoring the need for defect precluding. Do not excite transmission with courage. The results of transmission are real and long-lasting; the results of inspiration are superficial and short-lived. Evolve a policy for quality which states intentions from the individuals to perform exactly like the regulations of the students. Quality enhancement is an empirical way to profit development. Selection management being familiar with it must be personally dedicated to contribute to the program, elevates the level of visibility for quality, and makes certain everyone's collaboration so long as there are steps forward.

2. **Excellence Improvement Team**

   There should be a team of organizational heads to look after the relationships related to quality issues in the organization as a whole. Representatives from all the departments should be members of the quality development team. These should be people who can speak for their departments to perpetrate undertakings to actions. Preferably, the department heads should contribute at least on the first go around. Crosby (1979) recommended that constituents of the group make the available direction satisfied and the principle of the program. Their position should be put in plain words, which are to cause compulsory actions to take a position in their subdivision and the company. All the tools necessary to do the job will be together in one team. This machinery would perform well by sign up one of its associates as the chair of the team for this segment.

3. **Integrity Measurement**

   Every activity should be estimated properly for the objective of mandatory quality. The level of quality should be specified throughout the institution. Each area for quality must be evaluated. The quality status record will indicate the

aspects where the corrective criteria for quality are required and how they can be classified in the future (Crosby, 1979). Several ways can be approved for the measurement of protocols. If a supervisor says that his area is immeasurable, he can be assisted by asking how he realizes who is doing the best work, how he knows whom to keep, and whom to replace. Standardizing the institution measurement system enhances the inspection and test purposes and ensures proper quantity.

### 4. Expenditure on Quality

The costs of quality should be estimated for the areas where quality developments will be effective. Originally these measures may be faulty but overdue on these must develop to definite pictures. The school head office should do this homework. They should be empowered with comprehensive evidence on what comprises this expenditure for quality. These cost measures will encourage us to identify where the remedial criteria will be applause-worthy. Elevated costs will cause more actions to be taken. Having the conventional cost of quality eliminates any suspected bias from the analysis. So the proportion of quality management achievement will be established in the organization's system.

### 5. Quality Consciousness

Create quality understanding among the faculty members of the educational association. They must comprehend the implication of product conformance and the costs of non-conformance. Non-quality expenses should be shared with the employees of the company. This is done by training supervisors to orient employees and by delivering information for the objective of quality development through information substantial such as booklets, films, and posters Crosby (1979). Don't confuse this with some get motivated- short scheme. It is a sharing procedure and does not pertain to manipulating people. This is an important step. It may be the most essential stride of all. Service and executive people should be encompassed just like everybody else. The real usefulness of communication is that it gives administrators and laborers in the pattern of talking positively about quality.

### 6. Corrective Action

Put up with remedial effort as a result of quality quantity and cost of quality Crosby (1979). People are authorized to talk about their situations, so remedial criteria can be made of not just the defects found by inspection, audit, or self-evaluation, but also less understandable problems as seen by the operational people themselves that necessitate concentration. Staff related problems and issues should be addressed at supervisory meetings of each level. Those that cannot be determined are properly passed up to the next level of administration for evaluation at their ordinary conference. If an unambiguous well-designed area does not hold such conferences, the team should capture achievement to create them in that subdivision. Individuals rapidly observe the problems convenience to light as being expression and resolute on a standard basis. The habit of categorizing problems and accepting them is the commencement.

### 7. Zero Defects Planning

The consultation must be fashioned for the planning of an agenda pertinent (Zero defects) to the association (Crosby, 1979). Members of the faculty should be elected for research of the zero defects paradigm and its performance in the school. It must be reasonable for the manager that zero defects are not a courageous strategy. Its objective is the communication of the fact that zero defects mean everybody has to do things right. This must be disseminated to every member of the team. In specific, the ad-hoc group should pursue ways to approximate the program to the institution's attitude. Modification reaches with each step of the comprehensive program. By the time zero defects day is managed, as much as a year may have departed by and the prelude encroachment will be annihilated out. At that point, the new obligation to a particular goal takes over, and the improvement begins. Surroundings the Ad-hoc commission to study

and stimulate the accomplishment to assure the objectives of the program will be firmly promoted by the associations thought privileged.

8. **Administrators' Training**

Members of the management should be trained for enforcing their role in the quality enhancement program Crosby (1979). Conduct an exposure program formally before enforcing the quality steps in the organization. All managers must understand each step well enough to clarify it to their people. The evidence of awareness is the ability to explain it. Eventually, all administrators will be tuned into the program and understand its value for themselves. Then they will evaluate their efforts on the program.

9. **Carnival of Zero Defects Day**

Establish a celebration of a day that signals that the organization has a new standard to approve. The establishment of zero defects, as the specializing criterion for the company, should be made in a single day. That way, everyone comprehends it the same way. Superintendents should illustrate the program to their people and do something different in the capability so everyone will recognize it is a "new attitude" day. Making a day of the zero defects dedication contributes to intensity and remembrance that will be long lasting. Program whether or not they, as someone's, participate in the commendations.

10. **Mission Setting**

"Individuals must establish improvement goals" (Crosby, 1979). These goals may be for the period of 30, 60, or 90 days. Supervisors will channel the educators and the employees for the accomplishment of such aspirations. These goals should be able to be gauged environments.

11. **Omissions Cause Removal**

Principals should motivate the committee members by notifying them about the reasons which prevent them from achieving error available assignments. This is not a recommendation system. All they have to list is the problem; the suitable applicable group will improve the answer. It is important that any problems recorded be accepted within 24 hours. People now know their problems can be having a sense of hearing and coming back with. Once workers learn to trust this announcement, the program can go on perpetually.

12. **Appreciation**

A move for quality commodities and services can be undertaken and strengthened by comprehending the extraordinary achievement of the units of the working group. Prizes should be given to those who performed up to the set criteria. It is wise not to attach relative values to the designation of problems. Problems specified during the error cause reduction phase should all be treated the same way because they are not recommendations. The prizes or allowances should not be financial. Recognition is what is important. Profound commendation of execution is something people admire.

13. **Quality Councils**

Regular meetings of the heads of the schools and the quality counselors are over there. The members of this council will share ideas and experiences in the meetings. Meetings of professionals and heads will help to solve the problems and design ways how to create a quality culture in the educational associations. These councils are the best quotation of evidence on the status of programs and ideas for effort. They also convey the proficiency mutually on a habitual starting point.

14. **Reproduction of Actions**

All the above steps (1-13) should be recounted. This will assure an endless quality development procedure. The particular program takes the time for 12-18 months. By that time, turnover and improving circumstances will have canceled most of the education undertaking. Therefore, it is desired to form a new team and narrate this procedure again and again. Schedule a zero defects day like an anniversary or give a special lunch for all laborers. The position is that the agenda is by no means greater than. Duplicate makes the agenda everlasting and, thus, "part of the cabinetmaking." If superiority isn't deep-seated in the association, it will by no means come to pass. The total quality management principles are very beneficial in business as well as in education. Mehrotra (2006) assumes that TQM morality can be obliging for the operation at the enlightening association by "redefining the position, principle, and obligations of schools. Schools should be expanded as a way of life. Comprehensive leadership training at all levels should be planned. Attitudes and principles of school faculty should be appropriately dealt with. Policy and exercises should pursue research-based evidence. Extensive child improvement ambitions, which cut across a variety of tools and societies, should be designed". In order to achieve the above as opportunities to the academic scenario, in addition to tolerance, participatory supervision among well- trained and educated spouses is important to the success of TQM in education; everyone engaged must comprehend and speculate in policies. Some personnel who are committed to the principles can stimulate success with TQM. Their vision and skills in leadership, management, interpersonal communication, and problem-solving and creative partnership are important qualities for the successful implementation of TQM (Akhtar, 1998-99).

## CONCLUSION

Implementation of Total Quality Management (TQM) intuition will provide better results in all fields of the procedure of education as a good technique of management used and proved giving outstanding results in other industrial and business organizations (Akhtar, 2000). It is the stipulation of the amazing client's fulfillment (Akhtar, 1998-99). It is based on participatory management philosophy. It understands never-ending development through the cooperative efforts of members of the educational organization. TQM ideology motivates the students, teachers, and employees for extraordinary achievement (Akhtar, 2000). Being a potential archetype we can get a remuneration of TQM in enlightening associations (schools, college & universities) in both public and private, as Schmoker and Wilson (1993); Fitzgerald (2004) believes: TQM can help a school or college distribute better services to its most important clients; students and companies. The continuous improvement focus of TQM is a basic way of fulfilling the responsibility regulations common to educational reform. Operating a no-fear TQM arrangement with a meeting point on persistent augmentation and enhancement proposes more stimulation and challenge to students and teachers than a "good-enough" learning surroundings can endow with.

## Conflicts of Interest

The authors declare no conflicts of interest.

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**Authors**

**First Author: Md. Masum Billah**
B.B.A (Bangladesh), M.B.A (Bangladesh)
Bangabandhu Sheikh Mujibur Rahman Science &Technology University, Gopalgonj, Bangladesh.
E-mail: masumcant55@gmail.com

**Second Author: Md. Rezaull Karim**
LL.B (Bangladesh), LL.M (Bangladesh)
Bangladesh University, Bangladesh
E-mail: mrk.bd.net@gmail.com