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## Book Review of Total Quality Management In Education

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**Book Review**  
**Of**  
**Total Quality Management In Education**  
**(Third Edition)**  
*By Edward Sallis*

TQM is a significant model in all the quality management practices, and it has been a philosophy followed for the long term. With continuous change in this modern world, TQM needs an hour.

To deal with the information era, quality of education is a must. Maintaining a high standard of education is an essential criterion for all the higher education institutes.

This book is the third edition of TQM in education. This edition has brought it up to date and now comprises information on the arguments on knowledge management, measurement and value-added, benchmarking, quality practices, and self-assessment.

The book's contents include a total of 16 Chapters with their sub-sections. *Chapter 1: Basics* comprises the six sub-sections explaining what quality is, why it is needed, the four quality imperatives, the contribution of Juran, Shewart, and Deming, and the growth of interest in quality.

*Chapter 2: Quality* focused on the concept of quality and quality as a definite concept, emphasizing the role of the consumer in quality. This chapter illustrated the service quality parameter centered on education and its customers.

*Chapter 3: TQM* explained the misconceptions of TQM and the need for continuous improvement in any organization. This chapter further discussed the role of kaizen, changing cultures, and the upside-down of an organization. After describing the internal customers and marketing, the quality of learning, and the professionalism, the author examined the barriers to introducing TQM.

*Chapter 4: Gurus*, as with the name, this chapter explains the role and the contribution of the quality gurus like W Edwards Deming, Joseph Juran, Philip Crosby, Tom Peters, and Kaoru Ishikawa.

*Chapter 5: Kitemarks*, this chapter discussed the quality rewards for maintaining the quality standards viz ISO9000, Investors in People UK, The Deming Prize (Japan), The Malcolm Baldrige National Quality Award (United States), and The European Quality Award.

*Chapter 6: Organization* emphasized the institutional life-cycle theory, TQM organization, lean form, and simple structure. This illustrates how TQM can be implemented in an organization.

*Chapter 7: Leadership*, as with the name, highlighted the role of an educational mentor in communicating a vision, energizing teachers, and developing a quality culture in an organization.

*Chapter 8: Teamwork*, the subsections of this chapter, explained the importance of teamwork in education. How is a team the building block of quality? What are the victorious team and quality circles?

*Chapter 9: Knowledge*, this chapter starts with the explanation of knowledge management, what happens if we overlook our knowledge base, what knowledge is, emphasizes the role of knowledge, and concludes with the relationship between knowledge and kaizen.

*Chapter 10: Tools*, one of the compelling attributes of TQM is bringing together a range of valuable tools to execute its underlying concepts. However, the strength of the tools can only be skilled by frequent use. Most are simple, and some, like Brainstorming, Affinity networks, Ishikawa & QC Tools, and Quality function deployment.

*Chapter 11: Benchmarking*, Educational institutions should develop tools that can be developed into their constructs that permit them to learn from their own successes and failures and the best methods of others. Benchmarking is one of those tools, and chapter 11 explains the benefits, functions, and drawbacks of implementing benchmarking in detail.

*Chapter 12: Measurement*, a successful institution is the one that can offer students the highest possible degrees of achievements, and for this performance, evaluation and measurement are required. The need for measurement in education quality is described in this chapter.

*Chapter 13: Budgeting*, one of the undervalued concerns in TQM is the correlation between the quality and the institutional budgetary management. The author has cleared this misconception in this chapter by explaining the linkage between TQM and the budgetary delegation along with the resource allocation models.

*Chapter 14: Strategy*, quality is the most critical criterion in planning an institution's strategy and demands a systematic approach employing a precise strategic planning process. This chapter has further explained subtopics like strategic quality management, market research, SWOT analysis, and monitoring and evaluation.

*Chapter 15: This section defines a structure for studying present quality proposals and designing and employing modern ones.* It has been constructed to support institutions in achieving quality and applying quality management as a method of institutional expansion.

*Chapter 16: Self-assessment* explains the importance of self-assessment, constructing the action plan, and grading scale.

## **Conclusion**

This book increased my knowledge of quality and its implementation in an educational institute. It covered all the aspects required for applying the quality tools and raising the quality standards. The language used in the book was quite comprehensive, and every topic was well-explained. The book reveals the solid academic and practical expertise of the author. This book is the third edition of the author and is very well penned and clarified.