LITERATURE REVIEW

The researchers have done research on various parameters of TQM ranging from quality assurance, curriculum development, administration, stakeholders, leadership…. (Tom Noone, 2008) in his article discusses about Deming's philosophy through his 14-principles which helps a service sector to attain quality. The principles indicate what management needs to do to ensure that they and their employees are able to deliver good service quality to its customers. The purpose of this paper is first, to select and describe six of the 14 principles and explain their implications for organisational management; and second, to highlight the relevance of these principles within higher education. Six of Deming's principles help in transforming organisational management and discuss the application of these to management within the area of higher education. The selection of these six principles, for discussion is not due to their more importance for quality, but because they important for management in higher education.

(Kato, 2010) in his paper seeks to shed some light on the importance of Japanese-style management and Total Quality Management (TQM) in higher education institutions. This paper begins by describing management concepts and relates these concepts to Japanese-style management and TQM in universities. Then review on the Japanese-style management and TQM, management in higher education institutions with the implementation of ISO 9000 is discussed. This paper also examines the role of management system in universities in shaping their mission and vision, and concludes with suggestions that can facilitate awareness from staff in the organisation that would promote their cooperation for successful implementation of ISO 9000.

(Choppin, 1995) in his article talks about the study of total quality management (TQM) which demonstrates a divergence of cultures. It explains how success stems from developing a unique model of TQM, reflecting the business ethics and purpose of the organization. One organization focuses on teamwork, another has strong process control, while a 3rd develops strong internal customer relationships. On the larger canvas, TQM provides a direction and a framework for morality in business. It considers and rewards the effort of those directly involved, both inside
and outside the organization. While the principles of total quality may appear in different forms, those developed by the British Quality Foundation represent the core of most TQM initiatives.

(Satish, 2009) This paper examines the role of quality management concepts towards enhancing classroom learning. The article talks about cooperative learning and how it can enhance the learning process among students as the teaching shifts from teacher oriented to student oriented. Collected data were analyzed using factor analysis to arrive at specific focus areas to improve learning. It is found that specific quality management concepts can assist towards increased classroom learning for students. This research broadens the scope of the applicability of quality management tools for enhanced students learning across varied cultural settings.

(Chowdhary, 2012) In his paper talks about higher education sector that is characterized by diversity, students and course profiles are different and how universities help to develop students with distinct characteristics and attributes. Universities are required to work in developing employability skills in their students by providing academic staff with relevant support and resources, integrating these skills into curriculum and course design, providing students with work placements and exposure to professional settings and providing advice and guidance through career services. The article also brings to notice the importance to set strategies related to programs so that employment skills are formulated and monitored religiously, then the vision of India of being a developed country will be achieved in the true sense.

(Berry, 2002) Through this article makes one understand quality from the point of view of labour or administration and how both are important and how one needs to understand each aspect and check out the recommendations that have been suggested. What “quality” means in higher education depends on whether one speaks from the labour (faculty) or the management (administration) perspective, but the current “cooperate around quality” trend does not leave room for debates about definitions of quality. This reflects the fact that faculty and administration do not come to the bargaining table as equals. Increasingly, the administration’s definition is simply imposed on employees who are, in the majority, contingent, and not yet represented by unions. To show how differences in what counts as “quality” play out in a highly unequal confrontation, we present a case study of the experience of one teacher and union
activist in the Chicago City Colleges. We then place this case in the context of the current campaign to privatize both administrative and instructional functions of the Chicago City Colleges. Instead of “cooperating around quality,” they recommend an alternative strategy of coalition with other higher education workers and students and commitment to a labour definition of quality.

(Han) through this article talks about the challenge that the education environment faces is to ensure that the quality of teaching and learning is maintained. One possible path for improving the quality of education lies in the application of the ideas of Total Quality Management (TQM) to the teaching and learning (T&L) process. Employing these TQM quality attributes in the education context creates value for educational institutions, employers, and students. This paper focuses on the limited application areas of specific key components of TQM methods/tools in managing, scrutinizing and enhancing the quality of teaching and learning practices in the classroom environment.

(Misra, 2012) talks about how important accreditation is presently, how it is advantageous to the various stakeholders, why it is so essential in the present scenario, how it is attained and best practices for accreditation.

(Rena, 2006) in the article states how the Government of Eritrea offers both formal and informal training programmes at different levels in order to develop the human resources. An attempt is made in this article to analyse the educational and human resource development after independence. This article also provides detailed account of technical and vocation education with special reference to skill development programme.

(Stukalina, how to prepare students for productive and satisfying careers in the knowledge-based economy: creating a more efficient educational environment, 2012) The article talks about how globalization poses new challenges to higher education institutions. The main concern for educators is to provide their graduates with an extensive assortment of skills required for the new knowledge-based economy. To successfully address the emerging challenges education managers have to create an efficient educational environment for providing a sustaining learning process. The integrated educational environment, where students have an opportunity to develop
their creative potential, is an efficient means of preparing students for productive and satisfying careers in the knowledge-based economy. Realizing their strategy educational managers employ a variety of management practices.

(Muralikrishnan, 2009) through his paper tries to project a method from the parlance of management into the arena of higher education thereby anticipating the relative improvement of quality consciousness among all constituents so as to enhance their effectiveness and competence.

(Lunenburg, 2010) In his article, sets the framework for transforming schools using Deming’s 14 TQM principles. The concepts formulated by Total Quality Management (TQM) founder, W. Edwards Deming, have been suggested as a basis for achieving excellence in schools. It is an opportunity to conceptualize a systematic change for schools.

(Stukalina, . Using Quality Management Procedures In Education: Managing The Learner-Centered Educational Environment, 2010) In the article talks about how the role of quality management in education is increasing. Managing for quality is now one of the major issues for educational organizations. One of the key tasks for education managers is to provide the learning process participants with an effective and motivating educational environment.

(Yeshodhara) states in his article about how total quality management is incorporated for teachers and they avoid including quality in various processes, policies, management etc.

(Furst-Bowe & Bauer, 2007). States how The Baldrige model promotes quality improvement in innovation and performance excellence and is useful for educational institutions, emphasizing visionary leadership and systematic assessments for change initiatives to help align processes and resources across the organization.

According to Hodson & Thomas, (2003) Quality Assurance “emphasis compliance and accountability”. So in quality assurance certain standards are adopted by the institutions to promise good outcome to the customer. Thus the main purpose behind evaluations of faculty and system is to keep a check on the standards (Lillie, 2003). Universities are giving quality assurance more preference so that they can promote their business in the market (Delanty, 2001).
Increase in competition and development of the education industry lead to shortage of resources, this directed to the realization of a creation of system where the available resource give maximum payoff (Piana & Agasisti, 2009). Universities are under extreme inspection, so they have to go through constant strategic changes from role to the infrastructure. These exercises are conducted by referring to the managerial approaches from the literature (Barnabe & Riccaboni, 2007).

J N Choudary in his article(2012) states how higher education sector is characterized by diversity, students and course profiles are different and how universities help to develop students with distinct characteristics and attributes.

According to Gates, (2002) there are ways to access the higher education system. Guided self-assessment is an external system created by the International standard organization (ISO) which keeps a check on the internal system of the organization and their quality standards. ISO has now created assessing strategies for higher education (Spanbauer, 1992). Intermediary conduct assessment is also an external system however it checks on the institutions goals and outcomes. Independent self assessment is when the institutions take full responsibility of checking the quality standards.

TQM in education surfaced in 1988. TQM has become increasingly popular in education, as evidenced by the plethora of books and journal articles since 1990 (Tucker 1992). TQM has also spread into mainstream of educational organisations. The Association for Supervision and Curriculum Development, for example, devoted its entire November, 1992 issue of its journal, Educational Leadership, to the quality movement in education. In support of the TQM initiatives in education, Crawford and Shutler (1999) applied Crosby (1984) model to suggest a practical strategy for using TQM principles in education. Their strategy focused on the quality of the teaching system used rather than on students’ examination results. They argue that examinations are a diagnostic tool for assuring the quality of the teaching system. To satisfy the educational needs of students, continuous improvement efforts need to be directed to curriculum and delivery services. From such a perspective, various root causes of quality system failure in education have been identified. These include poor inputs, poor delivery services, lack of attention paid to performance standards and measurements, unmotivated staff and neglect of students’ skills (Ali
and Zairi 2005). One of the weaknesses of such a perspective is in its concentration on the student as a customer whereas TQM in education should concern the customer beyond students. Literature available, points to a growing interest in applying TQM in education and for a wide variety of reasons (Thakkar et al. 2006; Temponi 2005). Some of the reasons include: pressures from industry for continuous upgrading of academic standards with changing technology; government schemes with allocation of funds, which encourage research and teaching in the field of quality; increasing competition between various private and government academic institutions; and a reduction in the pool of funds for research and teaching, implying that only reputable institutions will have a likely chance of gaining access to various funds.

The TQM framework should be built upon a set of core values and concepts. These values and concepts provide foundation for integrating the key performance requirements within the quality framework. A set of fundamental core values forming the building blocks of the proposed TQM framework is: Leadership and quality culture; continuous improvement and innovation in educational processes; employee participation and development; fast response and management of information; customer-driven quality and partnership development, both internally and externally. A quality circle consists of small groups of people that meet on a regular basis to discuss problems, to seek solutions, and to cooperate with management in the implementation of those solutions (Juran and Gryna 1980). Quality circles utilise organised approaches to problem solving and operate on the principle that employee participation in decision-making and problem solving improves the quality of work. In education, quality deals with monitoring and identifying the areas that affect the levels of teaching.

In their model for TQM implementation in higher educational institutions, Osseo-Asare and Longbottom (2002) proposes enabler criteria, which affect performance and help organizations achieve organizational excellence. These “enabler” criteria are leadership, policy and strategy, people management, resources and partnerships and processes. They also suggest “result” criteria including customer satisfaction, people satisfaction, and impact on society and key performance results for measuring the effectiveness of TQM implementation.
Srivanci (2004) in his article discusses about critical issues in implementing TQM in higher education includes leadership, customer identification, cultural and organizational transformation. He believes unlike business organizations, chancellors and heads of higher educational institution do not enjoy ultimate authority in hiring and firing of personnel and allocating resources. He continues by saying lack of necessary authority makes it difficult to deploy their values and goals through layers of higher education institutions. Deep rooted traditions dating back to centuries, a rigid departmental model, inter departmental competition for resources, lack of market focus are the cultural and organizational reasons that makes it difficult to tune in with TQM transformation.

Owlia and Aspinwall (1997) concludes that customer orientation is a more problematic principle of TQM when applied to universities because of special nature of many academics whose motivation to work is often independent of market issues. The effectiveness of leadership is adversely affected by individualism among academic staff and due to absence of team working.

Impact of TQM in higher education is small due to organizational inertia to change, failure to focus on important questions, non receptive of academic culture to TQM (Koch, 2003) (Shastri, 2010) has been tried to bring out a clear status of higher education and emergent needs to enhance the quality of higher education. Globalization of higher educational services has become an area of key focus for many countries in post WTO scenario. In order to fuel the socio-economic development of the country, higher education is playing a more active role in our country and this requires a paradigm shift in terms of governance and service delivery. Higher education institutions must become more innovative leading to quality institutions of knowledge production and dissemination. Realizing the importance of higher education, a lot of innovative experiments are being done to improve the performance of this sector. Application of TQM concepts is one of such measures, which will go a long way in revolutionizing the higher education system. The paper attempts to theoretically conceptualize TQM in higher education.

(C, 2011) states that there is a myth that the use of TQM is applicable only in Business and Industry where the production process are being made but the new concept of TQM is also
applicable to Academics. Many educators strongly believe that the Deming concept provides guiding principles to make reform in educational system. Also Mr. John Joy Bonstingl, an educationalist outlines the TQM principles. Hence the authors of this paper strongly believe the TQM principles are most relevant to education.

In the book (Sallis, 2009) states "Total quality management" (TQM) is a philosophy and a methodology that is widely used in business, and increasingly in education, to manage change or other processes. With the pressure for change and quality in education never more acute, this book provides an opportunity for readers in education to acquaint themselves with TQM.

In his book Mokupadhyay (2005) contends that a partisan or fragmented way of looking at quality in any academic sector is neither desirable, nor feasible, for an action in one area sets out a chain of reactions in several other areas of management of an educational institution. It provides an important opportunity to look at quality in a holistic fashion and also instrumentalities for managing quality.

(Thapa, 2011) concludes by saying Total Quality Management (TQM) is the latest in a parade of models, recipes, programs, frameworks, and slogans for guiding academic reform. It provides a tool to help ensure this quality. The management in TQM means everyone is the manager of their own responsibilities because everyone in the institution, whatever their status, position or role is. Information and technologies have brought sea changes in education and has therefore changed the interpretation of the term quality. TQM advocates that everything and everybody in the organization is involved in the academic institutions for continuous improvement. As it is applied to education, TQM faces new challenges due to diversity in nature of students and educators, large and multileveled classrooms, technological advances and new paradigms in educational content and delivery. Despite these issues education must maintain quality across classrooms, schools and institution. This article highlights the need of TQM to improve overall quality of education in Nepal.