



UNIVERSITI PUTRA MALAYSIA

**THE IMPACT OF
TOTAL QUALITY MANAGEMENT
IN THE TRAINING OF TEACHERS AT
MAKTAB PERGURUAN PEREMPUAN MELAYU MELAKA**

MARIAM AHMAD

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**THE IMPACT OF
TOTAL QUALITY MANAGEMENT
IN THE TRAINING OF TEACHERS
AT MAKTAB PERGURUAN PEREMPUAN MELAYU MELAKA**

**BY
MARIAM AHMAD**

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TABLE OF CONTENTS

CHAPTER	CONTENTS	PAGE
	<i>ACKNOWLEDGEMENT</i>	
	<i>TABLE OF CONTENTS</i>	i
	<i>ABSTRACT</i>	iii
	<i>LIST OF TABLES</i>	vii
CHAPTER 1	INTRODUCTION	
	1.1 Maktab Perguruan .Perempuan Melayu Melaka.	1
	1.2 Development of TQM in MPPM	3
	1.2.1 Training Quality Teachers	8
	1.3 Statement of the Problem	9
	1.4 Objective	14
	1.5 Organization of the Study	16
CHAPTER 2	LITERATURE REVIEW	
	2.1 Definition of Quality	18
	2.2 Total Quality Management	22
	2.3 TQM and Organization	26
	2.3.1. TQM & Organizational Vision	26
	2.3.2. TQM & Organizational Culture	27
	2.4 TQM and Customers	30
	2.4.1. TQM and Customers Service	32
	2.5 TQM and Employees	36
	2.6 Principles of TQM	38
	2.7 Strategies for TQM	41
	2.8 Essentials for TQM Implementation	43
	2.8.1. Leadership for Quality	44
	2.8.2. Teamwork for Quality	47
	2.8.3. Communication for Quality	48
	2.8.4. Reward System for Quality	60
	2.9 TQM and Training For Quality	53
	2.9.1. Definition of Training	54
	2.9.2 Purpose and Requirements of Training	55
	2.9.3. Training Needs Identification	56
	2.9.4. Training Needs Analysis	56
	2.9.5. Training Programs for Teachers	57
	2.9.6 Strategies	58
	3.0 2.9.7 Training Smart Teachers	61
	Conclusion	62
CHAPTER 3	METHODOLOGY	



	3.1	Data Collection Method	63
	3.2	Sampling Procedures	65
	3.3	Instrument	65
	3.4	Data Analysis	66
CHAPTER 4		ANALYSIS AND FINDINGS	
	4.1	Findings and Discussions	69
		4.1.1 Personal Data of Trainee Teachers	70
		4.1.2 Trainees opinion of MPPM	72
		4.1.3 The Curriculum	74
		4.1.4 The Co Curriculum	77
		4.1.5 Practical Training	79
		4.1.6 Lecturers	80
		4.1.7 Relationship	82
		4.1.8 Communication Channels	83
		4.1.9 Quality	84
		4.1.10 Participation	85
		4.1.11 Security	86
		4.1.12 Character Building	87
		4.1.13 Student Welfare	87
CHAPTER 5		SUMMARY, CONCLUSION & RECOMMENDATIONS	
	5.1	Summary	89
	5.2	Conclusion	92
	5.3	Recommendations	93
BIBLIOGRAPHY			
APPENDIX			



ABSTRACT

The current demand for quality education has immense implication on teacher training programs in Malaysia. The teacher training programs cover a wide perspective encompassing the academic, professional and personal development of teacher. Therefore, in the pursuit of training excellent teachers, Total Quality Management (TQM) was introduced in MPPM in 1992.

The change towards TQM was aimed at achieving the concept of quality teachers, excellent staff and world class education. The objective of training quality teachers would mean being able to produce excellent teachers by means of efficient administration, having highly competent staff and smooth operation.

The management of MPPM has a strong belief that TQM will be able to fulfil its objective of training excellent teachers. They also hope to overcome the growing concern of the Ministry of Education that many teacher trainees were unable to get good grades academically and in their teaching practice. Besides these issues, MPPM has to take positive steps to rectify the numerous complaints on the issue that newly qualified teachers are unable to put theories into practice, lacking on classroom management, incompetent in co curriculum activities, uncreative and not in the least innovative.

To eradicate these problems Maktab Perguruan Perempuan Melayu Melaka had taken a positive step to rectify them by developing Total Quality Management in all aspects of its operations.



The aim of this study is to evaluate the impact of total quality management on the training of teachers in MPPM. In order to achieve the main objectives, this study will specifically evaluate the impact of TQM on the academic performance of the teacher trainees and the perceptions of the teacher trainees on the impact of TQM on the college, the lecturers, the curriculum and co curriculum activities and various other aspects that is required in training excellent teachers.

Based on the examination results of 1992-1996 it was without doubt that the results of the trainees had improved tremendously since the implementation of TQM. As for 1997, the result of teacher trainees are not complete since they comprise of intake for the second half of 1996. Therefore the result is only for the first semester.

In conclusion based on the findings, it is perceived that MPPM has improved tremendously since the introduction of TQM and thus it could be concluded that the impact of TQM in the training of teachers in MPPM is highly positive.

ABSTRAK

Permintaan semasa untuk pendidikan berkualiti memberi kesan yang mendalam terhadap program latihan perguruan di Malaysia. Program Latihan Perguruan merangkumi satu perspektif yang luas termasuk pembangunan individu, professional dan akademik. Oleh itu untuk melatih guru yang cemerlang dan berkualiti tinggi Program Pengurusan Kualiti Menyeluruh(PKM) diperkenalkan di Maktab Perguruan Perempuan Melayu, Melaka.

Anjakan ke arah PKM bertujuan untuk mencapai konsep guru berkualiti, kakitangan yang baik serta pendidikan yang bertaraf antarabangsa. Objektif mengimplimentasikan PKM di MPPM adalah untuk menghasilkan guru yang berwibawa, pentadbiran yang efisien, mempunyai kakitangan yang berkebolehan tinggi serta operasi yang berjalan licin.

Pihak pengurusan MPPM berkepercayaan penuh PKM akan dapat memenuhi objektif melatih guru yang cemerlang. Disamping itu mereka berhasrat untuk menghapuskan keraguan Kementerian Pendidikan mengenai ketidakupayaan guru-guru pelatih untuk mencapai gred yang baik dalam bidang akademik serta latihan mengajar. Di samping isu-isu tersebut, MPPM perlu mengambil langkah positif untuk menangani desas desus mengenai isu yang menyatakan guru yang baru tamat latihan kurang berkemampuan mengaplikasikan teori-teori yang telah dipelajari, pengurusan bilik darjah, tidak berkebolehan untuk menguruskan aktiviti ko kurikulum, tidak kreatif serta tidak inovatif.

MPPM telah mengambil satu langkah langkah positif dalam usaha membentasi masalah tersebut dengan mengimplimentasikan PKM dalam semua bidang operasinya.

Tujuan kajian ini adalah untuk menganalisa kesan PKM ke atas program latihan guru di MPPM. Bagi mencapai matalamat utama, kajian ini akan secara spesifik menilai kesan PKM keatas pencapaian akademik guru-guru pelatih serta persepsi mereka terhadap kaitan kesan PKM terhadap maktab, kurikulum, ko kurikulum, latihan mengajar, serta beberapa aspek lain telah mempengaruhi kejayaan MPPM dalam program perguruan yang berupaya melatih guru-guru yang cemerlang.

Berdasarkan keputusan peperiksaan Kursus Perguruan Asas(KPA) 1992-1996 keputusan guru-guru pelatih telah bertambah baik sejak PKM diimplimentasikan di MPPM. Walaubagaimanapun analisa untuk keputusan bagi tahun 1997 masih belum lengkap kerana pelatih-pelatih yang ada cuma mempunyai keputusan buat satu semester sahaja.

*Hasil kajian yang dijalankan menggambarkan majoriti bahawa MPPM telah bertambah maju sejak **PKM** diperkenalkan dan kesannya terhadap latihan guru amatlah positif.*



LIST OF TABLES

TABLE	TOPIC	PAGE
1.	TOWARDS TECAHER EXCELLENCE	13
2.	DEFINITION OF QUALITY	19
3.	DEFINITION OF QUALITY	20
4.	DEGREES OF EMPHASIS ALONG SELECTED DIMENSION OF QUALITY	21
5.	THE TQM WHEEL	23
6.	THE SHEPHERD'S WHEEL	29
7.	PRODUCT VESUS SERVICE	32
8.	ZERO DEFECT VESUS ZERO DEFECTION	33
9.	ATTRIBUTE RATING MAP IMPORTANCE EFFECTIVENESS	35
10.	TRAINING NEEDS IDENTIFICATION FOR TEACHER EDUCATION	58
11.	TEACHER TRAINEES OPINION OF MPPM	72
12.	THE CURRICULUM	76
13.	THE CO CURRICULUM	77
14.	PRACTICAL TRAINING	79
15.	LECTURERS	80
16.	RELATIONSHIP	82
17.	COMMUNICATION CHANNELS	83
18.	QUALITY PERCEPTIONS	84
19.	PARTICIPATION	85
20.	SECURITY	86
21.	CHARACTER BUILDING	87
22.	STUDENT AFFAIRS	88
23.	ANALYSIS OF DATA FOR BASIC TEACHERS COURSE	90
24.	ANALYSIS OF DATA FOR POST GRADUATE COURSE	91
25.	ANALYSIS OF DATA FOR POST DIPLOMA COURSE	91



CHAPTER 1

INTRODUCTION

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INTRODUCTION

[1.1] MAKTAB PERGURUAN PEREMPUAN MELAYU

The Maktab Perguruan Perempuan Melayu (MPPM)/Malay Women's Teacher Training College (MWTC) is one of the 31 educational institutions/teacher training colleges in Malaysia. MPPM is the second oldest teacher training college in Malaysia. This college is unique in the sense that it is the only teacher training college in the country that caters for the training of Malay Muslim women.

MPPM is located on a 38.9 hectare campus which is flanked by Jalan Tun Fatimah and Jalan Hang Li Po in Durian Daun, Melaka. It is situated approximately 2 km away from the city centre of historic Melaka.

In 1934, the Government of the Straits Settlements set up the Malay Women's Teacher Training College with the idea of training Malay women teachers to teach mainly in primary schools throughout the nation. Thus, on the 25th of January 1935, the old buildings of the Malacca General Hospital were renovated for this purpose. On the 31st of January 1935, the college was officially declared as "The Malay Women's Training College" (MWTC). This led to a new era in the attempt to train Malay rural areas. This identity is still maintained to this day.



THE PHILOSOPHY OF THE COLLEGE

“We, the staff and trainees of MPPM do hereby declare to continuously strive to cultivate the individual’s intellect and achieve professionalism in teacher education in line with the National Philosophy of Education, the teaching of the Moslem religion and Malay cultural norms.”

THE CULTURE OF THE COLLEGE

The culture of the college reflects Knowledge, Religion, Thinking and Action.

MPPM’S VISION

An excellent college with excellent teachers held in high esteem.

Based on the 5 year plan that was introduced in 1992, the vision was to make MPPM the center for Malay Language Studies, however the plan was reviewed in accordance to the

- Target group
- Place of service
- Norms of the community where the teachers will be placed,
- The study skills and style of learning of the students to be taught.



[1.2] DEVELOPMENT OF TOTAL QUALITY IN MPPM:

Like most organizations that is pursuing quality and excellence, the implementation of TQM is inevitable in MPPM, the main objective is to obtain excellent optimum output. The implementation of TQM in MPPM started with the scanning process which was carried out in 1992 . The move was aimed at achieving the concept of innovative, creative, dynamic, conscientious, morally and religiously stable, educated, thinking, proactive to bring about changes and matured quality teachers who adhered to the concept of the Education Philosophy of Malaysia.

It is hoped that quality can be translated in being able to produce excellent teachers, being efficient in its administration, maintaining a highly competent staff and smooth operations in the management of MPPM.

In 1993, various activities that were able to motivate excellence in the work culture were introduced. The management had also made vigorous efforts to improve the physical structure of the college, the academics and the administration. The performance was reviewed in 1994. Various strategies were adopted to introduce new activities, and instilling a more systematic operations in the management of the college and in the training of teachers. Besides reviewing the past years performance, new ideas and new targets were set up in 1995. A five



year plan was formulated to ensure that TQM is fully implemented in MPPM. 1996 had been a year to review the performances for the last four years. The most important feature of this process is to identify the impact and the effectiveness of the program.

MPPM's motto is "PERSEVERE FOR EXCELLENCE" and they hope to achieve excellence by means of:

- **Excellent leadership.**
- **Excellent management.**
- **Excellent shared mission.**
- **Excellent staff**
- **Excellent student who have**

- **Leadership qualities**

They must be able to lead where they teach, responsible in bringing changes in attitudes or paradigm shift of the rural students and society so that they will be receptive to changes and new ideas.

- **Knowledge :-**

Teachers who can master knowledge and able to think critically, analytically, logically and be able to make good problem solver. The teacher trainees must be able to adapt, adjust and improve the received knowledge and teaching skills in actual situation.

- **Health**

They must be healthy in order to perform well in the classroom



classroom.

▫ **Taqwa(Belief in God)**

The students must have taqwa – belief in God. Every action is based on Taqwa, Islamic values morality. They know their responsibility as a teacher

▫ **Excellent work Ethics**

Esprit de corps – co-operate, teamwork and “family concept”.

▫ **Excellent student program** – to instill leadership, dynamic and proactive teachers.

▫ **Excellent Research and Development**

“Quality in education is what makes learning a pleasure and a joy.”[Myron Tribus, 1994]The current demand for quality education has immense implication on teacher training in the country. The training of teachers covers a wide perspective encompassing the academic, professional and personal development of teachers, it can thus be summarized in term of its dualistic functions – training and development.

In the dynamic environment of today, all organizations have to provide continuity of activities directed towards any given aims. The change in management styles for instant combines the positive and proactive attitude towards organizational



Cieri H.D Samson D.A and Sohal A.S.[1991] said that Total Quality Management(TQM) is a technology software, which focuses on process standardization and improvement through people and system of management.

The approaches towards adoption of TQM in organizations recognize that TQM takes a slow process of achievements.. The implementation of TQM normally begin with people and a lot of time is invested in introducing the subject to the employees before they understand and commit themselves to TQM.

The importance of employees in the implementation of TQM is further emphasized by **Cieri H.D, Samson D.A and Sohal A.S.[1991]** and they said that, TQM embraces the need to develop an environment by developing employees knowledge, skills, abilities and fulfilling the individual employee's needs through the employee's involvement program.

Harber D., Mariott F., and Idrus N.[1991] in their study of employees' participation in TQM stated that participative management is imperative for success of TQM implementation in an organization. They also concluded that employee's implementation and their effects on company productivity, employee's satisfaction and similar variables are complex issues and are far likely to be influenced by demographic variables and the type of participation implemented **Scholtes P.R and Hacquebord H.[1989]** suggested that amongst

to be influenced by demographic variables and the type of participation implemented **Scholtes P.R and Hacquebord H.[1989]** suggested that amongst the guidelines for quality organizations are that the employees must understand their work and their internal customer's needs; and master the information and skills necessary to perform their tasks.

However, according to **Ford I.M. and Coward D.G.[1991]** the production of quality products is not just the responsibility of direct line workers but everybody working within the organization.

In sustaining the implementation of TQM in MPPM, the employees' role is important. **Lim and Chua J.[1990]** had clearly stressed that an employee must have interest in quality improvement and be able to interact as a team amongst the work force. They further said that one of the most important contributions of employees is to share their experiences with other employees and avoid exaggerating the hardships in participation but concentrate on the benefits gained.

Therefore, to excel in TQM, MPPM must have employees, who share a commitment in providing superior product or service. According to **Foo L.Y [1990]**, in promoting total participation and commitment, the involvement of all employees are important because they will eventually improve the productivity and the quality level of the organization that is much sought after when any organization pursue the practice of total quality management. TQM in education



is for the purpose of uplifting the quality of education in line with the effort to overcome educational issues, goals, and the educational importance in line with the National Philosophy for Education. TQM was introduced to the staff of MPPM as a means to improve the administrative competencies of its staff in producing quality teachers.

The mission of MPPM is to produce excellent and quality teachers .while the three fundamental objectives of MPPM are:

- Upgrade the level of knowledge, understanding, awareness towards the concept of productivity and total quality management
- Develop the attitude which uphold the importance of quality teaching and learning.
- Train quality team that will help the administration administrate quality lecture room administration, staff development, climate and college culture.

[1.2.1] TRAINING QUALITY TEACHERS:

Like most training institution, MPPM aspires to be an excellent training institution that is able to produce excellent quality teachers. Training removes the performance of old unwanted behavior and encourages the



a discipline, or a regiment which causes people to acquire new predetermined behaviors which permit them to perform a standard.

Teacher education covers a wide perspective encompassing the academic, professional and personal development of teachers. Teacher training has two aims, namely to provide a basis for accreditation and to produce competent teachers **Medley, [1982]**. The former is an administrative and bureaucratic requirement while the later is a qualitative function.

No teacher training program can guarantee the development of a fully competent teacher. **[Brumfit, 1979]** said that training can help prepare a teacher, but it cannot make one, and no one should expect a trainee teacher to be a competent teacher immediately on leaving a training course. Therefore the development of professional competency through total quality management is essential.

[1.3] STATEMENT OF THE PROBLEM

According to **Horton T.L [1989]**, any organizations in pursuit of total quality, the qualifying characteristics of the employees must include commitment, reliability and being well trained.



People factor is crucial in quality management. The pursuit of quality requires the management of change. Having committed leaders will be an asset for organizations pursuing change. The importance of committed leadership towards TQM is demonstrated by Dawson P. and Patrick M.[1991] in their article, "TQM in the Australian Banking Industry."

The move towards Total Quality Management though advocated by the Ministry of Education some time ago, was never comprehensively or fully practiced in the training of teachers. It was through the dedication of the newly appointed Principal of MPPM, the Vice Principal, and the staff's interest and commitment that TQM was first initiated in MPPM in 1992.

A quick scan on the environment in MPPM by the management of MPPM caused them great alarm. They were overly concerned with the fact that in the past many of the activities in MPPM was planned on ad hoc basis, these activities were not documented nor recorded for further reference.

Secondly although MPPM was in the business of training since 1935, the number of trainees that obtained distinction was unsatisfactory. For example, in 1992 when TQM was in its scanning stage only 4.3% of the 1992 Basic Teachers' Course(KPA) student had scored distinction while 25.5% had just managed a pass.



Thirdly, there were also constant hues and cries from the general public, who felt concerned that the teachers that qualified from the teacher training colleges were not able to perform well as a newly qualified teachers. Many of these people had used the issue of the lack of number of students who get good result academically as a measure of the quality of teachers. They perceived that intelligence will make excellent teachers.

There were also complaints on the issue that student teachers are unable to put theories into practice, they lack on classroom management skills, and they are not innovative.

Lastly, there were also constant complaints from the school heads that some of the newly qualified teachers are unable to teach competently. These young teachers were also classified as incompetent co-curriculum advisors.

To overcome all these problems Maktab Perguruan Perempuan Melayu, Melaka, [MPPM] had taken the lead to produce excellent teachers of high quality academically, professionally and spiritually by implementing Total Quality Management. It is perceived that besides, the need to produce excellent teachers via an excellent training program, MPPM was also striving to achieve excellence in every aspect of its operation.



In the competitive world of today all organizations in the pursuit of excellence must bear in mind that the traditional focus on quality production alone is obsolete as time changes. The current trend for production as in the training of teachers, is the quest for quality product which on its own is inadequate but must encompass the total quality management which includes both the physical product as well as the services of the people involved in the production, distribution and marketing of the products.

The focus on the improvement of quality teacher training would certainly not only produce excellent teachers and reduce the cost of retraining but also it will help to stimulate and motivate a drive for excellence at work as well as other aspect of the life of those involved. Table 1 shows the process of training excellent quality teacher.



TABLE 1: TOWARDS TEACHER EXCELLENCE

