Total Quality Management in Higher Education Institutions

The case of *Furra Institute of Development Studies and Education (FIDSE)*

Research Project -in Partial Fulfillment of the Requirement of Degree of Master of Public Administration

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Acronyms

AAU   Addis Ababa University

ENA   Ethiopian News Agency

FBE   Faculty of Business and Economics

FIDSE   Furra Institute of Development Studies and Education

HE   Higher Education

IGNOU   Indra Gandhi National Open University

MOE   Ministry of Education

MPA   Masters of Public Administration

OD   Organizational Development

TQM   Total Quality Management

UN   United Nations

UNESCO United Nation Education, Scientific and Cultural Organization

Abstract

This thesis is based on the finding of the research study entitled Total quality management in Higher Educational institution- the case of FIDSE. The main purpose of the study was to investigate whether quality management in higher educational institutions is applicable, with reference to Furra institute of development studies and education. To this end, a descriptive study method was employed to find out what the actual status of the institute in total quality management application as higher educational institution. The subject of the study was 500 students and 120 staff members of the college, to assets the above issues as a reference.

The respondent sampling was carried out through purposive and random sampling techniques. Information was obtained through questionnaires, interviews and documents. The information gathered was analyzed by tabulating the frequencies and calculation of percentage. The results indicate the total quality management concepts still are not fully implemented. However, there are so many indications and positive elements and hope that they will be fully implement in the future.

Although the results indicated the positive aspects in implementing total quality management in higher educational institution, it is not effective due to so many problems such as, lack of capacity of the managers, lack of time and resources, lack of sense of commitment, responsibility and accountability of higher authoritative bodies, lack of clear plans, clear communication, lack of necessary facilities and equipment. Hence, it can be concluded that college is tying its best to provide quality education for all; however, it needs to do more on total quality management application.

Thus, the study indicates that it is crucial to apply total quality management system in the college, and the top level managers and coordinators commitment is highly recommended. Further, it is equality important to pay great attention for staff motivational factors and fulfill the necessary facilities and infrastructure for further development of the college, which can lead to quality management system.

Chapter one

6. Introduction

6.1. Background of the study

The 21st century is marked as the era of quality and information technology. Due to rapid global changes and innovation helping for quality of goods and services, this can be leading to all rounded quality life of the society.

The importance of education for the development of excellence, expertise and knowledge leading to overall development in economy cannot be undermined. This has necessitated a sound strategy for the development of higher education in almost all countries of the world. Establishing leadership in the world is possible only when we have a developed system of higher education in which efficiency remains the sole criterion to evaluate performance. The system of higher education is found efficacious in making available to the society a dedicated, committed, devoted and professionally sound team of human resources to decide the future of any nation. This is possible only when the principles of quality management are inculcated in the system of higher education. Total Quality Management (TQM) is inevitably common factor that will shape the strategies of higher educational institutions in their attempt to satisfy various stakeholders including students, parents, industry and society as a whole.

The internationalization of higher education, with students crossing international boundaries in search of learning and understanding, is not a new phenomenon. It has, however, been consolidated and promoted against a backdrop of 'globalization'. It is both a response to and reflection of 'globalization'.

As a consequence, Institutions of higher education now operate in an international market that is fast reaching maturity, competing for both students and research funds. As a result, there has emerged a significant change in education at both the international and national levels. For example, in Australia, encouragement of universities to seek commercial opportunities and align themselves more closely with industry needs is paramount to their survival. Internationally, there has been a move from elitist to mass higher education, along with greater diversity of institutions and programs.

Alongside of this 'globalization' and saturated market is the increasing emphasis placed on the concept of quality and its impact on the providers of educational programs. While quality was once perceived to be purely the domain of engineering, manufacturing and production engineering disciplines, quality processes have now expanded to include both the service and public sectors of the economy.

Feigenbaum (1994, p84) believes that "quality of education" is the key factor in "invisible" competition between countries since the quality of products and services is determined by the way that "managers, teachers, workers, engineers and economists think, act and make decisions about quality" .

TQM has been adopted as a management paradigm by many organizations worldwide. Quality movement in across the world starts with quality improvements project at manufacturing companies. But later it spread to other service institutions including banking; insurance, nonprofit organizations, healthcare, government and educational institutions. TQM models, based on the teachings of quality gurus, generally involve a number of "principles" or "essential elements" such as teamwork, top management leadership, customer focus, employee involvement, continuous improvement tool, training etc.

Total quality management means that the organization's culture is defined by and supports the constant attainment of customer satisfaction through an integrated system of tools, techniques, and training. This involves the continuous improvement of organizational processes, resulting in high quality products and services. TQM is the process of changing the fundamental culture of an organization and redirecting it towards superior product or service quality (Gaither, 1996)

TQM can be defined as a general management philosophy and a set of tools which allow an institution to pursue a definition of quality and a means for attaining quality, with quality being a continuous improvement ascertained by customers' contentment with the services they have received (Michael et al., 1997)

According to Witcher (1990) TQM is composed of three terms: Total: meaning that every person is involved including customer and suppliers, Quality: implying that customer requirements are met exactly and Management: indicating that senior executives are committed.

TQM may also be defined as: doing things right for the first time, striving for continuous improvement, fulfilling customers' need, making quality the responsibility of every employee etc.

The purpose of higher education is mainly producing competent, adaptable and responsible citizens who can contribute to changing and transforming the livelihood population. Furthermore, the research and studies undertaken by higher education institutions are expected to generate knowledge and search for truth, to provide the society and the economy with relevant solutions that ensure development, that alleviate problems at the grass root level and generally to contribute to poverty alleviation.

In order to satisfy the socio-economic development of the country, higher education is playing a more active role in our country and this requires a paradigm shift in terms of governance and service delivery. Higher education institutions must become more innovative leading to quality institutions of knowledge production and dissemination. Realizing the importance of higher education, a lot of innovative experiments are being done to improve the performance of this sector. Application of TQM concepts is one of such measures, which will go a long way in revolutionizing the higher education system.

Education in Ethiopia has faced a number of problems such as inequality, inaccessibility, irrelevance and especially the low level quality education, to alleviate the prevailing problems. The country has been undertaking many innovative programs and projects. The new education and training policy document is one of the major educational problems to maintain quality and update the education system of the country. However, the implementation of new education and training policy is being constrained with a number of problems among which shortage of qualified teachers and low management capacity are few to mention.

To address these problems it has become necessary to lay down a system and issue requirement that enable higher private education institutions like Furra institutes of development studies and education /Furra University College/ should be expanded in the country accordingly, to produce quality and skilled manpower adequately to meet the needs to the entire country. (Higher educational proclamation No.351/2003, pp 2235).

One of the out puts for higher education is the success of many companies that have improved their overall performance and products using total quality management (TQM). Total quality management is primarily concerned with increasing customer satisfaction through an integrated framework that examine the relationship between various system wide elements and make data driven decisions to reduce errors and waste in the process. To do this, managers must create an

environment in which employees take joy and pride in their work, and are empowered to make changes.

Until recently, Ethiopian universities and colleges have paid only little attention to the ideas and concepts to total quality management, despite that many of the universities and colleges offer total quality management courses and consultancy services through various departments and schools. However, therefore, all higher education including Furra institutes of development studies and education need to have change of perception for the adaptation of TQM principles in the education systems.

To address these challenges the Higher Education Proclamation of 2003 provided for the establishment of an autonomous legal body that caters for assurance and enhancement of quality and relevance in the higher education system in Ethiopia. Thus, the Higher Education Relevance and Quality assurance Agency (HERQA) started its undertakings in 2003. Higher Education Relevance and Quality assurance Agency (HERQA) is established to assure and enhance quality and relevance of programs and institutions of higher education in Ethiopia so that the graduates would meet the demands of the world of work, the economy and the society at large. It is also expected to keep track of and adapt international/global trends and developments in quality and relevance of teaching and learning in higher education. It is required to adopt/adapt best practice, benchmarks and acceptable and relevant quality standards from other countries.

6.2. Statements of the problem

The most important functions of educational institution are teaching-learning processes. The effective and efficient goal achievement of the educational organizations through teaching-learning process depends on availability of qualified and competent personnel, adequate facilities, appropriate and effective management practice, transparent and participatory decision making processes.

The main trust of the study is to assess and describe the practice of total quality management system in the institutions of higher learning and its impact on the institution's operation and its influence on the competitiveness of the organization in the existing environment.

To understand the level and scope of academic staff and student participation in decision making toward total quality management implementation.

Therefore, the study is, intended to answer the following questions in general:

I.   How management competence contributes to the quality improvement?
II.   Is the management system in the institute is appropriate and effective?
III.   How the organizational structure facilitates the successful accomplishment of the vision, mission and goals of the institute?
IV.   How clear and transparent the decision making process is?
V.   Is the level and scope of academic staff and student participation in decision making toward total quality management implementation understood?

6.3. Objectives of the study

As in any other developing countries, Ethiopia's higher education shall have the objectives to:

★ Produce skilled man power in quality and quantity that will serve the countries in different professions.
★ Expand higher education services that are free from any discrimination on the grounds of race, religion, sex, politics and the like.
★ Produce equitable distribution of higher education institutions;
★ Lay down problem solving educational and institutional systems that enable to utilize potential resources of the country and undertake study and research;
★ Provide higher education and social services that are compatible with the needs and development of the country;
★ Lay down an institutional system that ensures the accountability of the institutions;
★ Ensure the participation of all those concerned bodies in administration & decision making create and promote participatory culture;

The main objective of the study is to investigate issues surrounding total quality management in higher education in general and with specific reference to Furra institute of development studies & education in particular. In light of this the central theme of this study aims to:

★ Assess the major determinants of total quality management practice in higher education system in FIDSE, including management commitment and student or customers focus.

★ Examine the relationships of instructors with the students in terms of making improvements in higher educational system, to produce competent graduates, and developing further with regards to total quality management.

★ Examine the need for continuous improvement in higher education institutions for adaption of TQM practices.

★ Examine to what extent is the effort of the college towards satisfying the various need of the students.

★ Forward constructive suggestions based on the findings.

6.4. Significance of the study

Social and economic development is achieved principally through the advancement of quality education, and application of relevant knowledge. Having this notion; the society, employers, students, and their families expect to have reliable and meaningful information about the total quality management in education system. Thus, the outcomes of the study are expected to:

• Enhance the awareness and due attention given to the issue of total quality management (TQM) in the educational sector.

• Help academic institutions develop appropriate quality management practices that assist them to build and maintain stakeholders confidence;

• Help senior management to gain an appropriate perspective of total quality management (TQM) and to understand its key concepts and how they can aware of the principles and develop further, and

• Initiate further studies in similar areas and provide documentation for upcoming researchers.

6.5. Scope of the study

The study is limited to total quality management application in higher education institution the case of FIDSE. And this particular institute selected as the study center due to observation that most of the private higher education institutions were not so far in many researches and, their development under total quality management practice in the country were not assessed, and therefore, that is why interested to include the study, for the benefit of all stakeholders including the FIDSE and MOE.

Since quality is multi-dimensional concept, the researcher confines to the assessment of total quality management practice, in terms of management commitment, customer focus, empowerment, and continuous improvement, examine the need of continuous quality improvement and identify what an individual instructor can do in terms of quality improvements.

6.6. Limitation of the study

It is difficult to mention all the limitations of the study from the outset. To mention some, is limited to only one higher education institution, because of time and financial constraints, lack of interest to respond the questionnaires by some students and staff members is a major drawback to effectively conducting the process of investigation as detailed as it was originally planned.

6.7. The research design and methodology

To insure the reliability of the research both primary and secondary methods of data collection are used in general. Specifically the method used for the research is a survey method. This is because it is intended to assess and investigate the practice of total quality management in higher education institutions in general and that of FIDSE in particular.

Both the staff and student population of FIDSE is included under the study, which from 500 students' population 10% that is 50 students and from 120 populations 24 that is 20% of staffs as representative sample by administer coast sampling techniques.

Three types of instrument are used to gather the necessary data questionnaires, interview and document analysis. The questionnaires are three kinds; one set for academic staff, the second set for students and the third for management groups.

All sets of questionnaires comprise close ended and open-ended items to enable the respondents give their views and suggestions. Structured interview with academic staff and top- level management groups to strength the information gathered through questionnaires, document pertaining is carefully examined and analyzed.

6.8. Methods of data analysis and presentation

The data collected from different sources is carefully analyzed, tabulated and presented in frequency counts. Then, the data is organized and interpreted using percentages to give clear picture of the study.

6.9. <u>Organization of the study</u>

The whole paper is organized in to five chapters. The first chapter; introduction, statement of the problems, objectives, significance of the study and methodology employed to carry out the research are presented. The second chapter contains literature reviews. The third chapter provides the background of the organization. The fourth is concerned with data presentation and analysis of the study. And the last chapter deals with the summary, conclusion and recommendation.

Chapter Two

2. Review of the related literature

2.1 Concept of TQM:

Total quality management (TQM) is enhancement of the traditional way of managing organizations. TQM is a proven technique to guarantee survival in international competition. Only by changing the function of management can the culture and actions of the entire organization be transformed. We need to analyze the three words, we have;

Total: make up of the whole

Quality: Degree of excellence, a product or service provides

Management: Act, art, or the manner of handing, controlling, directing etc. Therefore, TQM is the technique of managing the whole, to achieve all round excellence.

Although the concept of quality is old, quality management is the major preoccupation of organizations today. Many organizations around the globe are conducting Organizations Development (OD) programs to enhance quality awareness and change the attitudes of their employees.

The efforts towards understanding, adopting and promoting TQM are primarily inspired by the changes taking place in the global economy, changing market conditions and customers' expectations and increasing competitive pressures which require organizational excellence on a continued basis.

Seeking for continued improvement and excellence include all the organizational setups like business and educational quality services and management. Sustained effort towards improving quality is total quality management. Many large organizations have recognized the important contributions that TQM can make in dealing with these challenges.

Quality in the work place has gone beyond creating a better-than –average products at a good price, and now refers to achieving increasingly better products and services at progressively more

competitive prices; this includes doing things right the first time, rather than making and correcting mistakes.

Total quality management means that the organization's culture is defined by and supports the constant attainment of customer satisfaction through an integrated system to tools, techniques and training. This involves the continuous improvement of organizational processes, resulting in high quality products and services.(JamesA.F. Stoner, R.Edward Freeman and Daniel R.Gilbert,Jr. 2001)

According to Shankar D. Bagade (2002), quality means different thing to different people. Hence, quality is not absolute, has on common yardstick has varied characteristics and has no boundaries.

Quality defines in order to measure and distinguish good from bad and good from the excellent. Quality is perceived as a level of satisfaction a consumer derives, out of its use at given price and at a given time.

In the same way educational quality services can be manifested by the people we producing for general take-off in the various activities and responsibility that new graduate are taking. However, education is not a medicine which takes away all the poverty out of people or country, but it is a means to take-off further responsibilities.

Quality: The word quality is derived from Latin word quails, which means "what kind of". It connotes a variety of meanings and implies different things to different people.

Quality is fitness for use or purpose". Crosby considers it as "conformance to standards". Deming defines quality as "a predictable degree of uniformity and dependability at low cost and suited to market". In general quality is one, which satisfies customer needs and continuously keeps on performing its functions as desired by customers as per specified standards.

Quality in higher education

The phrase "quality of education" is a difficult one to discuss in a concrete way, since it is almost always related to some specific goals (and can involve a related argument about whether such goals are legitimate or not). Quality is also a difficult word because it evokes a wide range of attributes, and the usual way of acknowledging the existence of quality is to appeal to observation and experience of a range of possibilities. The philosophy behind the quality movement is to convey the message that customer satisfaction is paramount, and, that through a process of continual

improvement involving every member of the organisation; quality outcomes can be achieved with a structured, well-managed system.

During the 1990s, quality in higher education moved to being the foremost concern in higher education alongside funding issues. Harvey (1999) explains that national governments expect higher education to: "…be more relevant to social and economic needs; widen access; be more cost effective; ensure comparability of provision and procedures, within and between institutions, including international comparisons; and, be responsive to a range of stakeholders" (p2).

Rowley (1995) identifies the key elements necessary for success as: commitment and example from top management; awareness of the cost of quality; knowledge of the tools and techniques; understanding of customers' specifications and satisfaction; pursuit of continuous improvement; and, belief that everyone has a responsibility for quality.

Garvin (1988) identifies five approaches to defining quality: transcendent (innate excellence); product-based (some attribute); user-based (needs); manufacturing-based (conformance to requirements; and, value-based (costs and prices). While Garvin's (1988) classification mainly applied to industry, it has been widely used in relation to higher education. The nature of quality in the context of a university and identify five discrete but interrelated ways of thinking about quality in higher education: exceptional (quality as something special);

To define what is meant by quality in higher education is somewhat different to that in industry and service production where the perception of quality is somewhat homogenous. Giertz (2000) states that since institutions of higher education have not seen the need to define quality, there is no specific definition that encompasses objectives within these institutions. However, it is argued that there exist many different perceptions on what defines quality in higher education. Giertz (2000) identified two reasons for this. Firstly, quality has many aspects and is often based on values. Those values are shared by a group of stakeholders, namely, academics, students, parents, future employers, the government and funding bodies.

Secondly, higher education in general has undergone significant change and there exists many different forms and as a result if quality is seen as "fitness for purpose" then what counts for quality will be different.

Quality in education has the following dimensions:

Consistency: Here the educational processes involve specifications through zero defect approach and a quality culture. But the limitations are in achieving consistent standards and conformity to those standards.

Fitness to purpose: fitting the customer specifications, minimum-based fitness for purpose and customer satisfaction.

Value for money: through efficiency and effectiveness

Transformative: education is an ongoing process of transformation that includes empowerment and enhancement of the customer.

According to Shermerhorn, R.J (1996), the core concepts in total quality management are:

➢ continuous process improvement
➢ customers focus
➢ Defect prevention
➢ Universal responsibility

Continuous improvement under TQM is a top down process. It is initiated and directed form the top, but implemented form the bottom. The selection of improvement projects is specific and focused. The problem areas must be identified, critical processes selected for improvement, and improvement goals set for the project team. For TQM implementation bottom up process, this requires the involvement and of all the staff.

2.1.1 Employee commitment Involvement and Empowerment

The success of the quality management approach is depending on a well –trained and motivated staff that is involved and empowered.

Involvement means that management actively encourages employee involvement in running the operation and improving the processes. Empowerment implies something more than involvement. It means that the management recognizes, that, when the staff are given training and provided with the right information, they are in the best position to control their own work processes. This being the case they should be empowered for the same.

There are various techniques to ensure employee involvement and empowerment. Suggestion schemes, delegation and improvements in job design are used to affect continued improvement work.

2.1.2 Problem solving

Quality management depends on people having good problem solving skills. It is through the continuous processes of identifying problem, and solving and implementing solutions that the business is improved. Problem solving consists of identifying the root causes of a problem and actions to correct the situation. Measuring quality costs is important. There is an old adage that if something can't be measured, if can't be managed. Measures of quality costs provide the information needed to analyze where excess costs are occurring. Improvement projects can then be targeted to reduce them. A computerized data bases is needed to store information to monitor quality.

Quality is thus, both a user-oriented and production-oriented expression. From the users' point of view, quality is an expression of the product or services usefulness in meeting the needs and expectations and its reliability, safety, durability. From the production point of view, the quality of a product is measured by the quality of performance. Quality of design is concerned with the stringency of the specification for manufacturing the product. The quality of performance is concerned with how well the manufactured product conforms to the original requirements.

From the point of view of TQM, quality is everything that an organization does, in the eyes of its customers, which will encourage them to regard that organization as one of the best in its particular field of operation. Advantages or benefits of total quality management:

The advantage of adopting TQM compared to conventional quality systems is numerous and some of them are outlined below:

➢ TQM helps to focus clearly on the needs of the market.
➢ TQM facilitates to aspire for a top quality performance in every sphere of activity.
➢ It channels the procedures necessary to achieve quality performance.
➢ It helps examine critically and continuously all processes to remove non-productive activities and waste.

➢ It gears organizations to fully understand the competition and develop an effective combat strategy.

➢ It helps to develop good procedure for communication and acknowledge good work.

2.1.3 Purpose of continuous quality improvement

Improvement is a process of the whole system betterment of products, quality graduates who can service different companies efficiently, then make a difference at the country level in many aspects at large, including the followings:

- Improve management behavior;
- Improve customers, satisfaction; and
- Improve capacity building.

Employment and Teamwork

All functions at all levels of an organization must focus on quality to achieve corporate goals. Teamwork can be viewed in three ways :(James W. Dean,Jr. , James R.Evans (1994:17,)

1. **Vertical**- teamwork between top management and lower level employees. Employees are empowered to make decisions that satisfy customers without a lot of bureaucratic hassles, and barriers between levels are removed.
   Everyone must participate in quality improvement efforts. The person in any organization who best understands his or her job and how it can be improved is the one performing it. Employees must be empowered to make decisions that affect quality and to develop and implement new and better systems.
2. **Horizontal**- teamwork with in work groups and across functional lines (often called cross-functional teams). A product development team might consist of designers, manufacturing personnel, suppliers, sales people and customers.
3. **Inter-organizational** – partnerships with suppliers and customers. Rather than dictating specifications for purchased parts, a company might develop satisfactions jointly with suppliers to take advantage of the suppliers' capacities.

Total quality management and Strategy formulation

Total quality can improve the strategy formulation process in several ways.

First, it forces the organization to think in terms of its customers.

Second, it places the expectation of leadership on senior management in developing and implementing the strategy.

Third, the focus measurement and objective reasoning introduces a reality check in determining the effectiveness of strategy and performance in meeting goals and objectives.

Fourth, the focus on teamwork creates an expectation that everyone in the organization play a role in the formulation of the strategy.

Finally, it supports the inclusion of quality as part of fundamental strategy.

Strategy formulation is a process. Like any other process, it can be improved through the use of total quality methods. The final benefit of total quality in strategy formulation is the potential for improving this process each time it is undertaken. The aspects of this process that could be improved are the forecasting of future demand, assessment of internal capabilities, and integration of internal and external perspectives in to the planning process.

A total quality strategy has several elements.

- A customer focused vision,
- A concept of the voice the customer,
- A way of learning from outstanding organizations,
- An expression of caring for employees,
- A means of removing the barriers to achieving quality, and
- A measurement plan.

According to indra Gandhi 'Education is a liberating force. And in our age it is also a democratizing force, cutting across the barriers of case and class, smoothing out inequalities imposed by birth and other circumstance' (Indri Gandhi, IGNOU, MPA-011, study materials 2006).

Thus education is defined in number of ways, based on the role it plays in different aspects is basic tool to bring about economic development, social welfare and political equality (Pillips, 1976:312, and Manjulinka, 1996:171).

This essence of education makes it the most important human activity. Emphasizing the importance of education, UN documents such as UNESCO (1991) have considered education as human right. The universal declaration of human rights (1979) clearly states that, everyone has a right to education and education shall be free at least at the elementary and fundamental stages.

Despite, the great importance placed on education, the most predominately used education system even has becoming unsatisfactorily responding to the ever expanding demand for education.

The high world population growth, the increase in the complexity of all aspects of living, the increase in educational requirements for almost all jobs, the accelerating change in nearly all occupations and job knowledge technology, the special educational needs of disadvantaged and minority groups has indicated new social and educational needs (Holmberg, 1986:2, Bishop, 1989, 154).

To cope with the ever expanding and changing body of knowledge, therefore, many   more people have to be educated for continually increasing span of their lives. The contributions of various higher educational institutions is indispensable for further growth and development of the country at large, successfully to completion this formal and non formal educational expansion are more demanding today than ever before.

If institutions of higher education are serious about improving quality in both their educational administrative components, then they should look to total Quality Management (TQM) as an all encompassing method for achieving these objectives. An understanding of TQM and the ability to unique college and university environments is essential to improving the quality of college administration .total quality management also requires various side cooperation.

To provide quality education to all, requires the various aspects preparations, like Human resources, infrastructures, new curriculum accordingly, capital investment and soon. Quality means a lot to different people. In educational services we mean quality is the excellence of the services to all generation.

Quality in educational system has its own connotation. It is the way we are trying to integrate the whole efforts of management and Academic and supportive staff for the best improvement and results in rendering quality education services.

The press realized on August 19.2007 reveled through The Ethiopian herald news paper from the ministry public relations office, to Ethiopian news Agency (ENA)-the ministry of Education of country announced that it has mapped out educational quality Certification package with a view to radically improving the quality of education in the country.

Educational quality package is believed to improve the current quality of educational system. The package includes teacher's development, upgrading of schools' civic and ethical education, development, upgrading, and information communication service and education Administration system improvement program. The package believed that it would help provide quality education though developing the necessary manpower that could contribute for the national efforts on development and democratization.

It also believed that it helps cultivate citizens' skill, national feeling, job devotion, as well as firm commitment to justice and good governance. In general terms it is believed to bring transparency, accountability and democratic procedures in the educational structure and administration through installing modern and effective education system. This is also could be considered as positive aspect in total quality management system towards that country's are striving to provide through improved means of quality education.

Sangeeta *et al*. (2004) considers education system as a transformation process comprising of inputs of students, teachers, administrative staff, physical facilities and process and describes the dimension of TQM in higher education. The processes include teaching, learning, and administration. Output s includes examination results, employment, earnings and satisfaction. Description of TQM dimensions in higher education:

Responsiveness	Willingness and readiness of academic and supportive staff to help students.
Understanding customers	Total understanding students and their needs
Access	The extent to which staffs are available for guidance and counseling or advice.
Competence	The theoretical and practical knowledge of staff as well as other presentation skills.
Courtesy	Emotive and positive attitude towards students
Communication	How well lecturers and students communicate in the classroom

Credibility	The degree or Diploma, Certificate of first worthiness of the institution.
Security	Confidentiality of information, private or personal matters
Performance	Primary knowledge (skills required for students)
Completeness'	Supplementary knowledge and skills, use of computer application
Flexibility	The degree to which knowledge (skills) learned are applicable to other fields
Redress measures	How well an institution handles customers complaints and solves problems

The above TQM dimension areas are so vital to be implemented in any higher education institutions to bring about the desired change and transformation.

The key elements of total quality management further comprise also the followings:

➢ Commitment and leadership of CEO or top-management

➢ Customer focus

➢ Cultural change

➢ Proper planning and organization

➢ Education and training

➢ Recognition

➢ Measurements.

➢ Process focus and implementation

➢ Continuous improvement

➢ Supplier teaming

➢ Team work

➢ Benchmarking

➢ Employee involvement and empowerment

➢ Inventory management

➢ Quality costs

➢ Communication.

Continuous quality improvement requires patience, tolerance actions and considerable commitment from every level in the organization. The four essentials to TQM are:

- Reduce defects
- Improve productivity
- Improve customer service, and
- Innovation.

Challenges in TQM implementation in higher educational institutions:

According to Srivanci (2004) critical issues in implementing TQM in higher education includes leadership, customer identification, cultural and organizational transformation. Unlike business organizations, chancellors and heads of higher educational institution do not enjoy ultimate authority in hiring and firing of personnel and allocating resources. Lack of necessary authority makes it difficult to deploy their values and goals through layers of higher education institutions. Deep rooted traditions dating back to centuries, a rigid departmental model, inter departmental competition for resources, lack of market focus are the cultural and organizational reasons that makes it difficult to tune in with TQM transformation. Ambiguity in customer identification also creates hurdles in TQM implementation. Among the main groups within the higher education institutions-there is not much agreement on which the customers are. While most administrators tend to perceive students as customers of faculty in classrooms, many faculty staff resent this metaphor as being too commercial. Without a well-defined customer and a customer focus, quality efforts may be easily diffused.

TQM can be applied to higher education, but it must be modified to fully recognize some unique aspects of education viz education is a service industry with no visible, tangible "product".

Quality in the context of projects

According to Rodney Turner (2004:268), there are several definitions of what we mean by good quality in the context of projects:

- Meets customer requirements.
- Meets the specification.
- Solves the problem.
- Fit for purpose.
- Satisfies or delights the customer.

The customer will have an idea of the problem they are trying to solve and will formulate a solution. That will become their requirements. The customer will attempt to enunciate their requirement and a designer will try to capture that in specification. When the project is delivered, it should be delivered in accordance with the specification.

Pursuing a career in TQM

Career opportunities in total quality management-related fields are quite diversified and attractive for both quality experts and those seeking to integrate quality with another chosen field. There are two reasons why quality related positions will likely continue to be very strong in years to come.

First, businesses have begun to emphasize both production efficiency and high quality in their goods and services. Today's consumers demand both high quality and competitive prices. Hence, organization must pay greater attention to how their quality efforts are implemented throughout the organization to remain competitive. When organization emphasizes value- quality at a competitive price- everyone in the organization must become more quality conscious. Delivering value to the customer becomes a function of all departments. To provide value, company recruits for positions in all divisions should be well vested in the principles of total quality. Even quality oriented candidates in a variety of fields such as finance and human resources have the potential to play key roles in the integration quality throughout the organization.

The second reason for bright career opportunities is the ongoing movement toward universal quality standards especially in the international arena. (Robert D. Gatewood, R.Taylor 1995:180).

Team leadership

According to Gill Taylor Christine Thornton (1995): As the leader of the team, you must ensure that the activities it pursues are productive and the morale is positive. Seven ways in which you can do this are:

- Expect that all employees will meet their quality standards for their work, but give the personal attention needed to help with any shortfalls.
- Keep promises made to any team members.
- Be consistent and act positive even if you feel negative.
- Set a good example and support organizational policies and procedures.
- Stay calm under pressure- never swear at people!

- Provide opportunities to meet and share ideas.
- Make sure all goals are clearly communicated and understood.

Implementing an effective TQM program

After a company determines those areas or processes most in need of quality improvement programs, it needs to implement the programs immediately. Managers must take an active role in changing an organization to a total quality management system.

They need to understand how different quality tools work so they can be committed to continuous improvement. This will help build better relationships between management and employees, as well as promote the pursuit of quality within the organization.

The implementation process

Many managers have successfully implemented total quality management principles or systems in their companies. However, before quality efforts can be successful, top management must develop a plan that will help them achieve their quality goals. Juran's approach-one of the three facets of the Juran Trilogy-is known as quality improvement, or the "breakthrough sequence". According to Juran an organization must go through the following seven steps to implement quality improvements effectively.

1. **Achieving a breakthrough in attitudes**. Organization should collect data to demonstrate the extent of the current problems and conduct cost-benefit analysis to illustrate the need for change.

2. **Identify a few key projects**. Organizations should not attempt to tackle too many problems at once.

3. **Organize for a breakthrough in knowledge**. The steering group, composed of people from different departments, defines the problem, suggests possible causes, helps overcome resistance to change, and implement the solutions.

4. **Conduct the analysis**. This diagnostic group typically consists of quality experts and line managers and is responsible for analyzing the problem.

5. **Design a plan to overcome the resistance to change**. Participation of all relevant parties is critical.

6. **Institute the change**. Organizations should not overlook the need to cultivate commitment among key departments, as well as to recognize any needs that may exist for additional training.

7. **Institute controls to monitor the results**. Establish bench marks to help track the company's progress in the quality improvement program.

From the beginning phases of planning strategy to continuously improving and modifying quality programs, management must be fully committed and involved in every step. (Robert D. Gatewood, R.Taylor 1995:180)

Chapter Three

Background of the institute /FIDSE/

The Furra Institute of Development Studies is a participatory Development training institute officially opened in 1997 Gregorian calendar by Ireland Aid area based development support and Sidama Development program dedicated for the development of the area. Physically the Institute is located in southern Ethiopia, Sidama zone Yirgalem town 317 kms from Addis Ababa, on the edge of East African Rift valley. It is located along the main international road from Addis Ababa to Nairobi- Kenya. The weather of Yirgalem is cool & convenient to conduct trainings smoothly. The aim of the institute is building the capacity of those involved in development process of the country.

Hence, capacity building is central to the ongoing development process of the country.

When we look to the come out of Furra Institute of Development Studies, Ireland Aid Area Based Development Initiative becomes great landmark. Ireland Aid area based program realized from 1995 a formal assessment of the area that the capacity to implement planned projects and programs as well as awareness of participatory development approach of the zonal & Woreda government institutions found to be inadequate.

Therefore, Ireland Aid area based program enforced to give short-term training to Woreda and zonal officials to fill the capacity gap in order to implement the planned projects efficiently.

Furra Institute of Development Studies launched huge short-term participatory development training programs in courses such as participatory development studies –Participatory rural appraisal (PRA), Community organizing & leadership Training for Action (COLTA), Management, Gender and development, Natural resource Mgt, Micro finance, and Basic Accounting since 1995.

In the mean time, the solid experience gained by the institute in area of participatory adult training facilitated/paved the road for opening of Furra College integral wing of the institute in 2001/2002 academic year in 12+2 program.

The institute is underway to upgrade development studies certificate program, microfinance & cooperatives management program to diploma level (10+3). The preparation to open degree program in Accounting Economics, Management, Law, and Teacher Education – Social science stream is underway to be practical for the coming academic year.

Sidama council of board of directors on behalf of the Sidama people should decide on future generation building project of such type in maneuvering City center complex to Furra Institute.

VISION

To see FIDSE become one of the leading higher academic institutions at national and international level with multi- disciplinary academic and participatory development programs, research & consultancy, and academic excellence that produces competent and self confident graduates that can energetically participate in the development of the society.

Mission

1. To offer high quality education /and training in formal and non formal areas at different levels with emphasis up on those of special interest to the country and its citizen.

2. To engage in research and consultancy activities that can support the development endeavors of the country.

3. To produce competent, creative, confident, skilled and responsible human power who contribute efficiently and effectively to the development of the society.

VALUES

The following are FIDSE's core values:

- Quality education
- Quality trainers/staff/
- Customer centered
- Participatory learning environment
- Provision of diversified services
- Efficiency
- Modern facilities and equipment
- Strong international links
- Commitment
- Responsibility
- Loyalty
- Transparency
- Action oriented
- Academic excellence
- Integrity

Goals

1. Expanding formal and non-formal training in a way it satisfies the needs and enquiry of the nation

2. Producing trained and skilled professionals who can successfully affect the development process of the country

3. Designing the curriculum that focus on poverty alleviation in current context

4. Improving the quality of education

5. Increasing the number of students' enrollment in all campuses

Powers & Duties of FIDSE

FIDSE shall enjoy academic freedom and shall have the following granted powers and duties:

1. To design and implement training programs based on standard issued for higher education

2. To adjust students in accordance with standards determined for the higher education

3. To confer academic certificates and diplomas and prizes as may be appropriate

4. To organize and conduct seminars, workshops, symposia and the like particularly focusing on the needs of the region as well as bordering regions

5. To establish links with local and foreign institutions having similar objectives

6. To prepare, publish, and distribute academic journals brochures, newsletters that can benefit the users and strengthen the development process

7. To initiate, conduct, promote, and support research activities

8. To promote staff development and ensure the improvement of professional quality

9. To create conditions necessary to generate its own income

10. To own property, to enter into contracts and to sue and be sued in its name

11. To take all measures necessary for its expansion and strengthening its capacity and to perform other activities conducive to the attainment of its objectives

12. To conduct impact assessment on an ongoing basis and initiate new programs based on the needs assessments;

13. To share experiences from and bring others to work in the college organization with the purpose of achieving short term training in areas of business and development

14. To provide consultancy and training services; entering the market, charging appropriate fees

15. Develop programs of study and provide higher education

16. Undertakes study and research and disseminate the findings as may be necessary

17. Provide appropriate service to the society

18. Provide support for primary and secondary education institution

19. To carry out such other activities as are necessary for the attainment of its objectives

Chapter Four

4. Presentation, Analysis and Interpretation of the Data

This chapter presents the general characteristics of the sample population in terms of sex, age, service of the year and departments, qualification and field of study. Then it presents the analysis and interpretations of the data based on the responses of the respondents.

4.1. Characteristics of the population

Out of all staff and students' population 50 student and 24 staff members (10% and 20% respectively).

Questionnaires, interview and document analysis were the data collecting instruments employed. Three sets of questionnaires were designed for academic, management staff and students were administered. Accordingly, out of 74 questionnaires administered, 70(97%) were completed and returned.

Moreover, structured interview was conducted with all academic and administrative staff to make the data gathered through questionnaires more reliable.

Relevant documents were also studied to cross check the information available for the management of the study. Thus analysis that follows was made based on the responses obtained from respondents in an integrated approach.

Table1. Description of respondents by sample population

Sample element	Population	Sample size	Sample in percentage
Student	500	50	10%
Academic staff	120	24	20%
Total	620	74	30%

The above table shows the sample design for the respondents from the whole population of the student's 50 students which consist of 10% and 24 out of 120 which consist of 20% accordingly. This indicates the clear sample population taken for respondents, the staff and students accordingly.

Table2. Description of distributed questionnaires to the student and staffs

Types of respondents	Questionnaires distributed	Questionnaires collected	Male	Female
Management	8	8	6	2
Non-managements	16	16	12	4
Students	50	46	34	12
Total	72	70		

The overall picture of the above table shows that the majority of the distributed questionnaires from both groups of respondents properly completed. Fair distribution with regard to age and sex was observed. This implies that both of the respondents groups were responsible and matured enough, which positively contributed to the study.

Table3. Description of academic staff respondents by qualification and work experience

No	Items		Respondent	
			Frequency	**Percentage**
1	Sex			
		Male	6	75%
		Female	2	25%
		Total	**8**	**100%**
2	Age			
		<20	-	
		20-35	3	37.5%
		>35	5	62.5%
		Total	**8**	**100%**
3	Educational level			
		Certificate	-	-
		Diploma	2	25%
		BA/BSC	3	37.5%
		MA/MSC	3	37.5%
		PhD	-	-
		Total	**8**	**100%**
4	Experience			
		<2	-	-
		2-4	3	37.5%
		4-6	5	62.5%
		>6	-	-
		Total	**8**	**100%**
5	Marital status			
		Single	2	25%
		Married	6	75%
		Total	**8**	**100%**

Regarding the work experience and qualification of respondents, the overall picture in the table above indicates that the number of MA/MSC holders and BA holders are almost similar, it is 37.5%.

Concerning work experience the majority of the respondent have between 2 up to 6 years of work experience. This shows that the college runs its teaching-learning activities with less experienced staff.

Well qualified and experienced staffs are who can provide adequate and quality education to their students. Therefore, FIDSE required working more in this regard.

Table4. Respondent's educational level and departments

No	Items		Respondent	
			Frequency	**Percentage**
1	Sex	Male	31	62%
		Female	19	38%
		Total	**50**	**100%**
2	Age	<20	17	34%
		20-30	30	60%
		>30	3	6%
		Total	**50**	**100%**
3	Edu. Level	1st year	12	24%
		2nd year	24	48%
		3rd year	14	28%
		Total	**50**	**100%**
4	Department	Accounting	10	20%
		Community development	20	40%
		Gender &Development	10	20%
		HRM	5	10%
		Legal service	5	10%
		Total	**50**	**100%**

The above table depicted that, composition of students from each department and educational level comprised almost the same.

This implies that the coast sampling techniques used gave almost equal chances to all departments. Thus, this gave better option for obtained reliable information from all respondents accordingly.

4.2. Presentation, analysis and interpretations of the data

In this section analysis of the data gathered through questionnaires, interview and documents were analyses systematically in an integrated way. Responses from students, academic and other staff members on similar issues were presented together in tables and then analyzed.

The analysis of the information gathered through the questionnaires was made by rearranging and bringing together question items in same way that address similar issues in both groups for the sake of integrated analyzed together. Besides, information gathered through interview and documents were analyzed in an integrated approach.

The analysis was made on the bases of TQM practices application in Furra institute of development studies and education / Furra University College/, through quality education services and smooth communications and collaboration for the teaching-learning process and assess the major determinants of TQM in higher education institution.

The appropriateness of management commitment and participation and good communication among all stakeholders and concerned bodies, for the fulfillment of the necessary educational materials and equipments, and outputs which can lead to continuous improvement in education activities, and eventually for further TQM application in the college education system.

Table5. Opinion of the Academic staff respondents, related to management issues and commitment

No	Items	Respondent (Yes)		Respondent (No)	
		Frequency	Percentage %	Frequency	Percentage %
1	Is there clear vision, mission and value?	16	66.67%	8	33.3%
2	Does the management encourage team-work?	9	37.5%	15	62.5
3	Is the management approach is participatory?	8	33.3%	16	66.67%
4	Is there sufficient facility and equipment?	11	48.8%	13	54.2%

Total quality calls for top level management commitment to a vision, align and train its employees towards a common mission. Management must participate in the quality program. A quality council must be established to develop a clear vision, set long- term goals, and direct the program (Bester Field, 2001).

The above table depicted that the majority of academic staff respondents' opinion on vision, mission and value statement, team work, management style and availability of facilities and equipment; 66.67% said that the college has clear vision, mission and value statement. It also showed that 62.5% of the respondents agree that the management is not encouraging team work and 66.67% agree that their style is dictatorial. On the other hand, 54.2% of the respondents said that the college has lack of sufficient facility and equipment which is very decisive in teaching-learning process.

TQM implementation in higher education institution depends on higher level commitment of the top-level management to fulfill the various needs of the institutions for the best result. Therefore, the FIDSE management in collaboration with other stakeholders of the college needs to fulfill the above requirements accordingly, for further development of the college.

Questions	Respondents Type	Respondents									
		F	VH	F	H	F	M	F	L	F	VL
Relationship between staff and management	Management	1	12.5%	2	25%	4	50%	1	12.5%	-	-
Relationship between staff and management	Non-Management	-	-	2	12.%	6	37.5%	5	31.25%	3	18.7%
Quality of interaction of management	Management	2	25%	4	50%	2	25%		-		-
Quality of interaction of management	Non-Management	-	-	4	25%	4	25%	6	37.5%	2	12.5%

Re. F= frequency, VH= very high, H=high, M=medium, L= low, VL= very low.

Table: 6. The degree of interaction or relationship between management and other staff

From theory point of view, maintaining good relationship with in the organization and with its public is one of the major roles expected of managers. The internal relationships involve other managers and individuals within an organization.

Smooth relationship between the management and its employees will have a paramount contribution for the success of an organization. Relationship is about the interaction of management group in general with the employee both the academic and administrative staff.

A smooth and friendly relationship in inevitable to any kind of organization, if it is to achieve its objective efficiently as desired, It is also applicable to any kind of organizations, whether it is services giving or production and other types of organization. Especially for the education institution like FIDSE, to realize its dream for becoming center of excellence, it has to work hard in hand in an integrated and coordinated manner.

A question asked in the study was about the level and quality of relationship between staff both academic and administrative and the college management is friendly. As a result(show on the table) the management group said that about 12.5% very high, 25% high,50% medium, 12.5% low and none of them said very low.

On the other hand 50% of the non management group said the relationship is either low or very low.

When the quality level of interaction is asked the entire management group responded as medium, high and very high, while the non-management group replied 25% high, 25% medium, 37.5% low and 12.5%very low.

Smooth communication between organization members is vital for organization image, productivity and for continuous quality improvement.

The good relationship among the FIDSE staff needs to be maintained and requires more improvement for the best result of the college to implement TQM principles in education system, like making the college more participatory.

Table: 7. Opinions on the instructors and students relationships

Questions	Response									
	Strongly agree		**Agree**		**Don't know**		**Disagree**		**Strongly disagree**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Concern of instructors to students	10	20%	30	60%	5	10%	5	10%		-
Respect of students to their instructors	30	60%	15	30%		-	5	10%		-
Instructors listen to the students problems	-		30	60%	10	20%		-	10	20%

In principle it said that the relationship between students and instructors has a positive impact on the teaching – learning process. And there is no doubt to its contribution to make the process more effective.

The relationship might include from the instruction of both parties in the class to the activities of assisting students in problems related with the teaching-learning process. In this respect students were asked how they perceive and understand their relations with instructors in three ways.

First, concern of instructors to students, Second, respect of students to their instructors, and third the level of understanding of the teachers to their students problems was assessed.

The study shows that about 80% of the students agreed that instructors are concerned to their students, while very few (10%) disagree and 10% don't realize the concern. On the other hand about 90% of the respondents agree that students respect their teachers, and very little disagree the statement arguing that student's respect their teachers.

It is also notice that, 60% of the students agree that teachers listen to students problems, and 20% replied that they don't have the chance to realize this matter. Finally, 20% of the respondents showed that, teachers don't respect their students.

Maintaining quality and smooth relationships and communications between instructors and students in FIDSE enhance teaching-learning process positively which leads to quality improvement in education.

Table: 8. Student's opinion on the college facilities and general services.

Questions	Response								
	Strongly agree		**Agree**		**Don't know**		**Disagree**		**Strongly disagree**
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	
Student services are adequate to most students, except being crowded	8	16%	25	50%	8	16%	9	18%	-
Recreational facilities are adequate and diversified, but narrow.	15	30%	15	30%	8	16%	12	24%	-
There is a conducive atmosphere for learning and research, except being diversified	10	20%	30	60%		-	10	20%	-
Need for more different academic text and reference books	40	80%	5	10%	5	10%	-	-	-

F=frequency

The study tried to assess the attitude of students as to the practice and existence of adequate student's services, diversified recreational facilities, and about the campus, and the atmospheres of the teaching learning process and situation for undertaking research.

Accordingly, about 60% of the respondents said that student services although, it is adequate to most of the students, 60% supported that the facilities in the classrooms. 80%of the group accepted that the atmosphere for learning and research is conducive. However, 80%of the respondents were strongly agreed that the college needs to have more text & reference books for different subjects. On the other hand 24% of students are not happy about both the student service and the levels of recreational facilities, while 20% of the sample population replied that the atmosphere of learning and research is not comfortable. And finally, about 16% of the respondents do not know or realize both the student services and the recreational facilities adequacy and diversification.

These issues have a significant importance on continuous quality improvement and total quality management in teaching-learning processes which need due attention by institution managements.

Table9. Opinion on the continuous quality improvement in education system including the regular curriculum reviews:

Score	How often the course curriculum is reviewed?	Respondent	
		No	**%**
A	Very often	-	-
B	Often	10	25%
C	Rarely	27	67.5%
D	Never	3	7.5%

Table: 9. indicates that the top management commitment towards curriculum review and course updating for the test of the day, 67.5% of the respondent rate curriculum and course revision as rarely.

This implies that the management needs to amend its programs to ensure continuous quality improvement, which leads to TQM practice in education system.

Chapter Five

5. Summary, conclusion and Recommendations:

5.1. Summary

The 21st century is described as century of quality. Intense international competition focused on higher quality, lower cost and rapid response will be sharpen over the next decade, and those mustering the science and Art of Total quality management, will rise to the quality challenge and merge as the advocacy for leaders who will reshape the world.

Total quality management is a management philosophy developed by an America, but first embraced by the Japanese. It is a philosophy that focuses mainly on the needs of Customers, both internal and external customers.

Total quality management is a management tool that aims for the total and quality assurance. First, TQM in our case implies meeting the expectations of all the customers in the educational system. The external customers such as parents, and potential employers, should be satisfied with the standards of graduates, whereas the internal customers, teachers and students, should be satisfied with the teaching and learning process. Second, it requires quality assurance to ensure conformity to specification of standards set out by the customers. Third, it is a management tool that emphasizes the means for measurement of performance and feedback.

The basic core values (attributes) of Total quality management (TQM) consist of Top management commitment, focus on customer, empowerment (let everybody be committed), and improve continuously. This paper is designed to notice the total quality management some practice in Furra institute of development studies & Education. The researcher try to assess major determinates of quality education in terms of the basic attributes of the total quality management.

Furthermore, the researcher tried to examine the need for continuous efforts and participation of individual instructors and students towards total quality management in the education system improvement in the institution.

The researcher collected the data from both primary & secondary sources. The secondary source of data included information from books. Magazines, internet sources, and relevant data from the documents and publications of the college are used. The primary data is collected using

questionnaires and interview. The questionnaires were administered for academic staff, students and others accordingly.

5.2 Conclusion

Issues of TQM are being addressed in higher education institution, particularly as they relate to productivity. Those adopting TQM in higher education have varying perspectives on the approach. Some see TQM as a management system with customer or student satisfaction as the crucial element. Others see TQM as a philosophy fostering change in an organization or the educational institutions. Academic institutions have used both the approaches in applying TQM in higher education settings. Quality of education takes into account external environment in which institutions operate: internal environment where teaching learning takes place and home environment of learners.

The systems approach to education comprises of inputs, processes and outputs, all encompassed in an arbitrary boundary, and the environment. Inputs from its environment cross the boundary into the system: these are acted on within the transformation/ production process and finally released from the system back into the environment as outputs. The direction of flow from the inputs, through transformation/production process to the output indicates the flow of energy, information etc. Inputs are human, physical and financial resources, (students, faculty, administrators, and organizational culture) Process is a series of actions or operations concluding to an end. A process transforms measurable inputs into measurable outputs under a value adding operation.

Educational process is a series of actions or operations leading to an educational end learning, training, and or scholarly activity. Transformation process for an educational institution consists of activities performed to disseminate knowledge, to conduct research and to provide community service. Processes in the education system include teaching, learning, research, administrative activities and knowledge transformation Outputs are tangible outcomes, Value addition (through examination results, employment, earnings and satisfaction), Intangible outcomes (educated people, research findings and service to community). Then there is feedback i.e. the outputs of information about the system which, when fed back into the system as inputs, are able to modify the system while the process is in progress, thus making the system more responsive to the needs of the components in the environment and thus making the system flexible. The output so

released should satisfy the components in the environment in the form of customers/stakeholders: else the inputs would cease and further transformation /production ceases too.

The study total quality management in higher educational institution is an important tool for continuous quality improvement and for quality assurances endeavor. Despite this fact, the areas of study, especially in developing countries like Ethiopia, where there is individual's and institution's perception on the provision of data as something getting into some short of competition with other institutions, exhausting the issue comparing with similar institution becomes very difficult.

Nevertheless, this study attempted to give a stepping stone for further studies by considering the input and process aspects of the core values of TQM of quality of education determinant by analyzing at academic staff and students level. The result of the study showed that the top management of the organization is committed toward the development of long-term views, clear leadership, equality; communication systems, cooperation, team work and student focus for the improvement of quality education.

However, the study revealed that much has not been done by management with respect establishing its own management board, adopt reasonable salary scale to retain qualified employees, especially the teaching staff, the fulfillment of constricting its own new campus, and other facility and equipment which are important in the teaching and learning process, so as enhance the quality of education. Furthermore, the study reveals that the actions of management of the institution are consistent to some extent with the organizational objectives, goals and policies.

Other dimensions, which affect continuous quality improvement, which leads to full TQM are the staff turnover. The staff turnover is another factor which impedes the level of quality education services. The study revealed that top- level management and the academic staff can play a significant role in making quality improvement in higher educational institution by involving him/herself in curriculum development and research activities.

To sum up, Total quality practice is not only the responsibility of one specific group or the academic staff or even the quality assurance office, if the collage has but also the responsibility

of all employees in the institution. In addition, stakeholders, the management, employers, the outside community, the Ministry of education, regional and provincial education bureaus, and private, public institutions of higher learning are responsible. So, achieving high quality education is a suitable blend of the efforts of all concerned bodies and stakeholders. If this practice indeed will be implemented, help the college to maintain and enhance the TQM and continuous quality improvement in education, and to make quality a competitive first priority.

5.3 Recommendation:

- To improve the continuous quality improvement in the institute, the management needs to commit itself towards the development of long-term plans with strategic plans. Encourage more Team work, provide frequent training programs for the staff, and develop new salary scale which can encourage reasonable pays and benefits to reduce the turnover of the staff, set proper communication system, and take the necessary action on time for further college development.

- For further development and expansion, the college needs to establish its own management board separately from others. The board may consist of members from Ministry of education and TVET, who have high degree involvement in educational work, with full authority and responsibilities.

- Prepare its own new salary scale and benefit system to keep the existing staff and attract the new staff members and reduce the high turnover.

- To solve the problem of books the college needs to establish a reliable purchasing system from aboard too, as it has already started in a small scale.

- It needs to have its own campus with full facilities, for higher educational standards. Own sufficient blot of land and start to construct its own buildings as it has been suggested by some of the staff member. Fulfilling the above requirement leads to practice total quality management in education service rendering to the country.

- TQM implementation in higher education institution depends on higher level commitment of the top-level management to fulfill the various needs of the institutions for the best result. Therefore, the FIDSE management in collaboration with other stakeholders of the college needs to fulfill the above requirements accordingly, for further development of the college

- Smooth relationship between the management and its employees will have a paramount contribution for the success of an organization. Relationship is about the interaction of

management group in general with the employee both the academic and administrative staff.

To sum up, the management has to adopt the concept of conceptual Total quality management model in education, to offer success stories of improved communication, higher employee morale, efficiency.

Total quality management practice helps the college to maintain and enhance continuous quality improvement in education and to make quality a competitive priority.

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Appendixes

A:Questionnaire to the Management Groups

Dear sir/Madam,

The purpose of this questionnaire is to collect data for a research project entitled "Total Quality Management system in higher educational institutions, as the case of FIDSE.

This is an independent research being conducted in partial fulfillment of the master's degree public administration (MPA) by perspective graduating students from IGNOU.

The findings of the research are intended to communicate problem areas to the management and provide recommendations for better quality assurance in the institution.

Please respond to each question by providing a short answer and or putting a tick mark in the box of your choice. You are kindly requested to respond as thoughtfully and frankly as possible and all your information will be kept as most confidential.

Thank you in advance for your understanding and cooperation.

Part 1 Bio-data

1.1.   GenderMale:_____   Female_____

1.2.   Years of service at FIDSE _____

1.3.   Educational   qualification: Below Grade 12_____ Diploma_____,
       BA/BSC_____, MA/MSC_____, PhD_____

1.4.   Current leadership or position:_____

1.5.   Your working group Academic_____ Administrative_____

Part 2: Leadership Autonomy

1.2 please rate (from VH= very high; H= High, M= Medium, L= low VL= very low) the degree to which the following are experienced in your institution.

No	Element of institution Autonomy	Respondent				
2.1.1	The relationships between staff and management, in FIDSE	VH	H	M	L	VL
2.1.2	Participation of staff indecision – making process directly					
2.1.3	Participation of staff in decision/policy making process through their representatives					
2.1.4	Participation the staff in free selection process of leaders and management bodies					
2.1.5	Representation of the staff association in the institution management					
2.1.6	Protection of the Institution autonomy from any threats, coming from any sources					
2.1.7	Availability of structure's for consultation of the staff community for major change affecting them					
2.1.8	How do you rate the concern of leaders to their employees					
2.1.9	How do you rate the concern of leaders to the job					
2.1.10	How do you rate clarity and practicality of organizational structure					
2.1.11	How quality is leader and members interaction in your institution					

2.2 if your response to any of the above question is "High" or very high" please state your reasons by citing specific example for each one_____

_____

2.3 If your response to any of the above question is "Low" or "Very Low" please state your reasons by citing specific example for each

one_____

_____

2.4 Which of the following style of leadership is mostly practiced in your institution?

_____ Authoritative or autocratic _____

Situational_____ Consultative_____ Democratic or

participative_____ don't know_____ All_____

2.5 Have you observed conflict between any groups in your institution?

_____Yes _____No

2.6 If yes who are conflicting group? _____And what do you think the reasons

are?_____

2.7 If you are given the authority, what two things you want to change in FIDSE

_____

_____

Appendix B:

Questionnaire to the students

Dear Student

The purpose of this questionnaire is to collect data for a research project entitled "The total quality system in higher learning institutions, the case of FIDSE".

This is an independent research being conducted in partial fulfillment of the master's degree public administration (MPA) by perspective graduating students from IGNOU.

The findings of the research are intended to communicate problem areas to the management and provide recommendations for better quality assurance in the institution.

Please respond to each question by providing a short answer and/or putting a tick mark (>) in the box of your choice. You are kindly requested to respond as thoughtfully and frankly as possible and all your information will be kept as most confidential.

Thank you in advance for your understanding and cooperation.

Part 1: Background information

1.1 Gender _____ Male_____ Female_____

1.2 Year _____ Age_____

1.3 Department _____

1.4 When did you join to the department_____?

Part 2: Academic freedom

2.1 Please indicate your judgment regarding the following conditions by outing a tick mark (<) against any of the following:

SA= strongly agree, A= Agree, UD= undecided, DK= don't know, DA= disagree, SD= strongly disagree:

No		Respondent					
2.1.1	Students have public forums where they can debate& discuss issues critical	SA	A	DK	UD	DA	SDA
2.1.2	Students participation in various governing and decision making bodies through their elected representation						
2.1.3	Students have opportunity to express their views on revisions of curriculum						
2.1.4	Students feel enjoy freedom of expression in the class rooms or campus						
2.1.5	There is a student's association (union) in the institution,						
2.1.6	Students have a news letter of their own						
2.1.7	Students association (union) free and run on democratic principles						
2.1.8	The institution protects students against the violation of their human rights on campus						
2.1.9	The majority of instructors show concern their students						
2.1.10	There is no sexual harassment of female students by the academic staff						
2.1.11	There is no sexual harassment of female students by male student						
2.1.12	The majority of may instructors listen to students problems.						

2.1.14. In general, students' evaluation of instructors' based on objective of the academic criteria;_____

2.1.15. Students evaluation instructors is not influenced by the grades the teachers given them;_____

2.1.16. There is no religious discrimination that affects my academic freedom and study:-

_____

2.1.17. There is no ethnic discrimination that affects my academic freedom and study: ------------
----

2.2. If your response to any of the above question is ''strongly agree'' or ''strongly disagree''
please state your reasons by citing specific examples for each one.------------------------------------
--

Appendix c:

Part 3: Administrative issue

3.1. Please indicate your level of agreement with the following conditions at FIDSE, by putting a tick mark (>) against the followings;

SA= Strong, A-Agree, DK=Don't know, UD=Undecided, DA=Don't agree

SDA= strongly

No	Elements /Conditions	Respondent					
		SA	A	DK	UD	DA	SDA
3.1.1	The rules and regulations of the institute are fair and create an enabling environment for students to pursue in their studies						
3.1.2	The rule and regulations of institution are conducive for the creation of democratic cultural and citizenry						
3.1.3	The disciplinary measures taken against students that know are of fair and in accordance with the rules and regulation of the institute						
3.1.4	Students have the right of appeal before an impartial body if they think the disciplinary measure against the are unjust						
3.1.5	In general students abide by the rules and regulation of the institution						
3.1.6	The decision making process in the institute is bureaucratic and inefficient						
3.1.7	Students service in the institute are adequate for the needs of the majority of students						
3.1.8	The institution has adequate and diversified recreational facilities for the students						
3.1.9	The institute has a conducive atmosphere for learning and research work						
3.1.10	In general the management and/or Administration system in the institution is democratic and participatory						

3.2. If your response to any of the above question is ''strongly agree'' or '' strongly disagree'' please indicate your reasons by citing specific examples for each one

_____

3.2. Any additional comments regarding academic freedom and management system of the institution will be appreciated

_____

_____

Appendix D:

Interview Questions

1. What is your responsibility in this college? _____

   _____

2. For how long have you been stayed on this position?_____

   _____

3. How do you explain the degree of interaction among all the staff in the

   college?_____

   _____

4. Do you thing that this college's broad objectives are being effectively implemented?
   A. In terms of teaching learning process?
   B. In terms of finance?   C. In terms of time?

5. If your answer is No for question number 4 what problems do you

   observe?_____

   _____

6. What do you think the major causes of the problems for attaining your main goals?

   _____

   _____

7. What measures are taken to correct and solve the problem in the implementation of
   institution's objective?

   _____

   _____

8. What is in your opinion is the most pressing problem or issue that needs to be addressed
   at present in this organization?

   _____

   _____

9. What is the strength of the current situation of this institution?

   _____

10. What is your source of income and capital status?

_____

_____

11. What are some of the deficiencies?

A. In terms of management decisions and implementation and resources

_____

_____

12. Do you think the performance status of the academic staff and others, including students is adequate?

_____

_____

13. Do you have any mechanism to continuously assess and monitor your staff and the work?

_____

_____

14. What is in your opinion all the facilities of the college are serving all the community?_____

_____

15. Do the management have further plan to improve the education facilities, equipments and infrastructure of this institution?_____

_____

16. How often courses and curriculum would be revised? In terms of continuous improvement? _____

_____

17. Is there participation of the staff in decision- making process?

_____

_____

18. How do you rate the clarity of the organizational structure of the college?

_____

_____

19. What is in your opinion the quality of the services in the institution?

_____

_____

20. What kind of leadership style is practice in the college?

_____

_____
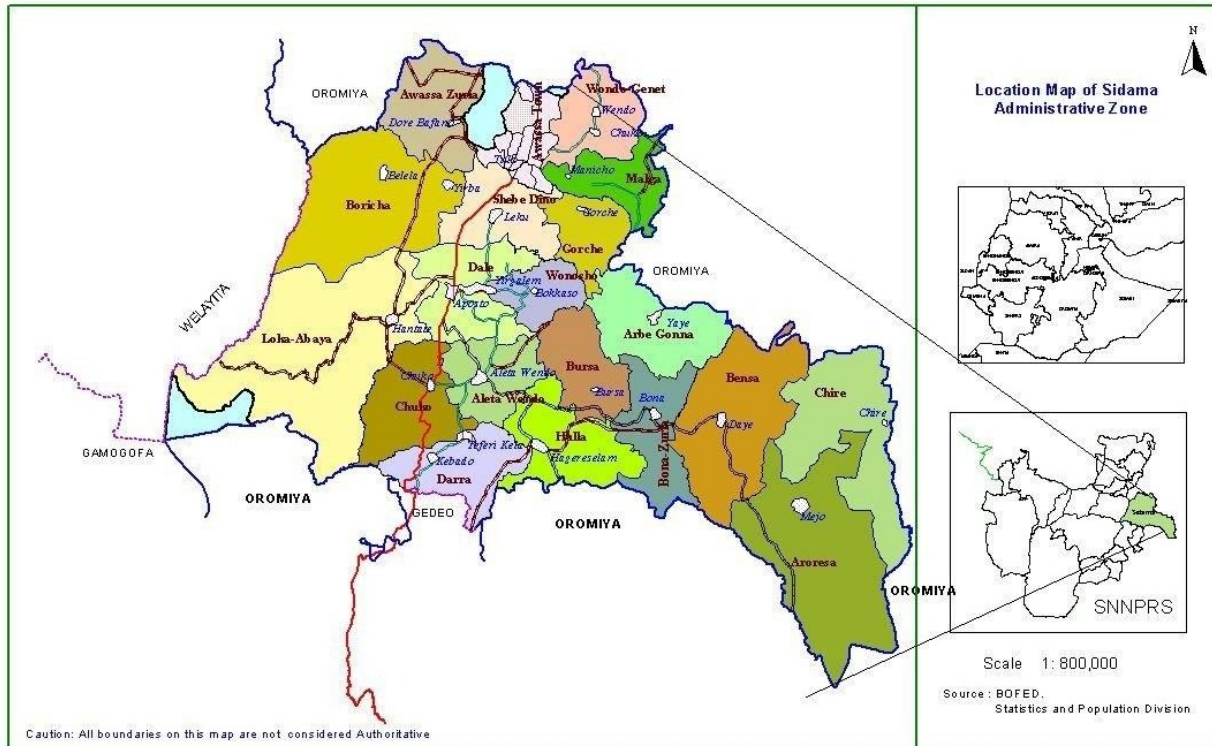
Declaration

I certify that, thesis is my original work and has not been presented for any degree in any other university, and that all sources of materials used in this thesis have been duly acknowledged.

Name: Ayele Adeto Yuma

IGNOU: Enrollment No. 109100838

Signature _____-

December, 2011.