

## CHAPTER-2

### REVIEW OF LITERATURE

#### 2.0 Introduction

Review of literature is an early step for conducting research. It enables to avoid the duplication of research work and broadens the understanding of the research problem. Various research studies related to the present research problem “*An Exploratory Study on Selected Dimensions of Learning organization and Its Impact on TQM of Higher Education Sector with Special Context to MSU of Baroda*” These studies relate to the different aspects of Total Quality Management in Higher education like; management commitment, system approach to management, customer satisfaction, employee involvement, training, team work and continuous improvement.

The purpose of the study of research works done in the same field is to understand what type of study has been done and what exactly has been explored before the present research work started. The study of related literature and research work is very essential and important as it provides us proper guidelines. There are many educationists who tried to show the importance of review of the related literature.

The various views on reviewing the previous literature in any research work are given by numerous academicians, professionals as well as researchers. Some of them are summarized as follows.

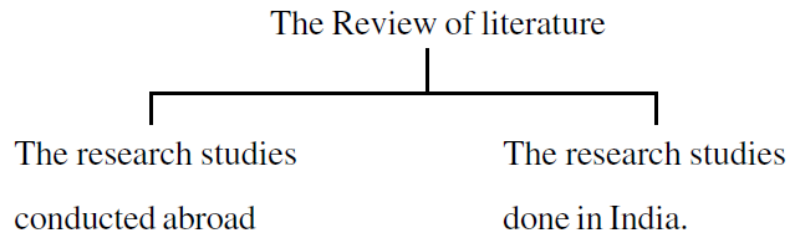
(1) “A Survey of related literature is necessary for proper planning, execution and right concept of the problems and solutions. It provides guiding hypothesis, suggestive methods of investigation and comparative data for interpretative purpose.” (Good, 1959. p.59)

(2) A summary of the writings of recognized authorities and of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested. Since effective research is based upon past knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation. The review of related research provides the right direction to think and appropriate track to execute and complete the research.

(3) When completed, it becomes a part of the accumulated knowledge in the field and so contributes to the thinking and research that follows

Thus, the review of related literature not only provides conceptual frame of reference for the contemplated research but also suggests method, procedures, sources of data and statistical techniques appropriate to the solutions of the problem selected for present study. The researcher is able to formulate the hypothesis on the basis of review of related literature which presents the rationale for the study. In the present study the

researcher has used various books, dissertations, handbooks, articles, journals, thesis, web sites as reference material. The review of literature has been divided into two categories



## **2.1 Objectives of Reviewing Previous Literature**

The objectives of reviewing the related previous literature of this investigation are as follows.

1. To understand various aspects and scope of the research thoroughly.
2. To study the researches which have been done before the current research.
3. To decide proper hypothesis, objectives, methodology of the research.
4. To have a proof on the part of the investigator to show that the investigator knows what type of study is done in the same field.
5. To have proper guideline to implement the practical work.
6. To have appropriate guidance to complete the present research.
7. To provide a vast outlook regarding the subject.
8. To avoid repetition of the researches done.
9. To broaden the researcher's horizon of knowledge.
10. To find out the novelty of the present research.

The following literature is reviewed in terms of conflict perceptions in general and factors considered for survey questionnaire which are helpful to understand the research gaps in more specific manner.

## **2.2 Review of Literature: Learning Organization**

Granberg & Ohlsson (2000) studied that University organisations' activities are strongly related to learning, such as teaching, supervision and research. However, that is not sufficient to label university organisations as learning organisations from a theoretical perspective. Some space therefore needs to be given to distinguish learning organizations from organizations in general, by applying theories developed from production management systems. The choice of theories is because the theoretical framework of learning organisations is mainly developed from a perspective which is linked to the market responsive approaches within universities as previously highlighted.

Maassen, (1996) studied that three different concepts of culture have been identified as particularly used in research into universities: organizational saga, the ideology of diversity and multiculturalism as a reaction to logical positivism, and the focus on university management. The first perspective, organizational saga, can be seen as the attempt to provide a holistic descriptive image of universities, where their present culture should be understood as a result of the historical processes and contexts. Organizational saga provides information about universities' common culture, i. e. integrative aspects. The second perspective, diversity and multiculturalism, has as its purpose to identification of the subcultures

within universities, which can be seen as the features that produce and increase organizational fragmentation. The third perspective, university management, focuses more on the management modes and their implications for university effectiveness and cultural responses.

Senge (1990) studied on personal mastery that even though individual learning is not equivalent to organizational learning it does serve as a necessary condition for organizational learning; without the phenomenon of individual learning, organizational learning would not be possible. However, this first of Singes component technologies encompassed more than an individual's desire or willingness for learning new things in the workplace. Rather, he called it a commitment to personal growth and improvement over a number of areas, whether they are areas of one's professional capacity, spiritual life or integration within one's community. To gain personal mastery, one must "approach one's life as a creative work, living life from a creative as opposed to reactive viewpoint"

Senge (1990) studied on mental models that individuals and organizations use mental models as a means of representing varied realities relating to the functions of an organization and its constituents. Irrespective of the complexity level of a worldview, there are differing thoughts, representations and even attitudes about this worldview. The use of mental models allows organizations and individuals to jointly develop meaning, communicate and actively seek approaches that benefit the organization and stakeholders. Senge (1990) drew from theory about mental models

when proposing it as a component technology or discipline in his framework for organizational learning

Senge (1990) claimed that shared vision refers to the common individual, group and organizational aspirations held about what an organization is or should be doing. Senge (1990) claimed it provides the “focus and energy for learning” (p. 206). Adaptive learning might be possible in absence of shared vision, but in that case generative learning will not be possible. Senge (1990) noted that shared vision starts with the encouragement of individual vision: and it is these strong individual visions that lead to the possibility of a shared vision.

Senge (1990) noted that team learning referred to more than the aggregate learning activity of team members; it is the organizational alignment required to ensure individuals and teams are learning the most appropriate things and sharing them as well, moving toward a systems approach to overall organizational learning. Team learning, employed well, helps organizations overcome some of the natural pitfalls of all teams. He drew key examples from the literature to support this position.

Senge (1990) argued that the five disciplines of the learning organization must be considered as an ensemble rather than isolated tools; they must be implemented as a system in order to ensure the sum of the learning organizations efforts exceeds the sum of its parts. He claimed that systems thinking is the discipline that “integrates the disciplines, fusing them into a coherent body of theory and practice”

The higher education industry of India can change its brand image at global level by developing institutions/universities with the help of various dimensions of learning organization such as personal mastery, team learning and mental models.

### **2.3 Review of Literature: Management Commitment**

The degree of visibility and support that management takes in implementing a total quality environment is critical to the success of TQM implementation. Four distinctive ways that management can support TQM implementation: allocating budgets and resources; control through visibility; monitoring progress; and planning for change. There should be a focus on transferring management support to the shop floor. Management should plan to reduce traditionally structured operational levels and unnecessary positions. Simplifying the organization will lead to the establishment of an infrastructure of integrated business functions participating as a team and supporting the strategic vision of the institution.

Abhijit Mehta, & Faisal Rafik Degi (2019) conclude in article” Total quality management implementation, and its barriers in Education system” that institutional change environment, sustainable success, and innovation can be achieved by implementing TQM and committed management is necessary for this purpose.

Ahmed AbdulSalam Ahmed Al-Salim (2018) concludes in his article that strategic plans put by the management for innovation and quality

education should match with international standards. The authors also conclude that changing environment and integrating on goal achievement are the most important components in any higher education institute.

S. Ramkumar (2017) concludes in his article that the compliance and acceptance of quality systems improved as the faculty and staff started realizing its benefit both at the individual, departmental and the institute level after going through a full cycle of 3 years of ISO implementation. He also concludes that committed leadership with active cooperation of all the faculty, staff, students and organization-wide involvement is sure to usher spectacular results through adoption of TQM approach.

Zaid Ahmat (2015) have focused on TQM elements of University Education, through environmental factors. TQM is very much important factor to provide quality education service to the students. It will help to increase the performance of the University, so the researchers specially concentrate on principles of the TQM in higher education institutions. According to the researcher's TQM is requirement for the learning process to access academic excellence in Universities. Their discussion is based on the literature review and they concluded that TQM is a major strategy to focus on students, staff, and employee as a one hand to get quality output in higher education institutions.

Chahal Mukesh (2015) has mainly focused on the overall performance of higher education in India. He tried to find out the initiatives to raise level of higher education system, taken by the Government of India. He drawn his conclusion on requirements of Indian higher education system, those



are proper plans to combine employers and youth in India to satisfy the expectations of various stakeholders like student, industry, parents and government, etc.

Goel M.M. and Walia Suraj (2015) have discussed the Indian higher education and its trends, growth and challenges. According to them higher education promotes social and economic development of any country. Indian higher education needs massive improvement in both qualitative and quantitative terms. Indian higher education is facing problems of access, equity, privatization and financing. So the higher education needs to overcome through appropriate policy formation and their proper implementation.

Ghosh Subrata and Barman Arup (2014) have tried to show some directions and ways for the inclusive social development through higher education. In Indian higher education system still the major portion of poor and marginalized people are being deprived. The economic growth, human right, employment, income generation, health, etc. are developed by higher education. Sustainable development is possible through quality higher education. His article based on secondary data. Socio-economic disparity eliminated by higher education system and action-based approach required by higher education system in India.

Vishwanathan C.N. (2014) has presented his work on the total quality management in the higher education in Kerala. TQM is essential to continuous improvement rather than once-for-all affair. In Indian higher education institutions, the expected standards are very low and not

comparable with many other systems of the world, the same situation even in the state of Kerala. In Kerala's higher education system needs careful monitoring. He identified the reasons for the present pattern of the higher education in Kerala and he found that the causes behind the quality deterioration in Kerala. He has taken Arts, Science and Commerce Colleges in Kerala, which affiliated to the University of Kerala, University of Calicut, Mahatma Gandhi University and Kannur University to collect the information. The information collected by utilizing primary and secondary data sources. Simple random sampling was used and simple arithmetical and statistical measures and methods were used for analysis the collected data. Finally, he assessed the higher education in Kerala.

Tyagi (2014) explained *in* her study related to the implementation of TQM in education for the better solution, concluded that TQM can be implemented for achieving excellence in the education, i.e. schools, higher education and universities, it is the job of top management to provide a way for continuous improvement of the system. It requires teamwork, training, collaboration and following the TQM cycle properly.

Vrat (2014) explained in his note on impart quality in technical education, guided that the emergence of a knowledge driven economy and the role intellectual capital will play in enterprises in the future have also be given an additional reason for countries to focus on time improvement of quality of technical education. The rapid quantitative growth of technical institutions in term of number of institutions and enrolment has led to a compromise on quality as trade oil with quantity.

Newman Emmanuel (2013) has exposed that budgeting and allocation of public finance or funds for higher education in Ghana. Early 1990's in Ghana to assist higher education institutions, the National Council for Tertiary Education and the Ministry of Education prepared norms, these norms ensuring efficiency in their operations and cherish performance monitoring and evaluation of higher education. The budgetary allocation for higher education has fallen short of the norm- based costs. Ghana State has inability to provide funds to meet the norm-based costs of higher education. His work mainly concentrates on factor affecting the discontinuance of the norm-based budgeting approach in higher education in Ghana. The primary data collected from officers who are responsible for the policy and fund allocation in the ministry and related agencies. Finally, the norm- based funding model was not used as an instrument of public policy in Ghana.

*Pillai & Garg (2013)* has studied the attitude and perception of Management students toward Ethics in Marketing, and find that students consider ethics in marketing as a very important point for discussion and that the subject of marketing and allied subject cover ethics inadequately, and indicated that most respondents feels that the existing teaching in business school does not cover ethics in marketing the way it should. A majority of the respondents feel that a barely adequate job is being done in discussing ethics in basic marketing and sales.

Rao (2013) studied the critique on quality talent supply by Indian B-Schools for future leadership, concluded that there is a strongly felt gap in

the quality of B-School products, especially in the areas of curricula and efficiency of B-Schools within their classrooms and also campuses, besides other contributing factors. Further, organizations need this young talent groomed and deliver extraordinary and competitive performance in the global context.

Dugar et.al. (2013) explained in his study related to service modification through mass customization in professional education, conclude that enhancing mass customization of management education will boost up creation of customized learning environment and individualized instruction methodologies which in turn will affect the use of information, content delivery and service technologies to enable students to develop skill set based on their strengths and as demand by the industry.

*Pandya & Gor (2013)* explained in his study related to knowledge management as success key, concluded that the knowledge sharing can creates comprehensive wealth for the nation in the form of better education, health, better civic sense, infrastructure and improving the overall quality of life. The ultimate goal of business education is to enable students perform well on their job; teaching of content is no more sufficient taking into consideration the expectations of the industry and society at large. In the long run only those institutions that have competitive edge in term of their value-added service delivery are to be survived and vice-versa.

Kolhatkar M.R. (2012) has discussed the survey of Higher Education during the year 1947 to 2007. In India so many surveys have done on

higher education, but it is based on initial access to original official documents including policy statements, official reports of concerned committees, Annual Reports of Ministries, etc. In his work so many policy environments regarding higher education was discussed

*Menan & Athisayam (2012)* has studied training need for the management teachers and suggested that the central focus on the training need to influence the aspirations of teacher to produce worthy product from B-School to meet the global benchmark. It is finding that there is gap between the stakeholders' expectations as reflected in vision and mission of institution with 27

*Menan & Athisayam (2012)* has studied training need for the management teachers and suggested that the central focus on the training need to influence the aspirations of teacher to produce worthy product from B-School to meet the global benchmark. It is finding that there is gap between the stakeholders' expectations as reflected in vision and mission of institution with regard to students' aspirations and the available competency of the institutions in term of knowledge, skills and aptitude of the teaching faculty, from strategic perspective.

Kang & Sharma (2012) has compared the University and private management institutes in Punjab and found that the alumni have stronger belief than practicing manager, and practicing manager have stronger perception than faculty that university management departments are better than private management institutes in term of faculty, fee structure, link with industry, placement and infrastructure.

Kumara (2012) Studied the Growth in supply of technical manpower and concluded that polynomial growth in number of institutions, intake and outturn give a signal that greater social responsibility lies on the universities in not only supplying technical manpower to industries, but also encourage entrepreneurship culture in the campus. The problem is the size of unemployment and the excess of technical manpower supply over demand.

Bhoi (2011) studied the aspect of economic growth Vs higher education and find that the higher education plays an important role in maintaining the stability in our economy as well as strengthening the human capital, relatively high economic growth coexist with the presence of wide spread deprivation and exclusion. The technological development has failed to marginalized people who are the essential for the inclusive growth of our country.

Kumar, S.P. & Giri V.N. (2011); in his study related to commitment and organizational citizenship behavior in Indian Engineering Institutions examined the relationship between different form of commitment, shows that there should be involvement of teacher in their activities which can increase their group cohesiveness, thereby increasing teachers organizational commitment to the job. The job involvement will have a positive effect on organizational commitment and can increase teacher's engagement toward students, the team and the organization.

Sarnikar (2011) studied the issues on regulatory system and funding of higher education in light of higher education growth, suggested that the

MHRD has got ready a series of bills for education reform to check the malpractices, the mega regulator i.e. UGC and AICTE. The sequence in which the bill will be introduced is yet to be decided. Also, it is not clear what role the mega regulator will play.

Jesiah Selvam (2010) says in his article on “Response on Higher Education to Globalization Empirical Evidence from India “has concentrated on the challenges and issues of globalization in higher education. Ordinary Least Square (OLS) analysis and regression model are used to analyze the data. The study explains the relationship between degree of higher education in the country and that of the degree of globalization in the same country and respective government has to allocate, a relevant amount of budget for higher education. A compliance policy should be enforced to ensure a strong network and congenial interface between mediocre institutions of excellence and higher education institutions. He further noted that this makes possible an application-oriented education and their by easy employability in the globalized era. He also suggested a strong linkage between universities in India and other foreign universities with a memorandum of understanding to improve higher education.

The World Bank’s Lessons of Experience report (2010) identified severe quality problems resulting from overcrowding and insufficient control over the quality. The agenda for enhanced quality in the early 90s, then, included attention to such reforms as improving the qualifications of teaching staff and the quality of their instruction, the appropriateness of

the curriculum, improved student assessment and selection; and the extent and quality of facilities such as libraries, computers, and equipment.

According to annual report of MHRD (2010); there were 20 Universities and 500 Colleges at the time of independence. At present, there are 504 Universities and university-level institutions (as on 31.12.2009) 243 State Universities, 53 State Private Universities, 40 Central Universities, 130 Deemed Universities, 33 institutions of national importance established under Acts of Parliament five Institutions established under various State legislations. There are 25,951 colleges of which, 7,362 are recognized under 2(f) and 5,997 colleges recognized under section 2(f) and declared fit to receive grants under section 12(B) of the UGC Act, 1956). Shows growth of AICTE approved technical institutes in last five Years. In 2008-2009 the number institutes increased at exceptional rate, thus can be called the golden year in respect to establishment of institutes.

Cabrera et al. (2009); Research is a central part and collective endeavor of the academic mission of business schools. Any successful attempt to transform the educational process must therefore consider the types of research that is necessary to support such transformation and produce the required body of knowledge. Keeping in view this larger purpose of management education, business schools should thus focus on developing a number of aptitudes and skills, Specifically, they should: Develop state-of-the-art domain knowledge, skills and competencies; Impart generic skills transferable across domains and situations - creativity, innovation, problem-solving, strategic thinking and communication; Build thinking-



ability skills and emphasize cognitive development (conceptualization, analysis, synthesis) dealing with abstraction; Foster a spirit of inquiry and critical evaluation, experimentation with new ideas, information, approaches, assumptions and frames of reference.

Figel (2009) studied that *one* vital ingredient of management education and training in a globalized environment is students' experience with mobility.

Harvard Business School (2009); A most effective MBA curriculum should be based on the modules designed to nurture high quality new generation business managers

Kaissi et al. (2009); in this era of global competitiveness, developing a passion for quality is critical. The rise in initiatives aimed at promoting the globalization of management education underlines the pressing need for establishing robust frameworks for quality assurance and the recognition of qualifications.

Waddock et al.(2009)<sup>31</sup>; PRME (Principle for Responsible Management Education) represent a set of voluntary standards, The six principles focus on the (1) purpose of creating sustainable value and an inclusive, sustainable global economy, (2) values of responsibility, as illustrated by initiatives like the UN Global Compact's ten principles around human rights, labor rights, ecological sustainability, and anti-corruption, (3) method of creating pedagogies and education approaches that develop effective and responsible leaders, (4) research that advances understanding

about the impacts of companies in creating sustainable social, environmental, and economic value, (5) partnership that fosters interactions between managers and academics to explore challenges in meeting environmental and social responsibilities, and (6) dialogue that facilitates debate among representatives of the multiple sectors that constitute society around key social and sustainability issues.

Thomson (2008);states that the soft skills required for MBAs, such as self-awareness and the capacity for introspection and empathy, critical and creative thinking, and communication skills are learned more from hands on learning than book knowledge.

Khurana, McGrath, (2007); Because, historically management education borrowed from the social sciences to gain academic legitimacy, the growth of these disciplines within management thwarted further interdisciplinary progress and ultimately undermined its legitimacy as a professional field able to develop its own body knowledge.

Ramakrishnan & Kuma ravel (2006); Education is vitally important to all nations, given the critical role of education in economic, cultural and social development. Education is a dialogue between the past, present and the future. It is an important investment in human capital essential to economic growth as it lays emphasis on the training of skilled manpower, market forces requiring “marketable products” and consequently on, “specialization” contributing to a knowledge-based society in many ways.

Sanyal & Martin (2006); Reforms in higher education in China were initiated along with other economic reforms when China decided to become a market economy in the year 1978. Prior to that, higher education was in the public sector. There was no tuition fee. The government also took care of living expenses of the students. Since then, the system of higher education in China has radically changed.

Levy (2006); In addition to growing enrolments, emergence of private higher education has been a worldwide trend in recent decades in different countries. Growth of private higher education has been in secular institutions that absorb the demand that the public sector could not or would not accommodate. Most private institutions are commercial-oriented (though they may claim to be otherwise) and prepare graduates for job markets. Majority of private providers are fully or almost fee dependent.

Devinney, Dowling and Perm-Ajchariyawong (2006); Maintenance of the traditional MBA structure is reinforced by market demand in the form of student and ranking criteria perceptions of what an MBA should be.

Green & Harmon (2006); Disciplinary integration is further weakened by the trend to create large business schools to cater for research clusters based on discipline. Such structures not only minimize opportunities for exchange between the disciplines, but dissipate responsibility for program and course integration and distances educators from their students.

Raghunandan (2005); the quality of faculty directly reflects the quality of course design and programme delivery. Poor quality of the faculty doesn't allow innovation & creativity in teaching learning phenomenon.

Rama (2005); Today, the most important qualities that are needed in a business leader are problem solving skills innovation and willingness to shed past dogmas and respond willingly to change. The case method does a splendid forecasting of all three The mismatch between the skills business professionals perceived as necessary for their organizations to function and the MBA skills with which students are being prepared was apparent..

Scottish Executive (2005); Today, though, from a wealth-creating economy point of view, the challenge of management education is to develop new skills, including „employability“ skills and the expertise needed to undertake „knowledge work“. Investment in knowledge and skills brings direct economic returns to individuals and society.

Meenu Verma, (2005); We need high quality, Indian context-based knowledgeable faculty with an international orientation to groom managers for the 21st century, develop our organizations as global players and push our country several notches above the present rank worldwide.

Padhi and Palo (2005);define Total Quality Management (TQM) as, “TQM is an integrated organizational approach to bring continuous improvement in products, services and processes along with proper tools, technology and training to meet customers “expectations in a continuous basis through total employees” involvement. Total Quality management will help the

management education institute to attract quality input into the process and also provide better quality services to the customers. The globalization has altered the facilities requirement in a management institute. Hence, the economics of offering management education is altered.

Mehta (2005); the debate over regulation of higher education is highly charged with images of private operators charging exorbitant fees, poor quality, financial barriers to the entry of deserving students.

Barnett (2005); Management education has developed more and more sub-disciplines to cover emerging fields of interest. For example marketing, itself an offshoot of economics, spawned consumer behavior based on psychology and from there, branding and advertising which incorporate the newer fields of communications, media and technology.

The above reviewed literature reflects on components of management commitment. Top level management plays vital role for implementing quality management in higher education institutions. The issues on performance measures, vision, mission and policy statements, infrastructure, course structure and extra curricula activities are also to be considered for TQL by institutional authorities.

Pfeffer & Fong (2002) argue that existing practices and models in MBA education have been institutionalized, insulating them from challenges and competition, making change difficult as it upsets the status quo.

Richards-Wilson (2002); also questions at what point customer-driven curriculum change affects business education quality. She agrees that

changes should be made to MBA programs based on feedback from various stakeholders, however, in conjunction with program assessment, and course evaluations. These calls for change need to consider program quality and a long-standing relationship between stakeholders among other things when the issue of MBA curricular change is raised.

Cotton, McKenna, Van, & Meuter (2001); Although there have been many changes to the MBA curriculum in its history the struggle to provide quality and relevant business education, is one of the challenges still facing the MBA curricula today.

Murray and Robinson (2001) classified the skills requirements of employers into three areas: academic skills, personal development and enterprise skills.

Tay (2001); Employers expect MBAs with good work ethics, sound management and leadership skills, critical thinking and analytical abilities, and a good grasp of local, Asian and global business practices.

Kemelgor, Johnson, & Srinivasan (2000) recognized in their study of business school organizational change that forces driving change in academia are vital to organizational future performance.

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considered for TQL by institutional authorities. The key words are determined from the above discussion in sub section 2.2 as: vision and mission of organization, student focused activities, infrastructure facilities and management commitment.

#### **2.4 Review of Literature: System Approach to Management**

Shruthi M.P. and Madari D.M. (2016) have focused on funding of Indian higher education system by the government of India. New entrepreneurship, new knowledge, new inventions are based on good quality higher education. They collected the required data by secondary sources like reports, journals and books etc. In India to fund for the development of higher education the central and state governments are equally supporting. But still Indian higher educational institutions are facing financial problems. They concluded that the best way to finance higher education is Public-Private-Partnership (PPP). Indian educational system needs private intervention to financial improvements.

Al-omoush Majd Mohammad, Alarahleh Arwa Hisham, and Alabaddi Zaid Ahmat (2015) have focused on TQM elements of University Education, through environmental factors. TQM is very much important factor to provide quality education service to the students. It will help to increase the performance of the University, so the researchers specially concentrate on principles of the TQM in higher education institutions. According to the researchers TQM is requirement for the learning process to access academic excellence in Universities. Their discussion is based on the literature review and they concluded that TQM is a major strategy to

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Jha Prem Kumar (2005) has confirmed that assessment of Higher Education is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time. The assessment of student begins with educational standards and values. Assessment should reflect the understandings by employing a diverse array of methods and it works when the programs it seeks to improve have clear, explicitly stated purposes.

Karahan Mehmet and Mete Mehmet (2014) have considered students feedback to determine and evaluate the quality of higher education institutions. They constructed their results by using scale and tested with

reliability and validity of the scaling. To analyse the adequate quality of higher education institutions, students participation in institutions physical and environmental and students satisfaction is very much important. And finally they concluded that evaluating student's satisfaction is determining the institution's quality.

Katiliute & Kazlauskiene (2010) have talked about the particular factors that influence the Quality Status of Higher Education appraisal of the Student's position and furthermore gave the applied model the attention on look into approach choices concerning the measurements of quality by featuring the Student's observation attributes.

Stukalina (2010) has expressed his discussion about the significance of evaluating and dealing with the quality of an educational situation should be student focused. The author proposes that the educational condition ought to be assessed against student's needs and desires. The appraisal incorporates gathering student criticism, which is a significant wellspring of a scientific contribution to the procedure of the quality improvement in Higher Learning Institutions.

Brookes & Becket (2008) have displayed a review of current quality management rehearses inside higher educational institutions and has additionally recognized a dependence on modern models. The author has reasoned that these are connected with just fractional achievement and recognized confinements recommend a requirement for refinement, especially in connection to the centrality of Student learning inside higher education.

Chookittikul (2008) has introduced a working technique which can be utilized for persistently enhancing and controlling the quality of all educational program offered by School of Information Technology at Phetchaburi Rajabhat University. Additionally, the researcher has discovered that the Six Sigma is the most reasonable technique for us to enhance and control the quality of their present and future items and administrations.

Billing (2004) has investigated that the global correlations of the degree of a shared trait or assorted variety in the fundamental national external quality assurance systems for higher education. Additionally, this paper has estimated the endeavors to deliver a worldwide plan for outer quality assurance of higher education, and the pertinence of the general model to the exchange of quality assurance systems from nation to nation.

Manju Narula (2000) has concluded that the higher education is main stream of the national development. He focused on the main concerns for the planners, administrators and for policy makers of the quality and relevant of higher education with changing socio-economic conditions. Before independence the maintenance of the standards and norms of higher had been main concern of the government, but now it is the concern of the University Grants Commission of India. In his analysis teachers work performance assessment is a main variable. But he concluded that the teachers work performance assessment is a difficult task but could be assessed the quality of work through the proper indicators of performance.

Pushpa L. (2016) has analyzed that implementation of total quality management in higher education institutions. In Higher Education Institutions TQM is a perception, it will help to long period planning, formulation, and execution of annual program that moves towards that accomplishment of the vision of the institutions. This research study is based on the secondary data, which is various existing literature and research journals. The success of higher education depends on the TQM strategies that help in improvement an excellence impact on institution's goals, creativity, mission and Vision, and quality. TQM is the long run process and not just implemented overnight, it is continuous improvement process.

Suhardi Agatha Rinta (2014) has explained the function of quality in the development of higher education. He covers the implementation of TQM in the service of higher education to improve quality. He exposed his views on the base of various literatures and by the study of existing reports. There are two types of customers; they are internal customers and external customers in the service of the higher education. Internal customers are the lecturers, technicians, administrative etc. External customers are the students, parents, government, community and business. The improvement in the performance of a higher education institution helps to increase in customer satisfaction. TQM increase the improvement in the higher education.

Mishra Patanjali and Pandey Asha (2013) have focused on the concept of TQM in Indian higher education system. Poor curriculum design, lack of

funds, resistance of employees towards change, lack of resources, these are the major challenges identified by the author in Indian higher education system. In India to implement the TQM in higher education the proper search should take place to identify suitable model of TQM.

Todorut Amalia Venera (2013) has discussed the performance of higher education institutions towards total quality management. By implementing the principles of TQM can be improve the quality of an academies of higher education institutions. The author attempts to explain theoretically the TQM in higher education. The implementing of TQM in higher education institutions generates competitiveness, innovations, flexibility, creativity of students, and 25financial potential of the institutions. It is the best strategy to improve the quality of the higher educational institutions.

Zabadi Abdulraheem M.A. (2013) has discussed the implementation of TQM in higher education institutions of Jordan, because from the Arab and foreign countries, so many students have come to study in. the Jordon government realized the importance of higher education for overall development of the country. So the government and educational institutions have decided to improve performance and introduced various laws and innovative experiments for both academic and educational standards. But the higher education system of Jordon must be reshape and do SWOT analysis. He attempts to explain theoretically. He concluded that alone TQM models can not cover the full potential standards of higher education. So the higher education system to go step further it should move towards quality enhancement.

Sudha T. (2013) has explained that how higher education institutions can improve their quality measurements by implementing TQM principles. Government and other agencies are taking significant measures, but these alone, will not serve the purpose unless, the faculty takes proactive initiatives and measures for the purpose of quality management of the institutions. The information collected by both primary and secondary sources. The sample size is 220 respondents of faculty working in various higher education institutions through convenient sampling method. Based on the five variables of higher education institutions can increase their excellence. These five variables lead to student's satisfaction; those variables are commitment of top management, course delivery, campus facilities, courtesy, and customer feedback on the issue, they exemplified the execution of TQM at Ohio State University. As indicated by them, standards and ideas of total quality are good with the best convention and practices of higher education. The basic logic, qualities, and standards are reflected in the total quality and the nonstop improvements which are suitable for higher education. Top Management Commitment is the major factor for the success of the TQM in Higher Educational institutions.

Raju R. & Sakthivel P.B. (2006) have proposed new educational magnificence demonstrate/model, "TQM 9-C EDEX" in the field of engineering education in India. He set up 9Cs, they are as follows: Commitment of Top Management, Customer Focus, Communication, Customer Value, Course Delivery, Continues Improvement, Congenial Learning Environment, Customer Satisfaction and Campus facilities.

Further, he recommended demonstrate must be actualized in engineering educational establishments so as to be competitive in the national and universal market and furthermore give the great quality of educational administrations to the students.

Sahney S., Banwet D.K. & Karunes S. (2002) have characterized quality in education from a TQM point of view and finished up the total quality management in education is multifaceted and it puts stock in the establishment of an educational foundation on a systems approach, inferring a management framework, a specialized framework and a social framework. It incorporates inside its ambit the quality of contributions to the type of students, faculty, employee staff and framework; the quality of procedures as the learning and teaching activity; and the quality of yields as the edified students who move out of the framework.

Tulsi P.K. (1999) has specified that, in the competitive condition, TQM has picked up significantly in the business and is step by step being presented and tested in higher education. An approach for TQM comprising of recognizing customer needs, indicating quality principles, benchmarking, distinguishing holes in the current framework, getting ready for development, execution of improvement designs, observing and assessment, and adjustment of plans had been proposed based on investigation and the activities are taken by the universities abroad.

The above reviewed literature reflects on components of system approach to management. It plays vital role for implementing quality management in higher education institutions. The issues on performance measures, vision,

mission and policy statements, infrastructure, course structure and extra curricula activities are also to be considered for TQL by institutional authorities. The key words are determined from the above discussion in sub section 2.3 as: regular meetings, authenticity on standardization, role of quality improvement team and academic performance analysis.

## **2.5 Review of Literature: Customer Satisfaction**

Customer satisfaction academically related with SERQUAL model and necessary to be reviewed in terms of TQM adoption at university level as a part of the present study.

Palak Kakkar (2017) studied that the impact of earning recognition for TQM implementation surely increases the motivation levels of the staff and adds to the goodwill. This holds immense importance in view of the various opportunities available to Institutions earning high grades from accreditation agencies. But there is no surety that a rank holder will perform consistently better in the future. Also, there is no consensus about what constitutes the basic characteristics of a rank holder. Total Quality Management (TQM) is a comprehensive and structured approach to organizational management that seeks to improve the quality of products and services through ongoing refinements in response to continuous feedback. In short TQM is the organizational commitment to meet or exceed customer expectations. The primary objective of TQM is thus, customer satisfaction. TQM can be applied to any type of system, even in the educational set ups and teaching-learning events. The potential benefits of using TQM in higher & technical education or Higher and technical



education are TQM can help higher & technical education institutes to provide better service to its primary customers-the students as well as secondary customers.

Tyagi (2014) in her study related to the implementation of TQM in education for the better solution, concluded that TQM can be implemented for achieving excellence in the education, i.e. schools, higher education and universities, it is the job of top management to provide a way for continuous improvement of the system. It requires teamwork, training, collaboration and following the TQM cycle properly.

Pandya & Gor (2013); in his study related to knowledge management as success key, concluded that the knowledge sharing can creates comprehensive wealth for the nation in the form of better education, health, better civic sense, infrastructure and improving the overall quality of life. The ultimate goal of business education is to enable students perform well on their job; teaching of content is no more sufficient taking into consideration the expectations of the industry and society at large. In the long run only those institutions that have competitive edge in term of their value-added service delivery is to be survived and vice-versa.

Dugar et.al. (2013); in his study related to service modification through mass customization in professional education, conclude that enhancing mass customization of management education will boost up creation of customized learning environment and individualized instruction methodologies which in turn will affect the use of information, content

delivery and service technologies to enable students to develop skill set based on their strengths and as demand by the industry.

Riznic, et al. (2011) explores the suitability of *SERVQUAL*, generic multiple item scale, within the context of *HE*. Reliability and validity of the scale were tested on a sample of 234 Engineering Management Students. The findings indicate that the *SERVQUAL* framework is suitable for *SERVQUAL* evaluation in *HE* setting.

Vaniarajan & Vijayadurai (2010) have identified the important *SERVQUAL* factors in the higher Management Institutions as placement facilities, learning outcomes, responsiveness, personality development, physical facilities and academics. The findings of the study have identified the need of improving *SERVQUAL* in Arts and Science Colleges and also Engineering Colleges at par with specialized Management Institutes. All *HLIs* are advised to develop a systematic assessment program to monitor *SERVQUAL* and customer satisfaction over time in order to survive in Globalized Economy.

Singh & Khanduja (2010) have demonstrated the model of *SERVQUAL* methodology which can be applied for faculty as a customer, for the purpose of evaluating the gap between customer expectation and perception of the actual service received taking.

Smith et al. (2009) stated that students who are engaged with industry during their coursework often succeed in their career after graduation. Professors and lecturers can include student engagement

activities in their courses along with their lectures to provide students with the best possible learning experience. The present study focused on reviewing student learning outcomes resulting from various teaching techniques used in multiple industry engagements. Some of the industry engagement activities reviewed in this study was active activities and others were passive, as defined by the literature. This study focused on reviewing industry activities using a holistic approach. These activities represent those currently used in university curricula, and it is important that they be evaluated to gain understanding of their effect on student learning.

Moneta and Spada (2009) suggested that individuals who are extrinsically motivated by an expected reward increase their effort to complete the task and earn an incentive. A pilot program was implemented in Atlanta, Georgia, in the United States, based on the assumption that monetary reward will increase academic performance.

Cushman (2008) studied that amongst students in KwaZulu-Natal, South Africa, found that factors leading to academic achievement occur interactively direct relationship between students' motivation and academic performance, as well as an indirect relationship mediated by effort. Both intrinsic and extrinsic motivational factors were found to be triggers for students' effort in the aim of performing well academically. Intrinsic motivation was found to be the more important of the two when it came to explaining variance in academic performance.

Barnes (2006) has conducted an action research process by using a modified *SERVQUAL* instrument to investigate the expectations and perceptions of *SERVQUAL* amongst a sample of Postgraduate Chinese Students at a leading business and management school in the UK. The research findings suggest that the instrument, which is framed on the basis of the five original *SERVQUAL* dimensions, is suitable for use with respect to the Chinese Postgraduate Students.

Kelly et al (2006) studied that student's perception of rewards for academic performance by parents and teachers: relation with achievement and motivation in college, said intrinsic motivation of the students is measured high in comparison to extrinsic motivation of the students

Ham & Hayduk (2003) have analyzed the perceived *SERVQUAL* and also the significant correlation between *SERVQUAL* dimensions, customer satisfaction and behavioural intentions in a *HE* setting. A total of 209 questionnaires for this study have been obtained, including Southern Wesleyan University with 126 (60 percent of total) respondents and Western Michigan University with 83 (40 percent of total surveys completed) respondents. The results showed that past experience, gender and educational level influence perceived *SERVQUAL*. Customers' satisfaction has a significant correlation to positive customer loyalty intentions or an adverse situation may cause a satisfied customer to complain.

Schamback and Dirks (2002) suggested that students are able to reinforce their previous educational coursework during a cooperative or internship

experience. Upon completion of an internship, students should (a) have a better understanding of classroom learning and ways in which the knowledge gained in the classroom relates to the work environment, (b) have more marketable job skills that can enhance their future employability, and (c) be able to clarify their career goals .

Schambach and Dirks (2002) discovered that students are able to use internships to better understand coursework and bring a new focus toward excelling in their academic work.

Schultz and Switzky, (1990) research has seen that rewards affect the learning process, and can undermine a student's intrinsic motivation. At this point, though, the effect of rewards and students with mild handicaps or learning disabilities has not been mentioned. After all, many reward or token systems are aimed specifically at these populations of students, and have been traditionally used in special education.

Lengnick-Hall, (1996) studied that Faculty members were identified as student-focused based on whether they viewed students as customers (HF—HIGH FOCUS). In this study, customers are defined as active partners in the production and delivery of /services by providing information and effort prior to an actual transaction. This means that students share responsibility for their educational success and expect quality in return. The remaining faculty members were designated as LF i.e. low focus.

The above reviewed literature reflects on components of customer satisfaction. It plays vital role for implementing quality management in higher education institutions. The issues on customer satisfaction are discussed in this sub-section. The key words are determined from the above discussion in sub section 2.4 as: placement programs, student satisfaction, parent teacher interaction technological facilities and hygienic food services.

## **2.6 Review of Literature: Employee Involvement**

Gopinathan (2014) opined that quality education is largely associated with development of human resources focused at developing competencies and capabilities. He synthesized the process of quality assurance based on accreditation and accountability, autonomy& academic freedom, technology & infrastructure facilities.

Mark (2013) suggested that student satisfaction achieved by “embedding quality in the learning process” is necessary for higher education institutions to remain competitive. Both of these preconditions’ organization-wide employee involvement and customer focus—serve to create an environment that is conducive for TQM

Asif et al., (2013) TQM models identify a variety of critical factors, but employee involvement and customer focus are two factors which continually emerge across many of the existing TQM studies.

Salameh et al. (2011) tried to identify the requirements for implementing TQM in the Faculty of Planning and Management at Al-Balqa Applied

University. Their results showed that the adoption of TQM was limited in Arab countries, particularly at higher education institutions. The results also indicated that there was a weakness in training for administrative leadership in the universities and colleges which is essential to the success of implementing TQM. Additionally, there was no concentration on teamwork, continuous improvement and coordination which lead to creativity and innovation.

Fotopoulos et al. (2009) surveyed 370 Greek companies; they find out that, leadership, process management, service design, human resource management, customer focus, Education and Training, and supplier quality management are critical success factors in TQM implementation.

Prof. N R Setty (2006) observes that the implementation and practicing of TQM in technical education institutes not only enhances the quality of the degree/diploma holders but also make them to cultivate the practice of total quality management. Therefore, when they enter a job in an organization, they are already aware of TQM, have imbibed a few TQM practices and developed a commitment to quality. This makes it very easy for the company to implement and practice TQM well. Such a quality education also makes the individuals to communicate better with others and understand their activities. This is essential and becomes a strong competitive advantage, because in a company one section becomes a customer to the preceding section and a supplier to the succeeding section. Understanding and communication among them will not only bring

harmony in the company but will help in achieving the desired quality and high productivity.

Edward et al., (2005) pointed out both six-sigma and lean management has evolved into comprehensive management systems. In each case the effective implementation involves cultural changes in organizations, how approaches to production and to servicing customers and a high degree of training and education of employees, from upper to the shop floor. Moreover, they concluded the Lean Six-Sigma concept emphasized on customer satisfaction, high quality and comprehensive employee training and empowerment and also leads to more benefits of the organization.

Hill, 1991 & Vouzas, (2004). Teams within institutions help employees become involved in issues that were previously top-management's responsibility.

Baidoun,( 2004) studied that common critical success factors of TQM (top management commitment; education and training; supplier quality management; employee involvement; vision and plan statement; Recognition and Reward ;customer focus) and that these factors have been applied to studies in similar environments of developing countries in general, and in the Arab countries in particular.

Abd-al-Qader (2004) explored the possibility of implementing the concepts of TQM at Mutah University. The findings of the study revealed that the ability to apply the TQM concepts was high in dimensions of



leadership, university mission, strategic planning, teamwork, computerized information system, customer satisfaction, employee involvement, scientific methods, and decision-making.

Sangeeta et al. (2004) considers education system as a transformation process comprising of inputs of students, teachers, administrative staff, physical facilities and process. The processes include teaching, learning, and administration. Outputs includes examination results, employment, earnings and satisfaction.

Sila & Ebrahimpour, ( 2003) studied that Both employee involvement and customer focus have been repeatedly identified as critical success factors for TQM in non-academic environments.

Oakland (2003) argues that each of the components of an organisation must work properly in order to maintain quality as each part, each activity, each person related to organisation affects others and get affected by them.

Chapman, R., & Al-Khawaldeh, K. (2002 ) *studied that* employees participation in decision making process should be considered as they know things from root level. Also this will benefit in evading confusions between top management and employees. Apart from these, every increasing customers' demands poses serious issue. This makes it actually difficult to meet both the deadlines and quality output. Therefore, to archive higher efficiency, we need to recognize employees' necessities. It is also noted that that it is the responsibility of top management to decide what process & policies to include, what tasks are to be done and how to

operate and organise business. Thus as they used to say in early days, to achieve successful business everyone should do what the top management decide.

Waks and Moti, (1999) studied that Total Quality Management is a management philosophy that focuses on perpetual process enhancement through the prevention of problems and errors. It requires the continual monitoring and control of processes. Performance and quality, the placing of the customer at the summit of attention as well as a sense of awareness, commitment and involvement on the part of the management, all the workers, the customers and the suppliers.

Kanji and Tambi (1999) classified the customers of higher education into primary and secondary groups on the basis of their locations, i.e. whether internal or external, and the frequency if interactions the institutions has with them. While the educator (as employee), is defined as the primary internal customer, the student (as educational partner), is the secondary internal customer. Similarly, the student is also the primary external customer and the government, industry and parents are the secondary external customers.

Wilkinson (1998) argues that TQM offers ways in which empowerment of employees can support an institutions' efforts not only in quality improvement, but in empowerment as well. Its approach places the responsibility for an institution' processes in the hands of those who know these processes best, and helps them to participate directly in the institutions' mission or purpose. In particular, the plan-do-study-act cycle

lies at the heart of the improvement process and represents the key to employee empowerment in that process.

Juran (1993) argues that there are two different kinds of customers: the external (clients, government regulatory bodies, and the public) that defines the quality of the service delivered and the internal (employees, different departments) that defines the quality of the processes associated with the delivering of services. Both external and internal customers have needs. A contemporary approach to quality such as TQM stresses the importance of satisfying those needs.

Gatchalian (1997) argues that empowered employees know how to better incorporate their skills in day-to-day work tasks, and thus, they can exercise better judgment and a sense of responsibility.

Coyle-Shapiro, (1997) Teams are generally viewed as more powerful and effective work entities than individuals. Teams, according to Lawler should be catholic, including employees from all the hierarchical levels, layers, and from all the departments of the enterprise.

Cleary (1996) while employers seek the commitment and empowerment of their employees, increased control over the work process is a cornerstone of TQM. Under TQM, continuous improvement is undertaken by those involved in a process and this introduces elements of bottom-up issue identification and problem solving. As a result, TQM may empower employees by delegating functions that were previously the preserve of

more senior institutional members and as a result institutionalize participation on a permanent basis.

Black and Porter (1996) place emphasis on Baldrige Award criteria, revealing ten critical factors for the successful implementation of TQM, and these factors are: supplier partnership, People and customer management, customer satisfaction orientation, external interface management, communication of improvement information, strategic quality management, operational quality planning, quality improvement measurement systems, teamwork structure for improvement, and corporate quality culture.

Ahire et al, (1996) expanded the practices even further and identified 12 factors that are critical for the implementation of TQM derived mainly from the literature, these factors are: Top management commitment, Customer focus, Supplier quality management, Design quality management, Benchmarking, use of statistical process control, internal quality information, Employee empowerment, Employee involvement, Employee training, Product quality, and Supplier performance.

Hertzier (1994) presents a comprehensive account of the literature on implementing TQM in higher education. The author reported and discussed historical development in TQM, implementation of TQM in educational settings and barriers to implementation. The author also suggested that the only barriers to TQM were lack of leadership in college and the reluctance of faculty members to treat students as “customers”.

A.V. Feigenbaum (1994) believes that education quality is the key factor in invisible competition between nations. It has happened since the quality of products and services is determined by the way that managers, workers, teachers, faculty, engineers and economists think, act and make decisions about quality.

Frahm, & Kathawala (1994), the future of training on issues related to quality should emphasize better training evaluation processes. Institutions spend a lot of money on training and, thus, need to check whether training is meeting strategic goals. He also supports the view that training can be evaluated by specific indicators like customer satisfaction, market share, and employee performance.

Voehl (1994), claims that total quality covers three senses, first 'every process' second 'every job' and third 'every person'. It points out that to ensure total quality each and every department of an organization must be responsible for the quality of their work.

Sallis (1993) explained that education is a service – value added to learners, where the learner is the primary external customers or client; parents and employers are secondary external customers; the labor, government and society are the tertiary external customers; and, teachers, administrators and support staff are regarded as external customers.

Juran (1993) argues that there are two different kinds of customers: the external (clients, government regulatory bodies, and the public) that defines the quality of the service delivered and the internal (employees,

different departments) that defines the quality of the processes associated with the delivering of services. Both external and internal customers have needs. A contemporary approach to quality such as TQM stresses the importance of satisfying those needs.

Bonstingl (1992) summarized in detail how TQM applies to higher educational reform. He suggested that the basic tenets in TQM's application to higher education involve synergistic relationships between faculty and students, continuous improvement through faculty involvement, evaluation of the learning institution's processes, and effective leadership by administration and senior faculty. The synergistic relationship between faculty and students is especially important given that this synergy often translates into teamwork and collaboration across the institution.

Bonstingl (1992) further noted that in a TQM organization everyone is considered to be a supplier and a customer. The university and faculty are suppliers of knowledge, learning environments, and learning tools to students. While universities and professors work together to develop the students' capabilities, the students work toward their own personal development and are the primary customers of faculty expertise and the university as a whole. Therefore, customer focus is considered to be a crucial aspect of TQM in higher education.

Scholtes (1992) argues that teams are needed for all institutions in order to make them work more flexibly and to develop mutual trust among members. In traditional management approaches each department needs to

take care of its own problems. In a TQM context the whole institutions need to care about quality improvement and not just in a departmentalized way. In this respect, institutions need cross-functional work groups that will deal with inter-departmental management problems. Empowering the employee is another important principle of TQM.

The above reviewed literature reflects on components of employee involvement. It plays vital role for implementing quality management in higher education institutions. The issues on employee involvement are discussed in this sub-section. The key words are determined from the above discussion in sub section 2.5 as: employee attitude, problem solution machinery, extracurricular activities and service improvement.

## **2.7 Review of Literature: Training**

Visiliki Brinia (2015) concludes that designing and implementing a training framework which evaluates the quality of higher education is essential as, worldwide, the educational programs are created in order to improve the employment opportunities and economic integration in the society. The way to achieve this reality is to focus on education and improve its quality. A unified framework would help towards this direction and it could become a useful tool for all stakeholders regarding the field of education and its extensions to all aspects of life.

Chowdhary (2012) in his paper talks about higher education sector that is characterized by diversity, students and course profiles and training to faculty 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.

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. He also focuses on giving training to faculty and administrative staff on benefits of TQM implementation in education industry.

Stukalina (2012) 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 through necessary training. The integrated educational environment, where students have an opportunity to develop.

Hani Samimi Sabet (2012) studied that to develop an adequate TQM program to define more filed in Malaysian universities Lack of training



plays an important role in implementation of TQM in Malaysian universities so managers have to provide suitable and adequate training programs for personnel. There is not an adequate funds for providing the training programs in universities so managers should care about it and they must have funding plan available to procure the knowledge and skills training that they need.

Salameh et al. (2011) tried to identify the requirements for implementing TQM in the Faculty of Planning and Management at Al-Balqa Applied University. Their results showed that the adoption of TQM was limited in Arab countries, particularly at higher education institutions. The results also indicated that there was a weakness in training for administrative leadership in the universities and colleges which is essential to the success of implementing TQM. Additionally, there was no concentration on teamwork, continuous improvement and coordination which lead to creativity and innovation.

Kohlbacher & Markus ( 2010) studied that there should be commitment to quality with the executive levels in the departments and also organizations. This applied to all organizations either higher education institutions and business, Attendance at information sessions and specially training provided for the top-level management showed commitment.

Satish (2009) 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 and training to faculty. This research broadens the scope of the applicability of quality management tools for enhanced students learning across varied cultural settings

Eagle and Brennan (2007) present the fundamental standards of TQM in higher education, they believe that they satisfy the customers (understudies), they urge employees to be responsible for the quality of their work and they promote feedback. Continuous improvement is a typical objective of all stakeholders included in the educational procedure. The management and dissemination of data and learning about the quality of service which is provided to customers (understudies) and additionally to all partners is the first step to enhance the effectiveness and performance. They also argued on providing advance level training to employees on TQM benefits.

Venkatraman (2006) values the importance of creating a TQM system that comprises of five components in order to meet the particularities and needs of higher education. These components are: establishment of partnership between all stakeholders. Focus on satisfying the desires and expectations of universities and all satisfaction, training focused on innovation management for continuous change and improvement. Creating bridges between internal and external partners.

Management of human resources must develop, respect and reward staff so it is adjusted to the objectives of the educational institution.

Rena (2006) in the article states how the Government of Eritrea offers both formal and informal training programs 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 implementation. This article also provides detailed account of technical and vocation education with special reference to skill development program along with training.

Abd-al-Qader (2004) explored the possibility of implementing the concepts of TQM at Mutah University. The findings of the study revealed that the ability to apply the TQM concepts was high in dimensions of leadership, university mission, strategic planning, teamwork, training to employees with computerized information system, customer satisfaction, scientific methods, and decision-making.

Sangeeta *et al.* (2004) concludes that education system as a development process consisting of observations of students, instructors, administrative staff and their training, physical facilities and procedures. The procedures compose of teaching, learning, and administration. While, output consist of examination outcome, employment, profit, and satisfaction

Charantimath, (2003) studied that Total Quality Management (TQM) is a management approach that seeks to achieve and sustain long-term organizational success by encouraging employee feedback and

participation, training to faculty and employees satisfying customer needs and expectations, respecting societal beliefs and values, and obeying governmental laws and regulations.

Abdul-Aziz (2002) management is dedicated to be constantly mindful of required development. Amidst the obligation that should to be emphasized is to restore and amend key components of the organization, create fundamental development in the organization, formulate a new job specification, settling struggles to be faced, to guarantee the cooperation of members and create an adequate plan to upgrade the administration of an organization. In order to publicize quality strategy across the organization, top management should create an organizational atmosphere that centralizes on constant development and adequate training facilities for employees on TQM.

Gallagher and Smith (2002) whose research took place in American Universities argued that for adults, advance training and transformative learning and the improvement of critical thinking need to become the cornerstones in order to shape the TQM in the educational process of human resources. These cornerstones respond to consumer loyalty, improvement in the analysis of facts and respect for individuals.

Zuckerman, (2000) studied that Students, their families, education and government administrator, all are requesting for good quality education for students. However, the question is that “what does high quality education mean?” Education and the results and consequences obtained from it, lack industrial attraction, due to a relatively long period needed to observe the

achievements which makes practice of quality in education even less favourable. He also studied that adequate training is necessary to be given to all the stakeholders for the purposes of TQM.

Walton Mary, (1993) argues that training is a vital element for any implementation of TQM in higher education institutions. The first level that has to define training is executive level in the organization

Juran (1989) concluded to focus on the customer, strategic planning, quality measurement and analysis, quality assurance, quality and productivity improvement results, top management leadership and support, and employee training and teamwork.

The above reviewed literature reflects on components of training. It plays vital role for implementing quality management in higher education institutions. The issues on training are discussed in this sub-section. The key words are determined from the above discussion in sub section 2.6 as: student communication skills, placement activities, training to employees as well as faculty.

## **2.8 Review of Literature: Team Work**

Zeyad Mustafa Hamed Khawka (2016) concluded that the Team-Training has got less standard deviation value of 0.24521 with a mean value of 3.082. This shows homogeneity in the answers and means that the trend of questioners is neutral; therefore the Teamwork comes with standard deviation and mean values of 0.20966 and 3.1219 respectively. The data analysis demonstrates a strong positive correlation between both the

Leaders' planning process and Teamwork with the value of 0.777 and the Teamwork and Staff Satisfaction with the value of 0.632, while no correlation was detected between Teamwork and Staff Perceptions of Quality of Patient Care. The research reveals the existence of the impact of Participative leadership on Teamwork and the value of that impact is 0.531; and the value of that impact of Teamwork on Staff Satisfaction is 0.854. Finally the research declares that there is no impact between Teamwork & Staff Perceptions of Quality of Patient Care because the significant value shall be more than 0.05. This conclusion can also be generalized in education industry as a part of service industry.

Hesham Moustafa Kamal Al-Din & Mohamed Mahmoud Abouzid (2016) made a study on, Extent of implementing the Total Quality Management Principles by Academic Departments Heads at Najran University from Faculty Members perspectives. The study identified the implementing degree of Total Quality Management (TQM) principals by Academic Departmental Heads (ADH) at the Najran University from faculty members' perspectives. It also found significant differences at the level ( $= 0.05$ ) in the responses of faculty members about assessing the implementing degree of Total Quality Management (TQM) principles by Academic Departmental Heads (ADH) at Najran University according to the study variables (gender, academic rank and experience years).

Bader (2015) studied that the primary objective of this study is to identify the factors that affect the effectiveness of teamwork in the Jordanian health organizations using TQM principles; top management commitment,

team training, leader's planning, leader's coordination, leader's motivation and participative leadership in addition to communication. The results showed statistically significant variation in perceived teamwork level in regard to leadership style, preferred working style, medical units and position. However, teamwork has been associated with a lower level of medical errors, a higher level of staff satisfaction and a higher level of quality of care. The study recommends improvement strategies in order to enhance teamwork to advance further in healthcare organizations such as top management support and commitment, continuous improvement, training, customer focus (Patients and staff), staff involvement and medical errors management.

Ajeigbe *et al.* (2014) studied that the practice of effective nurse-physician teamwork in the emergency department was improved by the administrative support in providing staff with training on teamwork. It also showed that nurse-physician teamwork training and practice in the emergency department were associated with feelings among nurses and physicians of improved job satisfaction. The results pointed to the need to invest resources in nurse-physician teamwork training and in operationalizing teamwork between nurses and physicians in the emergency department. Nurses and physicians could join their skills together in providing good quality care to the patients while maintaining a positive environment for both disciplines to thrive through teamwork practice. Genuine teamwork between nurses and physicians in any healthcare setting could contribute to creating a work environment with

reduced hierarchies between them, especially in the emergency department. Teamwork could also serve as an equalizer of hierarchies between nurses and physicians. When such an environment exists, the nurses and physicians could excel and coordinate their skills and efforts to deliver better quality care to the patients, resulting in increased teamwork and job satisfaction for both professions.

Ziad Lutfi Altahayneh (2014) made a study on, Implementation of Total Quality Management in Colleges of Physical Education in Jordan. The general purpose of the study was to investigate the perceptions of physical education faculty members regarding the application of TQM principles to colleges of physical education in Jordan. In addition, the study examined the extent to which those faculty members differ in their perceptions and the extent to which differences in perceptions were influenced by rank, educational level and years of experience. The sample consisted of 72 faculty members from four colleges of physical education in Jordan. They completed a 45-item questionnaire covering five dimensions of TQM namely: (1) commitment of top management, (2) employee involvement and teamwork, (3) training and education for quality, (4) strategic planning, and (5) focus on customer satisfaction. The findings of the study indicated that TQM principles were poorly implemented in Jordanian colleges of physical education. In addition, the findings revealed that academic rank, years of experience, and education level did not significantly affect the faculty members' perceptions of TQM implementation.



Awuor, E.O., Doris M.W. and Kimuthia, D.M. (2013) studied that Conflict role that may arise between professional and clinical issues can be avoided when team members work across disciplinary boundaries in the best interests of the patients. Therefore, conflict among team members needs strategies to be managed and avoided. Within a team, good relationships are essential to maintaining effective teams and facilitate a better understanding of team tasks. When individuals are supportive of their colleagues, they offer practical assistance, share information and solve problems collaboratively.

Dr. Shakuntaben (2013) studied that Within the context of TQM, teamwork is an important outcome and a condition for continuous improvement Teams are generally viewed as more powerful and effective work entities than individuals. Teams, according to Lawler should be catholic, including employees from all the hierarchical levels, layers, and from all the departments of the enterprise. Teams are needed for all organizations in order to make them work more flexibly and to develop mutual trust among members.

Fernandez, R., Kozlowski, S., Shapiro, M. and Salas, E. (2008) argue that Teamwork process is the core of what contribute to team effectiveness and makes it ultimately successful. Processes describe subtle aspects of patterns and interactions among team members that transfer input into output Processes therefore, form the knowledge, skills and attitudes (KSAs) and combine collective resources that are critical to team performance effectiveness and facilitate accomplishing team goals.

Teamwork varies over time depending on the level of the required team activities so; different knowledge, skills and attitudes are required during team process.

Evans, J.R. and Lindsay, W.M. (2007) stated in their book that the leader is not necessarily the most senior But whoever has experience at hand in organizing, staffing, controlling, directing and planning, knows team members and their roles/responsibilities and make and maintain channels that enables members to do their work As well, leadership means is evident in creating both financial and human resources in the face of resource constraints. They also added that team work is also one of the important components of TQM for any organization.

Sallis, Edward and Jones, Gary (2001) studied that a team needs to develop beneficial team behavior. Peter R Scholtes and his collaborators have argued that the keys to good teamwork are „beneficial team behaviors. “These are things that ideally all team members should be able to do. They include the ability to, initiate discussions, seek information oration and opinions, suggest procedures for reaching goals, clarify or elaborate on ideas, summarize and express group feeling.

Barlosky, Martin and Lawton, Stephen (1995) studied that *A team needs its roles to be clearly defined*, It is important to know who is leading a team and who is facilitating it. The distinction between the leader and the facilitator is one that is often used in TQM. The leader’s role is self-evident. It is the person who provides the mission and the drive to the team. The facilitator or quality consultant has a more novel role. The

facilitator assists the team to make the best use of problem-solving and decision-making tools. The leader can carry out this role, but it is difficult for a person to combine both roles successfully in the same way that it is difficult both to chair a meeting and to take the minutes. Other important roles within the team include research, note taking and external relations.

Barlosky, Martin and Lawton, Stephen (1995) studied that Teams will be helped in the formation stages if senior managers share their vision with them and provide them with clear guidelines. However, the managers' agenda must not be too detailed or it will stifle the inherent creativity of the team. The team's remit should give them direction and the knowledge that managers value their efforts. Some teams never form, but if they do they proceed to a more difficult second stage known as *storming*. This can be an uncomfortable period. This is the stage when members realize the scale of the task ahead and may react negatively to its challenges.

Nato Alavidze, Irma Grdzeldze, and Konstantine Sirbiladze (1991) studied that application of teamwork has often been limited to curriculum and management functions. To build an effective TQM culture, teamwork needs to be extended and must penetrate and permeate throughout the institution. It needs to be used in a wide range of decision-making and problem-solving situations. It must exist at all levels and across all functions and should include both academic and support staff. A well-functioning institution should consist of a large number of overlapping teams. Teams should not consist exclusively of academic or support staff. Mixed teams of academic and non-academic support staff have an

important role to play. Some teams will have a long life, while others take on short-term tasks. Teams have the advantage of involving the maximum number of people in the total quality process. It is useful to think of the TQM institution as a series of overlapping teams. The synergy required to make quality improvements comes from people working in harmony. Quality improvement is hard work, and this is best approached with the support of others. The teams have a number of important functions that include being: accountable for the quality of learning, responsible for making quality improvements in their area of responsibility, a vehicle for monitoring, evaluating and improving quality a conduit of information to management on the changes necessary to improve provision. They also explained that Teamwork is based on mutual trust and established relationships. Only when a team has an identity and purpose can it operate effectively. Teams do not come ready formed. They have to go through a formation process that is critical to their ability to function. Teams need time to grow and mature, and it is generally recognized that teams go through a growth cycle.

The above reviewed literature reflects on components of team work. It plays vital role for implementing quality management in higher education institutions. The issues on teamwork are discussed in this sub-section. The key words are determined from the above discussion in sub section 2.7 as: quality circle programs, teamwork spirit and management efforts towards teamwork.

## **2.9 Review of Literature: Continuous Improvement**

Lawrence and Sharma (2002) describe a key problem, namely the difficulty educators and administrators have in defining the key definitions of *customers* and *quality*. In their report they discuss the difficulties when defining educational customers as the students themselves. They report that educators may believe that students would want easy classes and easy grades. If educators listened to the customer this would result in what Lawrence and Sharma call ‘edutainment,’ rather than providing a challenging environment for students. They also suggest that a key problem in following the TQM methodology is that students will drive curriculum changes that meet the immediate skill needs of employers, but at the expense of true knowledge and self-fulfillment. This definition of student as customer then is at odds with the more traditional concept of education. Lawrence and Sharma go on to say that the use of TQM or BSC in education is “an attempt to subvert the educational and democratic process in favor of business interests”

Doerfel and Bruben (2002) both Baldrige and the Excellence in Higher Education criteria (EHE) have generated feedback that these frameworks are beneficial for improving communication, benchmarking, determining and emphasizing organizational strengths, determining areas for improvement, and engaging both faculty and staff in the higher education planning processes.

Baldwin, (2002) argues that there have been success stories of quality improvements within higher education, others report that the CQI and

TQM methods attempted within their higher education institutions have been reduced in scope or dropped entirely.

Nixon (2001) indicates that one way to define quality is the way accrediting agencies do, by generally defining quality as improvement in student learning. Nixon goes on; however, to indicate that one problem in defining quality in education is the number of factors that influence student learning. Simply reviewing student satisfaction reports is not sufficient. Instead she recommends the use of a service model to measure quality on five dimensions: (a) tangibles, or what facilities and equipment are available to students; (b) reliability, defined as how well the services promised align with the services received; (c) responsiveness, or how well the institution responds to student needs; (d) assurance, or the knowledge of employees and their courtesy towards others; and (e) empathy, the individualized and caring attention to student needs

Helms and Williams (2001) identify this system as a key challenge to TQM implementation in higher education. The tenure system generally has three components, teaching, research, and service, with the focus on research increased after tenure is achieved. They suggest that these three focal points of faculty performance may be at odds with student needs and expectations, resulting in what students perceive to be 'poor quality' education. They quote a Business Week survey of graduates, which indicated students' perceived time spent in research resulted in poorer quality instruction. A shift towards student satisfaction could then be at odds to the tenure system, which may result in faculty resistance.

McAlary (2001) suggests another compelling reason to adopt Continuous Quality Improvement approaches: Colleges and universities are beginning to outsource non-academic department services unless it can be demonstrated that they add value to the organization. He quotes Jack Hug, assistant Vice Chancellor at University of California at San Diego as saying, “today our customers tell us what they want, when they want it, and how much they are willing to pay for it. They also tell us that if we cannot provide what they want, then they will get it from somewhere else”

Kaplan and Norton (2001) detail the city of Charlotte, North Carolina’s BSC, which included measures such as competitive tax rates, maintaining AAA rating, increasing positive contacts between government officials and customers, and achieving a positive employee climate. For each of these measures, leaders established a goal and measured trends to track performance and make improvements where needed.

Downey (2000) studied that educational organizations are attempting continuous quality improvement due to increases in costs, competition, and changes in student expectations and needs. It is also studied that reduced institutional funding and increased accountability requirements from the state influenced university presidents to implement TQM. Even outside the U.S., increased competition and reduced funding are driving educational institutions to look at continuous improvement programs for their colleges.

Hatfield (1999) explained that asserts that continuous improvement at a department level will work when the appropriate data are used as a part of the CQI process. She also recommends identifying only a small number of

goals, making the process a continual one, and benchmarking whenever possible.

Bogue, (1998) studied that Numerous programs adopted within higher education could fit within either definition, including accreditation and academic program review. Both accreditation and academic program review was created specifically for education in an attempt to assure the quality of academic programs. Neither program, however, is free of criticism. Critics of accreditation indicate that it is only a periodic exercise built on low standards, and academic program review is sometimes thought to be more busywork than an actual continual improvement program. While an analysis of the use of accreditation and academic program review would give us additional insight into continuous improvement processes in education, it is outside the scope of this study

Goetsch & Davis, (1997) studied that elements include ties to an institutional strategic plan, employee empowerment and teamwork, continuous process improvements, collaborative work, and the use of a scientific approach to process analysis. Underlying the entire concept is the philosophy that improving quality improves customer satisfaction, which in turn improves business performance.

Roopchand (1997) determined that successful implementation of quality improvement processes required fundamental changes, including moving towards a student-centered, rather than faculty-centered or institution-centered, approach to programming and services. This would require a shift in values as well as a shift in the culture of educational institutions.



Bush (1995) studied that Organizations of higher education can be described as open systems, as they are influenced by and react to many external pressures – from parents, government, local communities, and business and industry. For some higher education institutions, continuous improvement may have been initiated from a genuine concern about improving the quality of educational services.

Fritz (1993) made the determination there was a significant gap between perceptions of need and actuality when looking at rewards tied to improvement programs. Most personnel indicated that rewards were important, however they were seldom implemented. Fritz therefore recommended that reward systems be better understood amidst the concern that if administrative employees are not rewarded as a result of efforts, they will leave the educational environment for business and industry where rewards such as promotion are more available. Due to the limited number of studies focusing on the use of rewards tied to TQM/CQI, this will be an important factor for this research to pursue.

Zimmerman (1991) studied that corporate universities have been created by business organizations to provide for the education and training needs of their employees and now are competitors for higher education institutions. Zimmerman goes on to recommend that higher education institutions adopt continuous improvement methods to improve quality and become more efficient organizations.

Deming (1986) generally thought of as the father of TQM, detailed 14 points for management in a TQM environment. These included (a)

consistency of purpose toward improvements, (b) adopting a new philosophy, (c) ceasing dependence on inspections for quality, (d) not awarding business based just on price, (e) constantly improving products and services, (f) including training for employees, (g) changing from a management to a leadership philosophy, (h) driving fear out of the organization so people can do their best work, (i) breaking down barriers between departments, (j) eliminating slogans such as *zero defects*, (k) eliminating quotas, (l) eliminating numerical goals, (m) removing barriers to high quality, (n) removing annual merit increases, (o) instituting programs of self-improvement, and (p) including everyone in the company in the transformation process.

Crosby (1979) gave theory on continuous improvement in quality education in higher education that TQM has taken on many forms, both in business and education; however, there seems to be general consensus among authors that TQM involves at a minimum the concepts of consensus decision-making, a shared focus on customer satisfaction, and continuous improvement. Quality and customer satisfaction are key, and therefore most improvements address these two key areas. Organizations which have implemented TQM exhibit eleven critical elements: (a) they are strategically based; (b) they are customer focused; (c) they are obsessed with quality in all areas; (d) they use a scientific approach to analyzing quality and improvements; (e) they have a long-term commitment to TQM; (f) they use teamwork extensively; (g) their systems are continually improved; (h) they focus on education and training for all employees; (i)

they involve and empower their employees; (j) they encourage collaboration at every level; and by doing so, (k) they allow their managers to have more time for activities such as finding new markets rather than fire-fighting problems.

The above reviewed literature reflects on components of continuous improvement. It plays vital role for implementing quality management in higher education institutions. The issues on continuous improvement are discussed in this sub-section. The key words are determined from the above discussion in sub section 2.8 as: stakeholders` role, learning opportunities to the students, complaints resolution and empowerment to faculty, students, management including top level management.

## **2.10 Research Gaps Identified**

The following research gaps are identified by evaluating the literature reviewed and existing proposal for the purpose of the present study.

- (1) TQM concept is related with management commitment in any organization including service sector. Higher Education (HE) of India is passing through its restructuring period and some of the issues identified during previous literature reviewing of the present study in relation to management commitment are mentioned as key words in the above paragraph. The structured questionnaire is prepared by covering student focused education, performance evaluation, management roles are played in different areas. In the

present study, target population comes from the various disciplines which has extended dimension in such investigation.

- (2) TQM concept is related with system approach to management in any organization including service sector. Higher Education (HE) of India is passing through its restructuring period and some of the issues identified during previous literature reviewing of the present study in relation to system approach to management are mentioned as key words in early discussion. The structured questionnaire is prepared by covering parent teacher interaction, service quality, role of various committees formed by top level management and management role played in different in different areas. In the present study, target population comes from the various disciplines which has extended dimension in such investigation.

- (3) TQM concept is related with customer satisfaction in any organization including service sector. Higher Education (HE) of India is passing through its restructuring period and some of the issues identified during previous literature reviewing of the present study in relation to customer satisfaction are mentioned as key words in the early discussion. The structured questionnaire is prepared by covering parent teacher interaction, industry institution interaction, student facilities, use of digital network, service quality, role of various committees formed by top level management and management role is used in different areas. In the present study, target population comes from the various disciplines which has extended dimension in such investigation.

- (4) TQM concept is related with employee involvement in any organization including service sector. Higher Education (HE) of India is passing through its restructuring period and some of the issues identified during previous literature reviewing of the present study in relation to employee involvement are mentioned as key words in the early discussion. The structured questionnaire is prepared by covering employee involvement in service quality, policy matters, role of various committees formed by top level management and management role is used in different areas. In the present study, target population comes from the various disciplines which has extended dimension in such investigation.
- (5) TQM concept is related with training any organization including service sector. Higher Education (HE) of India is passing through its restructuring period and some of the issues identified during previous literature reviewing of the present study in relation to training are mentioned as key words in the early discussion. The structured questionnaire is prepared by covering, training to faculty, students and employees, management, role of various committees formed by top level management and management role is used in different areas. In the present study, target population comes from the various disciplines which has extended dimension in such investigation.
- (6) TQM concept is related with team work any organization including service sector. Higher Education (HE) of India is passing through its restructuring period and some of the issues identified during

previous literature reviewing of the present study in relation to team work are mentioned as key words in the early discussion. The structured questionnaire is prepared by covering, teamwork amongst employees, students, staff members and others. In the present study, target population comes from the various disciplines which has extended dimension in such investigation.

- (7) TQM concept is related with continuous improvement any organization including service sector. Higher Education (HE) of India is passing through its restructuring period and some of the issues identified during previous literature reviewing of the present study in relation to continuous improvement are mentioned as key words in the early discussion. The structured questionnaire is prepared by covering, suggestions and feedback by internal stakeholder, faculty, students, administrative staff and top level management. In the present study, target population comes from the various disciplines which has extended dimension in such investigation. The above gaps are also useful to apply in HEIs of India as to develop them with the help of treating them as learning organization. Learning organization`s culture, knowledge performance, research performance, learning climate, individual learning, team learning and organizational learning are important dimensions of public sector HEs of India.

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