



# **Tqm In Management Education- An Evaluation Of B-Schools In Shivamogga District**

**\*Mr. Manjappa R**  
Associate Professor of Commerce,  
Sir.M.V Arts and Commerce College,  
Newtown, Bhadravathi 577301.

## **Abstract**

Total Quality Management is adopted by the management education institutions in order to reach their goals and objectives. However the changing business environment also made it mandatory to the institutions to provide value added education to the students in developing dynamism to face competition. It is also important to the institutions to control and develop their qualitative practices in preparing their students to have a good career. In this backdrop present study is an attempt to study and evaluate the TQM practices by the institutions in the B-Schools of Shivamogga District.

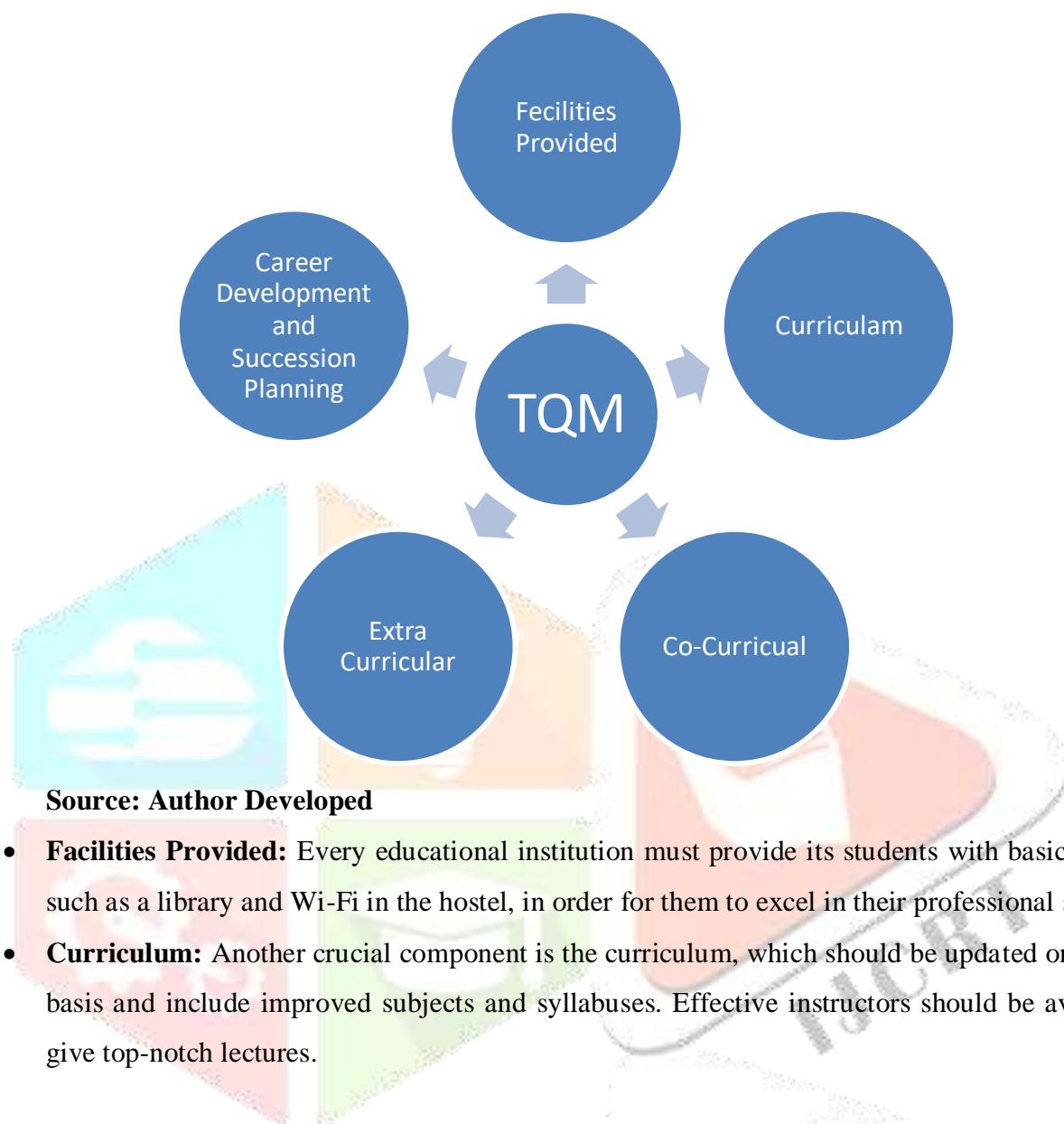
**KEY POINTS:** TQM, Management Education, Business Environment

## **1. Introduction:**

The goal of management education in today's cutthroat corporate world is not just to provide degrees but also to equip students to deal with change and compete. At the same time, one of B-Schools' duties is to instill qualitative skills in their pupils. Nonetheless, the TQM approach is regarded by many B-Schools worldwide as a crucial component of quality improvement. Giving attention to the ongoing enhancement of management education through better teaching and learning methods is another problem facing management colleges.

## 1.1 Conceptual model of TQM in Management Education:

Chart: 1.1 Conceptual Model of TQM in Management Education



**Source: Author Developed**

- **Facilities Provided:** Every educational institution must provide its students with basic facilities, such as a library and Wi-Fi in the hostel, in order for them to excel in their professional skills.
- **Curriculum:** Another crucial component is the curriculum, which should be updated on a regular basis and include improved subjects and syllabuses. Effective instructors should be available to give top-notch lectures.
- **Co-Curriculum:** Co-curriculum design discusses additional activities that the institutions host, such as conferences, workshops, practical tasks, lectures on communication and personality development, and more.
- **Extra-Curricular:** Extracurricular activities are simply athletic and cultural events that schools host to highlight students' abilities.
- **Career Development and Succession Planning:** Placement centers, training offered, industry interaction programs, mentoring, etc. are all discussed in succession planning.

## 2. Review of earlier works

**Dr. T. Sudha (2012)** According to an article, everyone is concerned about the quality of higher education these days. The knowledge society has benefited from economic, social, and technical advancements, which have also forced educational institutions to embrace new learning environments. The study concluded by recommending that higher education institutions enhance their procedures in order to help students become more capable and build the soft skills necessary to embrace technological change.

**Falguni Sutsangi (2016)**, One of her studies was on obtaining high-quality instruction and research in Indian higher education institutions. The study concentrated on Delhi's higher education establishments. The study's final conclusion was that developing students' soft skills is crucial to producing high-caliber students. These procedures vary from one institution to the next. Leadership abilities also contribute to the improvement of the Indian higher education system.

**Avjeet Kaur (2016)** Their study concentrated on assessing the significance of India's higher education system. The study found that attaining the objectives of higher education is a direct result of receiving a high-quality education. In higher education, TQM instills social values in students' behavior. Additionally, the study indicated that the application of Total Quality in the higher education system contributes to the institution's and society's overall development.

**Suman Ghosh(2018)** Employees must embrace the TQM platform rather than be forced to use it. The success rate can be increased by effective communication, education, and exploration of TQM concepts and programs (Micheal et al., 1997).

Owen (2001) demonstrates that "Total and continuous quality development is viewed as a journey which has no real beginning or ending." Maintaining a standard in the institutions is a continuous effort on the part of the management.

The main idea is to ensure that top management is dedicated to ensuring that it is appropriately implemented and applied. TQM methods will be highly beneficial in developing and improving the quality of educational institutions to meet modern world and worldwide standards if they are well-facilitated, fully applied, and accepted. The knowledge society is influenced by developments in the economy, society, culture, and technology. To achieve comprehensive development, the higher education system needs to be enhanced.

In the modern electronic world, change is the only thing that is constant, and business education is no different. The long-term sustainable benefits of business education necessitate a greater focus on the market's service, quality, and cost concerns. The quality of business and management education has grown to be a significant concern in the worldwide market due to the changing environment. The deliberate and methodical planning and control of high-quality goods inside an organization is known as quality management.

**Manju Tomar (2021)** TQM is described as a strategy that primarily aims to create and provide high-quality goods and services that satisfy every customer's need and raise customer satisfaction levels. This essay's goal is to educate readers on TQM, including its background, characteristics, components, and significance.

**Shailendra Pawar et..,al.,(2025)** Some significant prior research on TQM implementation techniques and its efficacy in a range of industrial and service sector scenarios has been covered in this article. From the perspective of productivity and profitability, TQM has been proven to be successful in both the industrial and service sectors. The most common tools used for quality management are cause and effect diagrams, PDCA, pareto charts, why analysis, and quality circles. The conclusions are that for TQM to be implemented effectively, leadership commitment, high-quality training, a clear objective and vision, employee enthusiasm, and involvement are all necessary.

### **3. Need for the study:**

Need for present study exists because the review of earlier work identifies that most of the studies undertaken by experts have discussed only the importance and TQM practices of higher education institutions. But TQM practices in management education are not separately studied and addressed therefore present study is undertaken in view of following objectives.

### **4. Objectives of the study**

1. To study and understand the need for Total Quality Management in management education
2. TQM practices adopted by the B schools in Shivamogga District
3. To evaluate the relationship between the practices of the B'Schools and TQM

### **5. Hypothesis Tested:**

1. **H<sub>0</sub>:** There is an insignificant relationship between TQM and **Facilities provided**
2. **H<sub>0</sub>:** There is an insignificant relationship between TQM and **Curriculum Design**
3. **H<sub>0</sub>:** There is an insignificant relationship between TQM and **Co-Curriculum Design**
4. **H<sub>0</sub>:** There is an insignificant relationship between TQM and **Extra-Curricular Activities**
5. **H<sub>0</sub>:** There is an insignificant relationship between TQM and **Career Development and Succession Planning**

### **6. Research Design:**

#### **6.1 Scope of the Study:**

The scope of the present study is covered the faculties of three B'Schools located in Shivamogga district namely Institute of Management Studies and Research, Kuvempu University, JNNCE, and PESITM.

#### **6.2 Methods of Data Collection:**

In order to prove above stated objectives the primary data is collected through questionnaire method and interaction with the respondents. Secondary data is collected through published sources like Journals, Books and e-sources.

#### **6.3 Sampling Techniques adopted:**

For present study simple random sampling was used and respondent groups had management faculties of B'Schools in Shivamogga district. And the sample size is limited to 30 respondents

#### 6.4 Statistical Tools Adopted:

In order to prove the set hypothesis one sample t-test is used. Test is done through the SPSS software.

#### 7. Results and Discussions:

In order to evaluate the relationship between the TQM and different practices of the B-Schools following dimensions have been studied and presented in the tables followed by hypothesis testing

1. **H<sub>0</sub>:** There is an insignificant relationship between **Total Quality Management and Facilities Provided**

**Table 7.1: Facilities Provided and T-Values**

Facilities Provided	Test Value = 0					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Hostel Facilities	26.702	29	0	1.605	1.4865	1.7235
Library	28.356	29	0	1.34	1.2468	1.4332
Medical	23.075	29	0	1.33	1.2163	1.4437
Digital Library/ 24*7 Wi-Fi Facility	26.747	29	0	1.19	1.1023	1.2777
Students Welfare Department	51.725	29	0	1.1	1.0581	1.1419
Canteen facilities	32.432	29	0	1.22	1.1458	1.2942
Transportation Facilities	36.276	29	0	1.13	1.0686	1.1914

**Source: SPSS Output**

**Interpretation:** From the above table I is clear that the null hypothesis is rejected and alternative hypothesis is accepted. Hence it is proved that there is a significant relationship between TQM and facilities provided to the students by the management institutions. Above discussed facilities are basic in nature and very much required to develop the required skills of the students. The institutions in the study area are providing these facilities in well established manner.

2. **H<sub>0</sub>:** There is an insignificant relationship between **Total Quality Management and Curriculum Design**

**Table: 7.2 Curriculum and T-Values**

Curriculum Design	One-Sample Test					
	Test Value = 0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
Syllabus	44.636	29	0	1.16	1.1088	1.2112
Internal assessment	25.801	29	0	1.335	1.233	1.437
Assignment	32.125	29	0	1.185	1.1123	1.2577
Quality of teaching	24.343	29	0	1.18	1.0844	1.2756
Efficient faculties	44.581	29	0	1.12	1.0705	1.1695
Performance Evaluation and Feed-back system	25.5	29	0	1.415	1.3056	1.5244

**Source: SPSS Output**

**Interpretation:** From the above table it can be clear that the null hypothesis is rejected and alternative hypothesis is accepted. Hence it is clear that the alternative hypothesis is accepted therefore it can be said that there is a significant relationship between TQM and curriculum design and adopted by the B-Schools in the study area. However in the study area management institutions are adopted well developed curriculum design which meets the requirements of the industry.

3. **H<sub>0</sub>:** There is an insignificant relationship between **Total Quality Management and Co-Curriculum Activities**

**Table: 7.3: Co-Curriculum and T-Values**

Co-curriculum Activities	One-Sample Test					
	Test Value = 0					
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
Seminars/Conferences/Workshops/Management Fests Organized	25.343	29	0	1.445	1.3326	1.5574
Student empowerment	20.379	29	0	1.48	1.3368	1.6232
Skill development activities organized	22.607	29	0	1.52	1.3874	1.6526
Personality development	23.247	29	0	1.23	1.1257	1.3343
Special lecture programmes by experts	51.725	29	0	1.1	1.0581	1.1419
Practical assignment	22.463	29	0	1.945	1.7743	2.1157
In plant training and dissertation	27.95	29	0	1.145	1.0642	1.2258
Other research activities initiated	20.416	29	0	2.165	1.9559	2.3741
Feedback system	42.676	29	0	1.07	1.0206	1.1194

**Source: SPSS Output**

**Interpretation:** From the above table it can be clear that the null hypothesis is rejected and alternative hypothesis is accepted. Hence it is proved that there is a significant relationship between TQM and Co-curriculum design of the B-Schools in the study area. The B-Schools of shivamogga district are adopted efficient co-curriculum design which is leads to develop the practical knowledge of the students in addition to the academic activities.

4. **H<sub>0</sub>:** There is an insignificant relationship between **Total Quality Management and Extra-Curricular Activities**

**Table: 7.4 Extra-Curricular Activities and T-Values**

Extra-Curricular Activities	One-Sample Test					
	Test Value = 0					95% Confidence Interval of the Difference
	t	Df	Sig. (2-tailed)	Mean Difference	Lower	
Sports events	21.82	29	0	1.69	1.54	1.84
Annual Pay programmes	24.47	29	0	1.67	1.53	1.81
Cultural Events organized	26.161	29	0	1.81	1.67	1.95
Awards and rewards provided to talented students	22.798	29	0	1.68	1.53	1.83
Educational tours	18.655	29	0	1.72	1.54	1.9
Feedback System	26.921	29	0	1.85	1.71	1.99

**Source: SPSS Output**

**Interpretation:** From the above table it can be clear that the null hypothesis is rejected and alternate hypothesis is accepted. Hence it is proved that there is a significant relationship between TQM and Extra-curricular Activities. In the study are the institutions are providing platform to their students to showcase their talents by organizing cultural fests, awards and reward are also provided to the talented students. Education trips are also organized to provide students entertainment and learning process too.

5. **H<sub>0</sub>:** There is an insignificant relationship between **Total Quality Management and Career Development and Succession Planning**

**Table: 7.5 Career Development and Succession Planning and T-Values**

Career Development and Succession Planning	Test Value = 0					
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Mentoring	8.364	29	0	1.82	1.69	1.95
Training programme	30.461	29	0	1.87	1.75	1.99
Alumni Association	23.014	29	0	1.91	1.75	2.07
Campus recruitment	33.456	29	0	1.77	1.67	1.87
Industrial interface	30.029	29	0	1.74	1.63	1.85
Industry visits	34.535	29	0	1.657	1.56	1.75
Coaching for competitive exams	24.912	29	0	1.889	1.74	2.04
Feedback system	27.341	29	0	1.96	1.82	2.1

**Source: SPSS Output**

**Interpretation:** From the above table it is identified that the null hypothesis is rejected and alternate hypothesis is accepted. Therefore it is clear that there is a significant relationship between the TQM and career development and succession planning done by the institutions. In the study area the respondent institutions are very much strengthened their campus recruitment cell, alumni associations and also Mentoring practices in view to have career development of the students. Moreover, these initiatives of the institutions lead to, value additions to their curriculum and improve the good-will of the institutions at large.

## 8. Conclusion:

In today's cutthroat business environment, management schools are required to provide their students with a value-based education. As a result, the study area's management schools have taken steps to equip students to handle the difficulties presented by the evolving corporate environment. In order to fulfill their personal and professional demands, soft skills are simultaneously developed. The report recommends ongoing curriculum improvement, co-curricular design, student facilities, extracurricular activities, and career development initiatives.

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