



RESEARCH PAPER

Measuring the Practices of Quality Management in Teacher Training Institutions: A Quantitative Analysis

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PAPER INFO	ABSTRACT
Received: October 15, 2018	<p>This study was intended to determine the practices of quality management adopted by the administrators of the teacher training institutions in Punjab Pakistan. The study was delimited to thirty (30) GCETs and ten (10) campuses of the education university out of which 40 Principals and 60 teachers were selected by using Simple Random Sampling (SRS) technique. A five point rating scale was developed keeping in view the Juran and Demings' Quality management frame work for the leaders and administrators. The same questionnaire was administered to the Teachers to cross check the opinions of the Principals for authenticity of the results. The collected data were analyzed by applying inferential as well as descriptive statistics. The results revealed the poor practices of quality management adopted by the administrators in these institutions. The paper suggests providing a special training to all the Principals regarding quality management and the inclusion of a new subject entitled "Managing Quality in Teacher Education" in all the teacher training programs</p>
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Introduction

The present era draws the attention of the educational as well as the general community to look into the standards and quality of teacher education seriously because this sub system is considered the hub of all the educational activities and matters. All the different fields of life and departments take the light of knowledge, skills and expertise from the respected teachers which are of course the product of teacher education. Teacher education means "The plans and programs devised for the preparation of teaching knowledge, formulation of teaching strategies, tactics and command over different methodologies for the personnel entering in to the

field of teaching at different levels” (Aggarwal, 2005). So in this context, it enjoys universal significance and importance and becomes obligatory to all the educational community to make better the teacher education with a new active and dynamic look in to all subsystems of education. The most important means for improving the standards of education in the present scenario is to upgrade the quality management level of teachers training institutions. “The management quality of any educational institution is based upon the traits like vision, capabilities, sincerity, commitment, devotion to duty and the management skills adopted by the manager or head of the institutes. The modern era demands the newly emerging management skills like quality management skills to upgrade and to best achieve the objectives of any educational institute”. (Smith, 2009)

The question arises here is that what is quality and its management principles that a visionary and committed manager must have in his/her mind while managing an organization. The concept of quality is based on the various numerous ideas; for instance it can be viewed in terms of perfection and consistency in achieving the standards of some program, product and organization at excellence level with zero defects (Harvey and Green, 1993). Quality and Quality management are two different concepts ; Quality is a broad and comprehensive in different aspects while Quality management is limited to the managers and is a tool used by the administrators to well manage the human, material and financial resources with a fine touch of quality set benchmarks. They can adopt and implement the quality management principles presented by different experts in this field like Deming and Juran known as the fathers of Quality Management. (Arcaro, 1997)

The term Quality and Quality management was firstly introduced by the Higher Education Commission (HEC) of Pakistan in 2002 in the institutions of higher education particularly, in the Universities including public and private sectors. Therefore, most of the heads of the institutions of higher education are still lacking the complete awareness about quality management (QM). To improve the quality of education at any level is dependent upon the quality of the teachers and teachers are of course, the product of the Teacher Training institutions (TTIs). So in this context, the quality management level of the TTIs seems inevitable in order to enhance the overall quality of the education (Sharma, 1993).

The fate of any nation is shaped in the hands of their teachers because they can make a nation strong and paralyze. In Pakistan, unluckily, the situation of this subsystem of teacher education seems deteriorating owing to the indifferent attitude of the government, administrators, leaders as well as the general public. The NGOs, private agencies have prepared so many reports on the declining management situation of the teachers training institutions in Pakistan. According to UNESCO report (2006):

“The management standards in the public sector Teacher education institutions in Pakistan have fell prey to deterioration due to less or no awareness of administration

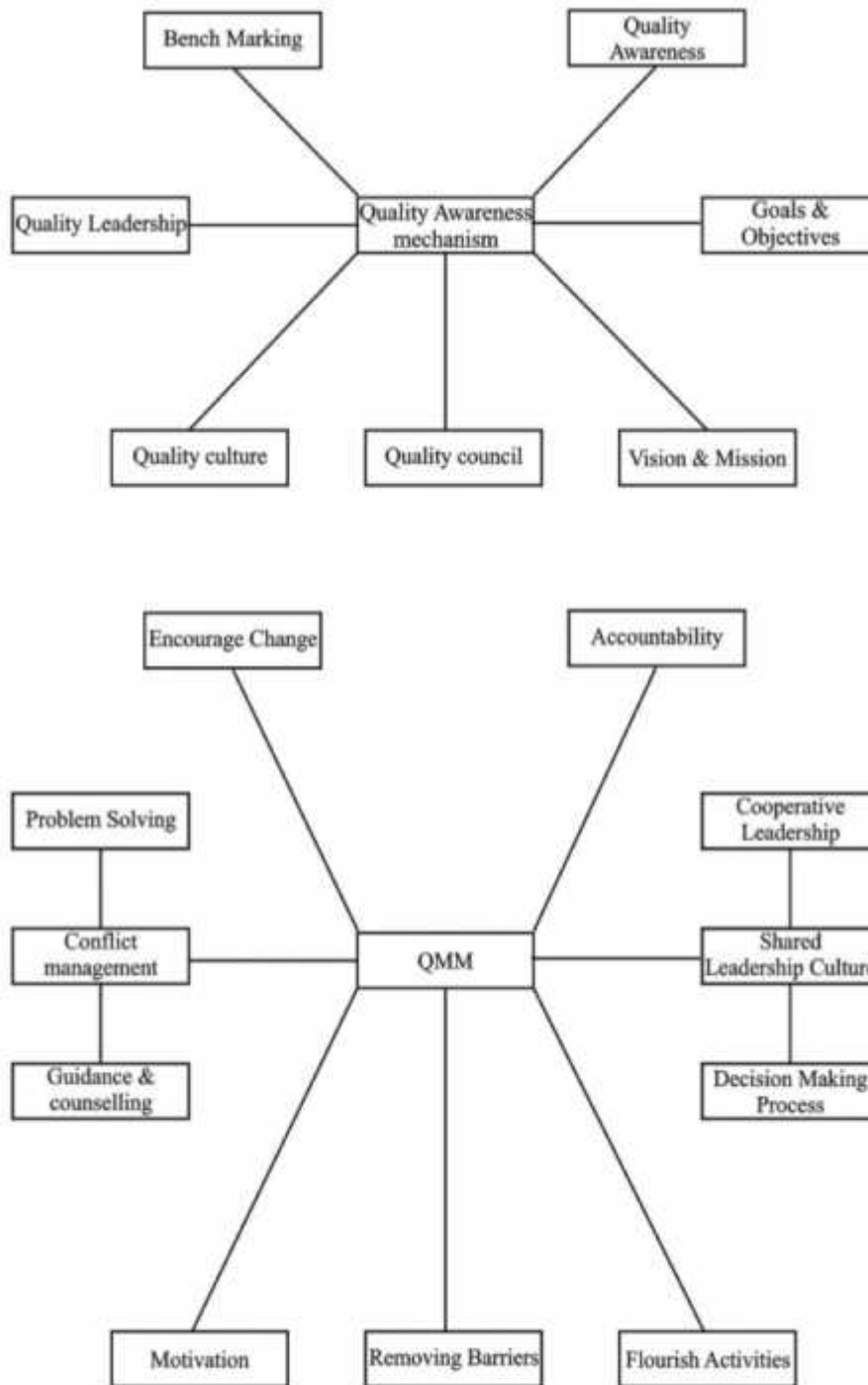
regarding quality management and meager expertise in managing quality with the lower levels of financial and material resources and the indifferent attitude of the government and leadership. The support of the other factors in managing quality and upgrading standards like teacher commitment and competence, strong evaluation system and the well built monitoring and accountability system seem disappearing which further perish the system of quality management”.

In a recent report published by UNESCO (2010) about teacher education shows that:

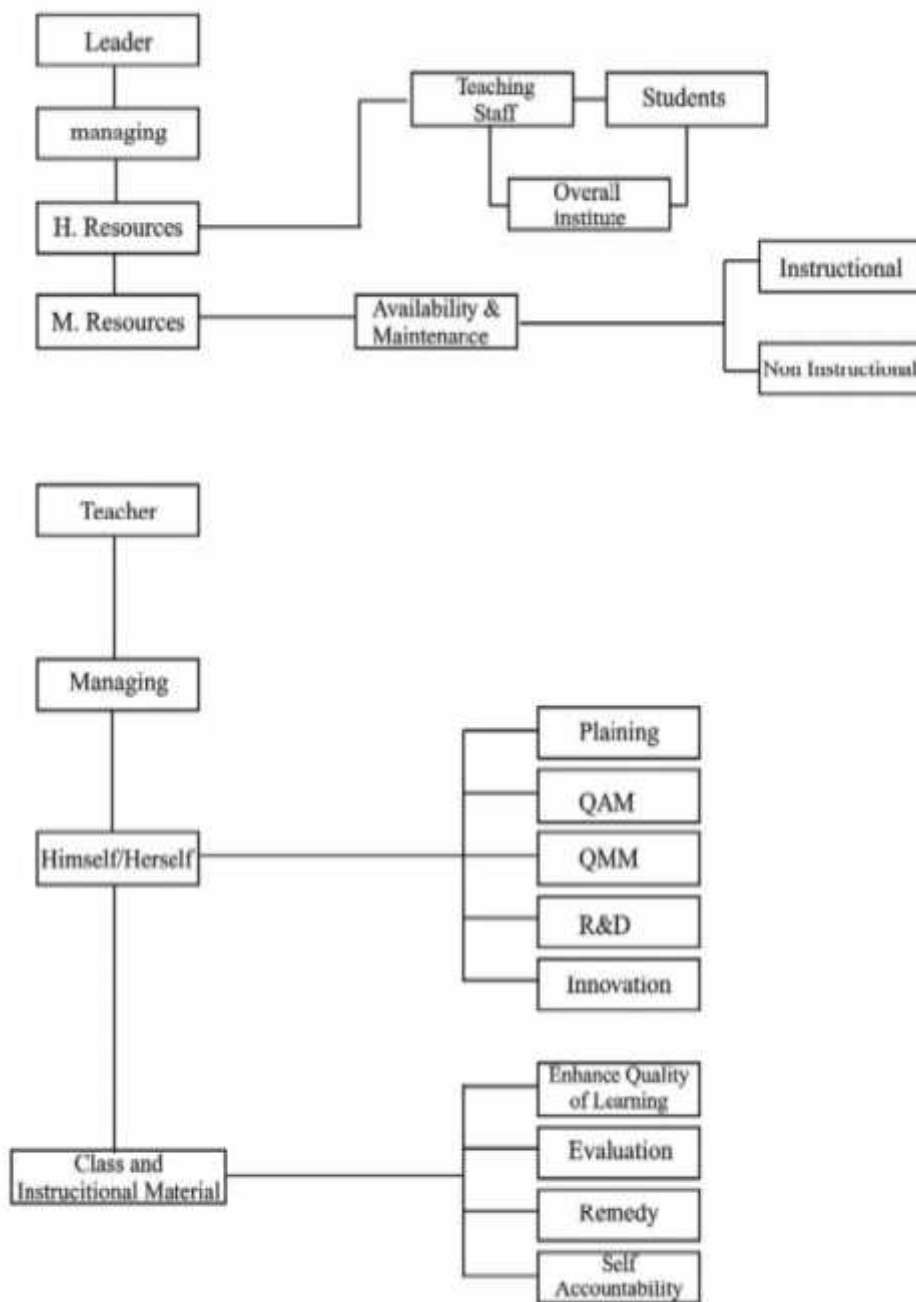
“The standards of education at school level generally stands falling , this is owing to the breach in the quality of Pakistani institutions of teacher education, particularly, with reference to quality management that seem in an alarming and declining state, via a deep cause of lowering management practices eventually found below the quality set benchmarks by the higher education commission and owing to least priority based sector and low status of the teachers on behalf of the political government in Pakistan”.

The different studies conducted on the same perspective also showed quite dissatisfaction on the management of the administrators of the teacher training institutions in Pakistan. Javaid, 2008, Jabeen 2010, Dilshad 2010, Akhtar 2007, Hussain 2008 and Farooq 1990 conducted studies on the different aspects of teacher training institutions in which the management indicator was also highlighted. The result of this indicator of quality in teacher education was found too much poor and declining. So, keeping in view the results of the already conducted studies in Pakistan on teacher education, it becomes very necessary to have a deep and good look on the quality of the teacher training institutions in Pakistan. This paper attempts to measure the practices of quality management adopted by the Principals from the teacher training institutions in Pakistan. The overall quality depends on the vision of the manager that how he or she manages the human, financial and material resources on the lines of new concept of quality management. The study may prove helpful for the educationists to improve the quality of education at all levels. It may become helpful for the Principals to have a better position in implementing the changes in the process of management as per the prescribed framework of the study.

Framework regarding Quality Management Practices by Dr. Deming



Quality awareness and quality management mechanism for leaders (by Deming)



Materials and Methods

In Punjab, there are sixty four (64) teachers training institutes out of which 42 are run by the government sector, 14 have autonomous status and 08 are operated by the private sector. The specific teacher training institutions in Punjab in the government sector are 33 while ten institutes of the University of Education are included in the same status and category (UE, 2009). This study was delimited to 30 GCETs and 10 campuses of the University of Education. All the Principals (40) and randomly selected sixty (60) teachers of these institutes were selected for the generalization of this study.

After a thorough review of the literature related to quality awareness and quality management mechanism as shown in figure 1 and 2, a Likert scale was developed for the Principals and Teachers from GCETS and UE campuses. The questionnaire was consisted of 18 statements, nine (9) concerning quality awareness and the same (9) regarding quality management mechanism. On each statement, the opinions of the Principals were taken along with the teachers in order to validate the statements. In order to find out the difference in opinions of the principals and teachers, the parametric test of significance z was applied. Every statement was divided into five grades and given quantification from 1-5.

A= always, M= mostly, S= sometimes, R= rarely, N= never

A= 5 M= 4 S= 3 R= 2 N= 1

Questionnaire was got validated by the experts opinions regarding the content and face validity. The reliability of the tool was also sought after pilot testing on a reasonable sample of the Principals (05) and ten (10) teachers. Alpha coefficient was applied in order to find out the internal consistency of the tool which was found .89 and .87 on behalf of the Principals and teachers respectively. The final version of Quality management practice scale (QMPS) was finalized for the study sample. The researcher personally administered the Questionnaires on the selected sample. Total score was computed after awarding marks to each statement. To reach certain conclusion, the descriptive statistics like percentage, arithmetic mean and standard deviation were used to reach the conclusions. Z-test was also used to compare the difference significant and insignificant between the opinions of the groups lying in the population. The quality point (QP) in this study was fixed as 3 which is also known as norm score. The statements having weight age below the norm score (3) were taken as negative and statements having weight age above the norm score (3) were considered as positive with reference to quality management.

Results and Discussion

Table 1
Quality Awareness Mechanism

S:NO	Indicators of Quality	Groups	N	Mean	S.D	CV	TV
1	Received Trainings on Quality Management	Principals	40	2.63	1.08	.83	1.96
		Teachers	60	2.55	1.31		
2	To communicate about the goals and objectives of the institute	Principals	40	2.73	1.03	.98	1.96
		Teachers	60	2.67	.98		
3	Briefing on the development of Vision and Mission statement	Principals	40	2.13	1.01	.87	1.96
		Teachers	60	1.98	.98		
4	To talk about the utility of Quality Council	Principals	40	2.48	1.02	1.23	1.96
		Teachers	60	2.23	.98		
5	To give briefing on the establishment of quality culture	Principals	40	2.73	1.21	1.79	1.96
		Teachers	60	2.31	1.01		
6	Introduce the term Benchmarking	Principals	40	2.02	.98	.67	1.96
		Teachers	60	1.98	.85		
7	Initiate Collaborative decision making	Principals	40	2.75	1.31	1.03	1.96
		Teachers	60	2.31	.87		
8	To introduce the advantage of self accountability	Principals	40	2.02	1.12	1.54	1.96
		Teachers	60	1.85	1.01		
9	Quality management principles are introduced	Principals	40	2.34	.89	1.05	1.96
		Teachers	60	2.03	1.02		
Mean Combine on Indicator (I) and the value of critical z		Principals	40	2.43	1.07	.45	1.96
		Teachers	60	2.21	1.00		

Table2
Quality management mechanism

Sr.	Indicator	Groups	N	Mean	S.D	CV	TV
1	Trainings on Quality Management are held regularly	Principals	40	2.48	1.23	1.65	1.96
		Teachers	60	2.23	1.02		
2	Maximum objectives are tried to be achieved	Principals	40	2.85	.88	1.43	1.96
		Teachers	60	2.76	.79		
3	Vision and Mission statements are provided to employees	Principals	40	2.04	1.01	1.23	1.96
		Teachers	60	1.99	.79		

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4	Quality Council actively does its function at the institute	Principals	40	2.03	.78	.089	1.96
		Teachers	60	1.85	.98		
5	Quality management principles are followed	Principals	40	2.54	1.01	1.62	1.96
		Teachers	60	2.05	.98		
6	Guidance and counseling units are utilized properly	Principals	40	1.98	.78	.78	1.96
		Teachers	60	1.54	.87		
7	Motivational techniques are used to improve the quality	Principals	40	2.87	1.23	1.56	1.96
		Teachers	60	2.56	.98		
8	Each and every employee in the institute keeps himself/herself prepare for accountability	Principals	40	1.85	.78	.98	1.96
		Teachers	60	1.67	.98		
9	All the barriers are removed in the workmanship	Principals	40	2.87	1.02	1.04	1.96
		Teachers	60	2.55	.89		
Mean Combine on Indicator (II) and the value of critical z		Principals	40	2.39	.96	.63	1.96
		Teachers	60	2.13	.81		

Table 1 show about the first aspect of quality management which is about the quality awareness mechanism comprising nine statements as given in it. The opinions of the Principals were sought and were cross checked by the opinions of the teachers of those institutions for the purpose of authentication of results. The mean score and standard deviation were calculated against each statement on behalf of the study sample. The difference between the opinions of the study sample against each statement was also determined by applying z test. On statement 1, the mean score of the study sample was below the quality point (QP) 3, which shows that no proper training on QM is provided to the managers as $CV < TV$. The statement 2 showed that the principals do not properly communicate to the faculty about the objectives of their respective institutions which was validated by the faculty mean score about the same statement with z value 0.98. The development of vision and mission statements from within the institution is a key element in the quality management, but this element was found missing on behalf of the Principals and validated by the faculty. The results of the study highly favor the results of the study conducted by Jabeen 2010 and Javaid 2008. On statement 4 which was about to give briefing about the significance, utility and establishment of the Quality Council within the dynamic faculty members with a better how know of quality on behalf of the principals, the mean score remained

below the norm score (3). The difference in opinions about the same statement on behalf of the Principals and faculty was insignificant. This shows that the principals do not lay emphasis on the significance of Quality Council and quality culture within their respective institutions. The results on these statements are in line with the results of the study conducted by Akhtar 2007. Benchmarking is another important term which is used in managing quality. The well reputed organizations with quality output are visited and the standards are utilized in the other institutions that are termed as benchmarking. It is considered the paramount responsibility of the managers to introduce the same concept to the faculty and the employees. On this statement, the mean score of both the groups remained below the QP and no significant difference was found between their opinions as z value was 0.67. Collaborative decisions are very significant in upgrading the quality and standards of any institutions which becomes obligatory to all the managers and heads of the institutions. On statement 7, the mean score was found below the QP and duly authenticated by the faculty with mean score 2.31. Z value showed that no significant difference exist between the mean scores of the managers and faculty against statement 7. The statements 8 and 9 also showed the lower mean scores as compare to QP on behalf of the principals and validated with the mean score values 1.01 and 2.03 on behalf of the faculty. To create the sense of self accountability in the employees and to make them aware about the quality management principles is the prime duty of the quality manager. The analyses of the statements 8, 9 showed that the principals do not perform this prime responsibility. The overall mean score value on the indicator Quality Awareness Mechanism (QAM) on behalf of the Principals and Faculty were found 2.43 and 2.21 respectively. The results of the studies by Farooq 1999, Hussain 2002 and Dilshad 2010 support the results of this study. No significant difference was found between the opinions of Principals and Faculty on this indicator. The results in this connection show that the quality awareness mechanism on the part of the managers/ principals was too much declining.

Table 2 is about the management mechanism comprising the same items as were there in QAM. This was the indicator related with the implementation plan regarding quality management which the managers/principals sometimes unintentionally adopt as a common sense that may fall in the category of QM. Mostly the statements were the same as were asked from the Principals in QAM except a few statements. The Mean combine value on this indicator comprising 9 statements were found 2.39 and 2.13 on behalf of the Principals and Faculty which are below the QP (3). The critical value z also showed that the opinions of both the faculty and the Principals about the QMM were the same. In short, the results on both the indicators on the part of principals were quite dissatisfactory.

Conclusions and Recommendations

The results of the study showed that the Principals were not properly aware of the real concept of Quality and Quality management. Most of the Principals were not well aware of the objectives of the institute therefore, they did

not communicate to the faculty properly. Principals, mostly, do not have had the democratic attitude in making decisions in different matters. Most of the Principals do not have the idea about the establishment and significance of Quality Council. All these deficiencies of the Principals were validated by the opinions of the faculty members. The Principals do not rely on the concept of self accountability in different management and financial matters. Separate guidance and counseling units were lacking in the teacher education institutions as the principals were not aware of the importance of these units. All the Principals were fully unaware of the quality management principles given by Dr. Deming and Joseph. M. Juran. In the light of the conclusions, it was recommended that a proper training program should be launched for the Principals regularly to give them proper awareness about Quality and Quality Management. A booklet having comprehensive details on quality and quality management parameters and principles should be provided to each Principal and faculty members. A separate discipline entitled "Managing Quality in Teacher Education" should be included in all the teacher training programs. Experts in the field of Quality Management should be hired for the purpose of training.

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