

## **Total Quality Management in School**

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**Abstract:** *This study aims to identify the level of quality of school in Kedah and the relationship between school quality indicators which are Values and Duties, System and Team, Resources and Change and also Meeting Pupil Needs and Empowering Staff. This study was conducted in a cross sectional survey. A total of 375 teachers working in secondary school in Kedah were selected as respondents to answer the Total Quality Management in School questionnaire by West-Burham (1992). Data analysis showed that the average score is 53.50. In addition, data findings also showed that there is a correlation between all school quality indicators. The findings show that some improvements are necessary to be made in order to create a positive school culture environment and to generate student's excellence performance. Leader of the school should also be more proactive and wise in managing a school.*

**Keywords:** *School Quality; Values and Duties, System and Team, Resources and Change; Meeting Pupil Needs and Empowering Staff*

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### **I. Introduction**

The quality of the school is the most important element of a school as it is one of the determinants of school effectiveness after implementation of the improvement was being made. School effectiveness is also clearly can be seen through student academic performance (Lezotte, 2010; Rutter and Maughan, 2002). School quality not only affects student learning through instructional training and student's talent, classroom situation, school culture and school environment, but it also influences student's learning either directly or indirectly (Mayer, Mullens, and Moore, 2000). The difference in academic performance of these students led to the effectiveness of schools being found to vary between schools and other schools (Gorard, 2010). Among other key reasons why the effectiveness of the schools is different is that some school leadership management has used weak school quality measures, or they have not included key elements of quality in their school management (Mayer et al., 2000).

In Malaysia, the quality of schools is referred to through school ratings set by the Inspectorate of School. The Malaysian Education Quality Standard Instrument is used to set a par value or the level of excellence that is desired or should be achieved by the school. However, from the observation of nine consecutive years on the achievement of the student's performance in Kedah who occupy the Sijil Pelajaran Malaysia, the Kedah state was ranked between 11 and 13 in Malaysia. This suggests the need to study this issue more deeply.

### **II. School Quality**

Quality refers to product features or services that meet customer needs and satisfaction (Juran and Godfrey, 1999). Good organizations, whether public or private, are the organizations that understand quality and know the secrets of quality, which are, they should always listen and react quickly to the needs and desires of customers. This is because it determine the success or failure of an organization (Sallis, 2005).

The quality of the school, in turn, refers to the various aspects of affairs that occur in the school including administration, teaching and learning, co-curriculum, student development projects and school environment. School quality affects the country's economic and social development. Schools are considered failing in their mission, if students are not taught with the values and social skills that are needed in order to be good community and students are not taught with academic skills that are needed to be more productive in economics (Mayer et al., 2000). This means that the failure of the school to fulfill its responsibilities can also affected the future of the student.

Trujillo (2013) in his study found that school effectiveness depends on curriculums that are aligned with standards, coherent organizational structures, strong teaching leadership, frequent monitoring and evaluation and professional learning.

### **Values and duties (values and duties)**

Kent and Terrence (2002) state that values are a set of quality standards to be defined as a very good level. Whereas Harcourt, Area, and State (2016) state that in carrying out their duties, the teacher's preparation is a process in the education system. It is a process to make teachers skillful, efficient and effective in classes and schools, thus equipping them as a professional teacher. Holliman (2015) states that teachers that are present at school have strong values and beliefs to set a set of norms of their commitment to work in order to benefit the school and its students. Meanwhile, Erdemli (2015) found that there was a significant negative relationship between physical and psychological behavior with task-oriented sub-dimensions. In addition, Mohammadtaheri (2011) notes that the results of his study showed that economic factors, human relationships, school factors, teacher knowledge, value systems and personality traits are linked to teacher's work commitments.

### **Systems and teams (systems and teams)**

Collaborative school culture and professional relationships are not just coincidental. On the contrary, it needs to be nurtured and preserved. School leadership need to be wise in assigning the job so that there is a positive teamwork culture in school. Ejionueme (2015) stated that teamwork applications allow teachers to share their ideas and knowledge and teamwork also motivates staff to stay in touch with each other. Indirectly, this proves that teamwork is essential for quality management in schools and teams can be established to communicate more effectively in school administration. Meanwhile, Quintero (2017) stated that student performance improved dramatically as teachers had a good teamwork. While Mulford (2003) states that the system established by the school leadership should be balanced with learning so that it is well received by its school team. In addition, Schochet and Chiang (2010) in his study stressed that the teacher performance measurement system needs to be carefully considered by policymakers. They further suggest that the added value in teacher performance measurement is held so that it can provide an edge in measuring teacher quality.

### **Resources and changes**

Wang, Walters, and Thum (2013) in his study suggested the importance of using the value-added or progress of the student's learning as a complementary measure of school success, especially to make a major policy decision for a school. This is in line with the findings of Zmuda, Kuklis, and Kline (2004) stated that systemic support to policies, structures and resources can sustain continuous focus on goals and decisions agreed upon by an organization. And it highlights the long-term nature of the process of education change. While Holliman (2015) finds that teachers with high performance and commitment have the ability to innovate and this can influence students' attitudes and attitudes towards school despite limited resources.

### **Meeting students' needs and empowered staff**

Sallis (2005) states that quality is about fulfilling and exceeding customer needs and desires. This means that at school it is important to make the wishes and desires of the students and management clearer. This is in line with West-Burnham and Bradbury (2003) which stipulates the needs of students and school management to be fulfilled including determining student placement, recommending class size, determining method of student progress reporting to parents, choosing counseling services, identifying students for award, and help solving students' academic and personal problems. Similarly with Dorsey (1999) stating that employees need to understand how they and their students will benefit from changes to customer focus. The combination of professionalism with the best quality is essential to achieve success in a school. While Tetzloff (1996) states that teachers need to use appropriate teaching strategies to meet the needs of students.

## **III. Research objectives**

The main objectives of this study are to identify:

- 1) The quality level for the secondary schools in Kedah.
- 2) Significant relationship between Values and Duties with Systems and Teams.
- 3) Significant relationship between Value and Duties with Resources and Change.
- 4) Significant relationship between Value and Duties with Meeting Pupil Needs and Empowering Staff
- 5) A significant relationship between System and the Team with the Resources and Change.
- 6) Significant relationships between System and the Team with Meeting Pupil Needs and Empowering Staff
- 7) Significant relationship between Resources and change with Meeting Pupil Needs and Empowering Staff

### **Research Questions**

Based on the objective of the study, a questionnaire was constructed:

- 1) What is the level of quality for schools in Kedah secondary schools?
- 2) Is there a significant relationship between Value and Duties with Systems and Teams?
- 3) Is there a significant relationship between Value and Tasks with Resources and Change?

- 4) Is there a significant relationship between Values and Tasks with Meeting Pupil Needs and Empowering Staff?
- 5) Is there a significant relationship between the System and the Team with the Resources and Change?
- 6) Is there a significant relationship between the System and the Team with Meeting Pupil Needs and Empowering Staff?
- 7) Staff?
- 8) Is there a significant relationship between the Resources and change with Meeting Pupil Needs and Empowering Staff?

#### IV. Research Hypotheses

There are six null hypotheses that will be tested in this study. Question 1 in the study question is not presented in the hypothesis because the question of this study is more on descriptive analysis questions that explain the next hypothesis.

Hypothesis 1: There is a significant positive relationship between Values and Duties with Systems and Teams.

Hypothesis 2: There is a significant positive relationship between Values and Duties with Resources and Change.

Hypothesis 3: There is a significant positive relationship between Values and Duties by Meeting Pupil Needs and Empowering Staff

Hypothesis 4: There is a significant positive relationship between the System and the Team with the Resources and Change.

Hypothesis 5: There is a significant positive relationship between the System and the Team by Meeting Pupil Needs and Empowering Staff

Hypothesis 6: There is a significant positive relationship between the Resources and Change with Meeting Pupil Needs and Empowering Staff

#### V. Methodology

##### Sample

This study involved 375 teachers that are currently serving in Kedah secondary school. The selection of teachers is based on the criteria of the school (i) regular daily secondary school; (ii) school capacity of at least 100 teachers; (iii) schools that are below Band 3 in Malaysia Education Quality Standards. Respondents were selected from eight schools according to the local districts of Kedah.

##### Design and Research Instrument

The study was carried out on a cross-sliced survey. Data quotes are quantitatively. This study uses the Total Quality Management in School (West-Burham, 1992) questionnaire. This instrument was chosen to identify teachers' perceptions towards quality management in schools. This instrument contains 15 items which refer to 4 breakdown of indicators which are; i) values and duties; ii) Systems and teams; iii) Resources and changes and; iv) Meeting students' needs and empowered staff. This instrument uses five options based on Likert Scale.

#### VI. Findings

Table 1 shows that almost three quarters or 71.5% of respondents are women. While in terms of age, the majority is 38.9% are older than 46 - 55 years old. In terms of education, 87.2% of respondents have Bachelor Degree education level. In terms of services, 72.3% of respondents have been serving more than 10 years and 39.5% of respondents have been in school for more than 10 years.

**Table 1** :Respondent Demographic Factor

Sex	Frequency	Percentage
Male	107	28.50
Female	268	71.50
<b>Age Category</b>		
Below than 25	0	0
26 – 35	83	22.10
36 – 45	140	37.30
46 – 55	146	38.90
More than 55	6	1.60
<b>Academic Qualifications</b>		
SPM	4	1.10
STPM	2	0.50
Diploma	3	0.80
Degree	327	87.20
Master	39	10.40

PhD	0	0
<b>Teaching Experience</b>		
Below than 1year	1	0.30
1 – 5	25	6.70
6 – 10	78	20.80
More than 10 years	271	72.30
<b>Teaching Experience In Current School</b>		
Below than 1 year	17	4.50
1 – 5	83	22.10
6 – 10	127	33.90
More than 10 years	148	39.50

Table 2 shows data findings for the mean of the school's overall score is 53.50, mode is 45.00, standard deviation is 7.61, interval is 41.00, minimum score is 34.00 and maximum score is 75.00.

**Table 2** :Mean, Mode, Standard Deviation, Range, Maximum and Minimum of School Quality for Secondary Schools in Kedah

Variable	Mean	Mode	Standard Deviation	Range	Minimum	Maximum
School Quality	53.50	45.00	7.61	41.00	34.00	75.00

The next study is further subdivided according to the breakdown of school quality indicators. The four indicators for the quality of the school studied are Values and Duties, Systems and Teams, Resources and Changes, and Meeting Students' Needs and Empowered Staff.

Table 3 shows the findings of data for indicators under the quality of the school. For the values and dutie indicators, the mean is 11.68 and the standard deviation is 1.96. Next system and teams indicator, mean is 13.84 and standard deviation is 2.44. While for resource and change indicator, mean is 14.24 and standard deviation is 2.71. For indicators meeting students' needs and empowered staff, data findings indicate mean is 13.75 and the standard deviation is 2.67.

**Table 3** :Mean and Standard Deviation of School Quality Indicator for Secondary Schools in Kedah

Variable	Mean	Standard Deviation
<i>Values and duties</i>	11.68	1.96
<i>Systems and teams</i>	13.84	2.44
<i>Resources and change</i>	14.25	2.71
<i>Meeting students' needs and empowered staff</i>	13.75	2.67

Table 4 shows the details of the indicators according to the school's quality study questions. For the Value and Task indicators, majority of respondents stated that they are responsible for quality. Similarly, their school administrators who are personally found to be committed to quality. They also find the value and mission of their school is clear and detailed.

While for the System and Team indicators, majority of respondents stated that the system in their schools had been adjusted to school attendees. Meanwhile, the emphasis in their schools is on prevention. Apart from that, they also found that free from mistakes was a good quality. Other than that, they also did work in teams.

For indicators of Resources and Changes, majority of respondents believed that special training is the only way to improve and change is the natural process in education. For them, being the best is not by having more resources and they feel they can improve to be better.

Next for the Meeting Students' Needs and Empowered Staff, the majority of respondents stated that they met their customers 'needs and they listened to their customers' needs. Same goes to with their school leadership who always listen and think. Accordingly, they beleived that the staff should be empowered.

**Table 4** :Mean and Standard Deviation of School Quality by Questions for Secondary Schools in Kedah

								Mean	Standard Deviation
<b>Values and duties</b>									
S1	Quality is outside our control.	1	2	3	4	5	We are all responsible for quality.	4.07	0.88
S2	The head abdicates responsibility for quality.	1	2	3	4	5	The head is personally committed to quality.	3.50	1.17
S5	Values and mission are vague and assumed.	1	2	3	4	5	Values and mission are explicit and lived.	4.09	0.85
<b>Systems and Teams</b>									
S3	People fit into systems.	1	2	3	4	5	Systems fit people.	3.22	1.12

S4	The emphasis is on detection.	1	2	3	4	5	The emphasis is on prevention.	3.39	0.95
S11	Mistakes are inevitable.	1	2	3	4	5	Error free is the only standard.	3.25	1.07
S12	Work is done by individuals.	1	2	3	4	5	Work is done through teams.	3.98	0.85
<b>Resources and Change</b>									
S6	Training gets in the way of the real jobs.	1	2	3	4	5	Training is the only way to improve.	3.29	1.20
S7	There is too much change.	1	2	3	4	5	Change is the natural process of education.	3.59	1.11
S13	Improving quality means more resources.	1	2	3	4	5	Better does not mean more resources.	3.31	1.11
S15	We are a good school.	1	2	3	4	5	We can and must improve.	4.04	0.89
<b>Meeting students' needs and empowered staff</b>									
S8	We teach students.	1	2	3	4	5	We meet customer needs.	3.84	0.99
S9	We give out information.	1	2	3	4	5	We listen to our customers.	3.60	1.01
S10	School leadership administer systems.	1	2	3	4	5	School leadership listen and think.	3.03	1.17
S14	Staff have to be controlled	1	2	3	4	5	Staff must be empowered	3.27	0.99

Table 5 describes the correlation relationship between school quality indicators. Pearson's Correlation Analysis has been used to recognize whether there is a relationship between Values and Tasks, Systems and Teams, Resources and Changes and Meeting Students' Needs and Empowered Staff.

Hypothesis 1: Accepted because there was a significant positive relationship between VD and ST ( $r = 0.496$ ,  $p < 0.01$ ).

Hypothesis 2: Accepted because there was a significant positive relationship between VD and RC ( $r = 0.451$ ,  $p < 0.01$ ).

Hypothesis 3: Accepted because there was a significant positive relationship between VD and MS ( $r = 0.332$ ,  $p < 0.01$ ).

Hypothesis 4: Accepted because there was a significant positive relationship between ST and RC ( $r = 0.600$ ,  $p < 0.01$ ).

Hypothesis 5: Accepted because there was a significant positive relationship between ST and MS ( $r = 0.481$ ,  $p < 0.01$ ).

Hypothesis 6: Accepted because there is a significant positive relationship between RC and MS ( $r = 0.446$ ,  $p < 0.01$ ).

Table 5 :Relationship between Values and Tasks, Systems and Teams, Resources and Changes and Meeting students' needs and empowered staff

	VD	ST	RC	MS
VD	1	.49**	.45**	.33**
ST	.49**	1	.60**	.48**
RC	.45**	.60**	1	.45**
MS	.33**	.48**	.45**	1

\*\* . r is significant at \* $p < 0.05$  \*\* $p < 0.01$  Sig. (2-tailed)

Keywords:

VD : Values and duties

ST : Systems and teams

RC : Resources and change

MS : Meeting students' needs and empowered staff

## VII. Discussion

The findings of this study show that the quality level of traditional daily schools in Kedah is moderate. This decision is in line with the findings of the Inspectorate and Quality Assurance because the school studied is rated more than the band 3. In addition, the findings also support all hypotheses where there is a positive relationship between all the quality indicators. This proves that in order to create a quality school, teachers need to understand all the elements that are available in their schools and to successfully fulfill the mission set by the school management despite the limited resources. In addition, school management should also play a proactive role in every activity conducted at school. School leadership needs to be efficient in managing the school. Every activity that needs to be done should have a careful planning and in the implementation phase it is necessary to monitor the sensitivity of the school management itself. Not only that, the effectiveness of the activity evaluation process should be carried out after an activity is successfully implemented to review the relevance of the activity and to track the improvements that should be made to each activity implemented. Positive collaboration between school management and teachers needs to be created because the quality is also

interpreted as a result of the actions and decisions by the top management and not just the result of the work done by the workers (Deming, 1981).

Systems and Teams are found to have a strong relationship with Resources and Changes and positively also have relationships with Values and Tasks Meeting Pupil Needs and Empowering Staff. To improve the quality of the school, the school leadership needs to create a solid, committed and productive work group that can develop teamwork and teamwork culture (Karakus and Aslan, 2009).

Values and Tasks are found to have link with Resources and Changes and meet the Student and School Management requirements. Tasks in school will be more complicated and severe if a school is classified as ineffective school and has non-functioning members (Reynolds and Teddlie, 2001). Therefore, a positive work culture should be created as it is the key to the success of a school (Mitchell, 2008).

The resources and changes are found to have relationship with Meet the Student's Will and School Management. Inuwa and Yusof (2013) stated that apart from meeting the needs of student teaching and learning facilities, the safety aspect at school is also important. Schools should always make changes that are appropriate to current needs.

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