STUDENTS' PERCEPTION ON IMPLEMENTATION OF TQM IN HIGHER EDUCATION INSTITUTIONS IN HYDERABAD, TELANGANA - A DIAGNOSTIC STUDY

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ABSTRACT

Total quality management is a continuous improvement, which can only be achieved in Higher educational institutions through strategic planning and implementation of principles, policies and strategies. Students are the customers of the education system and the institutions need to meet the students' expectations. Quality of education delivered can impact the learning environment and overall satisfaction of students. The main objective of this study is to analyze students' perspective in TQM in higher education and understand satisfaction education. In order to reach the objective primary data is collected from 84 undergraduates and postgraduates students of twin cities using the questionnaire, and secondary data is collected from e- journals, web sources and articles. Data collected is analyzed using SPSS software-version 16.0 and statistical technique- chi-square analysis is used. The study will help the educational institutions to understand the students' satisfaction level and take measures accordingly.

KEYWORDS: Total Quality Management (TQM), Higher Education Institutions (HEIS), students' perception, expectation.

1.   INTRODUCTION

Total Quality Management (TQM) is a scientific approach and methodology that is used by organizations to improve the quality of the output (products or services). All the stakeholders are involved in the quality improvement process. TQM requires the 100% involvement of management, employees and organization so that the delivery of product or service is very effective. It is a blend of quality and management tools intended to increase sales and improve business by reducing losses due to unthrifty practices.

Education system is the backbone of the Nation's development. Educational institutions can deliver effective services implementing TQM. It can be accomplished through a long period of planning, by the exposition, execution and controlling quality program. By implementing Quality programmes the institution can considerably move towards the achievement of the vision.

HIGHER EDUCATION IN INDIA

India is ranked third largest in the higher education sector in the world, next to the US and China. India has over 1000 universities, consisting of 54 central universities, 125 deemed universities, 416 state universities, , 361 private universities and 159 Institutes of National Importance which include AIIMS, IIMs, IIITs, IISERs, IITs and NITs among others.

Some institutions of India, such as the Indian Institutes of Technology (IITs), Birla Institute of Technology and Science Pilani (BITS), National Institutes of Technology (NITs), Indian Institute of Science (IISc), Indian Institute of Science Education and Research (IISERs), Indian Institutes of Management (IIMs), University of Delhi, University of Calcutta, University of Madras, Jawaharlal Nehru University have been globally acclaimed for their standard of education. Indira Gandhi national Open University (IGNOU) is the largest university in the world having approximately 3.5 million students across the globe.

TQM IN HIGHER EDUCATION

Adopting quality measures in educational institutions improves the quality of education. It involves doing things right the first time and every time. The concept of quality indicates excellence, zero errors, fitness for purpose,

transformation and threshold, value for money or enhancement or improvement.

TQM perspective in education involves not only accomplishing high quality but also impacting all elements of the educational process: Infrastructure, human resources, organization, management, interpersonal relations etc…

Sangeeta et al. (2004) considered the education system as a development process taking into account observations of staff, students, procedures and physical facilities. The procedures include teaching- learning activities and administration. While, output takes into account results, placement, profits and stakeholders satisfaction.

SERVQUAL MODEL

SERVQUAL Model also known as Gaps Model was developed by Parasuraman, Zeithaml and Berry. The model identifies the principal dimensions of service quality and five gaps that reflect poor service quality. Initially it was used to measure service quality using 10 components that are responsiveness, reliability, competence, access, courtesy, communication, credibility, security, understanding the customer, and tangibles. Gradually these components were eventually merged and now the SERVQUAL model deals with five components- Reliability, Assurance, Tangibles, Empathy, and Responsiveness. Hence it is also known as the RATER model.
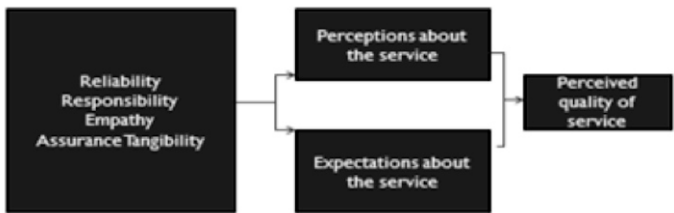

Figure 1. Perception of service quality in SERVQUAL model (Parasuraman et al., 1988)

SERVQUAL identifies various gaps and the satisfaction gap gives a difference between the perceived service by the customer and the experience of the customer with the service and the firm. Unless customer satisfaction is kept intact, the institutions will be at risk of losing credibility and reputation in the market. Also known as perceived service quality gap.

2. LITERATURE REVIEW

VenkateshwaraMeher&RajshreeBaral (2019) in their study on **"**Total Quality Management (TQM) in Higher Education: A Conceptual Study" analyzedTQM in education using the PDCA cycle (Plan, Do, Check & Action). It was concluded by the researchers that it takes time to implement TQM and reach some standards where quality is known as culture.

MohammadiN'airat&Amer Hani Al-kassem (2014) in their research paper on " Total Quality Management in Higher Education: A Review" disclosed that TQM will provide a superior impact on the institution's objective and produce value in improving economic value.

Naga Vamsi Krishna Jasti, Venkateshwaran& Srinivas kota (2021) in their research paper on "Total Quality Management in higher education: a literature review on barriers, customers and accreditation" analyzed the evolution of TQM in terms of barriers, rapid growth in the Higher Education sectors especially in developing countries and found out that identification of the barriers are necessary for successful TQM implementation.

Sumon Ghosh (2018) in "Total Quality Management in Higher Educational Institutions: A Study" research paper studied the strategies adopted by various educational institutions for proper implementation of TQM and also studies the components, challenges, need and importance of TQM.

Sudha. T (2013) in her paper on "Total Quality Management in Higher Education Institutions" mentioned the essence of TQM and explained how higher education institutions can improve the quality by implementing TQM principles.

Mary Cruickshank **(2003)** in the research paper on "Total Quality Management in the higher education sector: A literature review from an international and Australian perspective" identified current quality management practices in higher education institutions in the US, UK and Australia. He found out that the degree of TQM development in education was not in pace with TQM implementation in the manufacturing and healthcare industries.

Patanjali Mishra (2013) in the research paper on "Barriers in implementing total quality management in Higher Education"discussed the need, challenges and issues related to Total Quality Management (TQM) in higher

education with special reference to Indian Education System and concluded mentioning that suitable models need to be developed for total quality management in higher education.

KanwalNasim (2021) in the paper on "Total Quality Management in Higher Education: A Theoretical Model and Empirical Evidence from Pakistan" developed a framework for higher education institutions (HEIs) to increase their performance through quality improvements.

Geetanjali J V R &Sudhakar. A (2016) in their paper on "Stakeholders' Perception Of TQM Practices In Higher Education: A Study" conducted a comparative study on perceptions of staff and students of NAAC accredited and non- Accredited undergraduate colleges, towards the total quality management practices and found that students and faculty are not satisfied with the quality management practices followed by non –accredited colleges . Based on the six critical factors of integrated TQM the study recommended that integrated TQM practices should be followed in all undergraduate non-professional colleges.

3. THE FRAMEWORK OF THE RESEARCH

The aim of this paper is to determine the quality of higher education services offered in the colleges of Hyderabad and Secunderabad. This study helps the management of the colleges to understand and identify quality characteristics of the services offered and focus on them in terms of improvement. The primary data was collected using a structured questionnaire and was circulated within the twin cities of Hyderabad to collect the responses from 29 graduates and 55 post graduates. 84 responses were received. 65 females and 19 males responded to the survey. Data collected is analysed using SPSS software-version 16.0 and statistical techniques chi-square analysis is used. Questionnaire consisting of 15 statements about different aspects of quality in higher education was circulated. Reliability test was conducted to test the questionnaire. It was found to be .877. Respondents were required to indicate their response on five point likert scale whether they strongly agree, agree, neutral, disagree, strongly disagree. Data was coded and entered into an excel spreadsheet, while demographic information the email id,name of the student and institution name were removed so that data set is not disclosed.

4. DISCUSSION AND FINDINGS

Ho1:There is no significant difference between the expected value and observed value.

Table 1: Chi-square significant values

Sl. No	Question	Chi-Square Asymp. Sig.	Strongly agree and Agree %
1	The lecturers have impact upon my learning	.000	78
2	I feel I do better in modules that my favourite lecturers teach on	.000	77
3	The accessibility of facilities e.g. library, makes my learning easier	.000	70
4	I am aware of what support networks are available at college	.000	63
5	It has improved my experience having support networks e.g. career guidance, available to me	.000	64
6	The teaching methods used to deliver modules influence how well I do in them	.000	71
7	The interactions I have with my peers have improved my learning experience	.000	83
7	The classroom and laboratory facilities are good markers of quality	.000	77
9	I think I am getting a high quality education at college	.000	67
10	The feedback I get in class and assignments help.me to do better	.000	80
11	I am satisfied with the amount of contact I have with faculty	.000	55
12	I feel I have been made aware of my future career prospects	.000	70
13	A variety of teaching methods are used to help me learn	.000	71
14	I am challenged by what I am learning	.000	82
15	My curriculum is relevant to me	.000	73

From the above table1, it can be observed that p significant value is 0.000 which is less than 0.05, hence the null hypothesis is rejected. There is a significant difference between the expected value and the observed value.

From the above table 1, it can be analyzed that the students are not aware of the support networks that are available for improving their performance or career guidance. Only 67% of the students agree that quality education is given to them and 55% of them agree that they are satisfied with the amount of contract they have with their faculty.

5. CONCLUSION

Higher education is the backbone of the country's development. Youth need to develop their employability skills to get placed well in the companies. It can be concluded from the study that the quality of higher education needs an improvement to come up to the expectations of the stakeholders as per their perception. Hence the educational institutions need to create awareness on the support facilities that are made available to the students and create opportunities to interact with their faculty to enhance the quality services provided to the students. Students too suggested that they need a mentor to guide them properly and have experiential learning activities to enhance their employability skills. It is the responsibility of the education institutions to enhance the quality of education and come up to the expectations of the students.

FUTURE RESEARCH

The present study was limited to the colleges in the twin cities and TQM perspective was taken only from students' perspectives. Future research can focus on the various stakeholders perspectives like faculty, management and parents.

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