Research Article

Attitude of Teachers towards Application of Principles of Total Quality Management in Higher Secondary Schools

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ABSTRACT

Total Quality Management (TQM) takes the main role to establish the quality in educational system. It was found that most of the higher secondary schools in Namakkal District, Tamil Nadu, India did not have any concrete mechanism to assess and ensure their quality. The quality of schools was determined through examination results only i.e., outcome based assessment. Of 963 Teachers of the schools as population of the study, 96 teachers from Government, Government-aided and Self-financing schools were selected as sample through "Random Sampling" technique. The tool Teacher's Institutional Attitude Scale" (TIAS) was constructed and standardised. Survey method was followed. To analyse the data, the statistical techniques such as mean, standard deviation and t- test were used. The result showed that there was significant difference between teachers of male and female; rural and urban; govt aided and self-financing schools; govt and self-financing schools; and 0-5 years and >10 years' experience on TQM. There was no significant difference between teachers of govt and govt-aided schools; 0-5 years and 6-10 years' experience; and 6-10 years >10 years' experience with regard to attitude on TQM. The present study recommends that teachers be used for planning and administration in schools; internal quality assurance cell be formed in schools; and national assessment and accreditation body be established. In this way, the present study got importance to analyse the application of principles of TQM in higher secondary schools at Namakkal district, Tamil Nadu.

Keywords: Total Quality Management (TQM), teacher attitudes, higher secondary schools, quality improvement, educational management, continuous improvement

INTRODUCTION

Education brings out desirable change in the life of human beings. It develops over-all personality of an individual to accommodate himself/herself in the environment. Education meets the ever changing needs of human, for example, human beings have to stand on Knowledge Society in this 21st Century. Education is also considered as panacea for all evils of the society. Such education_ is imparted through various levels from pre-primary to research level. Schools are under different management. School education is given the top most priority by any government. The Indian School Education System has reached somewhat satisfactory levels of achievements on access and enrolment. The quantitative expansion in terms of number of schools and strength of students has been witnessed whereas the quality is not ensured. In recent years, quality has been one of the major concerns of education across the globe at all levels of education. In India the National Curriculum Framework 2005, has reiterated the need for quality improvement of school education at all levels. The process of assessment and accreditation is initiated by some of the States. The Bharathidasan School of Linkage Project of Bharathidasan University, Tiruchirappalli in Tamil Nadu; Karnataka State Quality Assurance Organisation in Karnataka; Maharashtra School Quality Control Organisation in Maharashtra etc., are working on the quality assessment of schools based on their own norms. These norms are yet to be familiar and acceptable for large number of individuals and institutions.

Total Quality Management (TQM) in each school checks out the status and enhance of quality in education based on standardised norms. It was found that most of the higher secondary schools in Namakkal District, Tamil Nadu, India did not have any concrete mechanism to assess and ensure their quality. The quality of schools was determined through examination results only i.e., outcome based assessment. The processes of quality implementation were not very well checked in schools. In TQM, the process takes the main role to establish quality service. In this way, the present study gets importance to assess the application of principles of TQM in higher secondary schools of Namakkal district, Tamil Nadu.

OBJECTIVESOFTHESTUDY

The following were the objectives of the study:

1. To study the application of principles of total quality management in higher secondary schools.
2. To investigate the interaction effect of variable - gender of teachers on total quality management.
3. To find out the interaction effect of variable - locality of school of teachers on total quality management.
4. To analyse the interaction effect of variables such as nature of schools, and year of experience of teachers of higher secondary schools on total quality management.

HYPOTHESES

1. Ho1: There is no significant difference between male and female teachers of schools with regard to their attitude on total quality management in higher secondary level.
2. Ho2: There is no significant difference between teachers of rural schools and urban schools with regard to their attitude on total quality management at higher secondary level.
3. Ho3: There is no significant difference between teachers of government schools and government-aided schools with regard to their attitude on total quality management at higher secondary level.
4. Ho4: There is no significant difference between teachers of government-aided schools and self-financing schools with regard to their attitude on total quality management at higher secondary level.
5. Ho5: There is no significant difference between teachers of government schools and self- financing schools with regard to their attitude on total quality management at higher secondary level.
6. Ho6: There is no significant difference between teachers of schools having 0-5 years of experience and 6-10 years of experience with regard to their attitude on total quality management at higher secondary level.

7. Ho1: There is no significant difference between teachers of schools having 6-10 years of experience and >10 years of experience with regard to their attitude on total quality management at higher secondary school.
8. Ho8: There is no significant difference between teachers of schools having 0-5 years of experience and >10 years of experience with regard to their attitude on total quality management at higher secondary school.

POPULATION AND SAMPLE

A total of 963 Teachers of the schools were the population of the study. Out of 963, 96 teachers from Government, Government-aided and Self-financing schools were selected as sample through "Random Sampling" technique.

VARIABLES AND RESEARCH DESIGN

In the present study, the investigators used gender, locality of school, nature of school and experience as the independent variable.

An exploratory research approach similar to that of a survey was followed for the present study.

TOOL AND DATA COLLECTION

The investigators constructed and standardised the tool "Teacher's Institutional Attitude Scale" (TIAS) including 30 statements. Reliability was found through Test-Retest and Split-half Methods having correlation co-efficient of 0.897 and 0.815 respectively which showed the tool was highly reliable.

The investigators visited in-person higher secondary schools taken for the study in Namakkal district and collected the data from the Teachers of schools by applying the tool namely, "Teacher's Institutional Attitude Scale" (TIAS).

ANALYSES OF THE DATA

Based on the variables, the data were analysed by using statistics such as mean, SD and 't' test. The analyses of the data were tabulated.

Variable	Number of Teachers	Mean	Standard Deviation	't' value	Result
Male	48	128	3.21	7.53	Significance at 0.01 level
Female	48	121	5.6		
Rural	48	106	6.7	6.78	Significance at 0.01 level
Urban	48	114	4.65		
Govt.	32	127	3.5	2.08	No Significance at 0.01 level
Govt.Aided	32	125	4.23		
Govt.Aided	32	125	4.23	8.1	Significance at 0.01 level
Govt.	32	116	4.65		
Self-financing	32	127	3.5	10.7	Significance at 0.01 level
Self- financing	32	116	4.65		
0-5 yrs	32	128	5.16	1.85	No Significance at 0.01 level
6-10 yrs	32	130	3.26		
6-10 yrs	32	130	3.26	2.5	No Significance at 0.01 level
>10 yrs	32	132	3.15		
0-5 yrs	32	128	5.16	6.5	Significance at 0.01 level
>10 yrs	32	135	3.15		

INTERPRETATION OF RESULTS

The results of the above table were interpreted as follows:

1. Regarding gender comparison, since the calculated 't' value 7.53 is greater than the table value 2.58 at 0.01 level, it is interpreted that there is significant difference between the mean scores of male and female on Total Quality Management (TQM). Therefore, the hypothesis Ho1 is rejected. The result reveals that mean score of male teachers is comparatively higher than that of female teachers with regard to their attitude towards TQM.

2. Regarding locality comparison, since the calculated 't' value 6.78 is greater than the table value 2.58 at 0.01 level, it is interpreted that there is significant difference between the mean scores of rural and urban teachers on TQM. Therefore, the hypothesis Ho2 is rejected. The result reveals that mean score of teachers of urban area is comparatively higher than that of teachers of rural area with regard to their attitude towards TQM.
3. Regarding nature of schools comparison, since the calculated 't' value 2.08 is lesser than the table value at 0.01 level, it is interpreted that there is no significant difference between the mean scores of teachers of government and government-aided schools on TQM. Therefore, the hypothesis Ho3 is tenable. The result reveals that mean score of teachers of government schools is comparatively higher than that of teachers of government-aided schools with regard to their attitude towards TQM.
4. Regarding nature of schools comparison, since the calculated 't' value 8.1is greater than the table value at 0.01 level, it is interpreted that there is significant difference between the mean scores of teachers of government-aided and self-financing schools on TQM. Therefore, the hypothesis Ho4 is rejected. The result reveals that mean score of teachers of government-aided schools is comparatively higher than that of teachers of self-financing schools with regard to their attitude towards TQM.
5. Regarding nature of schools comparison, since the calculated 't' value 10.7 is greater than the table value at 0.01 level, it is interpreted that there is significant difference between the mean scores of teachers of government schools and self-financing schools on TQM. Therefore, the hypothesis Ho5is rejected. The result reveals that mean score of teachers of government schools is comparatively higher than that of teachers of self-financing schools with regard to their attitude towards TQM.
6. Regarding experience comparison, since the calculated 't' value 1.85 is lesser than the table value at 0.01 level, it is interpreted that there is no significant difference between the mean scores of teachers having 0-5 years of experience and 6-10 years of experience on TQM. Therefore, the hypothesis Ho6 is tenable. The result reveals that mean score of teachers having 6-10 years of experience is comparatively higher than that of teachers of 0-5 years of experience with regard to their attitude towards TQM.
7. Regarding experience comparison, since the calculated 't' value 2.5 is lesser than the table value at 0.01 level, it is interpreted that there is no significant difference between

the mean scores of teachers having 6-10 years of experience and>10 years of experience on TQM. Therefore, the hypothesis Ho1 is tenable. The result reveals that mean score of teachers having>10 years of experience is comparatively higher than that of teachers of 6-10 years of experience with regard to their attitude towards TQM.

8. Regarding experience comparison, since the calculated 't' value 6.5 is greater than the table value at 0.01 level, it is interpreted that there is significant difference between the mean scores of teachers having 0-5 years of experience and >10 years of experience on TQM. Therefore, the hypothesis Ho8 is rejected. The result reveals that mean score of teachers having>10 years of experience is comparatively higher than that of teachers of 0-5 years of experience with regard to their attitude towards TQM.

RECOMMENDATIONS

The following are some of the main recommendations of the present study:

1. All teachers should be involved in planning and administration of academic works and infrastructure development.
2. Vacancies of teachers should be filled up as soon as the vacancy arises. They should be appointed on merit basis.
3. Teachers are to be given in-service training for incorporating latest technologies in teaching-learning process.
4. All schools should have internal quality assurance cell.
5. All schools should be subjected to involve in periodical assessment and accreditation by National assessment bodies like ISO.
6. Innovative teaching strategies are to be evolved for the best practice at schools.
7. Infrastructure facilities are to be improved and set at the national/international standard.

CONCLUSION

Total quality management in higher secondary schools should be given priority to maintain and develop standard of education. Teachers play a vital role in bringing out students in a better way in education which will help them to become contributing citizens. The present study strongly advocates that infrastructure, faculty appointment and development, good governance, parents' involvement and innovative approaches in teaching-learning process

should be set in high standard to provide quality education. Similar studies of this nature are to be encouraged by the researchers for fulfilling the objectives of school education.

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