**Scholars Journal of Arts, Humanities and Social Sciences ISSN 2347-5374 (Online)**

Sch. J. Arts Humanit. Soc. Sci. 2017; 5(9B):1228-1233 **ISSN 2347-9493 (Print)**

©Scholars Academic and Scientific Publishers (SAS Publishers)

(An International Publisher for Academic and Scientific Resources)

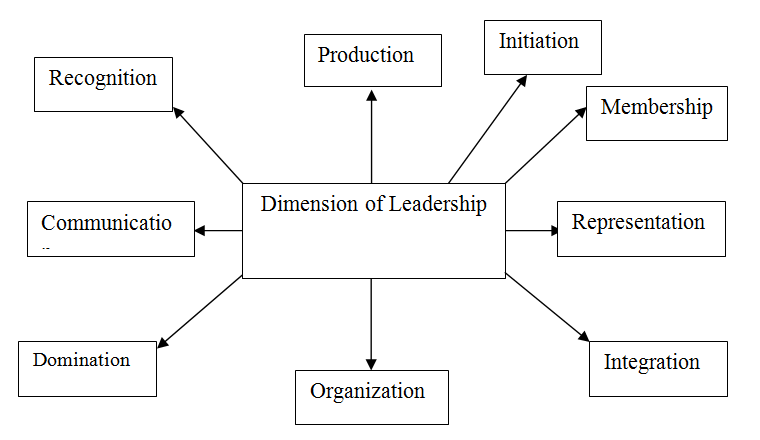
**Leadership Qualities: Best Practices for Implementing Total Quality Management (TQM) in Education**

**Dr. Prakash Chandra Jena**

School of Education, K.R. Mangalam University, NCR-Delhi, India

|  |  |
| --- | --- |
| **\*Corresponding author**  *Dr. Prakash Chandra Jena*  **Article History**  *Received: 23.08.2017*  *Accepted: 28.08.2017*  *Published: 30.09.2017*  **DOI:**  10.36347/sjahss.2017.v05i09.019  **C:\Users\Habibur Rahman\Downloads\SJAHSS.png** | **Abstract:** The development of a nation along with a conscious and productive citizenry depends upon the standards of education, which is in turn depends upon the competence, quality and character of teachers. Like a leader, the teacher works as a catalyst for cooperation and communication and performs the role of change agent in relation to the members of the organization and influence others through qualities such personal charisma, expertise, command of language, and the creation of mutual respect. This paper tries to explore how leadership qualities are important means for bringing quality in all aspects of education.  **Keywords:** Leadership Qualities, Total Quality Management, Quality education. |
| **INTRODUCTION**  Education is a process of human enlightenment and empowerment for the achievement of a better and high quality of life. A sound and effective system of education result in the enfoldment of learner's potentialities, enlargement of their competencies and transformation of their interests, attitudes and values. Educational leadership begins within the classroom. Education does not happen in isolation. It is created, generated and delivered within a social context. The role and function of leadership in education is primarily ethical that of leading learning. It is essential for educational administrators to provide holistic atmosphere for students to learn and for |

teachers to be role models for students to become men of character and integrity. The word leadership comes from the Angle Saxen word leden meaning to go, preceding or for most among. Leadership is a process by which a person influences others to accomplish an objective and directs the institution in a way that makes it more cohesive and coherent. It is a process whereby an individual influences a group of individuals to achieve a common goal. However, leadership is not simply a characteristic of a single person. It is rather a complex social relationship, the behavioral process of influencing individuals and group towards set goals. It influences the behavior of every one that is seemed in one form or another in every form of life. Cattle state that *a leader is the person who creates the most effective change in group performance.* It includes managerial competence including planning, organizing and directing efforts. The dimensions of leadership behavior are as below:



**Foundation of leadership**

The foundation of leadership can be seen in the following perspective.

* **Psychological foundation of leadership:** Psychological foundation of leadership put emphasis on the pattern of personal characteristics of leader with reference to or in relation to the characteristics, activities and the goals of the followers. Psychological do not accept the pattern of trait that characteristics the leaders, they have a tendency to focus on personal qualities with leadership portion.
* **Sociological foundation of leadership:** Leadership is always found in the same type of group and the functions essentially in relation to his followers. Sociologists by more emphasis on characteristics of a group rather than on the leader, who leads the persons, group. It is an Interaction process between the members of the group specifically an interaction between leaders and rest of groups.
* **Behavioral foundation of leadership:** Behavioral foundation emphasis observed behavior of leader in specific situation. Behavioral scientists accept that the people who are involved in leadership process with some personal inherited traits and they function in particular situation leader who is successful in one situation may fail in other situation, If he does not change his pattern of behavior. This means according to behavioral foundations of leadership, leader will have to change his pattern of leadership according to circumstances.

**Teacher as a of leader**

* **The teacher will maintain his own position:** Like a leader, a teacher must be established as a person from whom information comes. In formal organization, authority is established by an office and other symbols of status. In informal groups the equivalent of office and title is high rank. A person in a position of authority is expected to originate interaction.
* **A teacher must confirm the norms of his group:** The small group the highest rank is given to those who closely conform to group norms. A teacher must be concerned with those things with which his followers are concerned.
* **The teacher will lead:** A teacher is a person who originates action.
* **The teacher will not give orders that will not obey:** Like a leader, a teacher gives order that will not be obeyed; he undermines his rank and authority upon which the obedience of future depends. To do so, it will create confusion among his followers and doubts regarding his competence.
* **The teacher listens:** Decisions will be sound only to extent that the teacher is fully informed. He must depend upon other for that information. First, in order to encourage communication, the leader must be quite and listen without interrupting as long as the follower has something he wants to say.
* **The teacher knows himself:** Like a leader, a teacher must know himself, his strengths as well his limitations and his use failure or misjudgment as an opportunity for learning. Leadership is the quality to lead others to accomplish the set goals of organization and who occupies this quality, is a leader. It is defined in different ways by educationists.

Hersey and Blanchard [1] felt three basic competencies necessary for a leader that are also necessary for a teacher:

* Ability to interpret and understand the situation (Diagnosing);
* Adapting the ability to change behavior and resources in the light of situation, and;
* Ability to communicate with other members of the organization to get acceptance and understanding.

**Leadership qualities and responsibilities**

The aim of leadership is to help the members of group develop a sense of direction and a commitment to that direction. A leader must be able to influence all members of the group. An organization leader ensures that all resources are moving in the direction to achieve the organization's objectives. A leader inspires the organization, develop cohesion and lead the organization to success against hurdles. Essential principles work for a leader as:

* Direction establishes a picture of desired future state;
* Strategy provides the means to achieve the direction;
* Structure establishes the operating frame by which decisions are made;
* Employees provide the power to implement the strategy;
* Tools provide the means to achieve results and;
* Leadership ensures that the operating system, as a whole functions effectively.

To improve education quality, an essential factor of economic and social, development in the 21st century, it is crucial to reduce the huge amount of knowledge students are supposed to master, focusing their attention to a system of basic knowledge, on creativity, problem-solving and lifelong learning.

The indicators are grouped into seven areas with specific topics:

**Curriculum:** structure of the curriculum (program/goals, tasks, focus on development of

Functional tasks, focus on students’ activities, integration of programs within and between areas)

* courses and programs
* key competences that students develop in the given school

**Achievements:** (evaluated by external, independent agencies)

* achievement quality compared with the set goals

**Learning and teaching**

* teachers’ work
* students’ work and experience
* meeting the needs of the students
* monitoring and evaluating the work of students and teachers

**Students’ support**

* students’ personal, social and spiritual growth
* progress and achievement monitoring
* support in all aspects of learning, progress, students’ and teachers’ personal development

**School ethos**

* school policy
* school atmosphere and relations
* specific goals of each individual school
* orientation towards students’, teachers’ and parents’ satisfaction

**Resources**

* school resources
* teachers, professional associates, the principal; their education, teachers
* teamwork, cooperation; being open to innovation
* material resources and premises
* efficient human and material resources

**Management, leadership and quality assurance**

* approaches to leadership and management

**TQM and Leadership**

Total Quality Management is an enhancement of the traditional way of managing educational institutions. It is not a technique but a collection of approaches designed to optimize the performance of an enterprise. It is better suited to a more sophisticated production and service economy [2]. In the 1950s, Dr. Edwards Demmings and J.M Muran introduced the Japanese to the concept of total quality management. The main features of TQM are:

* System thinking
* Shared long-term vision
* Employees’ participation and empowerment
* Teamwork
* Strong quality leadership
* Continuous improvement
* Customer relationships
* Process-orientation [3].

Leadership is defined in the context of TQM as providing and driving the vision [4]. It is a management approach of an organization centered on quality based on the participation of all of its members aiming at long term success through customer satisfaction and benefits to all members of the organization and to the society (ISO 8402). Total quality can be achieved through continuous improvement results in continuous success of the organization. TQM philosophy believes in continuing success. Leadership in TQM thinking requires a continuous cultural change and people need to be guided through the change. Continuous improvement can be attained through motivated employees, who work in teams and utilize productive tools for the purpose of increasing user's satisfaction. A leader or librarian in TQM system must direct leadership. This leadership works for continuous learning, service oriented attitude full of radiate positive energy, and trusts in other people of the organization because TQM is people oriented. SO, TQM leader as well as his team is responsible for quality; but it is important to make sure that team's decision is matched with quality statement of the organization. It requires development of problem solving and decision making ability to the lowest appropriate level by assigning authority and responsibility. The needed resources must be provided to train employees in the TQM tools and techniques, so that they can fulfill their job requirements

In an educational environment teacher must be visibly and actively engaged in the quality effort by serving on teams, training teams, and teaching seminars. He should lead by demonstrating, communicating, and supporting the quality statements. A very important role of teacher is to hear internal and external users of the educational institute through visits, focus groups and surveys. This information is translated into core values and process improvement projects. His very important role is the communication. The objective is to create awareness of the importance of TQM and communicate its benefits for educational institute. Leadership is essential during every phase of the implementation process and particularly at the beginning. It starts from top level management. Some principles and practices of TQM may differ among firms and industries, because of their different work nature, but there is a common agreement as to the importance of leadership by top management in implementing TQM. Such leadership is a pre-requisite to all strategy and action plans. According to Juran [5] it cannot be delegated. Those firms that have succeeded in making total quality work for them have been able to do so because of strong leadership. If moral integrity is fundamental to TQM, the TQM is the means by which it is expressed.

**New reality for today’s educational institutions**

In the current depressing national and international scenario, when the material values have assumed more significance than human values, the future of mankind can be nothing but dismal. Teachers in institutions around the world are feeling the impact of globalization, shifting geopolitical forces, outsourcing, advancing technologies, virtual classrooms, e-learning, these and other trends are forced to adapt to new ways of working. Added to this is the recent economic uncertainty, widespread ethical scandals and the insecurity associated with war and terrorism. Teachers are facing a really tough job to keep students grounded, focused and motivated toward accomplishing positive goals. It takes particularly strong teachers to guide people through the uncertainty and confusion that accompanies periods of rapid change. Our ancestors chose the Gurukula system of education where knowledge and values were imbibed at the feet of the Guru. It was a complete residential system where the child came back home only receiving all knowledge. Even king Dasaratha had to send his sons, Rama and others, to learn at tile feet of the Guru. But now, with the explosion of knowledge, growth of print media, growth of multi-media, Internet, etc., the computer appears to have become.

**Leadership for Total Quality Management**

Leadership has been described as "a process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task", although there are alternative definitions of leadership, For example, some understand a leader simply as somebody whom people follow or as somebody who guides or directs others, while others define leadership as "organizing a group of people to achieve a common goal".

Studies of leadership have produced theories involving traits, I situational interaction, function, behavior, power, vision and values, charisma, and intelligence, among others.



Bolman and Deal [6] suggested 4-0 Model and explain that leadership behaviors displayed in anyone of these four dimensions i.e., Structural, Human Resource, Political, and Symbolic. This model has suggested that leaders can be put into of these four categories and its functionality depend upon the situation of leadership. Plunketted [7] said that leadership is the ability to get work done with and through others.

**Framework of TQM**

The TQM framework should be built upon a set of core values and concepts. These values and concepts provide foundation for integrating the key performance requirements within the quality framework.

A set of fundamental core values forming the building blocks of the proposed TQM framework are:

* Leadership and quality culture
* Continuous improvement and innovation in educational processes
* Employee participation and development
* Fast response and management of information
* Customer driven quality and partnership development, both internally and externally.

**Leadership requirements in TQM environment**

It needs following requirements in TQM environment:

* Defining and communicating jobs and directions;
* Ensuring that goals and expectations are met;
* Reviewing performance and taking appropriate action;
* Creating an enjoyable work environment that promotes creativity, innovation, and continual improvement;
* Ensuring that employees are effectively contributing to the educational goals;
* Motivating, inspiring and energizing employees; Recognizing employee contributions;
* Get feedback from users.

Leadership applies to individuals, teams and the organization as a whole. Individual leadership is revealed through maintaining the focus and discipline to consistently complete jobs, being positive in identifying and solving problems by making continuous learning habit. A person can perform individually as a leader in any social situation in which his ideas and actions influence the thoughts and behavior of others. Team leadership is seen to seek success by removing barriers to team performance, establishing frequent communication and resolving problems. Organizational leadership is visible in clear values, creating a competitive advantage, users focus and continual learning.

It is true that while implementation of any new thought or concept problem arises so as in TQM leadership. Somehow there is no simple solution to the leadership problem as there is no very clear-cut difference between traditional leadership and TQM leadership. The only difference is in perception that how one can see it. Here are some points of leadership to be aware while implementing TQMi educational institutions:

* Leader must develop the vision and strength to handle any situation.
* He must be thoughtful, have an entrepreneurial vision and a healthy outlook.
* He must have a sense of continuity and significance.
* He must know how to sort the user friendly pattern of information out of heavy flow of information.
* The leader must be a social architect who studies and shapes what is called the "culture of work."
* All know that the task of the leader is to lead and for leading others it is necessary to know himself/ herself and utilize his or her strengths to the benefit of the educational institutions.

**TQM leadership is the thought of teamwork**

Teamwork is one of the important needs of the new management system. It is also true for TQM. That's a basic principle of teamwork that nobody is perfect including the team leader but everybody can be improved. Seeking self-improvement is an essential requirement of TQM leadership. Every member of the team has his own responsibilities for the organization. As specific aims and actions set through all departments to the individual employees, they all know specifically what they are expected to achieve and each has been involved in deciding his or her own part. The approach is the essence of all teamwork. It seeks to bind together the purposes of the individual and the organization.

The team needs a leader and leader works as a catalyst for his/her team but that doesn't mean to assign all the functions to one person. This is the denial of true teamwork. The major role of leadership is to ensure that all the necessary functions are being properly exercised, and to pull them together, so that the team truly functions as a unit. The more members there are in a team the greater number of possible links. It is also true that no one leads all of the time, sometimes leaders also function as followers; everyone spends a portion of their day following and another portion leading. It is a learned behavior and anyone can improve him/her by proper study and application. Such leadership is situational and shifts from person to person depending upon the task at hand.

In an educational environment continuous improvement in user satisfaction is a must because continuous improvement leads to perfection. As the old proverb said "Practice makes a man perfect". Continuous pace on work and competencies make it possible. It needs following check on self:

* Awareness about plus and minus points of own and seek self-improvement wherever it needs;
* Practice of acquiring technical and tactical capability to perform a particular job;
* Initiation of appropriate actions at the right time;
* Development of a sense of responsibility for work;
* Development of the ability to take good decisions in right time;
* Work with dedication so set the example for others;
* Familiarity with team members and their limitations and anticipate their requirements;
* Understanding of the task so that it is ethically accomplished;
* Be a team member - but not a yes man.

**Effective Leadership**

The most effective leadership is where a leader has the ability to sustain the tension between personal goals and those of organization and find out a creative solution. Effective leadership requires the ability to diagnose, adapt, and communicate. Communication must be the quality guide for effective leadership. Effective leadership ensures that communication is frequent, open an honest. It requires enthusiastic thinking for benefitting the institution and makes the team members actively contribute to that; are aware of their function and take personal pride in contributing for organization's success. The joint purpose of leader and team members is to achieve the target set for organization progress. Any thoughtful leader has three top priorities as accomplish the mission; take care of people and; create more leaders.

Total Quality Management holds true for those managers wishing to implement changes or adopt new styles of management in organization. The foundations of Total Quality Management rest on the individual workers and their participation and leaders create the proper environment for workers to contribute. Successful leaders throughout the history have always had a vision for change from a current or existing state to a new enhanced state. This is relevant in the present situation, because the modern management system rely that the envisioned situations should be developed with not only their subordinates or workers in mind, but along with the leader's well thought out plan for obtaining, maintaining, and improving the desired change. Leadership involves power by influence, but there are leaders who influence others regardless of their position. On the other side of coin, success of any educational institution depends on the performance of the workers at the bottom of the pyramid and who at the top level must act as the organization's leaders for quality. Leaders create clear and visible quality values and integrate these values into the organization's strategy.

**CONCLUSION**

People orientation is a key strategy for success either of traditional management or Total Quality Management. A teacher plays an important role to bring multiple realities. Leaders sincerely believe in people, respect human dignity and provide opportunities to show their hidden abilities. They help people to do a better job with less effort by improving systems and removing causes of failure and frustration. Like leaders, a teacher should inspire all the students, staff members and make confident them to realize their full potential, enhance self-esteem and take pride in their roles as the part of educational institutions. He takes various steps to multiply leadership qualities throughout the organization so that the original potentialities can be used for achieving and sustaining excellence. It is for the most past common sense and art of managing the whole to achieve excellence and integrates fundamental management techniques, the existing management improvement efforts, and technical tools under a disciplined approach.

**REFERENCES**

1. Stipek, O.J. 1988. School Leadership in students through school culture, corporative learning and school value system, Motivation to learn from theory to practice Englewood Clifts, New Jersey prentice hall
2. d’Ariano GM, Macchiavello C, Paris MG. Detection of the density matrix through optical homodyne tomography without filtered back projection. Physical Review A. 1994 Nov 1;50(5):4298.
3. Conger, J.A. and Kanungo, R.N. 1994. "Charismatic leadership in organizations: Perceived behavioural attributes and their measurement." *Journal of Organizational Behaviour (*15): 439-452
4. Ye T, Mittal R, Udaykumar HS, Shyy W. An accurate Cartesian grid method for viscous incompressible flows with complex immersed boundaries. Journal of computational physics. 1999 Dec 10;156(2):209-40.
5. Juran I, Christopher B. Laboratory model study on geosynthetic reinforced soil retaining walls. Journal of Geotechnical Engineering. 1989 Jul;115(7):905-26.
6. Bolman LG, Deal TE. Leadership and management effectiveness: A multi‐frame, multi‐sector analysis. Human Resource Management. 1991 Dec 1;30(4):509-34.
7. Roeper T, Ramos E, Seymour H, Abdul-Karim L. Language disorders as a window on Universal Grammar: An abstract theory of agreement for IP, DP, and V-PP. Brain and Language. 2001 Jun 30;77(3):378-97.