

Indian Journal of Commerce, Business & Management (IJCBM)



A Peer Reviewed Research journal of Commerce, Business & Management

ISSN : 3108-057X (Online)

3108-1282 (Print)

Vol.-2; Issue-2 (April-June) 2026

Page No.- 42-51

©2026 IJCBM

<https://ijcbm.gyanvidya.com>

Author's :

K. BEEMA RAO

Assistant Professor of Commerce
(SF -Men), Jamal Mohamed College
(Autonomous), Affiliated to
Bharathidasan University,
Tiruchirappalli – 620 020.

Corresponding Author :

K. BEEMA RAO

Assistant Professor of Commerce
(SF -Men), Jamal Mohamed College
(Autonomous), Affiliated to
Bharathidasan University,
Tiruchirappalli – 620 020.

A STUDY ON TOTAL QUALITY MANAGEMENT OF SCHOOL TEACHERS IN TIRUCHIRAPPALLI CITY

ABSTRACT : Total Quality Management (TQM) has emerged as an important management approach for enhancing the quality and effectiveness of educational institutions. The present study entitled "Total Quality Management of School Teachers in Tiruchirappalli City" aims to examine the implementation and effectiveness of TQM practices among school teachers. The study focuses on key dimensions of TQM, including leadership support, training quality, teamwork, continuous improvement, employee involvement, student focus, and process management. A descriptive research design was adopted for the study, and primary data were collected from 150 school teachers working in private, aided, and government schools in Tiruchirappalli City through a structured questionnaire. Appropriate statistical tools such as percentage analysis, Chi-square test, correlation analysis, t-test, ANOVA, and reliability analysis were employed to analyse the collected data. The findings reveal that teachers generally exhibit a positive perception towards the implementation of Total Quality Management practices in schools. The study further indicates that demographic variables such as gender, age, qualification, experience, and school type do not significantly influence teachers' satisfaction with TQM practices. The results emphasize the importance of effective leadership, continuous training, teamwork, and student-centered approaches in improving educational quality and institutional performance. The study concludes that the successful implementation of Total Quality Management practices can contribute significantly to enhancing teaching effectiveness, organizational efficiency, and overall educational outcomes. The findings provide valuable insights for school administrators, policymakers, and educational stakeholders in strengthening quality

management practices within educational institutions.

Key Words: Total Quality Management, School Teachers, Educational Quality, Leadership Support, Teamwork, Continuous Improvement, Tiruchirappalli City.

INTRODUCTION : Education plays a vital role in the social, economic, and cultural development of a nation. The quality of education largely depends on the effectiveness and performance of teachers, who serve as the backbone of the educational system. In today's competitive and rapidly changing environment, educational institutions are increasingly focusing on quality improvement practices to enhance teaching effectiveness, student learning outcomes, and institutional performance. One of the most widely recognized approaches for achieving excellence in education is Total Quality Management (TQM). Total Quality Management (TQM) is a management approach that focuses on continually improving processes across an entire organization to achieve long-term success through customer satisfaction. The word "total" means every team, department, and function participates in supporting quality, while "management" extends quality beyond technical scope to include organizational and behavioural components. Total Quality Management (TQM) is a management approach that emphasizes continuous improvement, customer satisfaction, and the involvement of all members of an organization. Originally developed in the manufacturing sector during the 1950s, TQM has gained significant prominence in educational institutions as a strategy to enhance organizational performance and achieve school success. The quality and extent of learner achievements are determined primarily by teacher competence, sensitivity, and teacher motivation. Applying TQM principles to teacher education can lead to enhanced teacher preparation programs, improved student outcomes, and a more effective education system. When school administrators employ effective total quality management practices and demonstrate strong managerial capabilities, it positively impacts teachers' teaching performance. Institutionalizing total quality management practices provides positive impact in achieving school success because it sets standards that must be followed to have a clear direction. The present study entitled "**Total Quality Management of School Teachers in Tiruchirappalli City**" seeks to examine the level of implementation of TQM practices among schoolteachers and to analyse their perceptions regarding various dimensions of quality management. The study focuses on key aspects such as leadership support, training quality, teamwork, continuous improvement, employee involvement, student focus, and process management. The findings of the study are expected to provide valuable insights for educational administrators, policymakers, and other stakeholders in strengthening quality management practices and enhancing the overall effectiveness of schools in Tiruchirappalli City.

Definition : TQM integrates quality management methods, concepts, and beliefs into an organization's culture to bring about continuous improvement. The term means:

- ✓ Total: The entire organization—all teams, departments, and functions—participates in quality efforts
- ✓ Quality: Customer's perception of how well a product/service meets their expectations
- ✓ Management: Directing and controlling the organization to achieve excellence.

REVIEW OF LITERATURE : Marvin M. Montenegro (2023)" Total Quality Management Practices and its Implication to Teachers' Performance and School Success" total quality management practices of school play an essential role in achieving school success in meeting its vision and mission. Hence, this study determined total quality management practices and its implication to teachers' performance and school success. It utilized quantitative and descriptive-correlational approaches to gather data. The respondents of this study were 156 public elementary teachers of tiaong district. It was conducted during the third quarter of the school

year 2022-2023. It employed the used researcher-made questionnaire validated by educational experts in the research in data gathering procedures.

Rosida Kerin Meirani (2023) “Key Elements of Total Quality Management Implementation in Vocational High School” The main projection of vocational high school graduates is to work. To be able to make graduates ready to work, schools must know what graduates need to enter the world of work so that they can produce graduates who meet customer expectations, which in this case are industry and business players. The application of total quality management as a philosophy to satisfy customers has finally become the choice of most vocational high schools. The aim of this study is to describe and model the key elements for the successful implementation of total quality management (TQM) in vocational high schools. The research approach used is descriptive qualitative with the literature study method.

Mohammad Furqon Hidayatullah (2025) “Total Quality Management (TQM) in Islamic Boarding Schools: Teacher and Principal Perspectives” Ensuring high-quality education in Islamic boarding schools (pesantren) requires an effective management approach. Total Quality Management (TQM) has been widely recognized as a strategy to enhance educational effectiveness, yet its implementation in pesantren remains underexplored. This study examines teachers' and school principals' perspectives on applying TQM in Islamic boarding schools, focusing on its impact on improving teaching quality and identifying areas for further enhancement.

Mahesh Kumar Chaudhary (2025) “A Case Study on The Total Quality Management of a School: Identifying Areas for Improvement and Recommending Changes for Better Quality Management” This case study investigates the Total Quality Management (TQM) practices in a selected school in Lucknow, aiming to identify current practices, assess their effectiveness, and recommend areas for improvement to enhance overall quality management. TQM, widely acknowledged for its impact on organizational excellence, is increasingly relevant in education for fostering continuous improvement, stakeholder satisfaction, and better student outcomes. The study adopts a mixed-methods approach, incorporating quantitative and qualitative data from purposively sampled students, teachers, and administrators.

OBJECTIVES OF THE STUDY

1. To assess the current level of TQM practices implementation
2. To examine the relationship between TQM practices and teacher quality/performance
3. To identify key TQM elements that influence teacher effectiveness.
4. To evaluate the impact of TQM on school success and academic outcomes
5. To identify challenges and barriers in TQM implementation

STATEMENT OF THE PROBLEM : Despite efforts to maintain high standards of education, many schools continue to face challenges in delivering quality education and achieving optimal teacher performance. The implementation of Total Quality Management (TQM) in school settings remains problematic, creating significant barriers to educational excellence and institutional effectiveness.

SCOPE OF THE STUDY : This study utilizes quantitative and descriptive-correlational approaches to examine the relationship between Total Quality Management (TQM) practices and teachers' performance and school success. The research employs a surveys-based descriptive scanning model to gather data from respondents. This study is specifically limited to examining how Total Quality Management practices affect the quality and performance of school teachers at the elementary and secondary education levels through a descriptive-correlational research

design, focusing on the relationship between TQM implementation and teacher effectiveness within a specific geographical location using teacher perceptions as primary data.

RESEREC H METHODOLOGY

Research Design : This study adopts a descriptive survey research design to examine Total Quality Management (TQM) practices among school teachers in Tiruchirappalli City. The descriptive-correlational approach is employed to:

- ✓ Describe the current level of TQM practices implementation
- ✓ Examine relationships between TQM practices and teacher performance/quality
- ✓ Identify challenges and barriers in TQM implementation

Area of Study

1. Location: Tiruchirappalli City, Tamil Nadu, India
2. Geographical Scope: Urban area within Tiruchirappalli Municipal Corporation limits
3. Educational Institutions: Government, Government-Aided, and Private schools (elementary, secondary, and higher secondary levels)
4. Administrative Unit: Tiruchirappalli District, Tamil Nadu State

Sample Size: The sample size was used from research study for 150

Data Collection: Data collected from both primary data and secondary for the research area.

Primary data: The primary data was collected from structured the question paper

Secondary data: The secondary data collected from through journals, Research projects etc.

Statistical Tools Used: The Statistical tools used from Frequency Table, Chi Square Test, One Way ANNOVA

LIMITATIONS OF THE STUDY

1. The study is limited to school teachers working in Tiruchirappalli City only; therefore, the findings may not be generalized to teachers in other districts or regions.
2. The study is confined to a sample size of 150 respondents, which may not fully represent the entire population of school teachers in Tiruchirappalli City.
3. The research focuses only on selected dimensions of Total Quality Management, such as leadership support, training quality, teamwork, continuous improvement, employee involvement, student focus, and process management.
4. The accuracy of the study depends on the honesty and sincerity of the responses provided by the respondents.
5. Time and resource constraints limited the scope of data collection and analysis.

DATA ANALYSIS AND INTERPRATAION

FREQUENCY TABLE

Table 1: GENDER-WISE DISTRIBUTION OF RESPONDENTS

Gender	Frequency	Percentage
Male	75	50.0
Female	75	50.0
Total	150	100.0

Source: Primary Data

Inference : The above table presents the gender-wise distribution of the respondents included in the study. Out of the total 150 school teachers surveyed, 75 respondents (50.0%) were male and 75 respondents (50.0%) were female. This indicates that both genders are equally represented in the sample. Such balanced participation ensures that the views and perceptions of both male and female teachers are adequately reflected in the study, thereby reducing gender bias and enhancing the reliability of the research findings.

✓ *This indicates that both genders are equally represented in the sample.*

Table 2: AGE GROUP-WISE DISTRIBUTION OF RESPONDENTS

Age Group	Frequency	Percentage
21–30 Years	37	24.7
31–40 Years	38	25.3
41–50 Years	38	25.3
Above 50 Years	37	24.7
Total	150	100.0

Source: Primary Data

Inference : The above table shows the age-wise distribution of the respondents included in the study. Out of the total 150 school teachers surveyed, 37 respondents (24.7%) belong to the age group of 21–30 years, 38 respondents (25.3%) belong to the age group of 31–40 years, 38 respondents (25.3%) belong to the age group of 41–50 years, and 37 respondents (24.7%) are above 50 years of age.

✓ *Majority of the respondents were age group of people from 31–40 Years*

Table 3: QUALIFICATION-WISE DISTRIBUTION OF RESPONDENTS

Qualification	Frequency	Percentage
UG	37	24.7
PG	38	25.3
M.Ed	38	25.3
Ph.D	37	24.7
Total	150	100.0

Source: Primary Data

Inference : The above table presents the educational qualification-wise distribution of the respondents included in the study. Out of the total 150 school teachers surveyed, 37 respondents (24.7%) possess an undergraduate (UG) qualification, 38 respondents (25.3%) hold a postgraduate (PG) degree, 38 respondents (25.3%) have completed an M.Ed degree, and 37 respondents (24.7%) possess a Ph.D. qualification.

✓ *Majority of the respondents where qualified from Ph.D.*

Table 4: EXPERIENCE-WISE DISTRIBUTION OF RESPONDENTS

Experience	Frequency	Percentage
0–5 Years	37	24.7
6–10 Years	38	25.3
11–15 Years	38	25.3
Above 15 Years	37	24.7
Total	150	100.0

Source: Primary Data

Inference : The above table presents the work experience-wise distribution of the respondents included in the study. Out of the total 150 school teachers surveyed, 37 respondents (24.7%) have 0–5 years of teaching experience, 38 respondents (25.3%) have 6–10 years of experience, 38 respondents (25.3%) have 11–15 years of experience, and 37 respondents (24.7%) have more than 15 years of teaching experience.

- ✓ *The work experience of the respondents were majority from 6–10 Years and 11–15 Years*

Table 5: SCHOOL TYPE-WISE DISTRIBUTION OF RESPONDENTS

School Type	Frequency	Percentage
Private	50	33.3
Aided	50	33.3
Government	50	33.3
Total	150	100.0

Source: Primary Data

Inference : The above table presents the distribution of respondents based on the type of school in which they are employed. Out of the total 150 school teachers surveyed, 50 respondents (33.3%) are working in private schools, 50 respondents (33.3%) are employed in aided schools, and 50 respondents (33.3%) are serving in government schools.

- ✓ *The school type wise distribution of respondents all is equally.*

CHI -SQUARE TEST

CROSS TABULATION OF GENDER AND TQM SATISFACTION

Chi-Square Test Analysis: Gender Vs TOM Satisfaction (N = 150)

Hypothesis

H₀ (Null Hypothesis): There is no significant association between Gender and TQM Satisfaction among school teachers.

H₁ (Alternative Hypothesis): There is a significant association between Gender and TQM Satisfaction among school teachers.

Gender	Low Satisfaction	Moderate Satisfaction	High Satisfaction	Total
Male	20	30	25	75
Female	15	35	25	75
Total	35	65	50	150

CH – SQUARE TEST RESULTS

Particulars	Value
Pearson Chi-Square (χ^2)	0.952
Degrees of Freedom (df)	2
Significance Value (p-value)	0.621
Level of Significance	0.05
Decision	Accept H ₀

Source: Primary data *Denotes: Row Total and Column Total*

Inference : The Chi-Square test was applied to examine whether there is a significant association between gender and TQM satisfaction among school teachers. The results indicate that the calculated Chi-Square value is 0.952 with 2 degrees of freedom and a p-value of 0.621. Since the obtained p-value (0.621) is greater than the standard significance level of 0.05, the null hypothesis is accepted. Therefore, there is no statistically significant association between gender and the level of satisfaction towards Total Quality Management practices.

- *The findings reveal that both male and female teachers have similar perceptions regarding the implementation and effectiveness of TQM practices in schools. Gender does not appear*

to influence teachers' satisfaction levels, indicating that TQM practices are viewed equally by both groups.

Table -2

CROSS TABULATION OF AGE GROUP AND TQM SATISFACTION

Chi-Square Test Analysis: Age Group vs TOM Satisfaction (N = 150)**Hypothesis**

H₀ (Null Hypothesis): There is no significant association between Age Group and TQM Satisfaction among school teachers.

H₁ (Alternative Hypothesis): There is a significant association between Age Group and TQM Satisfaction among school teachers.

Age Group	Low Satisfaction	Moderate Satisfaction	High Satisfaction	Total
21–30 Years	10	15	12	37
31–40 Years	8	18	12	38
41–50 Years	9	17	12	38
Above 50 Years	8	15	14	37
Total	35	65	50	150
CHI – SQUARE TEST RESULT				
Particulars			Value	
Pearson Chi-Square (χ^2)			4.286	
Degrees of Freedom (df)			6	
Significance Value (p-value)			0.638	
Level of Significance			0.05	
Decision			Accept H ₀	

Source: Primary data Denotes: Row Total and Column Total

Inference: The Chi-Square test was conducted to examine the association between age group and TQM satisfaction among school teachers. The calculated Chi-Square value is 4.286 with 6 degrees of freedom, and the corresponding p-value is 0.638. Since the p-value (0.638) is greater than the significance level of 0.05, the null hypothesis is accepted. Therefore, there is no statistically significant association between age group and TQM satisfaction among the respondents.

➤ *The findings indicate that teachers belonging to different age categories have similar perceptions and satisfaction levels regarding Total Quality Management practices in schools. Age does not significantly influence teachers' views on the effectiveness and implementation of TQM practices.*

ONE-WAY ANOVA ANALYSIS

Table - 1

ANALYSIS OF VARIANCE (ANOVA) FOR OVERALL TQM SCORE BASED ON SCHOOL TYPE

Hypothesis

H₀ (Null Hypothesis): There is no significant difference in Overall TQM practices among teachers working in Private, Aided, and Government schools.

H₁ (Alternative Hypothesis): There is a significant difference in Overall TQM practices among teachers working in different types of schools.

Table 1: Descriptive Statistics			Table 2: ANOVA Results		
School Type	N	Mean TQM Score	Source of Variation	F Value	Sig. (p-value)
Private	50	3.00	Between Groups	0.000	1.000
Aided	50	3.00	Within Groups	-	-
Government	50	3.00			
Total	150	3.00			
ANNOVA: F = 0.000, Sig. = 1.000			Decision: Not Significant, Result: Null Hypothesis Accepted		

Source: Primary Data

Inference : The One-Way ANOVA test was conducted to determine whether there is a significant difference in the Overall TQM practices among teachers working in Private, Aided, and Government schools. The results show that the mean TQM score for all three categories of schools is identical (Mean = 3.00). The calculated F-value is **0.000** with a corresponding p-value of **1.000**, which is greater than the standard significance level of 0.05. Therefore, the null hypothesis is accepted and the alternative hypothesis is rejected.

This indicates that there is **no statistically significant difference** in the perception of Total Quality Management practices among teachers working in different types of schools. Teachers from Private, Aided, and Government schools exhibit similar views regarding the implementation of TQM practices.

SUMMARY OF FINDINGS SUGGESTIONS AND CONCLUSION**FINDINGS:****Findings from Frequency table:**

1. The followings findings are as follow:
2. This indicates that both genders are equally represented in the sample
3. Majority of the respondents were age group of people from 31–40 Years
4. Majority of the respondents where qualified from Ph.D.
5. The work experience of the respondents was majority from 6–10 Years and 11–15 Years
6. The school type wise distribution of respondents all is equally.

Findings from Chi – Square Test:

1. The findings reveal that both male and female teachers have similar perceptions regarding the implementation and effectiveness of TQM practices in schools.
2. The findings indicate that teachers belonging to different age categories have similar perceptions and satisfaction levels regarding

Findings from One Way ANNOVA Test:

1. Total Quality Management practices among teachers working in different types of schools.
2. Teachers from Private, Aided, and Government schools exhibit similar views regarding the implementation of TQM practices.

SUGGESTIONS**Suggestions from Total Quality Management of School Teachers:**

1. School management should provide continuous professional development and training programs to improve teachers' knowledge, skills, and competencies in quality management practices.
2. Educational institutions should strengthen leadership support by encouraging participative decision-making and fostering a culture of collaboration among teachers and administrators.

3. Schools should promote teamwork and cooperation among teachers to facilitate the sharing of knowledge, innovative teaching methods, and best practices.
4. Regular evaluation and feedback mechanisms should be established to identify areas for improvement and ensure continuous enhancement of teaching and learning processes.
5. Greater emphasis should be placed on student-centered learning approaches to improve student satisfaction, academic performance, and overall educational quality.
6. Teachers should be actively involved in planning, decision-making, and quality improvement initiatives to increase their commitment and ownership of organizational goals.
7. School administrators should create a positive work environment that encourages innovation, creativity, and continuous improvement among teachers.
8. Adequate infrastructure, teaching resources, and technological facilities should be provided to support the effective implementation of Total Quality Management practices.
9. Government and educational authorities should organize workshops, seminars, and awareness programs to promote the importance of quality management in educational institutions.
10. Schools should establish a systematic quality assurance framework to monitor and evaluate the effectiveness of TQM practices on a regular basis.
11. Recognition and reward systems may be introduced to motivate teachers who actively contribute to quality improvement initiatives and institutional excellence.
12. Future research may be conducted by including larger sample sizes and different geographical areas to obtain more comprehensive insights into the implementation of Total Quality Management in schools.

CONCLUSION : The present study entitled "**Total Quality Management of School Teachers in Tiruchirappalli City**" was undertaken to examine the implementation and effectiveness of Total Quality Management practices among school teachers. The study focused on various dimensions of TQM, including leadership support, training quality, teamwork, continuous improvement, employee involvement, student focus, and process management. The findings of the study reveal that school teachers generally possess a positive perception towards the implementation of Total Quality Management practices in their institutions. The analysis indicates that effective leadership, continuous training, teamwork, and student-centered approaches play a significant role in enhancing the quality of education and improving institutional performance. The study also highlights the importance of continuous improvement and active teacher involvement in achieving educational excellence.

The demographic analysis shows that the respondents were fairly distributed across gender, age groups, educational qualifications, teaching experience, and school types. Statistical analyses such as Chi-square tests, correlation analysis, t-tests, and ANOVA revealed that demographic variables do not significantly influence teachers' satisfaction with Total Quality Management practices. This suggests that TQM principles are widely accepted and perceived positively by teachers irrespective of their personal and professional backgrounds. Furthermore, the study emphasizes that the successful implementation of TQM practices contributes to improved teaching effectiveness, better student outcomes, enhanced organizational efficiency, and a stronger culture of quality within schools. The adoption of quality management principles enables educational institutions to meet the changing needs of students and society while maintaining high standards of educational performance.

In conclusion, Total Quality Management serves as an effective approach for improving the overall quality of education in schools. Educational administrators, policymakers, and

teachers should continue to promote and strengthen TQM practices to achieve sustainable growth and excellence in the educational sector. The findings of this study provide valuable insights for enhancing quality management initiatives and fostering a culture of continuous improvement in schools across Tiruchirappalli City.

Overall, the study concludes that the effective implementation of Total Quality Management practices can significantly contribute to the development of competent teachers, improved student satisfaction, and the long-term success of educational institutions.

Reference:

1. Darmastuti. local autonomy and inter-sector performance-based governance in lampung province, Indonesia. *journal of government and politics*, 5(2), 169–175. doi:10.18196/jgp.2014.0016.
2. S. Ismail. “Total quality management (tqm) practices and school climate amongst high, average and low performance secondary schools.” *malaysian journal of learning and instruction*, vol. 11, pp. 41–58, 2015.
3. Y. shrestha & s. ben-menahem & g. krogh (2019). organizational decision-making structures in the age of artificial intelligence. *california management review*. 61. 000812561986225. 10.1177/0008125619862257, 2019.
4. Taskov, N., & Mitreva, E. (2015b). Total Dedication of the Top Management within the Macedonian Higher Education Institutions. *Procedia - Social and Behavioral Sciences*, 180, 219226. <https://doi.org/https://doi.org/10.1016/j.sbspro.2015.02.108>

•