


Chapter 11

Total Quality Management (TQM) Approach to Administration of Higher Education Institutions With Implications for Leadership Effectiveness in Jamaica

Bolapeju Mary Agboola

 <https://orcid.org/0000-0003-0763-2599>
The University of the West Indies, Jamaica

ABSTRACT

This book chapter investigated the total quality management (TQM) approach to the administration of the higher education system with the implications for leadership effectiveness in Jamaica. This topic is apt because of the post Covid-19 experience and the need to address the diverse challenges of low funding, decreased enrolment, migration of academics, resources inadequacy, etc., faced by higher institutions. The application of TQM models, principles, and processes to the administration of higher education institutions was examined. The chapter provides frameworks to initiate better institutional and national policies on higher education administration. An adapted survey questionnaire developed was used to collect information on how administrators use of TQM approach from deans, administrative officers, and directors/ HODs while the lecturers and students supplied information on administrative effectiveness in six key areas. The instrument was based on the objectives guiding the study and information from reviewed literature.

DOI: 10.4018/978-1-6684-8332-9.ch011

INTRODUCTION

A country's higher education system determines the pace of economic, technological, political, and social development and its sustainability. Since COVID-19, the attainment of sustainable goals in higher education has been under threat globally. In Jamaica, educational systems are faced with the challenges of funding gaps, restricted access, forced migration of the faculty, a decline in the percentage of international students and Jamaicans' participation in higher education and weak technology to expand enrollments across diverse clientele and retain competent faculty (Ministry of Education-MoEY, 2022; UWI, 2023; Times Higher Education, 2023). These challenges further raised criticisms about the higher education institutions' (HEIs) effective administration and functions and the subject of discussion of whether they use appropriate quality management tools to address the competition among HEIs and manage economic crisis and limited and scarce resources (Musenze & Thomas, 2020; MoEY, 2023). Quality management (QM) has been linked with administrative effectiveness to manage organization crises, promote organizational growth and respond positively to HE's other challenges through proactive efforts and actions to accomplish the stated goal, enhance comprehensive productivity achievement and increase efficiency (Ademilua, 2012, Ehahoro, 2017; Papanthymou & Darra, 2017). QM provides a framework for educational institutions to strive for excellence and attain the goal of higher education only through quality control, established principles and quality leadership (Deming, 2014; Mosadeghrad, 2015; Musenze & Thomas, 2020). One of the most known QM models that has been implemented in HE globally is Total Quality Management (TQM). Other models have been implemented in HEIs in various countries specifically in Arabic and developing countries (Papanthymou & Darra, 2017). However, the chapter focused on the TQM model and examined how it relates to effective education administration. Literature regarding the theoretical model of TQM, administration, and leadership effectiveness was examined. The chapter seeks to answer FOUR questions, namely:

What are the TQM approaches utilized by the administrators for administrative effectiveness in Jamaican HEIs?

What TQM approaches facilitate administrative effectiveness in Jamaican HEIs?

What are the challenges in using TQM by administrators for effective administration?

What are the strategic mechanisms to put in place to promote cohesion between TQM and the effective administration of higher education in Jamaica?

To proffer answers to the questions raised, the chapter is structured to look at the following:

31 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/total-quality-management-tqm-approach-to-administration-of-higher-education-institutions-with-implications-for-leadership-effectiveness-in-jamaica/337169

Related Content

Using Translanguaging to Promote Social Justice in South African and Zimbabwean Primary Schools

William Chakabwata (2024). *Transformative Intercultural Global Education* (pp. 354-369).

www.irma-international.org/chapter/using-translanguaging-to-promote-social-justice-in-south-african-and-zimbabwean-primary-schools/347102

Teacher Leadership in Special Education

Annie Nguyen Tran (2021). *Empowering Formal and Informal Leadership While Maintaining Teacher Identity* (pp. 135-174).

www.irma-international.org/chapter/teacher-leadership-in-special-education/276577

Fostering Culturally Inclusive Family and School Collaboration Within the African American "Community"

York Williams (2020). *Fostering Collaborations Between African American Communities and Educational Institutions* (pp. 173-192).

www.irma-international.org/chapter/fostering-culturally-inclusive-family-and-school-collaboration-within-the-african-american-community/244863

Overcoming the Past to Create New Possibilities for Academic Achievement Among African American Males

Calvin Briggs, Christopher K. Bassand Gerry White (2020). *Cases on Strategic Partnerships for Resilient Communities and Schools* (pp. 1-17).

www.irma-international.org/chapter/overcoming-the-past-to-create-new-possibilities-for-academic-achievement-among-african-american-males/255875

An Assessment of the Project Pathways to the Middle East and North Africa at Bridgewater State University, Massachusetts, USA

Madhusudana N. Rao, Jabbar A. Al-Obaidi and Wanchunzi Yu (2023). *The Role of Educators as Agents and Conveyors for Positive Change in Global Education* (pp. 137-164).

www.irma-international.org/chapter/an-assessment-of-the-project-pathways-to-the-middle-east-and-north-africa-at-bridgewater-state-university-massachusetts-usa/322285