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A Study to Investigate the Quality Management Level (QML) of the Pakistani institutions of Teacher Education

Muhammad Arshad Javaid Ph.D Scholar

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ABSTRACT

The notion of quality is rather new in the arena of developing countries like Pakistan. In Pakistan, this notion was introduced quite after the establishment of HEC in 2002 during the Musharraf regime. The 21st century is the century of economic development. The objective of each nation is to achieve sustainable, social and economic development that is only being achieved through the quality education. The quality in education comes through the quality of teacher education. Unfortunately the quality of teacher education in Pakistan as per numerous reports is deteriorating.

This paper presents findings of the study designed to investigate the quality management level (QML) of the six Pakistani institutions of teacher education. The study was Language in India www.languageinindia.com

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delimited to only Punjab province. These six institutions were the constituent campuses of the University of Education in the said province .To arrive at findings, the opinions of all the directors/Principals and ninety six (96) teachers including male and female of these campuses regarding quality management were surveyed through questionnaires that were prepared as per quality management principles for leadership and for teachers given by the Dr. W. Edward Deming and Dr. Joseph M Juran, known as the father of quality management.

The data were analyzed by applying descriptive as well as inferential statistics. Parts from these questionnaires, demographic information about these institutions were also interpreted in a graphic form by using a simple checklist type questionnaire. The results revealed the poor infrastructure and quality management level of these institutions. There was no significance difference between the quality management level of the sample from upper Punjab and the sample from lower/southern Punjab .In short the quality management level of these institutions of teacher education remained very low. The paper suggests adopting the quality management principles to all the Directors and teachers of these institutions of teacher education; particularly their training in this connection is inevitable.

The paper also lays emphasis upon the inclusion of the “TQM in Teacher Education” as a separate discipline in all the teacher education programs for the better awareness of this discipline both for the quality managers as well as all the stakeholders.

List of Abbreviations

1. QML Quality Management Level
2. QAM Quality Awareness Mechanism
3. QMM Quality Management Mechanism
4. QC Quality Council

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5. QMPs Quality Management Principles
6. AED Academy for Educational Development
7. QMFW Quality Management framework
8. QMS Quality Management System

INTRODUCTION

Modern times in education demands strongly to take attention on teacher Education which is the most prominent subsystem of education. Teacher education means “the programs of education, research or training of persons for equipping them to teach at different levels” (Aggarwal, 1988).

So in this context, it is imperative to boost the teacher education with a fresh look in to all subsystems of education. As there are other major challenges threatening the present teacher education, the demand for quality management in teacher education draws little attention and high sensitivity is required to realize the problem. The most important means for improving the quality of education is to upgrade the quality management level of teachers producing institutes.

The concept of quality is not easy to define. It is more useful to consider the various notions of quality and to bear in mind that quality may have more than one interpretation; quality can be viewed in terms of perfection or consistency; excellence and transformation. (Harvey and Green, 1993)

Perfection means both faultlessness and that ‘standards’ are checked to achieve consistency with zero defects and getting things right first time (Brookes 2005). Excellence implies notions of reputation and a high class operation. (Ashcroft and Foreman-Peck 1995)

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For example; popular perceptions of Oxford and Cambridge would suggest that they are self-evidently high quality universities.

Transformation is an ongoing process that includes empowerment and enhancement of the student satisfaction (Becket and Brookes, 2005).

Harman and Meek (2000) conducted a report for the department of education training and youth affairs in Australia and defined quality in education as:

“A systematic management and assessment procedures adopted by any educational institution or system to monitor performance and to ensure achievement of quality outputs or improved quality”.

If the quality of education is to improve, however the improvement must be led by today’s education professionals. Quality management is a vehicle that education professionals can use to cope with the “forces of change”. That is buffeting our nation’s education system. (Bradley, 1993)

Quality management is something else as compared to the word just quality. Quality management is the tool used by the managers/administrators to manage quality by adopting the quality management functions and principles depicted by the fathers of quality management known as Deming’s and Juran’s principles. (Arcaro, 1997)

In the teachers training institutes, the role of the principals and teachers has become more fundamental with special reference to quality management because these institutes produce teachers to every institute at country wide. If the quality of these institutes will be better, the product will also be better and the quality of the other educational institutes will automatically boost that is the fundamental objective of

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education. “Quality has so many determinants but whereas the quality management is concern, it means the quality of the managers of the institutes (principals) and the quality of the classroom managers (teachers)”. In the broadest sense, quality management means to what extent the quality management norms and principles have been adopted by these managers within their respective institutions. (Sharma, 1993)

Numerous reports, commentaries and books have expressed an increasing dissatisfaction with the quality management level of teachers training institutions in Pakistan.

According to UNESCO report (2006):

“The quality of education provided by the public sector in Pakistan has been poor due to low levels of teacher competence, lack of classroom based support for teachers, poor quality of textbooks and learning materials, lack of systems to assess student learning outcomes, uneven supervision, insufficient resources for critical teaching and learning materials, and weak sector governance and management.”

In the National Education Policy 2009 Pakistan, there is such kind of report about the declination of teachers’ education (PP.33):

“The quality of teachers in public sector is unsatisfactory. Poor quality of teachers in the system in a large number is owing to transfiguration in governance, an antediluvian pre-service training structure and a less than adequate in-service training regime. Presence of incompetence in such a huge quantity and infusion of malpractices in the profession have eroded the once exalted position enjoyed by teachers under the eastern cultural Milieu.

In a recent report published by UNESCO (2008), it is strongly recommended that “The reforms in the Pakistani institutions of teacher education with reference to quality management are strongly needed”.

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The main stigma that was lodged in these reports was non availability of quality leaders and teachers in these teachers training institutions. In other words the quality of these institutions has been so poor to meet the needs and demands of the society. All of criticism may not be acceptable but reality is that to some or great extent, there is a little rift in the quality management of these institutions. So it is great need of the time to focus on the quality of these teachers training institutions in Pakistan. This paper is an attempt to determine the quality management level of some top most teacher education institutions in the Punjab province of Pakistan. The study may help the educationists to improve the quality in education.

- They may also attain awareness “How quality in education can be improved”.
- The study may be beneficial for the administrators of teachers training institutions as they will be in better position to implement changes in management procedures as per quality management principles and norms.
- The study may be helpful for the teachers of teachers training colleges for diagnosing their strengths and weaknesses in imparting quality education.
- The study will be helpful to the teachers in adopting new teaching skills & methods of evaluation and class room management principles.
- The study may also be helpful for future researchers who will intend to work on quality of education, as it will enable them to understand different perspectives of quality.
- The study will be helpful for agencies like HEC to have a feedback for improving quality management level in teachers training institutions in Pakistani perspective.

REVIEW OF THE RELATED LITERATURE

According to Edwin (1992), the head of the institute has to focus the following areas for quality management,

1. Management of material resources.

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2. Management of curricular and co-curricular activities.
3. Management of human resources. (Staff & students)
4. Management of financial resources.

Within any educational institute, the role of leadership is pivotal. On his direction, style, attitude, behavior and strategies the personnel within the institute set themselves on working lines. He may take some concrete steps in enhancing quality management level only when he is fully aware of the quality management process (quality awareness mechanism). “Total implementation of quality requires leadership. A new philosophy of quality management cannot be adopted without leadership. Fear cannot be eliminated without leadership.” (Anita, 1991)

The Principal or head of the institute is responsible to establish a quality oriented environment within his/her college. Being a Quality leader he performs different functions that may enhance the quality management level of his/her institute.

Quality Management Principles/functions framework for the administrators/Leaders mentioned by Dr. W. Edward Deming and Dr. Joseph M Juran.

S#	Quality Management Principles	Description
1	To Identify the Mission	Seeks to accomplish reasons why institute exists
2	To Create a Vision	A shared mental image of a desired future of the institute
3	To Develop Quality Council	Develop a quality mind set within the institute
4	To Create a Quality Culture	Patterned ways of thinking and acting shared by members of organization
5	To Establish Goals and Objectives	Linkage between the macro level focus of mission, vision and culture and operational activities of the institute.

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6	To Utilize Leadership Skills and Techniques	Tactics used to upgrade the standards
7	To Introduce a Shared Leadership Culture	Everyone is a leader being a building block of the institute responsible for taking quality measures
8	To Involve Staff Members in Decision Making	Each and every employee is a building block
9	To Provide Professional Guidance to the Teachers	To correct and upgrade the employees skills
10	Problem Solving and Conflict Management	Problems may perish the effectiveness
11	To Remove the Barriers to Worker Pride	Critic without suggestion is useless
12	Equal Emphasis on Curricular and Co-Curricular Activities	Substantive for total personality grooming
13	Motivation	Key to quality management
14	Innovating or to Encourage Changes	Creative function of the management
15	To Develop a Sense of Self Accountability	Self-evaluation first despite of others

Source: Taken from the book, Quality in Education : An implementation hand book, by Jerome S Arcaro, (1999) published by Vanity books international: New Delhi

Role of Teachers in Quality Management Process

Teachers are the mediators who provide or fail to provide the essential experiences that permit students to release their awesome potential. (Asa Hilliard, 2002)

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In the classroom, the teacher is both the teacher and manager. In the classroom, the role of the teacher is multipurpose. He has to select different teaching methods according to the students' demands. He has to manage discipline problems, individual differences within the class. The teacher must be able to observe and to give concrete feedback to the students. (Dove. 1986)

Qualities of a Quality Teacher

A quality teacher must have the following qualities as narrated by Arcaro, 1997

- Quality teachers always lead, they never boss.
- Quality teacher is a professional.
- Quality teachers always teach useful skills and share useful information.
- A quality teacher is sympathetic to his students.
- Always remain punctual.
- Never sit in the class.
- Try to make his students creative.
- Drive out fear from the class.
- Always keeps his knowledge fresh to meet the demands of their students.
- Always try to solve the student's educational and personal problems.
- Keep himself extend beyond the prescribed curriculum.
- Always lay emphasis on the character and moral building of his students.
- Always motivates the students on new tasks and procedures.
- Always remains unbiased with the students.

A quality teacher must be familiar with the quality management process and its implementation rules in the class. He must have a clear written statement of objectives of the institute, so that in the light of these objectives, he might plan and incorporate strategies to achieve the desired objectives emphatically (Smith, 1989).

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Some other functions that a quality teacher should adopt are given as under as per quality management principles of Dr. W. Edward. Deming.

- Provision of Desirable and Current Information
- Efficient Planning for Teaching (Lesson Planning)
- To Provide Opportunities for Activity
- To Provide Sympathetic and Co-operative Teaching
- To use Instructional Aids
- To do Diagnostic and Remedial Teaching
- To adopt discipline handling techniques
- To create learning environment
- To drive out fear in the class
- Equal focus on curricular and co-curricular activities
- To use motivational techniques
- Have a firm belief on guidance and counseling of the students
- To accept and encourage positive change
- To show commitment and devotion to duty
- To Introduce a Concurrent Evaluation System
- Finding new ways to improvement
- Always prepare for accountability and self-accountability

In the light of the Arcaro, Deming and Juran quality management functions and principles a frame work was devised in order to determine the QML of the teachers training institutes in Pakistan. The frame work is shown in a figure given below.

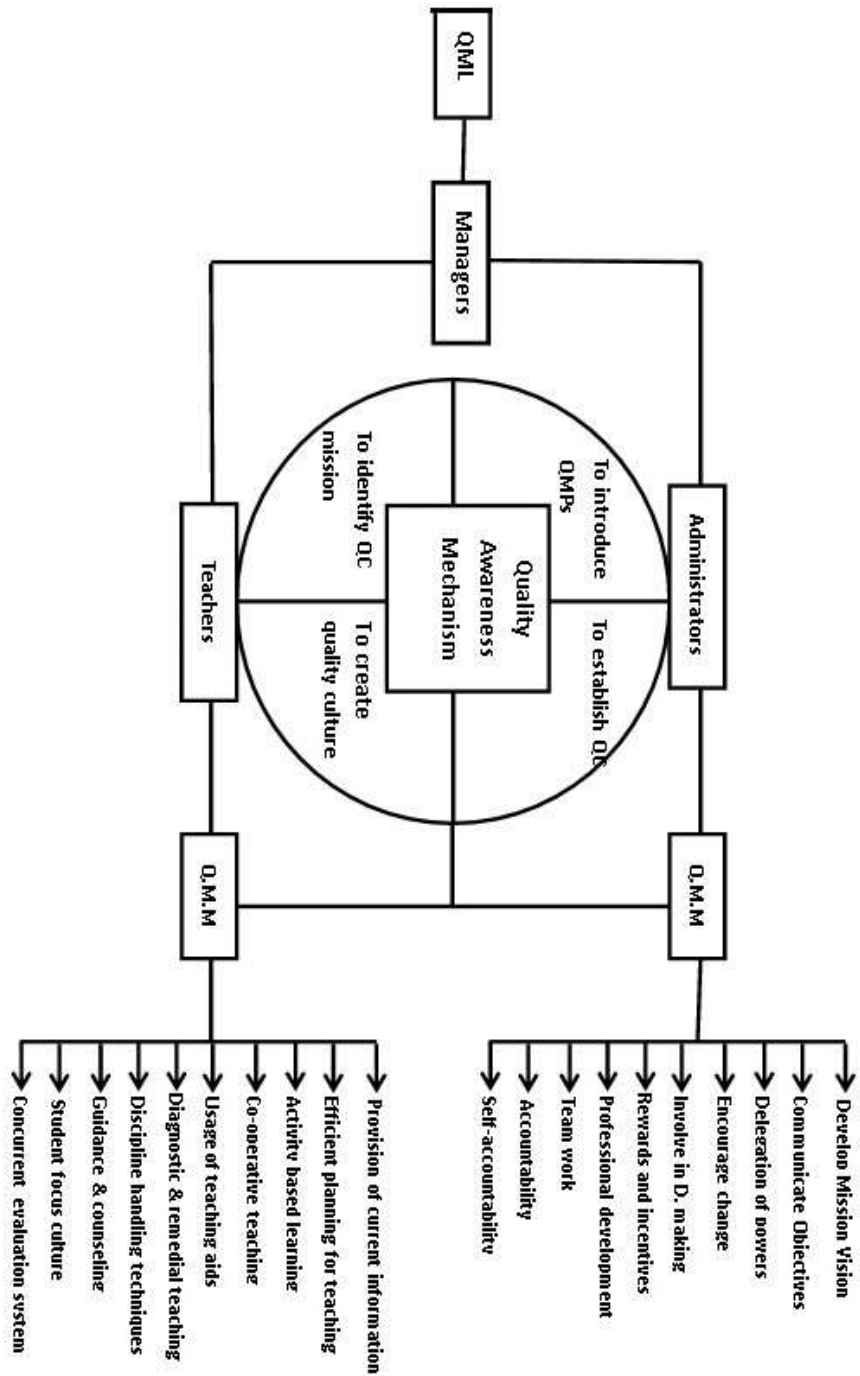
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Objectives of the Study

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The objectives of the study were as under:

1. To explore the available physical facilities in the Pakistani institutions of teacher education.
2. To determine whether the quality management functions and principles are being adopted by the heads of these institutes.
3. To find out the quality management level of the teachers of these institutes.
4. To find out the overall quality management level of these teacher training institutes.
5. Suggestions for improvement.

Delimitations

In Pakistan, 270 teacher training institutes exist of which 227 are run by the government sector and 53 are operated by the private sector. In the Punjab Province total numbers of teacher training institutes are 82 out of which 75 are in the public sector including University of education Lahore Punjab and seven institutes are in private sector. (AED, 2005)

This study was delimited to six campuses of the University of Education in Punjab the most popular university in teacher education. The names of these campuses are:

University of education D.G Khan Campus, University of education Multan Campus, University of education Faisalabad Campus, University of education Lower Mall Campus Lahore, University of education Township Campus Lahore and University of education for woman Bank road Lahore. Out of these campuses, only two campuses are situated in the southern Punjab while the other four are in upper Punjab.

Procedure of the study

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All the principals and teachers of these Campuses in Punjab served as the population in this study. The principals altogether were selected as a sample of the study due to their lesser strength. There were 196 teachers in the six campuses out of which 82 were female and 114 were male teachers. The desired sample size was 96. By using stratified random sampling technique, 56 male and 40 female teachers were selected as a sample for the study. Total sample of the teacher was 96, in which four groups were concluded.

1.	Number of Male teachers	56
2.	Number of female teachers	40
3.	Number of teachers from upper Punjab	64
4.	Number of teachers from Southern Punjab	32

So total numbers of male & female teachers were 96 and total number of teachers from upper & Southern Punjab were also 96.

Instruments for the Study

After a thorough review of the literature related with quality awareness and quality management mechanism as shown in figure 2, two Likert type questionnaires were developed as per Deming (1999) QMP frame work for the principals and teachers of these campuses of University of Education Lahore Punjab. Each questionnaire was consisted of 35 statements. Every statement was divided into five grades.

A= Always, M= Mostly, S= Sometimes, R= Rarely, N= Never

The weight age of these grades was given as under.

Statement	A	M	S	R	N
Positive	5	4	3	2	1
Negative	1	2	3	4	5

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Questionnaires were got validated by the experts opinions and final version of QML scale was finalized for the teachers and Principals. The scale reliability was also calculated that was 0.85. The researcher personally administered the Questionnaires on the selected sample. Twelve questionnaires were distributed among the principals and one hundred and fifty among the teachers. Out of twelve distributed questionnaires among the principals, 6 questionnaires received back and out of one hundred and fifty distributed questionnaires among the teachers ninety-six questionnaires were received back, despite continuous efforts. The percentage of return was 50 from the principals and 64 from the teachers. After awarding marks to each statement, total score was computed. To reach certain conclusion statistics like percentage, arithmetic mean and standard deviation was computed. Z-test was also used among the following groups of the teachers to compare their quality.

- i. Between Male and Female teachers.
- ii. Between teachers from upper Punjab and teachers from southern Punjab (including both male and female teachers)

Analysis of Data

The data were collected after administering two questionnaires on the selected sample of the directors/Principals and teachers of the six campuses of the most popular university of education situated in the Punjab province. The collected data were analyzed by applying descriptive and inferential statistics. The analysis of the available physical facilities was also done by using a check list.

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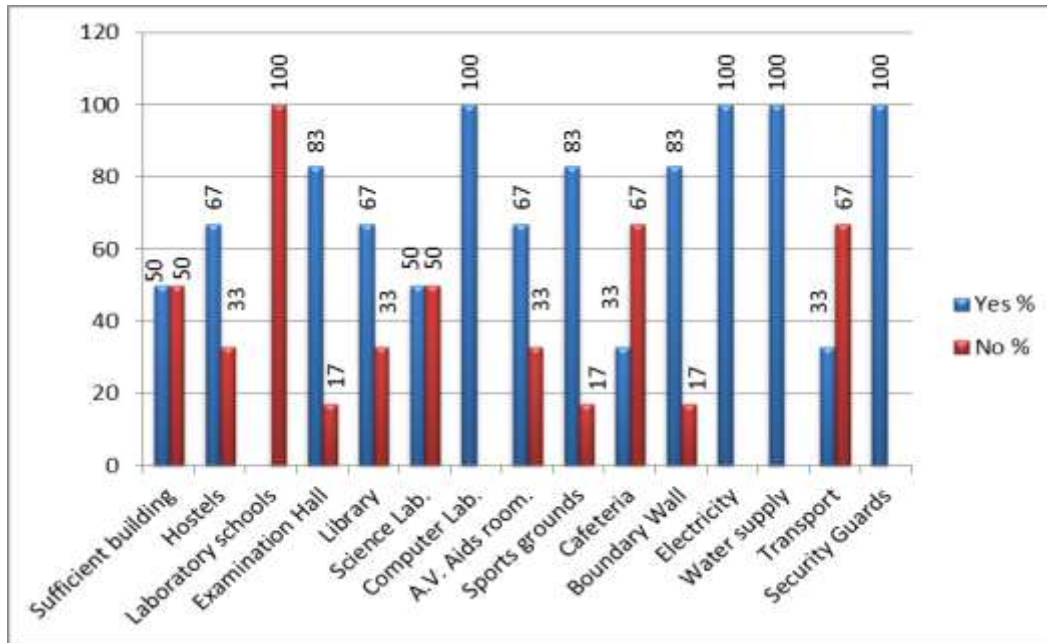


Figure 2 depicts that 50% of the Campuses (3 out of 6) have no sufficient building for the students. Hostel facility is not available in 33% of the campuses (2 Out of 6), Laboratory schools that are used for practicum are not available in any of the campuses, 17% campuses are deprived of examination hall (4 out of 6), 33% campuses have no proper libraries (2 out of 60), 50% campuses are without well-equipped science labs, A.V. aids rooms are not available in 33% campuses (2 out of 6), 17% campuses are without sports grounds (1 out of 6), cafeteria facility is not available in 67% campuses, 17% campuses have no boundary wall & 67% are without transport facility. The facility of computer labs, electricity and security guards are available in all the selected campuses.

Results and Discussion

This study was conducted through two likert type questionnaires to determine the quality management level of the teacher training institutes in Pakistan. Table 1 shows the overall mean position of the questionnaire of the directors (statement wise).

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Assessment of Statements on the basis of means score

Statement No.	Mean Score	Statement No.	Mean Score
22	4.00	10	2.83
		18	2.83
23	3.83	27	2.83
30	3.83	28	2.83
16	3.66	8	2.66
1	3.50	14	2.66
15	3.50	35	2.66
34	3.50	3	2.60
		12	2.50
19	3.33	13	2.50
26	3.33	20	2.50
33	3.33	29	2.33
9	3.16	2	2.30
17	3.16	32	2.30
11	3.00	4	2.16
21	3.00	31	2.00
24	3.00	5	1.00
25	3.00	6	1.00
		7	1.00

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Table No.1 indicates that 19 items (10,18,27,28,8,14,35,3,12, 13,20,29,2,32, 4,31,5,6,7) show negative level of acceptance on the part of the principals. On 9 statements, (19,26,33,9,17,11,21,24,25) acceptance level was relatively low, while on 6 items (23,30,16,1,15,34) the acceptance level was moderate. However, only on one statement (22), the degree of acceptance was high. On statements 1-7 (about quality awareness mechanism) the average acceptance level remained 1.92. This shows that the Principals have no proper awareness about the Quality management functions and principles. It supports the UNESCO report (2006) that most of the administrators of the teacher education institutions in Pakistan have less awareness about quality management functions. The same was the situation with the quality management mechanism (Statement 8-21) but it was rather better (Average mean=2.92) than the former mechanism of quality awareness (Average Mean=1.92). On one statements 22-24 about professional development, the acceptance level was (Average Mean Score=3.61) above the norm value (3.00). It contradicts the study of Isani and Virk (2005) about the startling professional development and competencies of teachers in Pakistan. On statement 25 comprising student's need focus culture, the mean score remained 3.00. On statements 26-35 relating to quality management mechanism, and the average mean score remained 2.87 which also below the norm score set to show the quality management level. It also supports the study done by Farooq, (1990) about the poor administration of teacher education institutions in Pakistan. Performance of the principals and directors of these teacher education institutions in Punjab (Pakistan) was also determined separately on Questionnaires comprising 35 statements each on five point rating scale. The total weight age of each questionnaire was 175 (total marks). The norm score set for the QML purpose was 105. Out of the total population of the Principals, only 33 percent were able to get score rather above the norm score (105). The performance of the others 67% of the principals remained below the norm score (105). The mean score of the total sample of the principals remained 98.16 that is much

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more below the norm score (105).It shows the poor quality management level of the teachers training institutions on behalf of the immediate administrators.

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Table No. 4.1.43

Performance (score) of the principals on the Questionnaires separately.

Name of Campuses	Score obtained by the principals	Total Score	Norm Score	Frequency of the score below norm score	Frequency of the score above norm score	% Of score below norm score	% of the score above the norm score	Mean Score of the Total sample
D.G. Khan	112	175	105	0	1	0	33%	98.16
Bank road Lahore	110	=	=	0 1	1	0		
Lower Mall Lahore	101	=	=		0	67%	/	
Town Ship	101	=	=	1	0			
Multan	92	=	=	1	0			
Faisalabad	73	=	=	1	0			

Table No. 4.1.43 shows that 67% of the principals obtained score below the norm score that shows negative performance with reference to Quality Management. Only 33% obtained score above the norm score. The Mean Score of the total sample of the Principal is 98.16, which is below the norm score (105). So, the performance or QML of the Principals remained very poor.

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Statement wise analyses of the questionnaires of the teachers on the basis of mean score.

Statement No.	Mean Score	Statement No.	Mean Score
29	4.13	23	2.76
		30	2.76
19	3.81	15	2.71
1	3.75	17	2.65
14	3.73	16	2.47
12	3.62	24	2.47
		28	2.44
18	3.41	07	2.37
20	3.39	04	2.30
11	3.34	27	2.26
8	3.22	2	2.25
32	3.18	10	2.15
21	3.14	06	2.14
31	3.08	33	2.12
22	3.00	25	2.09
		9	2.06
13	2.92	5	2.03
03	2.83	34	1.55

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26	2.82	35	1.46
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Table NO:2 shows that 22 items (04,06,07,13,26,23,30,15,17,16,24,28,27,2,10,33,25,9,5,34,35) show the negative level of acceptance on the part of the teachers. On eight statements, (3, 18, 20, 11, 8, 32, 21, 31, 22) acceptance level was relatively low. While on statements, (19, 1, 14, 12) the acceptance level was moderate. However, only on one statement (29), the QML was high. On statements 1-6 comprising quality awareness mechanism, the average mean score of the sample of teachers remained 2.50 that shows negative level of acceptance. It supports the UNESCO report (2008) on teacher education in Pakistan which depicts the teachers' non cognizance towards quality awareness mechanism. On statements 7-15 relating to class room management techniques, the average mean score was below the norm score 3.00. It supports the study conducted by Shukla (2004) on problems and issues in teacher education in Pakistan. On statements 16-23 comprising teacher preparation for better delivery of content, guidance and counseling to the students, doing remedial teaching, give due prestige to the students, the average mean score was 2.30 that is very low. It supports the study conducted by Aly (2006). On statement 24-35 comprising use of teaching aids, different evaluation techniques and numerous class room management measures, the average mean score on these statements remained below the norm score (2.50). It also supports the UNESCO report (2010) on teacher education in Pakistan with special reference to low quality of teachers in adopting the above mentioned class room management techniques.

Groups	Statistics			
	N	\bar{X}	SD	Z
Male	56	103.25	12.75	1.83
Female	40	98.37	12.94	
U.Punjab	64	101.53	12.07	.31
L.Punjab	32	100.59	14.75	
Total	96			

Z – Test

- (i) No difference exists between the means of male and female about quality management.
- (ii) Significant difference between the means of male & female teachers about quality management.

$$Z = \frac{M_1 - M_2}{\sqrt{\frac{(SD_1)^2}{N_1} + \frac{(SD_2)^2}{N_2}}}$$

$$M_1 = 103.25, \quad SD_1 = 12.75, N_1 = 56$$

$$M_2 = 98.37, \quad SD_2 = 12.94, N_2 = 40$$

$$Z = 1.83$$

$$CV = 1.83$$

$$CV < TV$$

Therefore the difference is insignificant Null hypothesis is accepted.

There exists no real difference between the means of two samples (Male Teachers & female Teachers).

Z. Test

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- (i) No difference exists between the means of sample from upper Punjab & from Southern Punjab (Null).
- (ii) Significance difference exists between the sample from upper Punjab and sample from Southern Punjab.

$$Z = \frac{M_1 - M_2}{\sqrt{\frac{(SD_1)^2}{N_1} + \frac{(SD_2)^2}{N_2}}}$$

$M_1 = 101.53$, $SD_1 = 12.07$, $N_1 = 64$

$M_2 = 100.59$, $SD_2 = 14.75$, $N_2 = 32$

$Z = 0.31$

$CV < TV$

Therefore the difference is insignificant Null hypothesis is accepted. There exists no real difference between the means of sample from upper Punjab and Southern Punjab.

CONCLUSION AND RECOMMENDATIONS

Quality is the single most important issue in education, business and government today. We all recognize that there are problems with today's education – system. For instance: lower and deteriorating standards of education. In this context the quality of the teachers in particular and that of leaders, administrators / managers in general is criticized. In a quality management process of any educational institute, teachers are considered the top level managers. QMS lays emphasis on the quality of students and the quality of the students is directly related with the teachers in the class.

The principals are considered middle level managers and the society and the Government those provide necessary resources / facilities are considered lower level managers. If the quality of education is to improve however, the improvement must be lead by today's educational professionals.

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Quality management is a vehicle that educational professionals can use to cope with the force of change so only leaders and teachers may enhance the quality management level of any educational institute.

Two questionnaires (five point rating scales) for the principals and for the teachers were devised in the light of the objectives of the study and in accordance with the Deming quality management principles framework and material reviewed in chapter 2. The help of the supervisor was also sought in this connection. The questionnaire for the principals was devised keeping in view his democratic, effective and cooperative leadership style and quality awareness and management mechanisms of QMFW of Deming.

A quality teacher is the demand of quality for better management level. A quality teacher is one who always leads never boss, is a professional is a change adopter teaches useful skills, transforms new and current information, sympathetic, respect paying and friendly. All the principals and 96 teachers were selected as a sample through simple random sampling techniques. Out of 96 teachers, 56 were male and 40 female teachers. Out of these six colleges of education, only two colleges lie in southern Punjab and four colleges in upper Punjab. The questionnaires were delivered to the population personally to get their responses on each item of the questionnaire. The collected data was tabulated by using percentage and mean score formula.

Two charts indicating the assessment of statements on the basis of mean score were prepared separately for the principals and teachers. Total score of the teacher on questionnaires was calculated and arranged in descending order in tabulated form.

The mean score and standard deviation of the total sample of teachers was calculated. The means score and standard deviation of the sample (male and female teachers) was calculated separately. Similarly the means score and standard deviation of the sample of teachers from southern Punjab and upper Punjab were also calculated separately. Lastly

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z-test was lodged in order to determine the level of significance between different groups lying in the teachers' sample.

CONCLUSIONS

1. The infrastructural position of the campuses was alarming. Even the well-equipped labs and libraries were not available in these institutes. Scarcity of playgrounds and co-curricular activities was also observed. The facility of the dispensaries was not available in any of the six campuses. The situation of the cleanliness during the visit was also found deteriorating.
2. Statistically it was observed that the QML of these campuses remained too much below the norm score.
3. The quality management level of the principals of these institutes was very low (98) as per the norm score (105).
4. On questionnaires about quality awareness mechanism (QAM). The mean score of the Principals remained very low as per the norm score. While on QMM (quality management mechanism) their score was slightly above the score obtained on QAM but not above the norm score.
5. Only one director/principal out of six showed slightly satisfactory performance as per QMFW by Deming.
6. Same was the case with the teachers of these institutions. The performance of the total sample of the teachers remained very low with reference to quality management.
7. The performance of the male and female teachers and the teachers from upper and lower Punjab was also below the norm score. There was also no significant difference between the quality management level of male and female teachers and teachers from upper and lower Punjab.

RECOMMENDATIONS

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1. Sufficient physical facilities should be provided by the top level management/Government to all the teacher education institutes in order to upgrade their infrastructure which is one of the pillars of quality.
2. Quality management frame work introduced by Deming both for the teachers and administrators should be provided to every teacher education institution in a booklet form for their better awareness about quality management.
3. Mission and vision statements of the institutes should be clearly communicated to the teaching staff by all the principals/Directors so that the staff could know about their destination. For this purpose a written mission statement should be provided to very personnel of the campus.
4. The principals should appoint a quality council within their campuses from the positions having well familiar with the quality management techniques and principles.
5. “Quality management in Teacher education” as a separate discipline should be included in the teacher training programs and courses from B.Ed to Ph.D level.
6. Trainings of the faculty members with reference to quality management should be held every year in collaboration with the HEC.
7. Seminars should be arranged on quality management at institute level.

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