

DEVELOPMENT OF TOTAL QUALITY MANAGEMENT MODEL FOR MANAGEMENT OF INTERNATIONAL KINDERGARTENS IN BANGKOK

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Abstract: The purpose of the study was to develop Total Quality Management model for utilizing the Total Quality Management in managing international kindergartens. The research methodology was a mixed method involving both quantitative and qualitative data collection from content analysis and survey from school administrators. The study investigated the preference of school administrator based on Total Quality Management theory for management of international kindergartens in Bangkok. The study attempted to answer the following questions. (1) what is the management practice in accordance with the Total Quality Management theory; (2) what is the Transformational Leadership for the identification of leadership practices supporting the effective utilization of the Total Quality Management in school management; (3) what is the preference of school administrator based on Total Quality Management theory for management model of International kindergartens; and (4) what elements would be contained an effective management implementation model for International kindergarten. The result revealed that school administrators approved Total Quality Management is appropriated for international kindergarten management. The findings showed school administrators agreed with five elements which were ranked as the highest mean score which were Total involvement, Process control and improvement, Statistical process control, Evaluation and Education and training for international kindergarten managements areas. The findings also revealed that school administrators agree with the six considerations of Total Quality Management which were ranked as the second highest mean scores, namely, Leadership, Customer focus, Communication, Supportive structure, Reward and recognition and Supplier quality management could reinforce to international kindergarten management areas. Theses Total Quality Management elements can be utilized as a model of the application of Total Quality Management model to effectively support for management areas in international kindergartens in Bangkok.

Keywords: Total Quality Management, Management International Kindergarten.

Introduction

Early childhood education and care have become parts of significant policy in many countries and a raising body of research has identified that early childhood

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education and care provide a wide array of advantages including the increase of social and economic benefits, child happiness, learning outcomes and the decrease of poverty (Taguma, Litjens and Makowiecki, 2012). Furthermore, the research has consistently displayed that children who join a high-quality preschool are more effective in school and beyond- both academically and socially.

The objective of schooling is to produce quality young people who can function successfully in a constantly changing world; leading the change is essential for strategic management and accomplishing outcomes. Strategic management enables schools to adjust and adapt to rapid and complex change while maintaining the essential purposes and aspirations of education. Therefore, school management must be effective at all levels. These levels include staff management, financial management, academic management, environment management, food, nutrition, health management, and community and public relation management.

To attain high quality in international education, schools should focus on providing all students, parents, and communities with a great quality education. To accomplish quality school management and provide a foundation for child-well-being and achievement of learning outcomes, Total Quality Management has been recognized as the key for improving efficiency and effectiveness in school.

Theories

Total Quality Management

W. Edward Deming originated Total Quality Management in 1982. Total Quality Management has been developed to fit into various industries in different ways. Businesses have implemented it as a model for industry productivity and improvement with achievement. Total Quality Management has also been applied in the education industry. Most of the application has been in the administrative side of the institutions, and some schools have applied Total Quality Management to curriculum development, self-evaluation and school quality assurance. Total Quality Management has been molded to fit into various businesses in different ways. Hence, Total Quality Management should be applied to the process of kindergarten management to reach the goals of greater operational effectiveness resulting in quality management. With references to the findings of the study of Harris, (1995); Hasson and Kleffsjö, (2003) and Gram, (2007), eleven core pillars of Total Quality Management were identified and educators strongly agree with these core pillars of Total Quality Management. More importantly, Deming created Total Quality Management centering around fourteen principles main mainly focused on continuous effort for improvement for keeping up with growth.

Transformational Leadership Theory

Transformational Leadership stimulates followers to do more than the expectation by developing followers' level of consciousness about the significant values of specified and idealized goal, getting followers to the team and promoting followers to focus on higher needs (Northouse, 2010).

Bass (1985) originally theorized Transformational Leadership in four dimensions which include inspirational motivation, idealize influence, individualized consideration, and intellectual stimulation.

Methodology

This study applies both qualitative and quantitative methods according to the research objectives.

Research Objective One: To analyze Total Quality Management theory. A content analysis was used to explore research objective one. This was done by dendrogram. Total Quality Management theory was analyzed by gathering the data from textbooks, journals, researches, dissertations and articles. A research instrument was developed containing the 11 core Total Quality Management elements which were extracted from the content analysis. The 11 core Total Quality Management elements were derived from the analysis, and carefully deliberated to form questions. A 5-point Likert scale was applied to measure the respondents' degree of agreement to each of the questions derived from the content analysis. The 11 cores Total Quality Management elements identified were as follows; Leadership, Education and Training, Support Structure Communications, Total Involvement, Statistical Process Control, Reward and Recognition, Supplier Quality Management, Customer Focus, Process Control, and Improvement and Evaluation.

Research Objective Two: To analyze Transformational Leadership. A content analysis was used to explore research objective two. This was done by dendrogram. Transformational Leadership for supporting the effective utilization of the Total Quality Management in school management identified were (1) Idealize influence-creating vision, expressing values and belief (2) Inspiration motivation- expressing inspiration on Total Quality Management (3) Intellectual stimulation- stimulating creative and innovative and (4) Individualized consideration- providing supportive climate to staff. These leadership traits support transformational leadership are considered the most effective tools in achieving performance beyond expectation (Bass, 1985) and also highly congruent and have a number of commonalities which being positive influences and significant towards the practices of Total Quality Management in school management .

Research Objective Three: To determine the preference of school administrator based on Total Quality Management theory for management model of international kindergarten. The questionnaire was designed by using results from content analysis to determine the preference of school administrator based on Total Quality Management theory for management of international kindergarten. The development of research instrument for this study had been conducted through a number of stages. In order to assure that the instruments contained all important aspects with regard to the research objectives, it was crucial to examine the content validity of the instruments. The approach employed to validate the instruments was experts' judgment.

Research Objective Four: To develop a Total Quality Management model in managing international kindergartens. The results from the objective one, two and three were collected as the data for developing the Total Quality Management model

in this objective. The results of the objective three were reported that the school administrators' preference of Total Quality Management appropriateness to be developed for the first draft model. The researcher developed the model for utilizing in international kindergartens in Bangkok according to the results from questionnaire. The focus group was invited to validate the model. The proposed model documents were sent to the experts.

A Development of Total Quality Management for International Kindergartens in Bangkok. Step is explained in terms of activities to be conducted to achieve goals. There are six functions of the model to be operated. These functions are as below:

Step 1 - Defining needs analysis. The purpose of this step is to identify strengths and weakness of current kindergarten management in order to decide what areas will be selected for improvement.

Step 2 - Total Quality Management in kindergarten/school goal.

Step 3 - Forming quality improvement team. The purpose of this step is to oversee the production and implement the step to be taken.

Step 4 - Implementation on school culture. The purpose of this step is to activate the plan and transform to school culture.

Step 5 - Evaluation. The purpose of this step is to assess and evaluate the progress that has been made in forms of both formative and summative evaluation.

Step 6 - Ensuring permanence and continuous improvement. The purpose of this function is to identify professional development in order to increase understanding of expected goals.

An explanation of Total Quality Management model for kindergarten management. Based on the findings and the final mode, it is presented in a multi-level pie chart figure. In order to achieve the goal of the model, the first circle is presented the final outcome of the research which is Total Quality Management model for managing international kindergarten, the second circle from inside. It refers to total involvement, process control and improvement, statistical process control, evaluation, education and training. The third circle is transformational leadership refers to the four key factors, namely, idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The fourth layer represents Total Quality Management elements which could effectively support management in international kindergarten and the last but not least the fifth layer with PDCA system shows the step of implementation Total Quality Management model to school. Total Quality Management model could effectively support six management areas in kindergarten including staff management, financial management, academic management, environment management, food, nutrition, health management, and community and public relation management since Total Quality Management model comprises of the concept of continuous improvement and the 11 core Total Quality Management which included the technique and how to continue quality improvement strategy reaching to national accreditation and international accreditation standard and. Integrating transformational leadership theory is modern leadership theory that create positive change and encourage the follower toward the goal. Both Total Quality Management and transformational leadership are covered in how to establish the

quality in education perspective and management concept which responding to international education context and globalization setting.

Conclusion

The main intention of this research was to effectively develop international kindergarten management to reach international education standard and both internal and external quality assurance requirement. The development of this model is based on the research finding from content analysis and questionnaire. The first precedence in research journey involved demanding content analysis on Total Quality Management theory. This carried to know the management in accordance with the Total Quality Management and was then followed closely by the design of the research instrument. A survey was conducted and the finding was analyzed.

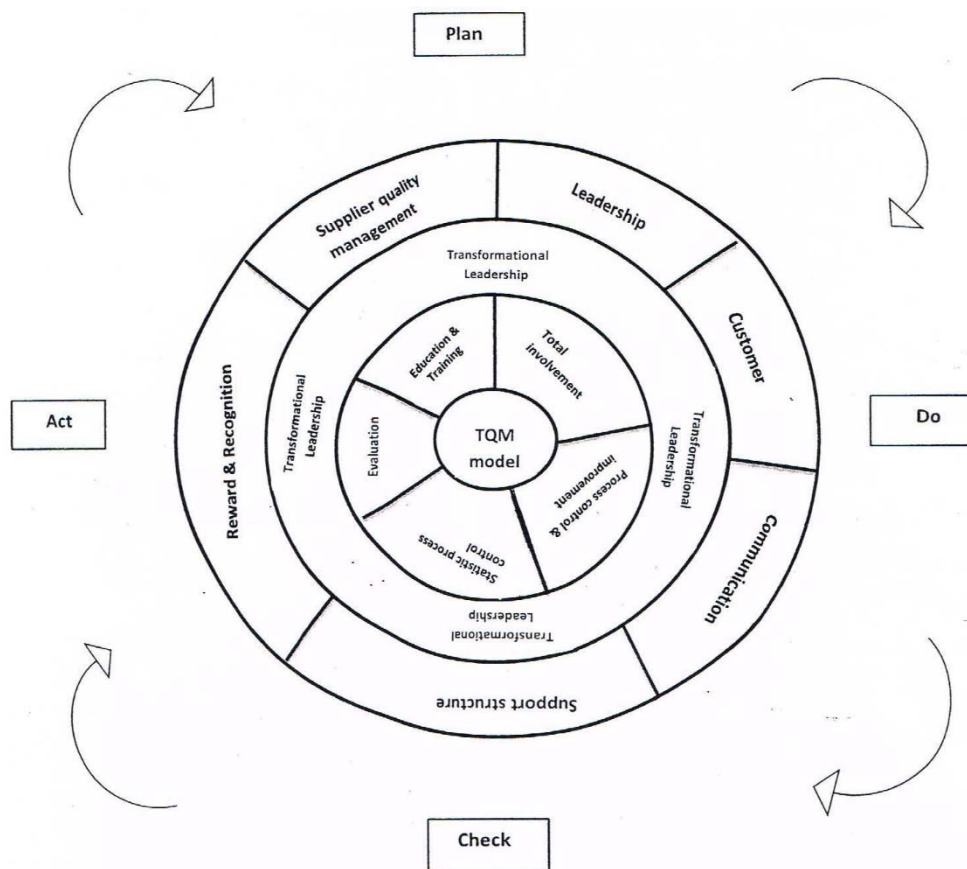


Figure 1: A Final Model of A Development of Total Quality Management for International Kindergartens in Bangkok

Recommendations to School Leaders

1. School leaders should establish Total Quality Management commitment by applying Total Quality Management to school mission, vision and goal. Policy

makers need to carefully reflect on the mission, vision, and goal that establish for early childhood education are realistic and achievable.

2. School leaders should provide stakeholders with regular updates international education in early childhood education.

3. Implementing the model requires the leaders who are ready and able to facilitate and support teacher and staff in Total Quality Management training.

4. Continue quality improvement in early childhood education by utilization Total Quality Management philosophy assist internal and external quality assurance assessment as school culture.

Recommendation for Future Research

There are six opinions as followed:

1. More research should be conducted by focusing on management in kindergartens in details to distribute quality guidelines as self-evaluation in management process in order to raise quality international education.
2. Implement Total Quality Management model in school practice in real situation and evaluate the test result.
3. Further study should be designed to collect data from kindergartens (school internal such as teacher, teaching assistance, nanny, school staffs and people; external such as parents, suppliers quality assurance staffs) to get information for continuous improvement in kindergarten management.
4. Further study could explore the Total Quality Management model in other forms of schools, such as public Thai school; and not only kindergarten management level but also other educational level as well to acquire a broader view about Total Quality Management in education.
5. Further study could be carried on to examine relationship between Total Quality Management model in school and students' academic achievement and student characteristics.
6. Further study in this research should search for in-depth information from Total Quality Management organization leaders by employing in-depth interview for developing the instrument.

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