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IMPACT OF DEMOGRAPHIC FACTORS ON TOTAL QUALITY MANAGEMENT (TQM) AMONG ELEMENTARY SCHOOL TEACHERS

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ABSTRACT

The main aim of this study was to know the impact of demographic factors on Total Quality Management in Murshidabad District. Researcher Selected 410 Government and Private Elementary School Teachers as a sample and used Stratified Simple Random Sampling technique for conducting this study. Four research hypotheses directed, guided the study. Teachers Attitude towards Total Quality Management Scale was used, developed by researcher himself. Differential Analysis test: 'T' test, ANOVA techniques were used by the researcher to analysis the data. The investigator found that female elementary school teachers exhibit more positive attitude towards Total Quality Management than their male counterpart ('t' value 2.74, p <0.05). The researcher observed that Urban elementary school teachers had a more positive attitude towards TQM than rural elementary school teachers ('t' value 6.52, p <0.05). Private elementary school teachers had a more positive attitude TQM than Government elementary school teachers ('t' value 6.87, p <0.05).

KEYWORDS: *Total Quality Management, Demographic Factors, Elementary School Teachers*

INTRODUCTION

Education is the path to enlightenment and empowerment for a better and higher quality of life. An educated man is truly an asset to the country. The primary aims and objectives of education is not just getting knowledge but also to develop attitude, body, mind, soul and more importantly a responsible citizen. Today, quality of education is the crying concern because in this competitive world if educational institution fails to maintain quality, required standard then they will fail to achieve the predetermined aims and objectives. The Kothari Commission Report (1966) says, **"Of all the different factors which influence the quality of education and its contribution to the national development, the quality, competence and character of teachers are undoubtedly the most significant".**

The National Education Policy (NEP) 2020 also gives emphasis on quality of education. In order to improve the quality of education, the main target is not only to improve cognitive aspect but also to develop, foster problem-solving, critical thinking abilities.

So, for an educational institution to survive, grow well in today's competitive world or environment, each and every individual should actively take part in the value adding activities especially in the teaching-learning process. As Total Quality Management states the continuous improvement is the part of educational system, so we can say that attitude towards Total Quality Management play an important role for improving the quality of education. The present study main purpose is to find out the factors influencing the total quality management of elementary school teachers.

Background of Study

The report of different Committees appointed by the government of India shows that the quality of elementary education (EE) has been a subject of acute worry despite the massive growth of EE over the last five decades in India. Particularly in underdeveloped regions, the fight to expand access to excellent elementary education on a worldwide scale has emerged as a top priority. The significance of the following statements from a report by the Education Commission (1964-66) is readily apparent: "Quantitatively education at all levels has shown spectacular progress in the post-independence era. The quality of education has not improved at the same rate as its enrollment numbers, nor have national policies and programs to enhance it been well implemented". Hence, a favourable attitude towards total quality management is needed to improve the quality of education.

Total Quality Management (TQM)

TQM has been shown to boost the effectiveness of educational institutions by reshaping their organisational structure and enhancing the speed with which they can implement change. The term "fundamental components" describes things like gaining access to necessary resources, using tried-and-true teaching methods, coordinating the flow of services, weeding out flaws in the system, gauging the effectiveness of individual educators, and rewarding good work. Managing and enhancing the performance of instructors is a part of the process of

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strengthening the fundamentals of an organisation (Philip B. Crosby, 1984;John Oakland, 1993)

Total Quality Management involves all employees maintaining a high-quality standard throughout time. *Quality management* is a strategy that includes setting goals, developing a detailed plan of action, implementing those goals effectively, perfecting the technology, educating everyone involved in the quality movement, ensuring teamwork, mobilizing optimum resources, assessment and evaluation on a regular basis, and doing the right things. TQM strategy aids the educational system in learning the needs of its students and meeting those needs quickly and cheaply. The elementary school system might have an easier time establishing a favorable atmosphere for learning and growth.

Total Quality Management (TQM) means everything: every employee, every department, and every single student. Students and teachers alike will need to be involved in this process. The quality policy, goals, and responsibilities are established and carried out by the quality system, which is the result of the sum of all the management function's actions, such as quality planning and quality improvement.

REVIEW OF RELATED LITERATURE

Fourie et al. (2000) proposed creating chances for academics to learn about teaching. Specifically, they advocate using dialogue tactics to encourage meaningful interactions among educators as a means of elevating current methods of instruction. The researcher also stresses the value of self-evaluation projects as the bedrock of quality control measures.

Newton (2000) argues that while launching a quality improvement project, it is essential to take into account the beliefs and standards held by academics. Academic staff engagement and involvement is crucial to the success of quality monitoring systems.

Karunakaran (2002) investigated the prevalence of a complete quality culture in Dharmapuri district's tertiary institutions. The survey concluded that the overall quality culture in Dharmapuri district's secondary schools is 79.9% of the highest attainable score.

Tasar & Çelik (2011): This study aims to examine the extent to which principals and teachers in elementary schools implement Total Quality Management (TQM) principles. The study was conducted with 30 school principals and 300 teachers working in public elementary schools in Adıyaman province. Researchers developed a questionnaire in consultation with experts to gather data. The collected data was analysed using the SPSS software package. The findings of the study indicate that both principals and teachers in elementary schools implement TQM principles in their professional practices. Additionally, it was observed that teachers have a higher level of implementation compared to principals regarding these principles.

OBJECTIVES OF THE STUDY

- To compare the Total Quality Management of elementary school teachers with pertaining to their Gender
- To compare the Total Quality Management of elementary school teachers with pertaining to their locality
- To compare the Total Quality Management of elementary school teachers with pertaining to their types of management

HYPOTHESIS OF THE STUDY

$H_0$1. There would be no significant difference in Total Quality Management among Elementary school Teachers in relation to their Gender.

$H_0$2. There would be no significant difference in Total Quality Management among Elementary school Teachers in relation to their Locality.

$H_0$3. There would be no significant difference in Total Quality Management among Elementary school Teachers in relation to their types of Management.

RESEARCH METHODOLOGY

Researcher used descriptive survey method for conducting this present study.

Population: Teachers working both in Government and Private Elementary school teachers of Murshidabad district incorporated the target population of this present study.

Sample: 410 Government and Private elementary school teachers were selected as a sample for this study.

Sampling Technique: Stratified Simple Random sampling techniques was used while collecting the data.

Variable of the Study

Researcher has taken Total Quality Management as a quantitative variable and gender, locality, types of management and teaching experience as categorical variable.

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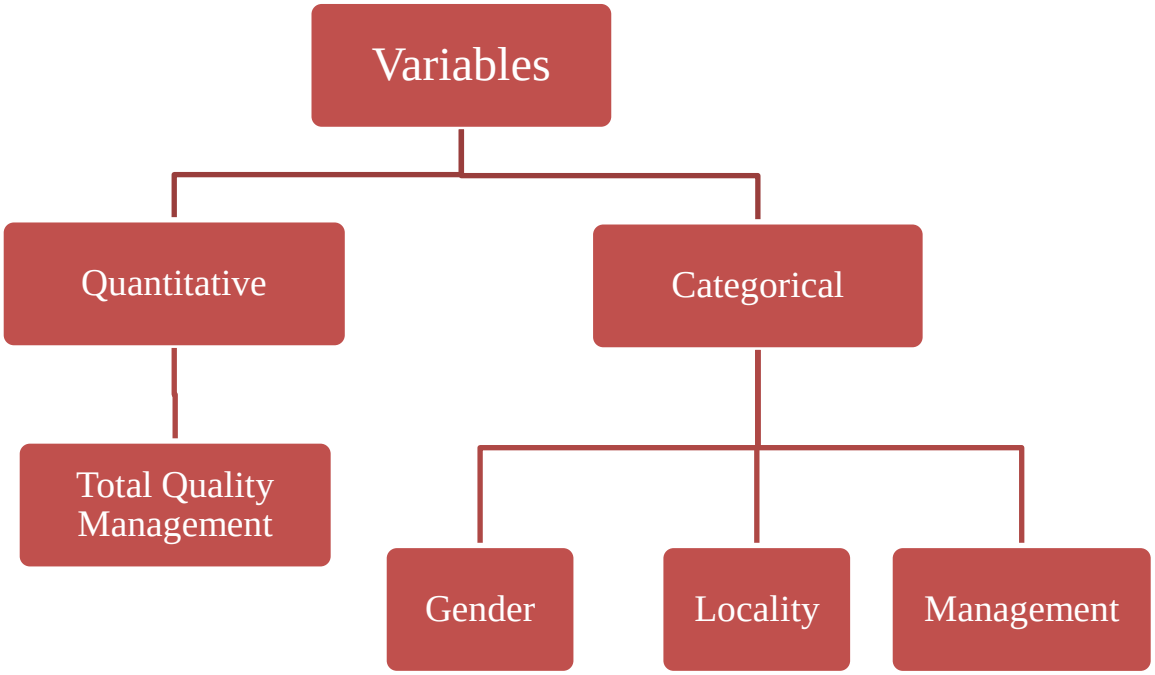


Fig 1: Variables of the Study

Table 1: Distribution of Sample for the present study

Sample	Categories of Sample	Sub Sample	size	Percentage
Elementary School Teachers	Gender	Male	276	67.3%
		Female	134	32.7%
	Locality	Rural	206	50.2%
		Urban	204	49.8%
	Management	Government	313	76.3%
		Private	97	23.7%
	Teaching Experience	Below 10 Years	304	74.1%
		Below 20 Years	85	20.7%
		Above 20 Years	21	5.1%

Source : (Research Results)

Research Tool: Researcher used Teachers Attitude towards Total Quality Management scale developed by researcher himself.

Statistical Technique: 'T' test and ANOVA were used while analysis the data.

ANALYSIS AND INTERPRETATION OF DATA

Objective 1

To compare the Total Quality Management of elementary school teachers with pertaining to their Gender

$H_0$1. There would be no significant difference in Total Quality Management among Elementary school Teachers in relation to their Gender.

The details of the mean comparison of Total Quality Management of male and female Elementary school teachers have been scrutinized or analysed. And the details are given in the following

Table 2:'t' value obtained for TQM of Elementary School Teachers with respect to Gender

Variables	Gender	Mean	Standard Deviation	't' Value	'p' Value
Total Quality Management	Male	113.54	15.74	2.739	.006
	Female	117.89	13.60		

Note: '*' Sig at 0.05 level

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It has been observed from the above table 2 that researcher employed 't' test to see the mean comparison of Total Quality Management with respect to Gender. Here, the obtained 't' value for the variable Total Quality Management with regard to gender is 2.74 . Thus, **the null hypothesis $H_0$1 is rejected** because the "p value" .006 is < 0.05 level. The mean value of Total Quality Management of male and female elementary school teachers are 113.5 and 117.89 respectively. Thus we can say that Female Elementary school teachers have a more positive attitude towards Total Quality Management than Male Elementary school teachers. So, Male and Female Elementary school teachers differ significantly in their attitude towards Total Quality Management.

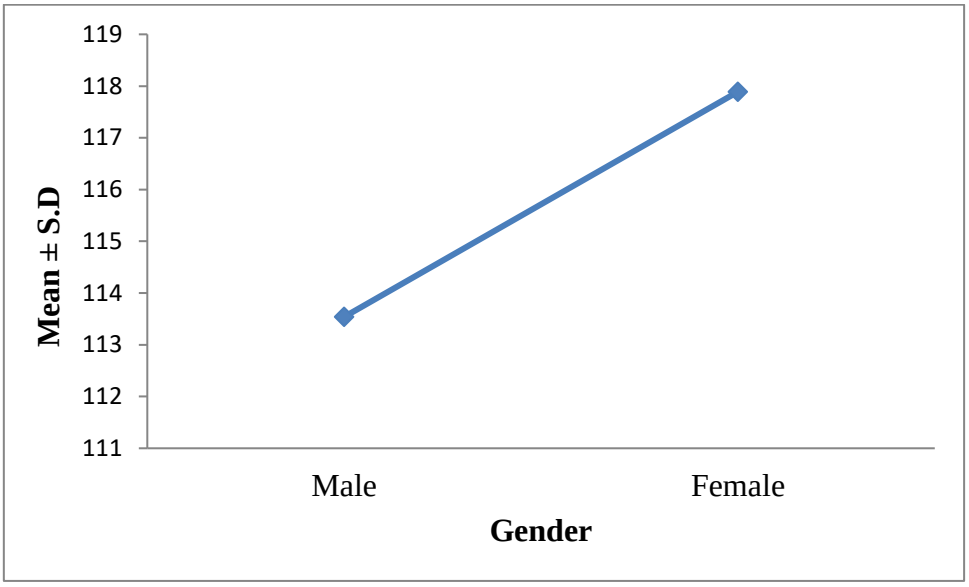


Figure 2: Representation of Mean ± S.D of Total Quality Management with related to Gender

Objective 2

To compare the Total Quality Management of elementary school teachers with pertaining to their locality

$H_0$2: There would be no significant difference in Total Quality Management among Elementary school Teachers in relation to their Locality.

The details of the mean comparison of Total Quality Management of Rural and Urban Elementary school teachers have been scrutinized or analysed. And the details are given in the following

Table 3: 't' value obtained for TQM of Elementary School Teachers with respect to Locality.

Variable	Locality	Mean	Standard Deviation	't' Value	'p' Value
Total Quality Management	Rural	110.32	16.57	6.524	.000
	Urban	119.65	11.99		

Note: '*' Sig at 0.05level

It has been observed from the above table 3 that researcher employed 't' test to see the mean comparison of Total Quality Management with respect to Locality. Here, the obtained 't' value for the variable Total Quality Management with regard to Locality is 6.52. Thus, the null hypothesis $H_0$2 is being rejected because "p value" is < 0.05. The mean value of Total Quality Management of Rural and Urban Elementary School Teachers are 110.32 and 119.65 respectively. Thus we can say that Urban Elementary school teachers have a more positive attitude towards Total Quality Management than Rural Elementary school teachers. So, Rural and Urban Elementary school teachers differ significantly in their attitude towards Total Quality Management.

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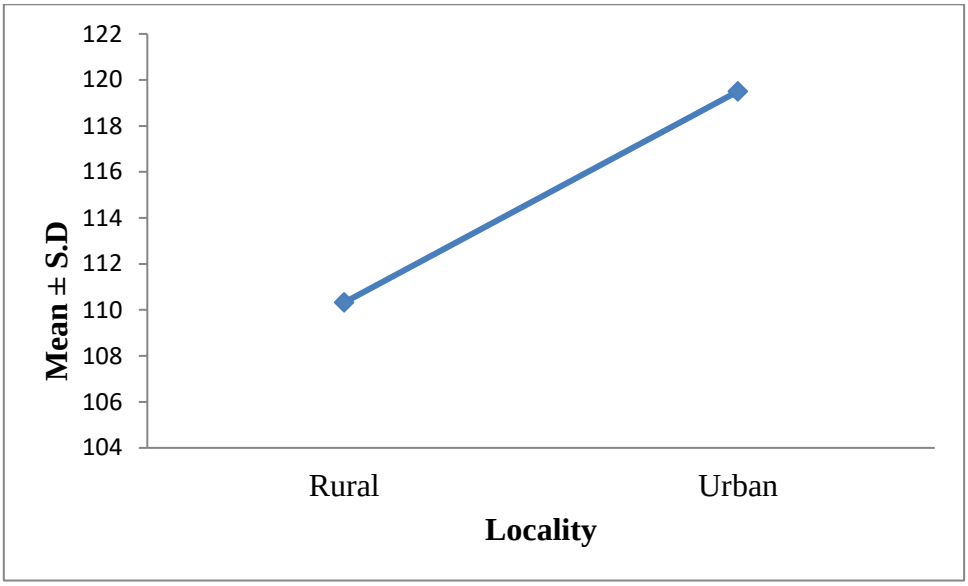


Figure 3: Representation of Mean ± S.D of Total Quality Management pertaining to Locality

Objective 3

To compare the Total Quality Management of elementary school teachers with pertaining to their types of management

$H_0$3: There would be no significant difference in Total Quality Management among Elementary school Teachers in relation to their types of Management.

The details of the mean comparison of Total Quality Management of Rural and Urban Elementary school teachers have been scrutinized or analysed. And the details are given in the following

Table 4:'t' value obtained for TQM of Elementary school teachers with respect to types of Management.

Variable	Management	Mean	Standard Deviation	't' Value	'p' Value
Total Quality Management	Government	112.24	15.64	6.873	.000
	Private	123.75	9.27		

Note: '*' Sig at 0.05 level

It has been observed from the above table 4 that researcher employed 't' test to see the mean comparison of Total Quality Management with respect to Types of Management. Here, the obtained 't' value for the variable Total Quality Management with regard to types of Management is 6.87. Thus, the null hypothesis $H_0$3 is being rejected because "p value" is < 0.05. The mean value of Total Quality Management of Government and Private Elementary School Teachers are 112.24 and 123.75 respectively. Thus we can say that Private Elementary school teachers have a more positive attitude towards Total Quality Management than Government Elementary school teachers. So, Government and Private Elementary school teachers differ significantly in their attitude towards Total Quality Management.

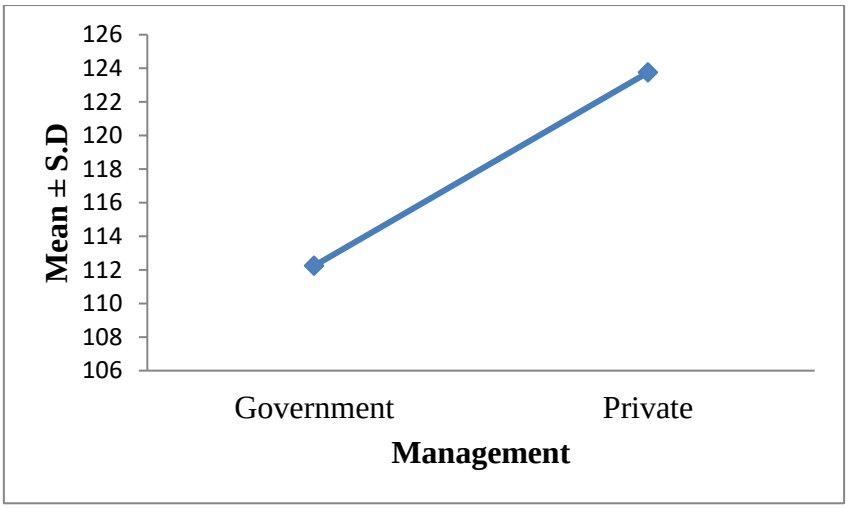


Figure 4: Representation of Mean ± S.D of Total Quality Management pertaining to types of Management

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FINDINGS OF THE STUDY

- The Researcher observed a significant difference between Male and Female Elementary School Teachers towards Total Quality Management ('t' 2.74, p <0.05 level). It was also revealed from the study that Female Elementary school teachers (M = 117.89, SD = 13.60) had more positive attitude towards Total Quality Management than Male Elementary school teachers (M =113.54, SD = 15.74).
- The investigator found that there was a significant difference between Rural and Urban Elementary School Teachers concerning their Total Quality Management ('t' value 6.52, 'p' <0.05 level). It was very clear from the study that Urban Elementary school Teachers (119.65, SD = 11.99) had more positive attitude towards Total Quality Management than Rural Elementary School Teachers (M = 110.32, SD = 16.57).
- The Researcher found that there was a significant difference between Government and Private Elementary School Teachers with regards to Total Quality Management ('t' value 6.87, p > 0.05 level). This study also observed that Private Elementary School Teachers (M = 123.75 and SD=9.27) had more positive attitude towards Total Quality Management than Government Elementary School Teachers (M=112.24, SD=15.64).

CONCLUSIONS

Thus, we can conclude from the aforementioned discussion that demographic variables really play a vital role for enhancing the quality of education. Female elementary school teachers had more positive attitude towards total quality management than male counterpart. Locality had a positive impact for influencing the total quality management. Lastly, private elementary school teachers had more positive attitude towards TQM than government elementary school teachers.

Educational Implication

As the Total Quality Management talks about continuous improvement, team work, fostering collaboration, encouragement with a view to achieving the goal that is improving the quality as a whole. So faculty development programme, integration of technology in teaching learning process, improving the evaluation and assessment process may help to foster the teaching learning process effectively.

Involvement of every resource person in decision making process may boost up the work culture of an organization. Team work, motivation increases the positive self-concept of the teachers, so these things should be incorporated every now and then.

Some special training programme should be conducted for rural elementary school teachers to increasing their attitude towards total quality management.

Suggestions for Further Research

- This research was conducted in Murshidabad district, so other regions of the country may be selected for further study.
- This study was conducted on elementary level; further research can be done on high school level, high education level as well.
- Focused on only quantitative aspect, so it is suggested that further research can be investigated by using mixed method.

List of Abbreviations

TQM	**Total Quality Management**
EE	**Elementary Education**
NEP	**National Education Policy**

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