



## Lead Article

# Perception of Teacher Educators Regarding Quality Management of Teacher Education Institutions

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## Abstract

*Total Quality Management (TQM) may be understood as a customer-focused management approach emphasizing employee engagement as well as ongoing and continuous improvement. Managing an organization as an integrated system of best practices, procedures, and guiding principles that provides a framework for attaining excellence in all that it does is the aim of Total Quality Management. The present study broached the perceptibility of institutions offering B.Ed and D.El.Ed courses through the perception of teacher educators of DIETs and IASE by applying Total Quality Management in teacher education institution. This study is based on eleven dimensions of quality, such as principal as leader, teacher quality, linkage and interface, students, co-curricular activities, teaching, office management, relationships, material resources, examinations and job satisfaction (Mukhopadhyay, 2005). Mukhopadhyay's Institutional Profile Questionnaire (MIPQ) was used as survey tool to identify the strength and weakness of the institutions. Survey and descriptive method were used in the study. The data was analysed using t-test to compare the perception of perception of teacher educators regarding TQM and its dimensions.*

**Keywords:** Teacher Education, Total Quality Management, B.Ed., D.El.Ed., DIET, IASE.

## Introduction

The concept of total quality management, or TQM, is widely recognized as a comprehensive strategy for continuously and consistently improving the quality of products and services. It is often considered as a systems approach to the management of an institution in which all the components of the system or sub-systems are considered to produce a

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complex organism. Mukhopadhyay and Narula (1992) have identified 10 areas or sub-systems for addressing TQM in the context of educational institutions (Mukhopadhyay, 2005), which are:

- |                              |   |
|------------------------------|---|
| a) Vision, mission and goals | g) Student services                           |
| b) Academics                 | h) Rules, regulations, methods and procedures |
| c) Personnel                 | i) Institution building process               |
| d) Finance                   | j) Managing people at work                    |
| e) Infrastructure            |   |
| f) Linkages and interface    |   |

Teacher education institutions significantly contribute to raising the quality of education by preparing future educators and offering assistance in becoming successful educators. It can be considered that the real dynamic force of education are teachers and that no nation can rise above the quality of its teachers as mentioned in the National Policy on Education 1986, which suggested a variety of steps to improve the status of teacher with effective accountability (Ministry of Education, Government of India, 1986). This affects the quality of teacher education, which is primarily determined by how well teacher education institutions perform. Total Quality Management (TQM) has become popular for promoting quality in educational systems. Determining the state's teacher education institutions' quality is essential. The study aims to provide an understanding of teacher education as both a process and a product. It is also valuable for the participating institutions as it helps them identify areas of strength and weakness that they may leverage to improve.

### **Objectives of the Study**

- i. To study the institutional profile of teacher education institutions based on the perception of teacher educators regarding Total Quality Management.
- ii. To compare the perception of male and female teacher educators of teacher education institutions with respect to Total Quality Management and its various sub-categories.
- iii. To compare the perception of teacher educators of D.El.Ed. and B.Ed. with respect to Total Quality Management and its various sub-categories.

### **Hypotheses**

- i. Teacher educators of teacher education institutions have a positive perception regarding Total Quality Management.
- ii. There is no significant difference between the perception of male and female teacher educators of teacher education institutions with respect to Total Quality Management and its dimensions various sub-categories.
- iii. There is no significant difference between the perceptions of teacher educators of D.El.Ed. and B.Ed. with respect to Total Quality Management and its various sub-categories.

### Method of the Study

Finding the teacher education institutions' strengths and weaknesses based on the quality dimension was the primary objective of the study. As a result, survey and descriptive methods were used in the present study.

### Population and Sample

Teacher educators of 8 DIETs in Mizoram viz. DIET Aizawl, DIET, Lunglei, DIET Saiha, DIET Champhai, DIET Kolasib, DIET Serchhip, DIET Lawngtlai and DIET Mamit as well as IASE Aizawl were considered as population. At the time of conducting this study, there were 14 teacher educators in IASE and 117 teacher educators in the 8 DIETs of Mizoram and no sampling was made and the whole universe was studied.

### Tools Used

Mukhopadhyay's Institutional Profile Questionnaire (MIPQ) was used as survey tool which was developed by M. Mukhopadhyay. The MIPQ consisted of 110 items to assess teachers' perception relating to their satisfaction with eleven dimensions of education such as principal as a leader, teacher quality, linkages and interface, students, co-curricular activities, teaching, office management, relationships, material resources, examination and job satisfaction (Mukhopadhyay, 2005).

### Data Analyses and Findings

Quantitative analysis was done for the data collected through the questionnaire. The results of teacher educators' perception scores on total quality management were interpreted using t-test.

Table 1: Analysis of Teacher Education Institutions

Quality Indicators	B.Ed		D.El.Ed	
	Scores <9.84	Scores >9.84	Scores <8.33	Scores >8.33
Principal as Leader		11.47		10.89
Teacher Quality		10.97		9.36
Linkages and Interface	5.44		2.70	
Students		9.10	8.24	
Co-curricular Activities		11.86		10.08
Teaching		11.21		9.41
Office Management	7.59		8.15	
Relationships		11.12		10.73
Material Resource	8.38		5.12	
Examination		11.19		9.34
Job Satisfaction		9.90	7.60	

The investigator classified the teacher education institutions into two groups- B.Ed and D.El.Ed. Since DIET Aizawl, DIET Lunglei and IASE Aizawl offers B.Ed courses, they were considered as one group (i.e. B.Ed) and the rest 6 DIETs viz. DIET Saiha, DIET Champhai, DIET Kolasib, DIET Serchhip, DIET Lawngtlai and DIET Mamit offers only D.El.Ed course

and they were considered as another group (i.e. D.El.Ed). The strengths and weaknesses of the teacher education institutions (institutional profile) were analysed in comparison to the average scores of the teacher educators in 11 areas or dimensions of quality indicators.

Table 2: Strength and Weakness of Teacher Education Institutions

Groups	Strength	Weakness
B.Ed.	<ul style="list-style-type: none"> <li>• Principal as Leader</li> <li>• Teacher Quality</li> <li>• Students</li> <li>• Co-curricular Activities</li> <li>• Teaching</li> <li>• Relationships</li> <li>• Examinations</li> <li>• Job Satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>• Linkage and Interface</li> <li>• Office Management</li> <li>• Material Resource</li> </ul>
D.El.Ed.	<ul style="list-style-type: none"> <li>• Principal as Leader</li> <li>• Teacher Quality</li> <li>• Co-curricular Activities</li> <li>• Teaching</li> <li>• Relationships</li> <li>• Examinations</li> </ul>	<ul style="list-style-type: none"> <li>• Linkage and Interface</li> <li>• Students</li> <li>• Office Management</li> <li>• Material Resource</li> <li>• Job Satisfaction</li> </ul>

From tables 1 and 2 it can be seen that the institutional average score for B.Ed. group is higher than the cut-off point of 9.84 in the following dimension of - Principal as Leader, Teacher Quality, Students, Co-curricular Activities, Teaching, Relationships and Examinations and thus these areas/dimensions can be considered as the relatively stronger areas or the strength of the institutions. The areas such as Linkage and Interface, Office Management and Material Resource which falls below the institutional average were identified as weakness or weaker areas for B.Ed. group.

For D.El.Ed. group, the areas such as Principal as Leader, Teacher Quality, Co-curricular Activities, Teaching, Relationships, Examinations and Job Satisfaction can be considered as the relatively stronger areas or the strength of the institutions. This is because the institutional average score is above the cut-off point of 8.33. However, the weakness or weaker areas for D.El.Ed group are areas such as Linkage and Interface, Students, Office Management, Material Resource and Job Satisfaction as the institutional average for these dimensions/areas is less than the cut-off point of 8.33.

The average score of teacher educators of various Teacher Education Institutions was positive for all the sub-areas although the result can be negative. This indicate that teacher educators of Teacher Education institutions have a positive perception regarding Total Quality Management of Teacher Education Institutions and thus the first hypothesis was proved and accepted.

### Differential Statistics

The independent variables in the study i.e. gender (male and female) and types of courses (B.Ed and D.El.Ed) of Teacher Education Institutions with respect to perception of teacher educators regarding Total Quality Management and its dimensions (i.e. principal as a leader, teacher quality, linkage, students, co-curricular activities, teaching, office management, relationships, material resources, examination and job satisfaction) were compared by applying T-test and the results are shown as follows:

**Hypothesis:** There is no significant difference between the perception of male and female teacher educators of teacher education institutions with respect to Total Quality Management and its various sub-categories. The study examined teacher educators' perceptions in relation to their gender. This was accomplished by calculating the mean and standard deviation of the scores for the male and female groups. There were 38 male and 65 female teacher educators subjected to the test. To determine whether there was a significant difference in the means of the male and female teacher educators, a t-test was subsequently conducted.

Table 3: T-test between male and female teacher educators regarding  
Total Quality Management

Dimension	Gender	Mean	SD	t- value	p-value	Result
Principal as a Leader	Male	10.7105	6.01308	0.293	0.770	Not Significant
	Female	10.3385	6.31782			
Teacher Quality	Male	8.4211	5.34047	1.719	0.089	Not Significant
	Female	10.2615	5.18494			
Linkages	Male	3.1053	4.74079	0.600	0.550	Not Significant
	Female	3.7385	5.40335			
Students	Male	8.3158	4.67371	0.009	0.993	Not Significant
	Female	8.3077	4.34786			
Co-curricular Activities	Male	9.1579	5.53869	1.708	0.091	Not Significant
	Female	11.2308	6.16383			
Teaching	Male	9.0789	5.34932	0.736	0.464	Not Significant
	Female	9.9692	6.23490			
Office Management	Male	7.1579	4.79034	0.467	0.641	Not Significant
	Female	7.6769	5.78281			
Relationships	Male	10.3158	4.67371	0.240	0.811	Not Significant
	Female	10.5692	5.44280			
Material Resources	Male	6.5526	6.81293	0.462	0.645	Not Significant
	Female	5.9385	6.32919			
Examination	Male	8.8421	6.43691	1.000	0.319	Not Significant
	Female	10.0769	5.80492			
Job Satisfaction	Male	8.2368	6.09579	0.233	0.816	Not Significant
	Female	7.9538	5.86949			

From table 3, it can be seen that the critical t-value of 1.984 at 0.05 level of confidence is greater than the calculated t-value pertaining to each dimension. Also, p-value of each dimension is greater than 0.05 indicating that there is no statistically significant difference between the perception of male and female teacher educators regarding Total Quality Management and its dimensions. (i.e. Principal as a leader, teacher quality, linkage, student, co-curricular activities, teaching, office management, relationships, material resources, examination and job satisfaction). Thus, the null hypothesis is accepted.

**Hypothesis:** There is no significant difference between the perception of teacher educators of D.El.Ed and B.Ed with respect to Total Quality Management and its various sub-categories. The perception of teacher educators was studied with reference to type of course taught i.e. B.Ed and D.El.Ed. There were 49 teacher educators in B.Ed group and 54 teacher educators in D.El.Ed group subjected to the test. Subsequently, t-test was then used to determine whether the means of the teacher educators in the B.Ed. and D.El.Ed. groups differed significantly.

Table 4: T-test between teacher educators of B.Ed group and D.El.Ed group regarding Total Quality Management

Dimension	Type of course	Mean	SD	t-value	p-value	Result
Principal as a Leader	B.Ed	10.0204	6.92968	0.702	0.484	Not Significant
	D.El.Ed	10.8889	5.44498			
Teacher Quality	B.Ed	9.8367	5.64707	0.463	0.645	Not Significant
	D.El.Ed	9.3519	4.99115			
Linkages	B.Ed	4.3061	5.75617	1.494	0.139	Not Significant
	D.El.Ed	2.7778	4.47073			
Students	B.Ed	8.4286	4.33974	0.255	0.799	Not Significant
	D.El.Ed	8.2037	4.58208			
Co-curricular Activities	B.Ed	11.0612	6.69393	0.948	0.346	Not Significant
	D.El.Ed	9.9259	5.29454			
Teaching	B.Ed	9.9184	6.69837	0.452	0.652	Not Significant
	D.El.Ed	9.3889	5.14843			
Office Management	B.Ed	6.8776	5.93588	1.085	0.280	Not Significant
	D.El.Ed	8.0370	4.89498			
Relationships	B.Ed	10.1020	5.97301	0.689	0.493	Not Significant
	D.El.Ed	10.8148	4.30039			
Material Resources	B.Ed	7.3265	7.55918	1.718	0.089	Not Significant
	D.El.Ed	5.1111	5.17857			
Examination	B.Ed	10.1020	6.50078	0.767	0.445	Not Significant
	D.El.Ed	9.1852	5.62365			
Job Satisfaction	B.Ed	8.4286	6.22495	0.602	0.548	Not Significant
	D.El.Ed	7.7222	5.67822			

From table 4, it can be seen that the critical t-value of 1.984 at 0.05 level of confidence is greater than the calculated t-value pertaining to each dimension. Also, p-value of each dimension is more than 0.05 indicating no statistically significant difference between the perception of teacher educators of B.Ed group and D.El.Ed group regarding Total Quality Management and its dimensions. (i.e. Principal as a leader, teacher quality, linkage, student, co-curricular activities, teaching, office management, relationships, material resources, examination and job satisfaction). Thus, the null hypothesis is accepted.

### Conclusion

The study aims to determine the quality of teacher education programs through the perception of teacher educators. The perspective of teacher educators working in different teacher education institutes provide insight into the positive aspects of teacher education. By streamlining procedures and cutting waste in teacher education institutions, the strengths and weaknesses of an institution uncovered through Total Quality Management can be used to discover ways that improve learning outcomes and teacher quality while also increasing efficiency.

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