International Journal of Research Publication and Reviews

Total Quality Management in Universities- Practices, Imperatives, Principles, Challenges and Solutions.

Marjan Usama Ismael

School of Post Graduate Studies, Alpha University, Borama-Somaliland.

ABSTRACT:

One of the primary and most important service industries in the public sector and communities is education. It is the quality of education that forms an enduring wealth and security of the societies and their people. During the last two decades, the preservation of high quality and standards in education has become a major concern for educational institutions and the government. Consequently, the demand for explicit quality evaluation and assurance processes has been increased rapidly. The enormous funds which the government allocates to this sector makes it very important for those who manage education to ensure that the quality of education imparted in schools and other institutions of learning is of the required standard. This study examines the practises and challenges facing the implementation of Total Quality Management in universities and goes on to propose solution and recommendation for improvement. It is expected that this research will be able to draw a concrete conclusion about the applicability of TQM in universities, as well as raise awareness about the difficulties that will arise in implementing it.

KEYWORDS: Total Quality Management (TQM), University, Challenges, Principles

1. INTRODUCTION

Total Quality Management (TQM) is a well-known management concept that is applied as a method for achieving corporate excellence. While Dr.W. Edwards Deming called for complete quality control in the late 1950s in the United States, Japan was the first country to adopt the idea to help their economy rebound after WWII. TQM is well-known in several countries around the world because of its popularity in Japan. Originally designed for industrial companies, the term has since spread to other service industries such as banking, insurance, non-profit organizations, health care, and so on (Van Der Linde, 2000). TQM is also applicable to businesses, service agencies, colleges, and elementary and secondary schools, according to Lunenburg. TQM is now well accepted as a generic management technique that can be used in any enterprise (Avila, 2018; Sharples, Slusher, & Swaim, 1996). Total Quality Management (TQM) is a management philosophy which aims at the effective use of the material and human resources of an organization. The TQM philosophy helps an organization to achieve its objectives. Although TQM was developed for industrial purposes, after the 1990's, TQM began to attract the attention of academicians in higher education who saw its potential to increase the efficiency of the education offered in Universities and Colleges. Total Quality Management (TQM) is a topic of great consequence in business and academic circles too.

At the beginning the philosophy of TQM was developed by W. Edwards Deming to improve the efficiency of flexible work teams in US industry before the Second World War. Although TQM was originally intended for the development of industrial sector, Deming expressed that the management principles could be applied equally to the service sector, which also includes education. (Ravindran (2016)

2. RESEARCH JUSTIFICATION

If nations are to increasingly advance, they must invest in their competitiveness by not only diversifying their economy but investing in their people and building strong institutions. In higher education, this means strengthening the quality of teaching in universities and increasing funding for research universities that create innovations that drive economic growth. Sustained economic growth is achieved as skills are attained and utilized. In an increasingly technological world, complex skills that lead to the next innovation are often attained through educational institutions such as polytechnics and universities. The role of higher education in economic growth is clear, and its role in strengthening democracy is widely recognized. To exceed our past, we must develop and strengthen institutions such as universities. Through knowledge sharing and skill attainment, they are the drivers of development. Not only do they produce and train talent needed for a 21st century economy, but also nurture minds that can create the next innovation in issues such as sustainable development, waste management, communications, healthcare. Having said that , it is of the essence that this study is carried out with an aimed of finding the ways TQM can be enhanced in universities to guarantee nations the advancement they urgently require in all fields.

3. RESEARCH OBJECTIVE

The primary goal of this research is to study and analysis the TQM practises in universities. Simultaneously, this research would attempt to recognize the obstacles that may obstruct the implementation of TQM in university. While achieving these goals, this study will place a special emphasis on the word TQM so that everybody will understand the features and future benefits of implementing TQM. The study is aimed at giving Policy makers, university management team, academic scholars and implementers a practical view of the implementation process of Total Quality Management in universities with the involved loopholes.

4.RESEARCH METHODOLOGY

For this analysis, qualitative approach was selected. This exploratory approach will allow us to better understand and explain the study's key issue. Data and information for this research were gathered from a wide range of sources, including detailed literature, expert interviews, and personal knowledge.

N/B: Explanatory research is a technique used to gain a deeper understanding of the underlying reasons for, causes of, and relationships behind a particular phenomenon that has yet to be extensively studied. Researchers use this method to understand why and how a particular phenomenon occurs the way it does. Since there is limited information regarding the phenomenon being studied, it's up to the researcher to develop fresh ideas and collect more data

5.TOTAL QUALITY MANAGEMENT: DEFINITION, CHARACTERISTICS AND BENEFITS

Total Quality Management (TQM) is a management strategy that began in the 1950s and has steadily gained popularity since the early 1980s. This philosophy revolves around the concept of consistency. Scholars used the opportunity to express their perspectives on absolute quality control in a variety of ways when describing the term; as a result, we now have a range of meanings with various connotations. According to Crosby (1979), quality control is a systematic approach to ensuring that coordinated operations take place as planned. TQM, as described by Short and Rahim, is a systematic approach to ensuring consistency in the product, service, and process design, and then continuously improving it. TQM is a plan, a structured approach to ensure consistency and continuous development, according to these concepts. Deming explains TQM is a never-ending loop of improvement in the manufacturing system that can result in improved product efficiency and quality levels (Douglas & Fredendall, 2004). TQM, according to Yang, is a group of activities that focuses on systematic change, meeting consumer demands, and reducing rework. TQM is a collection of procedures and a framework directed at continuous quality management and improved market efficiency (Linderman, Schroeder, Zaheer, Liedtke, & Choo, 2004).

TQM is a mixture of three words, according to Witcher: Total: implying that everyone is concerned, including customers and suppliers; Quality: implying that consumer expectations are fulfilled precisely; and Management: implying that senior executives are committed. TQM, according to Kanapathy, Bin, Zailani, and Aghapour (2017) is an approach that involves the entire organization to consider each behaviour with everybody at each management tier. Oakland (1989) says TQM is "an approach to improving the effectiveness and flexibility of business as a whole". Dean and Bowen (1994) defined TQM as management approach consisting of jointly supported principles which are all supported by a number of practices and techniques. ISO (International Organization for Standardization) defined TQM as "TQM is a management approach for an organization, centred on quality, based on the participation of all its members and aiming at long-term success through customer satisfaction, and benefits to all members of the organization and to society" (Cited in Jamaa, 2010). Emphasizing on customer satisfaction, Corrigan (1995) defined TQM as "TQM is a management philosophy that builds a customer-driven, learning organization dedicated to total customer satisfaction through continuous improvement in the effectiveness and efficiency of the organization and its processes".

6.QUALITY CONTROL, QUALITY ASSURANCE AND TOTAL QUALITY

As well as providing a definition of quality, it is necessary to understand the difference between three other important quality ideas. These are the distinctions made between quality control, quality assurance and total quality. (Edward Sallis (2002)

6.1 Quality control

Quality control is the oldest quality concept. It refers to the detection and elimination of components or final products that are not up to standard. It is an after-the-event process concerned with detecting and rejecting defective items. As a method of ensuring quality, it may involve a considerable amount of waste, scrap and reworking. Quality controllers or inspectors usually carry out quality control. Inspection and testing are the most common methods of quality control, and are widely used in education to determine whether standards are being met.

6.2 Quality assurance

Quality assurance is different from quality control. It is a before and during the event process concerned to prevent faults occurring in the first place. Quality assurance is about designing quality into the process to attempt to ensure that the product is produced to a predetermined specification. Put simply, quality assurance is a means of producing defect- and fault-free products. The aim in the words of Philip B Crosby is 'zero defects. Quality assurance is about consistently meeting product specification or getting things right first time, every time. The quality of the good or service is assured by there being

a system in place, known as a quality assurance (QA) system, that lays down exactly how production should take place and to what standards. Quality standards are maintained by following the procedures laid down in the QA system. Quality assurance is the responsibility of the workforce, usually working in quality circles or teams, rather than the inspector, although inspection can have a role to play in quality assurance.

6.3 Total quality management

Total quality management incorporates quality assurance, and extends and develops it. TQM is about creating a quality culture where the aim of every member of staff is to delight their customers, and where the structure of their organization allows them to do so. In TQM the customer is sovereign. It is the approach popularized by Peters and Waterman (1982), and which has been a constant theme of Tom Peters' writings ever since. TQM is about providing the customer with what they want, when they want it and how they want it. It involves moving with changing customer expectations and fashions to design products and services that meet and exceed their expectations. Only by delighting customers will they return and tell their friends about it (this is sometimes called the sell-on definition of quality). The perceptions and expectations of customers are recognized as being short term and fickle, and so organizations have to find ways of keeping close to their customers to be able to respond to their changing tastes, needs and wants.

7. PRINCIPLES OF TQM

TQM relies on soft concepts like leadership, respect, integrity, trust, honesty, commitment, customer satisfaction, openness and high ethics, clarity of vision, problem solving, continuous improvement, total involvement, training and education, ownership of problems, reward and recognition, error prevention, team work, instinct motivation, consistency and good communications. While reviewing the literature one can see that there are many principles or concepts, sometimes with different words explaining the same idea. The British Quality Foundation developed a list of 16 core principles to represent the TQM initiatives. But here, these concepts are classified into three core principles. These core principles are: **(Ravindran (2016)**

    a)   **Customer focus,**

    b)   **Participation and team work and**

    c)   **Continuous improvement and learning.**

    d)   **Active Leadership**

    e)   **Top Management Commitment**

7.1 Focus on the Customer

The modern definition of quality centres on meeting or exceeding customer expectation. Thus, the customer is the principal judge of quality.

7.2 Participation and Team Work

Full use of the knowledge and creativity of the entire workforce has to be deployed for quality achievement. Studies have shown that those people who have participated in the project are most positive, but those who have not had the possibility to participate may show negativity. To increase employee participation in projects it is necessary to establish an effective communication network system. Delivering TQM depends on all member parts of the organization working together. Another important element of TQM is teamwork

7.3 Continuous Improvement and Learning

Continuous improvement and learning should be an integral part of a whole system and its processes. Continuous improvement refers to those improvements which may be either small, gradual or large. Improvement may take forms such as, enhancing value to customers, reducing errors, waste and cost, improving productivity, effective use of all resources and improving responsiveness. Major improvements in response times may require simplification of work processes and a simultaneous improvement in quality and productivity may also occur. Therefore, learning is a lifelong process and a goal directed activity which experiences change and successful learning brings continuous improvement.

7.4 Active Leadership:

Active Leadership or good leadership, combined with the participation of everyone in the team, is the key success factor of TQM. The concept of TQM leadership is different from traditional concepts of leadership. TQM leadership is distributive leadership, and should be shared throughout all levels of an educational institution, that is from the top to the base of the organizational hierarchy. Leadership must make any program attractive and necessary for all employees.

7.5 Top Management Commitment:

The TQM approach is human resources-oriented management. All employees must be totally committed to TQM, from the highest level of management to the lowest strata of the workforce. For the successful implementation of TQM, the total commitment of top management is of the essence.

8.THE FOUR QUALITY IMPERATIVES – ('Why should an educational establishment want to be involved in quality assurance activities?)

Educational institutions are pursuing quality improvement for a number of important reasons. Some are linked with professional responsibility, while others result from the competition inherent in educational marketplaces or from the need to demonstrate accountability. In the commercial world it is the survival imperative that often drives quality improvement, but the complexity of education and the importance of values in education makes the motives for taking a quality stance more complicated and diverse. The four imperatives reflect the complex environment in which educational institutions operate. They are the drivers and motivating forces that challenge any institution to take a proactive stance on quality. The four qualitive imperatives in the field of education are - Edward Sallis (2002)

a) **The moral imperative**

b) **The professional imperative**

c) **The competitive imperative**

d) **The accountability imperative**

8.1 The moral imperative

The customers and clients of the education service (students, parents and the community) deserve the best possible quality of education. This is the moral high ground in education and one of the few areas of educational discussion where there is little dissent. It is the duty of educational professionals and administrators to have an overriding concern to provide the very best possible educational opportunities. As John West-Burnham has put it, 'it is difficult to conceptualize a situation where anything less than total quality is perceived as being appropriate or acceptable for the education of children'.

8.2 The professional imperative

Closely linked to the moral imperative is the professional imperative. Professionalism implies a commitment to the needs of students and an obligation to meet their needs by employing the most appropriate pedagogic practices. Educators have a professional duty to improve the quality of education and this, of course, places a considerable burden on teachers and administrators to ensure that both classroom practice and the management of the institution are operating to the highest possible standards.

8.3 The competitive imperative

Competition is a reality in the world of education. Falling enrolments can lead to staff redundancies and ultimately the viability of the institution can be under threat. Educationalists can meet the challenge of competition by working to improve the quality of their service and of their curriculum delivery mechanisms. The importance of TQM to survival is that it is a customer-driven process, focusing on the needs of clients and providing mechanisms to respond to their needs and wants. Competition requires strategies that clearly differentiate institutions from their competitors. Quality may sometimes be the only differentiating factor for an institution. Focusing on the needs of the customer, which is at the heart of quality, is one of the most effective means of facing the competition and surviving.

8.4 The accountability imperative

Schools and colleges are part of their communities and as such they must meet the political demands for education to be more accountable and publicly demonstrate the high standards. TQM supports the accountability imperative by promoting objective and measurable outcomes of the educational process and provides mechanisms for quality improvement. Quality improvement becomes increasingly important as institutions achieve greater control over their own affairs. Greater freedom has to be matched by greater accountability. Institutions have to demonstrate that they are able to deliver what is required of them.

9.THE QUALITY OF LEARNING

Education is about learning. If TQM is to have relevance in education it needs to address the quality of the learners' experience. Unless it does that, it will not make a substantial contribution to quality in education. In a period when most institutions are being asked to do more with less, it is important that they focus on their prime activity—learning. Learners learn best in a style suited to their needs and inclinations. An educational institution that takes the total quality route must take seriously the issue of learning styles and needs to have strategies for individualization and differentiation in learning.

The learner is the primary customer, and unless learning styles meet individual needs it will not be possible for that institution to claim that it has achieved total quality. Educational institutions have an obligation to make learners aware of the variety of learning methods available to them. They need to give learners opportunities to sample learning in a variety of different styles. Institutions need to understand that many learners also like to switch and mix-'n'-match styles and must try to be sufficiently flexible to provide choice in learning. Much work has still to be done on how best to use TQM principles in the classroom. A start can be made with the learners and their teachers establishing their 'mission'. This could be 'All Shall Succeed'. From this, negotiation might take place about how the parties will achieve the mission—the styles of learning and teaching and the resources they require. Individual learners should negotiate their own action plans to give them motivation and direction. The process of negotiation may require the establishment of a quality steering committee or forum to provide feedback and to give the learners an opportunity to manage their own learning. Parents or employers might well be represented on it. Both teachers and students can ensure that all are on track by undertaking detailed monitoring through progress charting. This is important to ensure that timely and appropriate corrective action can be applied if there is a danger of failure. The establishing of a strong feedback loop is an important element of any quality assurance process. Evaluation should be a continuous process and not just left until the end of the program of study. The results of evaluation processes should be discussed with the students, perhaps by means of completing a record of achievement. The very act of being involved in evaluation will assist in building up the students' analytical skills. It is important that the institution uses the results of the formal monitoring to establish the validity of its programs. It must be prepared to take the necessary corrective action if the customers' experiences do not meet their expectations. None of this is easy, as teachers who have pioneered such processes know. It can be an emotional experience and one that can take unexpected turns. What it does is to provide students with motivation and the practical experience of the use of TQM tools that are transferable to other situations (Edward Sallis (2002)

10.PREREQUISUITE TO TQM IN EDUCATION - (Edward Sallis (2002)

10.1 Continuous improvement

TQM is a practical but strategic approach to running an organization that focuses on the needs of its customers and clients. It rejects any outcome other than excellence. TQM is not a set of slogans, but a deliberate and systematic approach to achieving appropriate levels of quality in a consistent fashion that meet or exceed the needs and wants of customers. It can be thought of as a philosophy of continual improvement only achievable by and through people. As an approach, TQM represents a permanent shift in an institution's focus away from short-term expediency to the long-term quality improvement. Constant innovation, improvement and change are stressed, and those institutions that practice it lock into a cycle of continuous improvement. They make a conscious attempt to analyse what they are doing and plan to improve it. To create a continuous improvement culture, managers have to trust their staff and to delegate decisions to the appropriate level to give staff the responsibility to deliver quality within their own sphere.

10.2 Kaizen

TQM is usually accomplished by a series of small-scale incremental projects. The Japanese have a word for this approach to continuous improvement—kaizen. This is most easily translated as 'step-by-step improvement'. The philosophy of TQM is large-scale, inspirational and all-embracing, but its practical implementation is small-scale, highly practical and incremental. Drastic intervention is not the means of change in TQM.

The essence of kaizen is small projects that seek to build success and confidence, and develop a base for further ventures in improvement.

10.3 Changing cultures

TQM requires a change of culture. This is notoriously difficult to bring about and takes time to implement. It requires a change of attitudes and working methods. Staff need to understand and live the message if TQM is to make an impact. However, culture change is not only about changing behaviours. It also requires a change in institutional management. Two things are required for staff to produce quality. First, staff need a suitable environment in which to work. They need the tools of the trade and they need to work with systems and procedures which are simple and which aid them in doing their jobs. The environment that surrounds staff has a profound effect on their ability to do their job properly and effectively. Among the important environmental features are the systems and procedures with which they work. Laying down good and workable procedures by itself does not produce quality, but if procedures are poor or misleading it makes producing quality extremely difficult. Secondly, to do a good job the staff need encouragement and recognition of their successes and achievements. They deserve leaders who can appreciate their achievements and coach them to greater success. The motivation to do a good job comes from a leadership style and an atmosphere that heightens self-esteem and empowers the individual.

10.4 The upside-down organization

The key to a successful TQM culture is an effective internal/external customer-supplier chain. Once the concept has been grasped, it has enormous implications for the organization and the relationships within it. The first casualty is the traditional notion of organizational status. It is the role of senior and middle management to support and empower the teaching and support staff and the learners. Control is not a feature of TQM organizations. This can most graphically be illustrated by a comparison of the traditional hierarchical organizational chart with its TQM counterpart. The inverted hierarchy is adapted from the ideas of Karl Albretcht. It seeks to illustrate the paradigm shift implicit in TQM. In education it changes the usual set of relationships

to one with a clear customer focus. The upside-down organizational focus does not affect the structure of authority in the school or college, and neither does it diminish the essential leadership role of senior managers. In fact, leadership is pivotal to the success of TQM. The inverted hierarchy emphasizes service-giving relationships and the importance of the customer to the institution.

10.5 Keeping close to the customers

The primary mission of a TQM institution is to meet the needs and wants of its customers. Excellent organizations, both public and private, keep 'close to the customer', in the words of Peters and Waterman (1982), and have an obsession with quality. They recognize that growth and long-term survival come from matching their service to customer needs. Quality must be matched to the expectations and requirements of customers and clients. Quality is what the customer wants and not what the institution decides is best for them. Without customers there is no institution.

10.6 Internal customers

The customer focus aspect of TQM does not just involve meeting the requirements of the external customers. Colleagues within the institution are also customers, and rely upon internal services of others to do their job effectively. Everyone working in a school, college or university is both a supplier of services and a customer of others. Each member of staff both gives and receives services. Internal customer relationships are vitally important if an institution is to function efficiently and effectively. The best way of developing the internal customer focus is to help individual members of staff to identify the people to whom they provide services. This is known as the next-in-line analysis. It revolves round the following questions: 1) Who do you primarily provide a service to? 2) Who relies upon you do to do their job properly? The people next-in-line are your direct customers, whether they are external to the institution or internal to it. It is important to find out what they want and to have a good idea of the standards they require.

10.7 Internal marketing

It is staff that make the quality difference. They produce successful courses and satisfied clients. Internal marketing is a useful tool for communicating with staff to ensure they are kept informed about what is happening in the institution and have the opportunity to feedback ideas. Simply, the idea of internal marketing is that new ideas, products and services have to be as effectively marketed to staff as they are to clients. Staff cannot convey the message of the institution to potential customers without proper product knowledge and an enthusiasm for the institution's aims.

10.8 Professionalism

Training for teachers in quality concepts and thinking is an important element in the required culture change. Staff have to understand how they and their pupils and students will benefit from a change to a customer focus. Total quality is about more than being 'nice to customers and smiling'. It is about listening and entering into a dialogue about people's fears and aspirations. The best aspects of the professional role are about care and high academic and vocational standards. Blending the best aspects of professionalism with total quality is essential to success.

11. INDICATORS OF TQM IN EDUCATION

The system of indicators of quality in education, as well as the quality criteria associated with the indicators, help schools to point out the important areas of their own activities - their own advantages and disadvantages and development opportunities. School quality team can debate about representation and development of particular indicator aspect and search for method for upgrade and meliorate indicator representation in specify school circumstances. The indicators are grouped into seven areas with specific topics: Ravindran (2016)

11.1 Curricular Aspects

a) Curricular design and development

b) Academic flexibility

c) Feedback on curriculum

d) Curriculum update

e) Best Practices in curricular aspects

11.2. Teaching –Learning and Evaluation

a) Admission process and student profile

b) Catering to diverse needs

c) Teaching-Learning process

d) Teacher quality

e) Evaluation process and reforms

f) Best Practices in teaching, learning and evaluation

11.3. Research, Consultancy and Extension

a) Promotion of research

b) Research and publication output

c) Consultancy

d) Extension activities

e) Collaborations

f) Best Practices in research, consultancy and extension

11.4. Infrastructure and Learning Resources

a) Physical facilities

b) Maintenance of infrastructure

c) Library as a learning resource

d) ICT as learning resources

e) Best practices in the development of infrastructure and learning resources

11.5. Student Support and Progression

a) Students' personal, social and spiritual growth

b) Progress and achievement monitoring

c) Support in all aspects of learning, progress, students' and teachers' personal

d) Development

11.6. Governance and Leadership

a. Institutional vision and leadership

b. Organizational arrangements

c. Strategy development and deployment

d. Human resource management

e. Financial management and resource mobilization

f. Best practices in Governance and leadership

11.7. Innovative Practices

a. Internal quality assurance system

b. Inclusive practices

c. Stakeholder relationships

12.CHALLENGES TO THE IMPLEMENTATION OF TQM IN UNIVERSITIES

1. According to Yusuf et al (2007), Success of any organization depends upon the effective leadership role of the head or manager. Management leadership is an important factor in TQM implementation because it improves performance through influencing other TQM practices. But unfortunately, ineffective and poor leadership hinders the successful implementation of total quality management in universities.

2. Resources plays a great role in implementation of TQM practices in universities (Ater, 2013). Without adequate resources and funding, the institutions will face problems in every field i.e., management & administration; planning; instructional process; students' performance; infrastructural facilities; etc. Researches indicate that insufficient funding and resources was a main barrier in the way of effective implementation of TQM in universities.

3. Every organization needs a competent and cooperative workforce for its growth and development. Disobedience and insubordination of the workforce is a great threat to the accomplishment of predetermined educational objectives of the institutions. But researches show that insubordination of workforce is a big challenge for the heads of universities (Atieno and Simatwa, 2012). This study revealed that disobedience and insubordination of workforce is one of the big challenges in TQM implementation.

4. The virus of political interference badly infects the outcomes of an organization or institution. In Africa for example, many universities have been affected infected by this virus and consequently, they failed to demonstrate excellent performance. Therefore, it is the need of time to eradicate at grass-root level this virus to ensure effective implementation of total quality management and merit policy. The current study revealed that political interference is one of the big challenges which negatively affect the process of implementing TQM.

5. Effective planning is directly related to the success of any organization. No organization can develop without proper and effective planning. Planning is a direct channel towards accomplishment of the predetermined educational objectives of an institution or organization. The findings of the current study revealed that the implementation of TQM is badly affected by poor planning in universities which is also a big challenge and threat to the quality education and management.

6. Professionally well qualified staff can play an important role in the development of an institution. But unfortunately, most of the universities lack professionally competent staff (both academic and administrative staff). Staffs are rarely given professional training and sometimes they are nominated for professional training although they are not eligible for such training. In more simple words, staffs are nominated for such training on the basis of favoritism and nepotism. In addition, they are not given attractive packages i.e., DA (daily allowance) and TA (traveling allowance) for such training. Consequently, competent and eligible staffs hesitate to attend training workshops etc. The current study explored that lack of incentives for teachers for their professional growth badly affects TQM implementation process.

7. Poor staffs' status and morale is a key factor that negatively affect the overall university activities especially instructional activities. In Africa, lecturers are not paid their actual respect, rights and status. They are financially depressed and are paid meager salaries even which are not enough to fulfill their basic necessities. Therefore, quality of education is collapsing day by day. The current study revealed that poor lecturers' status and morale is one of the big challenges for universities in implementing TQM.

8. Quality education is directly related to the effective curriculum. Researches have shown that university curriculum in most universities is ineffective and does not fulfill the emerging needs of students and society. Consequently, most of the schools face the problem of scarcity of library resources which is an obstacle in smooth instructional process. In addition, teachers face problems in teaching as they are required to study it in home or before class. This study in hand investigated that unstable curriculum affect the process of TQM implementation in institutions at university level.

9. Educational and infrastructural facilities have a significant positive effect on the overall school activities. But unluckily, universities lack of educational, infrastructural and physical facilities i.e., lack of classrooms and furniture; lack of specially designed science laboratory; improper security arrangement; lack of sanitation for students; non-availability of computer laboratory; lack of power generators facility; lack of teaching aids & scientific apparatus; lack of specially designed library; lack of internet facility; unsatisfactory condition of university building and lack of first aid facilities. (Suleman, 2015).

10. The findings of the current study explored that lack of infrastructural facilitates is one of the key challenges in total quality management (TQM) implementation in universities.

11. Community plays a remarkable role in uplifting and enriching institutional progress and is considered an influential and contributory factor towards the accomplishment of predetermined educational objectives. That is why the role of community cannot be ignored in implementing total quality management in universities. The current study explored that non-participation of parents in university forums and meetings and poor communication with university personnel is a challenge for the heads in implementing TQM in universities. Lack of parental cooperation makes it difficult for head of universities to manage institutional activities effectively.

13.RECOMMENDATIONS TOWARDS AN EFFECTIVE TQM IMPLEMETATION IN UNIVERSITIES

Based on findings and conclusions, the researcher made the following recommendations for the successful implementation to TQM:

1. All the educational institutions should be bound by the competent authorities to adopt the philosophy of TQM at each level.

2. A special supervisory staff should be appointed to check educational institutions after every year to ensure TQM implementation

3.A special professional in-service training program regarding TQM implementation should be introduced so that university heads may be equipped with the modern techniques of successful TQM implementation.

4. Proper funding should be provided to universities to ensure effective implementation of total quality management.

5. Well qualified management and teaching staff should be appointed through competitive process on merit to ensure successful implementation of TQM.

6. Poor morale of teachers is a big challenge in implementing total quality management, therefore, it is strongly recommended that teachers should be given attractive and handsome package of salaries and also, they should be provided with proper educational facilities. Furthermore, a proper service structure should be approved and notified so that teachers may feel satisfied.

7. The virus of political interference badly infects the overall performance of an organization or institution therefore; it is strongly recommended that the virus of political interference should be eradicated to ensure effective implementation of total quality management and merit policy.

8. Existing curriculum should be reviewed and redesigned in the light of the emerging needs of the learners and society and should be made stable.

9. All educational institutions should be provided all necessary infrastructural facilities on priority basis.

10. Parents Committees and school management committees should be made effective and parents' participation should be ensured in the governance process of universities. In addition, members of these committees should be facilitated and trained.

REFERENCES

1. Ater, J.A. (2013). Challenges Facing the Implementation of Total Quality Management Practices in Public university In Kenya. Master Thesis, Administration Degree (Strategic Management Option) School of Business Kenyatta University

2. Avila, L. B. (2018). Total quality management (TQM) practices of school administrators in relation to school performance among teacher education institutions in the province of quezon. KnE Social Sciences, 879–890-879–890.)

3. Corrigan, J. (1995). The art of TQM. Quality Progress 28, 61-64

4. Dean, J.W. and Bowen, D.E. (1994). Management theory and total quality: Improving research and practice through theory development", Acad Review, 19(3): 392-418.)

5. Douglas, T. J., & Fredendall, L. D. (2004). Evaluating the Deming management model of total quality in services. Decision Sciences, 35(3), 393-422.)

6. Edward Sallis (2002) Total Quality Management in Education -3rd Edition-Taylor & Francis e-Library

7. Jamaa, S.A. (2010). The effectiveness of applying total quality management in Public Senior High School Kasihan 1 Bantul, Yogyakarta Indonesia. Journal of Education, 3 (1), 25-35)

8. Linderman, K., Schroeder, R. G., Zaheer, S., Liedtke, C., & Choo, A. S. (2004). Integrating quality management practices with knowledge creation processes. Journal of operations management, 22(6), 589-607.

9. Oakland, J. (1989). Total quality management. Oxford, UK: Heinemann.)

10. Peters, Tom and Waterman, Robert (1982) In Search of Excellence, Harper & Row, New York

11. Ravindran, N., & Karpaga Kamaravel, R. (2016). Total Quality Management in Education: Prospects, Issues and Challenges. Shanlax International Journal of Education, 4(2), 58-65

12. Suleman, Q. (2015). Managerial Challenges Faced by Fresh Directly Appointed Secondary School Heads in Kohat Division, Pakistan. Research on Humanities and Social Sciences, 5 (5), 91-104

13. Van Der Linde, C. (2000). The teacher's stress and its implications for the school as an organization: How can TQM help? Education, 121(2), 375-375.)

14. Yusuf, Y., Gunasekaran, A. and Dan, D. (2007). Implementation of TQM in China and Organization Performance: An Empirical Investigation. Total Quality Management & Business Excellence.