

INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT & MANAGEMENT

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THE QUALITY PRACTICES AND ITS IMPACT ON QUALITY IN ENGINEERING INSTITUTIONS IN KARNATAKA

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ABSTRACT

Total quality management (TQM) is a firm-wide management philosophy of continuously improving the quality of the products/services/processes by focusing on the customers' needs and expectations to enhance customer satisfaction and Organisational performance. There are mixed results about the relationship between total quality management practices and performance. TQM in engineering presents a summary of relationships between TQM practices and performance. Although most of the results of the previous studies were positive, some of the results were negative or non-significant. Research with appropriate analytical methodologies and measuring tools can significantly contribute to investigating work on TQM which analyzed reasons of the relationship between TQM practices and performance. Leaders in a TQM system view the firm as a system; support employee development; establish a multipoint communication among the employees, managers, and customers; and use information efficiently and effectively. In addition, leaders encourage employee participation in decision-making and empower the employees.

KEYWORDS

TQM, Leadership, rewards, Recognition, Training & Transformation.

1. INTRODUCTION

One service industry of paramount importance in the public sectors of nations is that of education. It is the quality of education that shapes the long-term prosperity and wellbeing of both nations and their people. The vast resources that governments allocate to this sector of the economy make it imperative for those who manage education to ensure that education is effectively imparted in schools, universities and institutions of learning. Given the crucial role of education in an increasingly competitive global environment, administrators and educators are constantly looking for ways to make educational instruction more effective and meaningful. We teach to educate people and, where people are involved, fundamental managerial concepts such as commitment, motivation, participation, and leadership play an important role in determining the effectiveness of processes used to shape and influence them. TQM is not about working to someone else's agenda, unless your customers and clients have specified the agenda. It is not something that only senior managers do and then pass their directions down the line.

The total in TQM dictates that everything and everybody in the organization is involved in the enterprise of continuous improvement.

The management in TQM likewise means everyone, because everyone in the institution, whatever their status, position or role, is the manager of their own responsibilities. This is a difficult idea to put across, and it is the reason why some organizations talk, as Rolls-Royce do, about Total Quality rather than TQM.

TQM programmes do not have to use the initials TQM. Many organizations pursue the philosophy under their own brand name. Boots the Chemist calls its extensive quality programme 'Assured Shopping'.

Total quality control, total quality service, continuous improvement, strategic quality management, systematic improvement, quality first, quality initiatives, service quality are some of the many titles used to describe what in this book is called TQM. If a school, for example, felt that it wanted to call its initiative 'Pupils First' or 'The School Improvement Programme' then it should feel free to do so. It is not the name that is important, but the effect that the quality programme will have on the culture of the school. The pupils and their parents will be interested in the change it brings, not what the initiative is called.

TQM is hard work. It takes time to develop a quality culture. By themselves hard work and time are two of the most formidable blocking mechanisms to quality improvement. TQM needs a champion in the face of the myriad of new challenges and changes facing education. Quality improvement is a fragile process. All major changes are.

Cultures are essentially conservative and homeostasis is the norm. Staff are most comfortable with what they know and understand. However, to stand still while competitors are improving is a recipe for failure. If TQM is to work it must have the long-term devotion of the senior staff of the institution. They must back it and drive it. Senior management may themselves be the problem. They may want the results that TQM can bring, but be unwilling to give it their wholehearted support. Many quality initiatives falter because senior managers quickly return to traditional ways of managing. Fear by senior managers of adopting new methods is a major barrier. This is potentially the most serious of blockages. If senior management do not give TQM their backing there is little that anyone else in the organization can do.

2. REVIEW OF LITERATURE

The concept of quality of education is relatively recent in the pedagogical literature. Through history, especially since the eighteenth century, improvements in education have been made, but many of these changes have lacked continuity and proposals have only been pilot plans, mainly due to education policies. These changes in education have sought to cover not only quantitative criteria (number of students benefiting, more schools, etc.), but also qualitative aspects have been considered to enable improving levels of education adapted to the new demands of society. Improving education should cover both aspects.

Since World War II, developed countries had a good educational infrastructure for the entire population, and a movement to promote a qualitative improvement in education considering the new challenges of society was started. This made possible to achieve "quality in education" as pedagogical literature and in scientific policies called it.

However, although the term had been coined, it lacked a unifying concept. What is understood by quality in education? This question identifies the main problem, a situation that is discussed even today.

The quest for excellence, highest level of quality is inherent in the educational field, whose nature is to be perfectible. Nobody can object quality as an objective of a project, a timetable or an institution. We all want quality educational institutions, and yet the problem arises when trying to define what constitutes quality in education, a relative and multidimensional concept, fully framed on the institutional model it has (Ruiz, 1999).

Currently, in many institutions, mainly in developing countries are still using the traditional notion of quality in education. It considers quality as the result of the introduction of broad content in curriculum and best teaching methods (Seibold, 2000).

This type of reductionism is, in naively, that with a simple modification to the curricular plan or pedagogical practices are going to have better results, and therefore, are going to achieve high educational quality. This orientation is linked to assessments with strong reductionist connotations, focusing on the outcomes only at a cognitive level, ignoring other dimensions of human knowledge linked to knowledge to value, knowledge to decide, know-how and know how to act, which also affect the pillars of education.

Quality is considered as an initial objective for HEIs, but it seems that concentrations are mostly in achieving this objective, rather than to focus for finding specific definition. Therefore, this question will come to mind, how can we gain the quality of higher education?

Over the past few decades, the quality gurus Crosby (1979), Deming (1986), Feigenbaum (1983), Juran (1986) and others have developed and advocated certain instruction in the area of quality management. Their approaches into quality management provide a good understanding of quality management principles.

However, quality issues are considered as a basic part of the activities of an increasing number of private as well as public companies, organizations and institutions. Based on this thought, one philosophy has emerged in the concepts of quality and management called Total Quality Management, (TQM).

There are different opinions about TQM; some people see it as an absolute mean to reach competitiveness and some others see it as a management vogue, however there are some reasons for these differences in perspectives, Becker (1993, pp. 32-3), Ghobadian and Gallear (1996, pp. 83- 106). Hellsten and Klefsjö (2000, pp. 238-44) believe that these different ideas have formed because the gurus who are seen as fathers of TQM, do not like the concept.

Therefore, defining of what TQM really is does seem to be a tough job by itself. For instance, Okland (1989) says TQM is "an approach to improving the effectiveness and flexibility of business as a whole", and some other definitions in this context are:

- A set with improvement tools useful in an organization
- TQM is a management philosophy
- TQM is a program for changes based on a company's culture
- TQM is a management system

Recently, one definition has been introduced in this context from Hellsten and Klefsjö (2000, pp. 238-44). They see TQM as a management system, which is consisting of three interdependent components: values, methodologies, and tools and the aim is to increase internal and external customers' satisfaction with a reduce amount of resources. Since, in this work, we have management system view and this work will be based on this approach, this view of TQM will be discussed in the next section in more detail.

Nevertheless, the origins of TQM in business and industry, and its successful implementation in most cases as a universal remedy have jointed to bind its acceptability to HEIs, and many articles have been written on the subject. In fact, there are many advantages that product-oriented businesses and service oriented organizations like HEIs both can rely on to pursue Total Quality Management program, Ramona and Sower (1997, pp. 104-120).

For instance, Bergman and Klefsjö (1994) have defined some core values close to these values, where they have called them "the cornerstones of TQM".

Based on these facts, Hellsten and Klefsjö (2000, pp. 238-44) have defined TQM as something much more than core values, and to them it is a management system. A system in the sense of Deming, "A network of interdependent components that work together to try to accomplish the aim of the system", Deming (1994, p.50), which one of the components is core values. Two other components are methodologies and tools that support the core values.

3. RESEARCH DESIGN

Research is a process whose steps are used to collect and analyze information and allows us to increase our knowledge about a topic. In general, research consists of three phases: proposing a question, collecting data to answer and presenting an answer to it (Creswell, 2005).

Seeking higher education institutions in Karnataka for the development of inputs and operations requires continuous work to improve the performance of its functions and to link them to their societies, in order to obtain the best output, in a shorter time, and less cost. Since the entrance of Total Quality Management an important step and the entrance are essential in the development of performance in Indian universities and bring them to the desired level, especially in light of the continuous fast paced and interactive world in which we live these days.

The problem for the study mentioned in the following: What is the reality of the practice and application of total quality management in the Karnataka universities as perceived by faculty members?

3.1 OBJECTIVES OF THE STUDY

1. To study the role of **Institute Leadership** and its impact on quality in teaching.
2. To study quality of **Work and transformation** to desired level of bench mark in Education.
3. To study the level of **Consistency to stay competitive** in educational Industry in Karnataka.
4. To study the system of **Recognition and reward management** system in Engineering Colleges in Karnataka.
5. To Study the impact of **Training on Productivity** in Engineering in Karnataka
6. To Study the role of **Communication as catalyst to enhance the relationship** between departments

3.2 HYPOTHESIS FOR THE STUDY

Through questions of the study, following the null hypotheses have proposed:

VARIABLE-1- INSTITUTE AND LEADERSHIP

H₀: There is no significant (statistically) difference in rank orders/ preferences of respondents between Institute and Leadership.

H₁: There is a significant (statistically) difference in rank orders/ preferences of respondents between Institute and Leadership.

VARIABLE-2- WORK AND TRANSFORMATION

H₀: There is no significant (statistically) difference in rank orders/ preferences of respondents between Work and transformation.

H₁: There is a significant (statistically) difference in rank orders/ preferences of respondents between Work and transformation.

VARIABLE-3- CONSISTENCY TO STAY COMPETITIVE

H₀: There is no significant (statistically) difference in rank orders/ preferences of respondents between Consistency to stay competitive.

H₁: There is a significant (statistically) difference in rank orders/ preferences of respondents between Consistency to stay competitive.

VARIABLE-4- RECOGNITION AND REWARD MANAGEMENT

H₀: There is no significant (statistically) difference in rank orders/ preferences of respondents between Recognition and reward Management.

H₁: There is a significant (statistically) difference in rank orders/ preferences of respondents between Recognition and reward Management.

VARIABLE-5- TRAINING ON PRODUCTIVITY

H₀: There is no significant (statistically) difference in rank orders/ preferences of respondents between Training and Productivity Management.

H₁: There is a significant (statistically) difference in rank orders/ preferences of respondents between Training and Productivity Management.

VARIABLE-6- COMMUNICATION TO ENHANCE THE RELATIONSHIP

H₀: There is no significant (statistically) difference in rank orders/ preferences of respondents between Communication as catalyst between departments.

H₁: There is a significant (statistically) difference in rank orders/ preferences of respondents between Communication as catalyst between departments.

3.3 STATISTICAL TOOLS

Researcher has administered Kruskal Wallis test to evaluate the differences in responses of the respondents.

3.4 SCOPE OF THE STUDY

Research for this article was carried out in VTU Affiliated colleges in Karnataka, the data were collected from faculty members of the government and Private owned Engineering Colleges located in Bangalore in the odd semester of 2012-2013 academic sessions. Only full-time faculty members with master's degrees and Ph.D were given the questionnaires and considered for the Study.

3.5 LIMITATIONS OF THE STUDY

1. Response opined by the respondents subjected to change as they tend to meet up with different students at the different levels and the different times.
2. Time has been the criteria in meeting the different respondents.
3. Statistical tools applied with utmost care.

4. ANALYSIS AND INTERPRETATION**1. TABLE SHOWING THE RESPONSES FOR INSTITUTE LEADERSHIP**

H_0 : There is no significant (statistically) difference in rank orders/ preferences of respondents between Institute and Leadership.

H_1 : There is a significant (statistically) difference in rank orders/ preferences of respondents between Institute and Leadership.

$H_0 = \mu$ Institute = μ Leadership

H_1 = one of them not equal to another.

TABLE 4.1: MEAN, STANDARD DEVIATION AND TEST STATISTICS FOR INSTITUTE AND LEADERSHIP

No.	Descriptive Statistics			Test Statistics ^{a,b}	
	Factor	Mean	SD	Asymp. Sig.	Decision
IL_1	Leadership can determine the organizational future course of action	4.48	0.49	0.312**	No.Sig Diff
IL_2	leader can bring new dimensions to the quality systems in teaching	4.69	0.59	0.285**	No.Sig Diff
IL_3	Innovative leadership style can bring desired output in employees	4.14	0.48	0.103**	No.Sig Diff
Df=5	a. Kruskal Wallis Test			b. Grouping Variable: Out put Belonging	

Interpretation

From the above Table- 4.1, the mean of IL_1, IL_2, and IL_3 are 4.48, 4.69, and 4.14 respectively, which indicate that the respondents are in agreeableness with the factor Institute and Leadership, as the values are almost nearer to the response 'Strongly Agree'. Moreover, the standard deviation for all the statements IL_1, IL_2 and IL_3 are 0.49, 0.59 and 0.48 respectively indicate that the there is not much deviation from the responses as expressed by the respondents with respect to the agreeableness of the factor 'Institute and Leadership'.

Since the p-value obtained for IL_1, IL_2 and IL_3 is 0.312, 0.285 and 0.103 which is more than 0.05, it can be concluded that there is no significant difference in ranking orders/preference of respondents with Institute and Leadership.

2. TABLE SHOWING RESPONSES FOR WORK AND TRANSFORMATION

H_0 : There is no significant (statistically) difference in rank orders/ preferences of respondents between Work and transformation.

H_1 : There is a significant (statistically) difference in rank orders/ preferences of respondents between Work and transformation.

$H_0 = \mu$ Work = μ transformation

H_1 = one of them not equal to another.

TABLE 4.2: MEAN STANDARD DEVIATION AND TEST STATISTICS WORK AND TRANSFORMATION

No.	Descriptive Statistics			Test Statistics ^{a,b}	
	Factor	Mean	SD	Asymp. Sig.	Decision
WT_1	work culture in the organisation can transform system	4.12	0.32	0.059**	No.Sig Diff
WT_2	performance of employees can transform the level students	4.36	0.61	0.628**	No.Sig Diff
WT_3	performance of employees can raise the benchmark in the college	4.41	0.42	0.471**	No.Sig Diff
Df=5	a. Kruskal Wallis Test			b. Grouping Variable: Out put Belonging	

Interpretation

From the above Table- 4.2, the mean of WT_1, WT_2 and WT_3 are 4.12, 4.36, and 4.41 respectively, which indicate that the respondents are in agreeableness with the factor Institute and Leadership, as the values are almost nearer to the response 'Strongly Agree'. Moreover, the standard deviation for all the statements WT_1, WT_2 and WT_3 are 0.32, 0.61 and 0.42 respectively indicate that the there is not much deviation from the responses as expressed by the respondents with respect to the agreeableness of the factor 'Work and transformation'.

Since the p-value obtained for WT_1, WT_2 and WT_3 is 0.059, 0.628 and 0.471 which is more than 0.05, it can be concluded that there is no significant difference in ranking orders/preference of respondents with Work and transformation.

3. TABLE SHOWING RESPONSES CONSISTENCY TO STAY COMPETITIVE

H_0 : There is no significant (statistically) difference in rank orders/ preferences of respondents between Consistency to stay competitive.

H_1 : There is a significant (statistically) difference in rank orders/ preferences of respondents between Consistency to stay competitive.

$H_0 = \mu$ Consistency = μ stay competitive

H_1 = one of them not equal to another.

TABLE 4.3: MEAN, STANDARD DEVIATION AND TEST STATISTICS CONSISTENCY TO STAY COMPETITIVE

No.	Descriptive Statistics			Test Statistics ^{a,b}	
	Factor	Mean	SD	Asymp. Sig.	Decision
CS_1	employees need to be more consistent in their service delivery to stay competitive	4.43	0.35	0.934**	No.Sig Diff
CS_2	performance of employees will help the colleges to create competitive advantage	4.32	0.79	0.771**	No.Sig Diff
Df=5	a. Kruskal Wallis Test			b. Grouping Variable: Out put Belonging	

Interpretation

From the above Table- 4.2, the mean of CS_1 and CS_2 are 4.43 and 4.32 respectively, which indicate that the respondents are in agreeableness with the factor Institute and Leadership, as the values are almost nearer to the response 'Strongly Agree'. Moreover, the standard deviation for all the statements CS_1 and CS_2 are 0.35 and 0.79 respectively indicate that the there is not much deviation from the responses as expressed by the respondents with respect to the agreeableness of the factor 'Consistency to stay competitive'.

Since the p-value obtained for CS_1 and CS_2 is 0.934 and 0.771 which is more than 0.05, it can be concluded that there is no significant difference in ranking orders/preference of respondents with Consistency to stay competitive.

4. TABLE SHOWING RESPONSES RECOGNITION AND REWARD MANAGEMENT

H_0 : There is no significant (statistically) difference in rank orders/ preferences of respondents between Recognition and reward Management.

H_1 : There is a significant (statistically) difference in rank orders/ preferences of respondents between Recognition and reward Management.

$H_0 = \mu$ Recognition = μ reward Management

H_1 = one of them not equal to another.

TABLE 4.4: MEAN, STANDARD DEVIATION AND TEST STATISTICS RECOGNITION AND REWARD MANAGEMENT

No.	Descriptive Statistics			Test Statistics ^{a,b}	
	Factor	Mean	SD	Asymp. Sig.	Decision
RM_1	1. quality of employees will be recognized in the colleges	4.23	0.65	0.092**	No.Sig Diff
RM_2	2. performance of employees has definite reward in HEI	4.35	0.53	0.141**	No.Sig Diff
RM_3	Educational institutes follow rewarding system scientifically?	4.25	0.54	0.261**	No.Sig Diff
Df=5	a. Kruskal Wallis Test			b. Grouping Variable: Out put Belonging	

Interpretation

From the above Table- 4.2, the mean of RM_1, RM_2 and RM_3 are 4.23, 4.35 and 4.35 respectively, which indicate that the respondents are in agreeableness with the factor Institute and Leadership, as the values are almost nearer to the response 'Strongly Agree'. Moreover, the standard deviation for all the statements RM_1, RM_2 and RM_3 are 0.65, 0.53 and 0.54 respectively indicate that the there is not much deviation from the responses as expressed by the respondents with respect to the agreeableness of the factor 'Recognition and reward Management'.

Since the p-value obtained for RM_1, RM_2 and RM_3 is 0.092, 0.141 and 0.261 which is more than 0.05, it can be concluded that there is no significant difference in ranking orders/preference of respondents with Recognition and reward Management.

5. TABLE SHOWING RESPONSES TRAINING AND PRODUCTIVITY MANAGEMENT

H_0 : There is no significant (statistically) difference in rank orders/ preferences of respondents between Training and Productivity Management.

H_1 : There is a significant (statistically) difference in rank orders/ preferences of respondents between Training and Productivity Management.

$H_0 = \mu$ Training = μ Productivity Management

H_1 = one of them not equal to another.

TABLE 4.5: MEAN, STANDARD DEVIATION AND TEST STATISTICS TRAINING AND PRODUCTIVITY MANAGEMENT

No.	Descriptive Statistics			Test Statistics ^{a,b}	
	Factor	Mean	SD	Asymp. Sig.	Decision
TPM_1	3. employees need to undergo Training to stay competitive	4.01	0.63	0.142**	No.Sig Diff
TPM_2	4. employees should recognize their competency to upgrade themselves	4.24	0.29	0.194**	No.Sig Diff
TPM_3	5. service provider needs update and attend refresher courses regularly	4.34	0.35	0.173**	No.Sig Diff
Df=5	a. Kruskal Wallis Test			b. Grouping Variable: Out put Belonging	

Interpretation

From the above Table- 4.2, the mean of TPM_1, TPM_2 and TPM_3 are 4.01, 4.24 and 4.34 respectively, which indicate that the respondents are in agreeableness with the factor Institute and Leadership, as the values are almost nearer to the response 'Strongly Agree'. Moreover, the standard deviation for all the statements TPM_1, TPM_2 and TPM_3 are 0.63, 0.29 and 0.35 respectively indicate that the there is not much deviation from the responses as expressed by the respondents with respect to the agreeableness of the factor 'Training and Productivity Management'.

Since the p-value obtained for TPM_1, TPM_2 and TPM_3 is 0.142, 0.194 and 0.173 which is more than 0.05, it can be concluded that there is no significant difference in ranking orders/preference of respondents with Training and Productivity Management.

6. TABLE SHOWING RESPONSES COMMUNICATION AS CATALYST BETWEEN DEPARTMENTS

H_0 : There is no significant (statistically) difference in rank orders/ preferences of respondents between Communication as catalyst between departments.

H_1 : There is a significant (statistically) difference in rank orders/ preferences of respondents between Communication as catalyst between departments.

$H_0 = \mu$ Communication = μ catalyst between departments

H_1 = one of them not equal to another.

TABLE 4.6 MEAN STANDARD DEVIATION AND TEST STATISTICS COMMUNICATION AS CATALYST BETWEEN DEPARTMENTS.

No.	Descriptive Statistics			Test Statistics ^{a,b}	
	Factor	Mean	SD	Asymp. Sig.	Decision
CCD_1	6. departments in the colleges has cordial relationship	4.29	0.74	0.113**	No.Sig Diff
CCD_2	7. Leadership will enhance the relationship between departments	4.46	0.54	0.162**	No.Sig Diff
Df=5	a. Kruskal Wallis Test			b. Grouping Variable: Out put Belonging	

Interpretation

From the above Table- 4.2, the mean of CCD_1 and CCD_2 are 4.29 and 4.46 respectively, which indicate that the respondents are in agreeableness with the factor Institute and Leadership, as the values are almost nearer to the response 'Strongly Agree'. Moreover, the standard deviation for all the statements CCD_1 and CCD_2 are 0.74 and 0.54 respectively indicate that the there is not much deviation from the responses as expressed by the respondents with respect to the agreeableness of the factor 'Communication as catalyst between departments'.

Since the p-value obtained for CCD_1 and CCD_2 is 0.113 and 0.162 which is more than 0.05, it can be concluded that there is no significant difference in ranking orders/preference of respondents with Communication as catalyst between departments.

5. FINDINGS AND SUGGESTIONS

Since the p-value obtained for IL_1, IL_2 and IL_3 is 0.312, 0.285 and 0.103 which is more than 0.05, it can be concluded that there is no significant difference in ranking orders/preference of respondents with Institute and Leadership.

Since the p-value obtained for WT_1, WT_2 and WT_3 is 0.059, 0.628 and 0.471 which is more than 0.05, it can be concluded that there is no significant difference in ranking orders/preference of respondents with Work and transformation.

Since the p-value obtained for CS_1 and CS_2 is 0.934 and 0.771 which is more than 0.05, it can be concluded that there is no significant difference in ranking orders/preference of respondents with Consistency to stay competitive.

Since the p-value obtained for RM_1, RM_2 and RM_3 is 0.092, 0.141 and 0.261 which is more than 0.05, it can be concluded that there is no significant difference in ranking orders/preference of respondents with Recognition and reward Management.

Since the p-value obtained for TPM_1, TPM_2 and TPM_3 is 0.142, 0.194 and 0.173 which is more than 0.05, it can be concluded that there is no significant difference in ranking orders/preference of respondents with Training and Productivity Management.

Since the p-value obtained for CCD_1 and CCD_2 is 0.113 and 0.162 which is more than 0.05, it can be concluded that there is no significant difference in ranking orders/preference of respondents with Communication as catalyst between departments.

6. CONCLUSION

This study revealed that significant number of respondents is of opinion that quality initiative will bear fruits; it is initiated as per the plans.

Research reveals that, TQM in higher education has made significant move in altering the benchmark set for the research.

Researcher would like to state and conclude that Institute and Leadership, Work and Transformation, Consistency to Stay Competitive, Recognition and Reward Management, Training on Productivity and Communication to Enhance The Relationship are positively correlated and has significant impact on the TQM Practices in HEI in Karnataka.

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