



# A Case Study On The Total Quality Management Of A School: Identifying Areas For Improvement And Recommending Changes For Better Quality Management

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**Abstract:** This case study investigates the Total Quality Management (TQM) practices in a selected school in Lucknow, aiming to identify current practices, assess their effectiveness, and recommend areas for improvement to enhance overall quality management. TQM, widely acknowledged for its impact on organizational excellence, is increasingly relevant in education for fostering continuous improvement, stakeholder satisfaction, and better student outcomes. The study adopts a mixed-methods approach, incorporating quantitative and qualitative data from purposively sampled students, teachers, and administrators. The analysis focuses on nine domains of TQM, including leadership, teaching-learning processes, infrastructure, human resource management, and community involvement. Results indicate that while the overall TQM level of the school is satisfactory, specific areas such as support services, human resource management, and teaching-learning processes require targeted improvements. Based on these findings, strategic recommendations are provided to enhance TQM practices, ensuring sustained growth and educational excellence. This study underscores the importance of ongoing self-assessment and quality enhancement in educational institutions to meet evolving educational standards and stakeholder expectations.

**Index Terms** – Total Quality Management, Leadership, Teaching-Learning Processes, Infrastructure, Human Resource Management, Community Involvement.

## I. INTRODUCTION

Total Quality Management (TQM) is a philosophy which insists on the improvement, enhancement, betterment, and change, of all the services provided to the students in education, or field. The importance of quality education has been emphasized by international organizations, such as the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Organization for Economic Co-operation and Development (OECD). Dealing with quality in education came to the force due to the economic and political changes in the 1970s. As a result, more and more attention, as specified by Salih, (2008) has been paid to efficient utilization of resources, to successful operation of the institutional system, to the issue of quality and efficiency of education, and to the establishment of equal opportunities for every student (Salih, 2008).

In today's rapidly changing educational landscape, ensuring high-quality education is crucial for fostering student success and societal development. Total Quality Management (TQM) has emerged as a pivotal approach to enhance educational quality, emphasizing continuous improvement, stakeholder satisfaction, and organizational excellence. Effective TQM implementation according to Sallis, (2002) can significantly impact educational institutions, leading to improved student outcomes, increased teacher satisfaction, and enhanced institutional reputation. Despite its potential, TQM implementation in educational settings faces numerous

challenges, including resistance to change, limited resources, and inadequate leadership support (Al-Kassem, 2014). Schools and teacher education centers, as critical components of the education system, require tailored TQM strategies to address their unique needs and contexts. It needs to bring efficiency to every dimension whether it is teaching, learning, curriculum, or infrastructure. There is a need of betterment, growth of every aspect, from management through infrastructure to classroom teaching (Iftikhaar Ahmad Wani, 2014).

This case study aims to investigate the TQM practices in a selected school which is located in the city of Lucknow. The study seeks to identify the current quality management of this institution and consider the areas for improvement and recommend changes for better quality management, ultimately contributing to the development of effective TQM of the selected school.

## II. REVIEW OF LITERATURE

Lunenburg, (2010) in his work, “Total Quality Management Applied to Schools”, comments that total quality management is not only relevant to corporate companies and other service organizations but also relevant to educational sectors like universities, elementary, and secondary.

Koslowski, in his work “Quality and Assessment in Context: A Brief Review,” states that, in this age of intense competition, quality education is a major concern (Koslowski, 2006). He further states that the pressure and demand for quality education among the education sectors are increasing day by day. All concerned personnels of the education are actively considering the implementing TQM in education because it is believed that quality education is also one of the fundamental building blocks for the economic development of any nation.

The ever-growing demands for good quality education, as stated by Twana Salih (2008), in his research “Total Quality Management in Education”, by students and society imply that educational institution now face similar pressures that the business sector has been facing for decades. Customer satisfaction which used to be one of the factors in the industrial and service organizations, has also crept in the educational organizations because of its important in the field of quality. Thereby, according to the author, finding concrete measurements to evaluate the quality of education is must in the present scenario.

Ravindran (2016), in his work, “Total Quality Management in Education: Prospects, Issues and Challenges” states that quality management in education plays a vital role in achieving quality goals through planning, monitoring, assuring, and improving quality too. The author is of the view point in the concluding remark that involvement of all the members of the organization is a must to bring about the total quality management.

Tripathi (2005), in her work, “Total quality management for services: A study with special reference to higher educational services in India”, emphasizes that quality education also plays an important role in the quality life of everyone. She emphasizes that quality education is possible only through quality teachers who come out from quality institutions and there are many issues in the way of achieving this goal. The author finds out that ‘teacher education and professional training’ are the key determinants in ensuring reaching quality and the quality of education in our schools.

## III. NEED AND SIGNIFICANCE OF THE STUDY

- Each educational institution needs quality education for its progress. It depends on quality management of the institution. It is observed that there are thousand institutions running in our country, but a few are up to mark, some are running chaotically and some are meant for commercial purpose.
- The significance lies in the fact that for the development of any country, first of all proper educational development should have taken place which demands the need of a countries improved student outcome, enhanced teacher effectiveness, increased parental satisfaction, better resource allocation, etc., which in return would reflect improved school reputation, increased student enrolment, better teacher retention, enhanced community enhancement, increased educational outcomes, etc.
- Identify strengths and weaknesses of the TQM of the institutions which would provide a detailed analysis of what is working well and what is not.
- Provide an accurate data to guide strategic planning and to make informed decisions.
- Ensure that the school is meeting regulatory requirements and maintaining high educational standards.
- Identify areas for improvement and recommending changes.

#### IV. STATEMENT OF THE PROBLEM

Despite efforts to maintain high standards of education, many schools continue to face challenges in delivering consistent and high-quality educational experiences. The problem lies in understanding the gaps and inefficiencies within existing TQM frameworks and determining actionable strategies that can be implemented to foster continuous improvement, stakeholder satisfaction, and academic excellence.

#### V. OBJECTIVE

1. To study and analyse the TQM.
2. To study and analyse the areas of TQM.

#### VI. RESEARCH QUESTION

1. What are the current TQM practices in the selected school?
2. What are the strengths and weaknesses of TQM practices?
3. What changes are needed to improve TQM in the organization?
4. What are the areas in which deficiencies are there in TQM?

#### VII. RESEARCH DESIGN

Research Design: Mixed-Methods (Quantitative and Qualitative)

#### VIII. SAMPLE AND SAMPLING TECHNIQUES

**Sampling:** The study will employ a non-probability sampling approach, specifically a purposive sampling technique. The sample will consist of a single educational institution that has implemented total quality management principles. Purposive sampling of 10 students, 10 teachers, and 5 administrators from the selected school.

**Sampling Technique:** Purposive sampling will be used to select the educational institution for the case study. The institution will be chosen based on the following criteria:

- Reputation - the institution should have a good reputation for quality education and TQM practices.
- TQM implementation – the institution should have TQM practices.
- Accessibility – the institution should be willing to participate in the study and provide access to relevant data and personnel.

#### IX. TOOL

**Description of the tool:** - Tool consists of a total of nine domains. In each domain number of items are varied. Details of the tool are as given in the table 1:

Table 1

| Sl. No | Domain                                          | Number of Items |
|--------|-------------------------------------------------|-----------------|
| 1      | Infrastructure and Financial Resources          | 25              |
| 2      | Human Resource Management                       | 18              |
| 3      | Leadership and Governance                       | 9               |
| 4      | Teaching Learning Process                       | 11              |
| 5      | Focus on Students, Teachers, and Administrators | 11              |
| 6      | Support Services                                | 8               |
| 7      | Assessment and Evaluation                       | 6               |
| 8      | Community and Stakeholder Involvement           | 7               |
| 9      | Ethics and Social Responsibility                | 10              |

**Scoring:** - This is a 6-point rating scale developed by the researcher and score given from 0 to 5. The detail of the score is as given below in table 2:

Table 2

| Sl. No | Score | TQM Level      |
|--------|-------|----------------|
| 1      | 0     | Extremely Poor |
| 2      | 1     | Very Poor      |
| 3      | 2     | Poor           |
| 4      | 3     | Good           |
| 5      | 4     | Very Good      |
| 6      | 5     | Excellent      |

**Validity of the Tool:**

To prepare the tool, first I had identified nine domains in connection to the total quality management of educational institutions. The nine domains are: 1. Infrastructure and Financial Resources, 2. Human Resource Management, 3. Leadership and Governance, 4. Teaching Learning Process, 5. Student, Teacher, and Administrator Focus, 6. Support Services, 7. Assessment and Evaluation, 8. Community and Stakeholder Involvement, and 9. Ethics and Social Responsibility. Thereafter, I had subdivided each domain under five various sub-domains and for each sub-domain I prepared various questions. Finally, reducing it to a total of thirty-five questions each for students, teachers, and administrators.

After preparation of the tool, it was distributed among the professionals for the content validity. All the suggestions were considered and the tool was finalized in the final tool.

**X. PROCESS OF DATA COLLECTION**

I had visited a few schools within the city of Lucknow to get permission to do the case study. I explained to them the purpose of the study and how I would keep it confidential and anonymous. As a result, one of the schools agreed and allowed me to do the study. I grabbed the privileged chance and gathered the students, teachers, and administrators, and explained to them the purpose of my study and how they should be sincere to give the answer to get the correct data of the total quality management of their school.

**XI. DATA ANALYSIS**

Table 3  
TQM Level

| Sl. No | TQM Level | Score Range |
|--------|-----------|-------------|
| 1      | Good      | 71 – 105    |
| 2      | Very Good | 106 – 140   |
| 3      | Excellent | 141 & above |

Table 3 is divided into three categories. TQM level shows good, very good, and excellent. Score range for good is from 71 to 105, for very good is from 106 to 140, and for excellent is from 141 and above.

Table 4  
Result of Total Quality Management in Percentage

|            | Good  | Very Good | Excellent |
|------------|-------|-----------|-----------|
| Number     | 2     | 16        | 4         |
| Percentage | 9.09% | 72.72%    | 18.18%    |

Table 5  
TQM – Domain Wise

| Sl. No | Domain                                          | Maximum Score | Total obtained Score of samples | Obtained mean Score of samples | Percentage |
|--------|-------------------------------------------------|---------------|---------------------------------|--------------------------------|------------|
| 1      | Infrastructure and Financial Resources          | 40            | 623                             | 28.21                          | 70.52%     |
| 2      | Human Resource Management                       | 30            | 403                             | 18.31                          | 61.03%     |
| 3      | Leadership and Governance                       | 15            | 302                             | 13.72                          | 91.46%     |
| 4      | Teaching Learning Process                       | 20            | 296                             | 13.45                          | 67.25%     |
| 5      | Focus on Students, Teachers, and Administrators | 20            | 282                             | 12.81                          | 64.05%     |
| 6      | Support Services                                | 15            | 207                             | 9.40                           | 62.66%     |
| 7      | Assessment and Evaluation                       | 10            | 196                             | 8.90                           | 89%        |
| 8      | Community and Stakeholder Involvement           | 10            | 183                             | 8.31                           | 83.1%      |

|   |                                  |     |      |       |        |
|---|----------------------------------|-----|------|-------|--------|
| 9 | Ethics and Social Responsibility | 15  | 258  | 11.72 | 78.13% |
|   | Total                            | 175 | 2750 | 125   | 71.42% |

## XII. FINDING OF THE STUDY

Table 4 shows the total quality management in the percentage. The tool shows that 72.72% is very good, 18.18% excellent, and 9.09% good. No one has given negative scoring.

Table 5 shows that the total quality management studies nine domains of the selected school. Table also shows maximum score of each domain, the total score obtained, score of samples as well as mean score of the samples, and their percentage.

The tool reflects that the: -

- Leadership and Governance is 91.46% which is the highest or maximum.
- Assessment and Evaluation is 83.1%.
- Community and Stakeholder Involvement is 89%.
- Infrastructure and Financial Resources is 70.52%.
- Ethics and Social Responsibility is 78.13%.
- Human Resource Management is 63.03%.
- Support Services is 62.66%
- Focus on Students, Teachers, and Administrators is 64.05%, and
- Teaching Learning Process is 67.25%.

## XIII. RECOMMENDATION

Knowledge gained from table 4, reflects that there is no negative scoring in the overall total quality management. The percentage 72.72%, which indicates 'very good' and 18.18%, which indicates 'excellent,' reflects that the overall total quality management of the school is very satisfied.

But when we look at table no.5, which is distributed domain wise, shows that although in many areas the school has done well in connection to the total quality management, yet a few areas need attention. The areas or domains the school could give attention for the better-quality management are like: support services, human resource management, student focus, teacher focus and teaching learning process. If the school pays a little more attention to the above-mentioned areas, then the school will excel in all the domains that leads to a better-quality management of the school.

## XIV. CONCLUSION

The quality of education is often assessed in terms of examination results. This method is not a true measure of quality as the examination system in Indian Schools is limited in scope and coverage. Total Quality Management approach is to assess the total quality of school, covering of various domains that contribute to the quality in school education, not only in terms of outcomes but also in terms of inputs and processes considering the views of the major stakeholders. As I conclude, I would like to stress the point that implementation and periodic self-analysis of Total Quality Management in education will give better results in all fields of the process of education as a good technique of management used and proved giving excellent results in other industrial and business organizations.

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