

Kayani, Tanvir

Article

Total quality management in classroom at university level in Islamabad City

Pakistan Journal of Commerce and Social Sciences (PJCSS)

Provided in Cooperation with:

Johar Education Society, Pakistan (JESPK)

Suggested Citation: Kayani, Tanvir (2012) : Total quality management in classroom at university level in Islamabad City, Pakistan Journal of Commerce and Social Sciences (PJCSS), ISSN 2309-8619, Johar Education Society, Pakistan (JESPK), Lahore, Vol. 6, Iss. 2, pp. 392-404

This Version is available at:

<https://hdl.handle.net/10419/188067>

Standard-Nutzungsbedingungen:

Die Dokumente auf EconStor dürfen zu eigenen wissenschaftlichen Zwecken und zum Privatgebrauch gespeichert und kopiert werden.

Sie dürfen die Dokumente nicht für öffentliche oder kommerzielle Zwecke vervielfältigen, öffentlich ausstellen, öffentlich zugänglich machen, vertreiben oder anderweitig nutzen.

Sofern die Verfasser die Dokumente unter Open-Content-Lizenzen (insbesondere CC-Lizenzen) zur Verfügung gestellt haben sollten, gelten abweichend von diesen Nutzungsbedingungen die in der dort genannten Lizenz gewährten Nutzungsrechte.

Terms of use:

Documents in EconStor may be saved and copied for your personal and scholarly purposes.

You are not to copy documents for public or commercial purposes, to exhibit the documents publicly, to make them publicly available on the internet, or to distribute or otherwise use the documents in public.

If the documents have been made available under an Open Content Licence (especially Creative Commons Licences), you may exercise further usage rights as specified in the indicated licence.



<https://creativecommons.org/licenses/by-nc/4.0/>

Total Quality Management in Classroom at University Level in Islamabad City

Tanvir Kayani

Director Executive Program, Secretariat Training Institute
Establishment Division, Islamabad, Pakistan

E-mail: m_a_tanvir@hotmail.com

Abstract

The progress of a country inter-depends on the quality of education provided to its citizens. Higher level Education is the most important stage in education system of any country. This stage provides educated graduates and skilled workers that immediately enters into the practical field and takes over the responsibilities. That is why to increase the quality of education at this stage is the foremost mission of all the countries. By defining the term, quality is the level of satisfaction for which the consumer pays. In the case of education, the Consumer is the student as well as society. Therefore, quality education is the standard of education that satisfies the students and society both. The main objectives of this study were to identify the indicators of Total Quality Management (T.Q.M) in classroom to study the efforts of teachers to ensure TQM in classroom and to identify the ways to improve the quality of education at higher level.

From the findings of the study it was revealed that the teachers did not covered the five standards of TQM elements completely, students were not completely satisfied by the teaching methodology during knowledge transitory process. Most of the teachers were not prepared before delivering there lectures, teacher showed biasness that discouraged the students. Teacher also ignored the daily assessment of the students, and use of the audio visual (AV) aids in classroom, obsolete teaching material, and ineffective material caused failure to produce total quality education, and failed to produce skilled work force. Based upon the conclusion of the study it is recommended that teacher may be punctual, teacher should use AV aids for teaching in classroom, teachers may be prepared well before delivering the lecture, teacher may encourage the classroom discussion, and teacher may treat equally in classroom.

Keywords: Total quality management, classroom, higher education.

1. Background of the Study

Quality the English word derived from Latin (qualities) used for an attributes or property. According to Cargile (1995) attributes are ascribable by a subject, where as properties are possible. Term quality is used in an indistinct, blushed way if someone takes about working on a quality. They may simply mean activities are designed to improve the organization and its services.

Quality is about:

- Knowing what you want to do it.

- Learning from what you do.
- Using what you learn to develop your organization and services.
- Seeking to achieve continuous improvement.
- Satisfying your stakeholder, different people and groups with an interest in your organization. (www.cesvol.org.uk/unglex.cfm)

Crosby (1979) defines quality as “conformance to requirement” while Juran and Gryna (1980) define quality as “fitness for use”. Deming (1986) defines quality as “a predictable degree of uniformity and dependability at low cost and suited to the market”. According to Kaufman (1992), total quality management provides what is required as judged by the client. It is accomplished through everyone in the organization being committed to achieve results, a passion for quality and decisions based on performance data. TQM in education surfaced in 1988 at Mt. Edgecombe High school in Sitka, Alaska, when David Langford, the school’s technology teacher/coordinator, applied Total Quality concepts in his classes. 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 organizations. 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 and increasing competition between various private and government academic institutions. In education, the word quality can be used for education to ensure excellence. So that organized and measurable outcomes are achieved, especially in literacy.

Quality is the heart of education a quality education is the one that satisfies basic learning needs, enrich the leaves of learner and their overall experience of learning. According to UNESCO (2006-09) Quality education aims not only at development of trained professional workers but also contribute to the development of individuals who posses skills and act to interact the society. The education in Pakistan is divided into three stages, elementary (1-8), secondary (9-12) and higher (12 to onward). University level programs are the most important among all of the levels offered. It is not only the higher level of education, but its graduate immediately enters in to the practical lifeline, This way this is the last stage that can built the future of the future generation.

Universities of Pakistan have been ranked among the top 600 of the world but today five universities belong to prestige group. National University of Sciences and Technology, (NUST), at No. 350, (Times Higher Education, UK), Quaid-e-Azam’s University ranked at 270 in Pakistan. Yet the existing education delivery system is not meeting the needs and aspiration of society. Our education system is facing serious issue related to quality of the education, standardization of textbook, financial resources and curriculum etc lack of professionalism in teachers. Quality of education is the most important issue of higher education institutes. Many research studies have been done on quality of education and classroom management. While Total quality management adds, the concept of T.Q.M. T.Q.M is the set of management process and system that produce pleasure customers through empowered people, leading income and lower price. Total quality management as necessary elements always as a directed influence on the human

improvement. The major components of total quality management are tools and techniques, people, strategies, customers. T.Q.M is not a burden, T.Q.M is not about working to someone else agenda. The T.Q.M indicates that everything and everybody in the organization is involved in the enterprises of continuous improvements of work force.

1.1 Statement of Problem

The aim of the research was to find out the efforts done to ensure Total Quality Management at the Classroom level by teachers teaching at higher level in Islamabad City.

1.2 Objectives

The major objectives of this study were

1. To identify the major indicators of Total Quality Management for classroom teaching.
2. To assess the efforts done by the teachers towards Total Quality Management in classroom.
3. To identify the ways to improve the quality of education at classroom level.

1.3 Hypothesis

No Special efforts have been done for Total Quality Management in classrooms by the Teachers teaching at University Level.

1.4 Significance of the Study

This study is beneficial for the teachers, students, researchers, administrators and parents. This study is also beneficial for the students to get better and valuable education and side by side knowing about the educational institutes, strategies and their goals by providing quality education to students at University level. This survey may also beneficial and helpful for future researchers to improve the curriculum and enhance their quality of education. This survey is also helpful for the teachers to improve their teaching methods and enhance the ways of teaching, and more effectively they could impart the knowledge to the students so they could get desirable results.

1.5 Delimitation

The study was delimited to

1. Public Sector Universities in Islamabad.
2. The faculty of Social Sciences only.

2. Study Design

The researcher had selected descriptive style of research. Descriptive research involves collecting data in order to collect the opinion of the respondents related to a current issue and efforts had been made to put suggestions for the improvement of the situation. Descriptive method is useful for investigating a verity of educational problems. Thus according to the nature of research area this was the most suitable design.

2.1 Population

All the students enrolled in the public sector Universities of Islamabad were the population of the study.

2.2 Sampling techniques and sample

The sample of the study was selected randomly. Four Universities from the Public sector Universities of Islamabad were randomly selected, while 150 Students were selected as the sample for the purpose of data collection. These universities were as follows:

- (I). National University of Modern Languages Islamabad
- (II). International Islamic University Islamabad
- (III). Quaid-e-Azam university Islamabad
- (IV). Bahria University Islamabad

2.3 Instruments

Keeping in view the nature of current research study researcher developed a questioner in light of five standards of Total Quality Management in classroom.

The questionnaire was consisted of five sections which covered five standards of T.Q.M in teaching. The standards were:

- 1. Professional responsibilities and effective Human Relation
- 2. Planning, Preparation, and curriculum
- 3. Instructions
- 4. Assessment practices
- 5. The classroom environment

2.4 Pilot Testing

The questioner was tried out on fifteen students that were not included in the sample of the study before the data collection, based upon their observations. Some minor changes were made in order to improve the questionnaire.

2.5 Data Collection

Data was collected through personal visits to the sample Universities. The respondent had given enough time to answer all the questions. 150 questioners were distributed among the students and rate of response was 100%.

3. Data Analysis

Data was analyzed in the light of objectives by using percentage method.

3.1 Standard 1: professional responsibilities and effective human relations

The following questions were asked in order to assess the professional responsibilities and effective human relations.

- 1. Teacher takes class regularly.
- 2. Teacher encourages class participation/ discussions.
- 3. Your teacher encourages you to take part in social welfare program.
- 4. Your teacher takes part in social services programs.
- 5. Teacher encourages you to share your problems.

Total Quality Management in Classroom

6. Teacher clarifies the ideas related to the subject.
7. Your teacher remains available during working hours to solve the problems.
8. Teacher facilitates you to complete your learning projects.

Table 1: Professional Responsibilities and Effective Human Relations

Q#	Yes		No		No Response		Total	
	Res.	Per	Res.	Per	Res.	Per	Res.	Per.
1	132	88%	18	12%	Nil		150	100%
2	129	86%	21	14%	Nil		150	100%
3	77	51.3%	71	47.3%	2	1.33%	150	100%
4	65	43.3%	81	54%	4	2.66%	150	100%
5	96	64%	54	36%	Nil		150	100%
6	116	77.3%	34	22.6%	Nil		150	100%
7	100	66.6%	47	31.3%	3	2%	150	100%
8	87	58%	61	40.6%	2	1.3%	150	100%

3.2 Standard 2: Planning Preparation and Curriculum

The following questions were asked in order to assess the planning, preparation and curriculum;

9. Teachers communicate instructional objectives before starting the lesson.
10. Teachers come well prepared to the class related to the lesson.
11. Teachers use A.V aids to explain the main ideas.
12. Teachers use new innovative methods in the class.
13. Teachers provide you learning material from different sources.

Table 2: Planning, Preparation and Curriculum

Q#	Yes		No		No Response		Total	
	Res.	Per	Res.	Per	Res.	Per	Res.	Per
9	103	68%	46	30.6%	1	0.6%	150	100%
10	117	78%	31	20.6%	2	1.3%	150	100%
11	55	36.6%	90	60%	5	3.4%	150	100%
12	72	48%	76	50.6%	2	1.3%	150	100%
13	86	57.3%	59	39.3%	5	3.3%	150	100%

3.3 Standard 3: Instructions

The following questions were asked in order to assess the instructions given by the teacher in classroom;

14. You understand easily the medium of instruction.
15. Teachers use different activities during the class.
16. Teachers encourage co curricular activities.
17. Teachers encourage the question from the students.
18. Teacher provides proper feedback after checking the assignment.
19. Teachers treat all the students equally.

Table 3: Instructions

Q#	Yes		No		No Response		Total	
	Res.	Per	Res.	Per	Res.	Per	Res.	Per
14	121	80.6%	29	19.3%	Nil		150	100%
15	69	46%	81	54%	Nil		150	100%
16	67	44.06%	83	55.3%	Nil		150	100%
17	105	70%	45	15%	Nil		150	100%
18	85	56.6%	65	43.3%	Nil		150	100%
19	100	66.6%	50	33.3%	Nil		150	100%

3.4. Standard 4: Assessment Practices:

The following questions were asked in order to assess the assessment practices;

20. Teachers assess your performance daily in classroom
21. Teacher conduct quiz in your class
22. Teacher gave regular assignments to asses you
23. Teachers create different situation to assess your Performance
24. Teachers ask the question at the end of the lecture to assess your learning
25. Your classroom participation has credit in your grading system.

Table 4: Assessment Practices

Q#	Yes		No		No Response		Total	
	Res.	Per	Res.	Per	Res.	Per	Res.	Per
20	85	56.6%	65	43.3%	Nil		150	100%
21	102	68%	48	32%	Nil		150	100%
22	96	64%	52	34.6%	2	1.3%	150	100%
23	81	54%	69	46%	Nil		150	100%
24	83	55.3%	66	44%	1	0.6%	150	100%
25	104	69.3%	44	29.3%	2	1.3%	150	100%

3.5. Standard 5: Classroom Environment

The following questions were asked in order to assess the classroom environment;

26. Teachers create an interactive environment in the class
27. Teachers maintain your interest during the class.
28. Your class space is sufficient according to the strength of the class.
29. Teachers give attention to seating arrangement in class.
30. Basic facilities like proper light, air ventilation, heating system etc are available in the class.
31. Teacher satisfies your learning needs completely.
32. Teachers give extra attention in case of learning difficulty.

Table #5 Classroom environment

Q#	Yes		No		No Response		Total	
	Res.	Per	Res.	Per	Res.	Per	Res.	Per
26	103	68.6%	47	31.3%	Nil		150	100%
27	106	70.6%	43	28.6%	1	0.6%	150	100%
28	102	68%	48	32%	Nil		150	100%
29	82	54.6%	68	45.3%	Nil		150	100%
30	105	70%	45	30%	Nil		150	100%
31	85	56.6%	64	42.6%	1	0.6%	150	100%
32	94	62.6%	55	36.6%	1	0.6%	150	100%

3.6 Findings

The main findings of the study were as follow:

- 1) The table No. 1 deals with “Teaching Professional Responsibilities and effective Human Relations” for Total Quality Management in classroom, 88 percent of the students responded the teachers took the classes regularly, 86 percent of the students were satisfied with the encouragement given at classroom, discussions and participation, 64 percent of the students were agreed the teachers clarify the ideas related to the subject, 77 percents of the students reported that teachers were available during working hours to solve the problems, 66 percent students reported that the teacher used to facilitate them in their learning projects.
- 2) The table No.2 was related with the standard, “planning, perception and curriculum” 68 percents of the students were satisfied that the teachers used to share the objectives of lessons before starting the lesson, 78 percent of the students reported teacher were prepared for the delivering of the lecture, 57 percents students agreed that the teachers provided learning material and facilitate for learning and preparing the projects.
- 3) The table No. 3 deals with the standard of teaching related to, “instructions” 80 percent of the respondents were agreed that the medium of instruction was easy to understand, 70 percent students said that teacher encourage classroom questioning during the lecture,
- 4) 56 percent students were agreed that feedback provided the teachers after checking the assignments and 66 percent of the students responded that the teachers treat equally.
- 5) The table No. 4 deals with the fourth standard of teaching, related to, “Assessment practices” 56 percent students responded that the teachers used to asses on daily bases, 68 percent respondents reported that the teachers conduct quizzes in classrooms, 64 percent of the students reported that the teachers gave them regular assignments, 54 percent of the students reported that the teachers used to create different situations to assess, and 55 percents of the students agreed on that the class participation was also including in their grading.
- 6) The table No.5 deals with the standard of teaching related to “Classroom environment” 68 percents of the respondents agreed that the teachers provided interactive environment in the class, 70 percent of the students reported that the teachers successfully maintained the interest of the students, 68 percents of the student were satisfied with classroom space according to the strength, 70 percent of the students reported that the heating, light and ventilation system in classroom was satisfactory, 56 percent students reported that they satisfied of their learning needs provided by the teachers and 62 percent of the respondent responded that teachers gave extra attention to the students.

3.7 Personal Observations

There were seven steps of process of T.Q.M, which are as follows

1. Selection of goals

2. Identification of goals and planning
3. Documentation, preparation and curriculum
4. Instructions
5. Assessment
6. Develop an action plan
7. Implementation

- I. According to my observations, few problems were seen in the process of T.Q.M. Teachers were not performing their responsibilities completely, so there were problems in first stage of T.Q.M process and in IST standard of teaching as well.
- II. Teacher did not covered the fifth stage of T.Q.M process which was about instructions or identify about process improvements.

I was found that teachers did not give proper attention on assessment process which is fifth step of T.Q. process and due to problem found in process implementation were suffering and product were not at satisfactory level.

4. Conclusion

Based upon the findings of the study following conclusion were drawn.

- 1) Most of the students reported about the teachers' responsibilities such as, Most of the teachers did not encourage the students to take part in social services programs. Majority of the teachers were not taking part in social welfare programs.
- 2) Majority of the teachers was not habitual of using A.V aids during the lesson, thus the students reported about learning difficulties.
- 3) Teachers did not use innovative methods of teaching; their teaching style was not up to date according to the needs of today.
- 4) Teachers were not habitual of using different activities in classroom to make the teaching more effective and learning interesting. While Teachers did not encourage the students to take, part in co-curricular activities, such as sports competitions, debates etc.
- 5) It was also observed that Classroom space was not sufficient according to the strength of the class.

5. Recommendations

Based upon findings and conclusions, following are some recommendations ensure the T.Q.M at classroom level in universities.

- 1) Teacher may encourage the students to take part in social welfare programs, they may use religious examples and some of such activities may be essential part of their course to be conducted during their course work, and such act may be graded.
- 2) During the lecture, teachers may use charts and slides and attractive and interesting manner, Teachers may use narrative style of information that would be good for writing practice.

- 3) Teachers may use interactive methods such as, discussion, dialogue, questioning answering, a minute take to ponder, short written exercises etc, it helps the student to think, and with the help of these styles, teachers may assess the ability of the student's teamwork, leadership skills or presentation abilities.
- 4) Teacher may give the topic and help them to read the paragraph and discuss it what they understand, it may build their self-confidence, self-efficiency and strengthen student speaking and communication skills.
- 5) Teachers may arrange a period once in a week for discussion and activities, it also helps the students to improve the student's learning capabilities, and create a sense of competition in them. Debates, essay writing, creative competitions could be arranged in a month to enhance or create creative writing in them.
- 6) Teachers may organize classroom space according to the strength, if the population size of the students is very big then teachers may divide the students in different sections, groups, in traditional desk design arrangements. Make sure all students have sufficient space work without elbow bumping in to each other.

REFERENCES

- ANSI/ASQC A3. (1978). *Quality System Terminology*, American Society of Quality Control.
- Crosby, P. B. (1979) *Quality Is Free*. New York: McGraw-Hill.
- Deming, W. E. (1986). *Out of Crisis*. Cambridge: Cambridge University Press.
- Garvin, D.A. (1984). What Does Product Quality Really Mean? *Sloan Management Review*, 26 (1), 25-43.
- Juran, J. M. and Gryna, F. M. (1980) *Quality Planning and Analysis*. New York: McGraw-Hill.
- Juran, J.M. (1988). *Quality Control Handbook*, 4th Ed. San Francisco: McGraw Hill, CA.
- Kaufman, R. (1992). The challenge of Total Quality Management in education. *International Journal of Education Reform*, 1(2), 149-65.
- Okland, J. S. (1990). What Next, Proceedings Of 3rd International Conference, TQM-3. IFS Ltd Springer-Verlag, London.
- Pfau, L.D. (1989). TQM Gives Companies A Way To Enhance Position In Global Market Place. *Industrial Engineering*, 21(4), 77-87.
- Temponi, C. (2005). Continuous improvement framework: implications for academia. *Quality Assurance in Education*, 13(1), 17-36.
- Thakkar, J., Deshmukh, S.G. and Shastree, A. (2006). Total quality management (TQM) in self-financed technical institutions: a quality function deployment (QFD) and force field analysis approach. *Quality Assurance in Education*, 14(1), 54-74.
- Zaire, M. and Simintiras. (1991). The sales link in the customer supplier chain. *Productivity*, 32 (3), 427-34.

Appendix A
TOTAL QUALITY MANAGEMENT IN CLASSROOM AT
UNIVERSITY LEVEL IN ISLAMABAD

Class _____

Institute _____

Name (optional) _____

Age _____

Gender: Male / Female

Medium of instruction: English / Urdu

Standard 1: Professional responsibilities and effective human relations

S#	Statement	Yes	No
1	Teacher take class regularly		
2	Teacher encourage class participation/discussions		
3	Your teacher encourage you to take part in social welfare program		
4	Your teacher take part in social services programs		
5	Teacher encourage you to share your problems		
6	Teacher clarify the ideas related to the subject		
7	Your teacher remain available during working hours to solve the problems		
8	Teacher facilitate you to complete your learning projects		

Standard 2: Planning, preparation and curriculum

S#	Statement	Yes	No
9	Teachers communicate instructional objectives before starting the lesson		
10	Teachers comes well prepared to the class related to the lesson		
11	Teachers use A.V aids to explain the main ideas		
12	Teachers use new innovative methods in the class		
13	Teachers provide you learning material from different sources.		

Standard 3: Instructions

S#	Statement	Yes	No
----	-----------	-----	----

14	You understand easily the medium of instruction		
15	Teachers use different activities during the class		
16	Teachers encourage co curricular activities		
17	Teachers encourage the question from the students		
18	Teacher provide proper feedback after checking the assignment		
19	Teachers treat all the students equally		

Standard 4: Assessments practices

S#	Statement	Yes	No
20	Teachers assess your performance daily in classroom		
21	Teacher conduct quiz in your class		
22	Teacher gave regular assignments to asses you		
23	Teachers create different situation to assess your Performance		
24	Teachers ask the question at the end of the lecture to assess your learning		
25	Your classroom participation has credit in your grading system.		

Standard 5: Classroom environment

S#	Statement	Yes	No
26	Teachers create a interactive environment in the class		
27	Teachers maintain your interest during the class		
28	Your class space is sufficient according to the strength of the class		
29	Teachers give attention to seating arrangement in class		
30	Basic facilities like proper light, air ventilation, heating system etc are available in the class.		
31	Teacher satisfy your learning needs completely		
32	Teachers give extra attention in case of learning difficulty.		

35: Please give suggestions to ensure total quality management in classroom

Appendix B

Sample: List of Universities and Their Departments

1. National University of Modern Languages Islamabad

Department of Education

Department of Governance

Department of Economics

2. Islamic International University Islamabad

Department of Education

Department of Psychology

3. Quaid-e-Azam University Islamabad

Department of Anthropology

Department of Psychology

4. Behria University Islamabad

Department of Management Sciences

Department of Humanities and Social Sciences