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Article

Principles of Total Quality Management for Organizations and its Impact on Secondary Schools: A Review

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Abstract: This study is related to one of the TQM dimensions (Training (TR), Satisfaction (SA)) applied in the Secondary Schools (SS) among numerous cornerstones. The jobs that are currently being utilized have issues in the job in order to have broad scope of performance and scope. We should also be able to analyze critically issues that hinder work in the organization. In general, it is necessary to cater to the requirements of the students by offering them all they might need i.e. gadgets, et cetera. The researcher did not limit himself to one method but resorted to past tests that covered the same issue through creating his own platform that scientist did not take into consideration in the past. In particular, how high-performance expectations are significant in setting the school quality task. Schools even have to continue with the training to compete well with one another in future. The satisfaction of students is therefore a requirement since quality is not ever unidimensional but it is always upgraded i.e. multi-dimensional.

Keywords: (TQM)• Training, Satisfaction, Organizations, Secondary schools

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Introduction

F. Ahmad et al. believe that past researches have revealed that training satisfaction shows effective quality dimensions [1]. Researchers continue to research in order to uncover additional literature gaps [2]. The answers they were proposing to the circumstances they were affiliated with already existed in previous research. Lack of acknowledging these discrepancies will cause the research stoppage [3]. Everybody knows that all students are different. Students are not operating since they are not operating at similar levels. We cannot merely abandon one specific initiative, or even refer to it as an excuse once the proper research and rectification of the situation do so in order to simply placate parents and to make them send their children to so-called good schools [4]. Unless the school makes the efforts to organize the effective things and train them, the performance of any student can never emerge [5]. No matter how any of them are, every secondary school will have some weaknesses in its operations [6]. There is no other school that is faster. Determining the strengths and weaknesses of the

students in these schools is time-consuming [7]. Now then how can we satisfy these needs and what are the promises we ought to make in order to satisfy these needs? Due to the increased expansion of schools and the impact of technological advancement, the unanswered question in the previous research is the air pollution in the secondary schools [8]. The multi-dimensional approach to the quality dimensions (training, satisfaction) contributes to the promotion of schools to motivate their students to perform [9]. Some of the elements that form Quality in High School are competing [10].

Methodology

Type of Research: Qualitative based review methodology research design, focused on analyzing the principles of Total quality management (TQM) and the impact of TQM on secondary school performance highlighting the dimensions of training, satisfaction etc. The research uses secondary data retrieved from various scholarly literature such as journal articles, prior empirical studies and theoretical publications on TQM practices in educational institutions. The systematic literature selection process identifies specific studies on quality management practices, school performance and student outcomes. While interacting with existing streams of work, the researcher builds a conceptual analytical lens that breaks-out from conventional frameworks, gaining a deeper understanding of system behaviour in both collectively and individually how TQM dimensions play in secondary school.

Data analysis is carried out via thematic synthesis in which major concepts and patterns related to the themes (i.e., training effectiveness, students' satisfaction, and institutional quality) are identified and classified into meaningful groups. Specific consideration is given to the role of training in skills, behavior, and performance for educators and students and the educational service and learning environment quality with regard of satisfaction. The discussion then elaborates on the interplay between these dimensions and the combined effect that they have on effective secondary school functioning.

Finally, the methodological practice enables a holistic and critical reading of previous research, identifying limitations in prior studies and offering a synthesized model for quality management in education. Through the integration of theoretical and empirical study, this research offers a roadmap to assess how continuous professional development and demand-oriented strategies can improve school effectiveness and contribute to sustainable educational growth.

Result and Discussion

2. Total quality management
2. 1. Training

The intended attempt to reform worker behavior, expertise, attitudes and views through different training and counseling techniques to equip them to undertake duties as per the acceptable work standard [11]. Facing and following the fast changes and meeting the new world development by investing in human capital in terms of capacity building, preparing technical and administrative staffing and developing and enhancing performance methods and techniques in a systematic and staged approach and program [12]. Strategic training: Overarching, holistic, and ongoing growth that is developed on a strategically planned basis and explains the vision, mission, value, and payback of the training and development process [13]. This is meant to set strategic grounds as a productive prototype of developing functional competencies throughout the learning organization and toward accomplishing strategic organizational objectives [14]. The relevance of human resource training and relevance of student training and development. Training is a planned and ongoing process that consists of several steps in a plan [15]. Its major objective is to fulfil goals and objectives through mobilization of

valuable efforts and cognitive, scientific, informational, and critical thinking development of students or trainees [16]. It aims at positively influencing behavioral change in different skills and abilities, which will subsequently lead to better performance [17]. It, therefore, strives to change the current work processes by positively influencing the general attitudes and all behavioral patterns. Training is totally in contrast to education, at least that is assumed [18]. Education entails administering a certain group of scholarly subjects at every level of examination, as opposed to training, which is designed to polish the individual experience with given talents and skills, and to improve or alter their habits and mindsets. Education is compulsory in nature thus dictating certain educational content and practice. Curriculum, parents and teachers have authority over the students. On the contrary, training is based on the personal motivation of the trainee and his or her real necessity of the skill. The trainee decides on the time, the method and the content of the training they want to be trained. Training is a continuous process when formal education has its definite stages. In one way or other, training aids in the development of nations since it is one of the pillars on which any formal or informal institutions may base their personnel development that in turn help them develop. Thus, not all effective training programs can result in changes in the growth and development of countries [19].

2. Satisfaction

Social satisfaction among the members of a consultative state is a core goal of any state or good leadership that aims at offering a social environment that is founded on freedom, equality, justice, respect, consultation, and non-violence [20]. This is particularly so considering that the success or failure of the state is inextricably connected to its achievement of this. As it is often said, attainment of what is known as satisfaction among individuals in a consultative state, is a core goal of any state or good governance that seeks to offer a social environment founded on freedom, equality, justice, respect, consultation, and non-violence [21]. This is even more so considering that its destiny is inseparably tied to whether it manages to succeed or not in this. But the envisaged success or a utopian state of satisfaction will not happen when a collection of accumulated social complexes and ills remain over decades, along with a disconnection to them and viewing the society as idyllic and devoid of social ills [22]. As a result, there is a confrontation of acculturated unhealthy customs and values and those values, cultures, ideas and laws that reformers seek to inculcate and install in these societies. Such confrontation can result in alienation or the backlash. As such, the quest to effective change has always commenced with fighting social ills and vices first before trying to implant positive ones in any new social set up. Assuming that the same accomplishment of being so-called satisfied might bring about opposite consequences that may disturb the stability or even the safety of the entire society, what should be done positively to bring smooth social transition to so-called satisfying conditions without grave repercussions, or social disturbances? In this respect, the only way of life is the adoption of nonviolence as a way of life, to avoid negativity, success, and development, which is the best and shortest way to fulfill the goals of not only individuals but also society [23]. One could hence observe that consultative systems use nonviolence in enforcing any social or non-social change in their societies to evade any backlash that can disrupt peace and the social fabric [24]. As a result, they manage to attain their proclaimed objectives of social prosperity and contentment as well as economic wealth [25]. This is the opposite of the totalitarian governments where the ruling elite is using violence, devastation, and killing as a means of their government to centralize their material authority by robbing people of their social, political, economic, and cultural rights [26]. It therefore fosters fear and instability of the societies of terror, full of social issues and complexities, weak, unstable and precarious forms of governance that are easily destroyed by any form of rebellions, upheavals or social upheavals [27]. Moreover, war and terrorism put millions of people into economic slavery,

eventually reducing the quality of life to millions, a lack of freedom and material prosperity, and reducing them to helplessness, poverty, and anarchy.

3. Secondary schools

The concept of definition of the secondary schools, the schools are thought of as the institutions of diverse and quality programs in the international standards [28]. The characteristics of such schools comprise the elements of the curriculum implementation, which ensures the necessity of attaining the quality of critical and analytical thinking within the modern school setting [29]. They also include the wishes of families in the most pleasant experience in a school by the secondary school [30]. They are supportive of the learning process that nurtures potential of the learner and improves his or her cultural as well as educational background [31]. When we talk of basic and secondary education, we refer to secondary school and what is best there and we will in this paper [32]. Other than the need to inculcate into the children the art of collaboration and team-work, the other aspect that would perhaps be workable to inculcate in the children collaboration skills would be in the secondary schools where the children would also be taught the skills on how to compete in more global learning environment [33]. The other countries and cultures can be represented by students and teachers, this is why learning and cultural experience are not united as in the case of secondary schools. Cultural diversity offers the students the chances to study new languages and get to know the other cultures and practicing [34]. The secondary school curriculum is also conscious of the curriculum being offered and the American, British, international baccalaureate and French curriculum among others as well and also offers a selection between the various options that are needed by the students and their families [35]. Although the secondary schools provide good education, families cannot make choices as to the school to attend given the number of schools that exist. This paper shall address the advantages of secondary school and what you should consider when sending your children to a secondary school in addition to the advantages secondary school has on the children and their prospects of achieving higher education and securing employment in their future life. The advantages of the Secondary school: When one considers the issue of the child education, it is possible to state that the Secondary school education is one of the most desirable schools in the majority of the families. We may say that these schools of learning have two strengths which are they are extremely different compared to other options. In this section, some of the best advantages of secondary schools will be addressed. Mixed Curriculum: The other characteristic in the secondary school is that, there are very high numbers of various curricula where the students are given the chance to learn the ideas and where they had no chance of learning in the normal schools [36]. It will be either FedEx, American, French, British or International Baccalaureate, but the student will experience diversity in the teaching process and will be able to acquire new skills. Cultural diversity: The international schools are cultural pot boil as all students attending the international schools are given an opportunity to have a culturally diversified school. Students get acquainted with art of communicating and art of co-operating with other people of other origin and accustom themselves to new lifestyle and new ways of thinking. Nevertheless, they are able to use this diversity, to educate students on how to communicate, how to co-operate with others, how to tolerate and respect each other. International accreditation: international maintenance schools are accredited by international educational accreditation agencies which provide them with criteria of quality schooling and education [37]. The accreditations will not only result in making the school more favourable; it will also promote greater confidence in the students and parents. Besides, the internationally recognized qualification has not only made the life of the students easier in terms of mobility across the various schools and countries, but also has helped the student be placed in the best international school. It has 22 state secondary schools which offer secondary education between 10 + and 16 +. There

are six-form in these four schools, Queen’s College and Comber mere and Lodge [38]. Also among the public secondary schools are eight assisted privates’ secondary schools. On the basis of BSSEE, secondary schools are entered. The examinations provided to the students are the Caribbean Examination Council (CXC) at basic or general proficiency and at the age of between 15 and 17 years. Students whose work is judged to be of the highest standard may also undergo the Advanced Level Examination of the Caribbean Examination Council, the Caribbean Advanced Proficiency Examination (CAPE) after four or more subjects have been successfully accomplished at the age of 17 - 19 years of age. Good performance in this exam can lead to scholarship or exhibition to college/university studies in a local school or a foreign one. A theory of a phenomenon is called a hypothesis (feminine: hypothesis). Scientific hypothesis cannot but be basing on observation, and must contain a repeatable, testable prediction about reality, starting with an informed guess. A science theory is a hypothesis that has undergone trial on numerous independent occasions and proven to be true. People use the terms hypothesis and theory interchangeably but the same thing cannot be said of science. Before further speaking about hypotheses, their types and importance it is necessary to understand what a hypothesis is. The word hypothesis was first recorded in the 16th c. and originates from the ancient Greek word, which means ‘putting or placing under’. From a scientific point of view, hypothesis can be defined as an assumption that requires proof. A hypothesis seeks to reveal and explain why something happened or what might happen under certain conditions, and is a valuable tool that allows to verify if the company’s thoughts and expectations are correct before putting them into action [39][40].

4. Hypotheses

H1. Effect of (TR) on Secondary Schools (SS).

H2. (SA) implication on Secondary Schools (SS). See Figure 1.

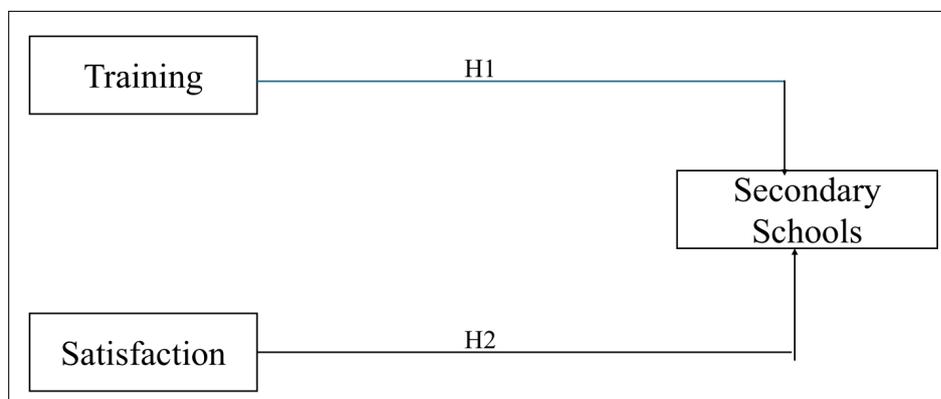


Figure 1: Diminazens (TQM) & (SS)

Conclusion

The study reveals that overall implementation of Total Quality Management (TQM) principles, particularly the dimensions of training and satisfaction, can have a positive impact on the performance and effectiveness of secondary schools. Results underscore decades of ongoing, structured training results over time—as well as skills, competencies, and positive behavioral changes in both educators and learners—as well as satisfaction as a fundamental component of the quality and responsiveness of educational services. It also found that educational quality is necessarily multi-faceted and cannot be improved sustainably without developing human resources, appropriate institutional strategies and human-centered education. These results indicate that the existing education policy makers and the management must concentrate upon structured training programs and

satisfaction-oriented practices for enhancing the school quality and the competitiveness in a fast changing education spectrum. Additionally, the study emphasizes the importance of an integrated quality management system that aligns institutional objectives with student need and expectations. Further research should focus on empirical studies based on quantitative (and/or mixed-method) approaches in order to confirm the relations studied but also by adopting other dimensions or variables characterizing TQM development, e.g. leadership, integrated MCD, intra MCD, technological MCD, continuous improvement, technological advancement, across various educational settings for greater generalizability and application of the findings.

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