

ISTANBUL SABAHATTIN ZAIM UNIVERSITY
GRADUATE EDUCATION INSTITUTE
DEPARTMENT OF BUSINESS ADMINISTRATION

**TOTAL QUALITY MANAGEMENT IN TURKISH
PRIVATE EDUCATION INSTITUTIONS – A REVIEW**

MA THESIS

Amr Ramadan Abdelrahman Sayed AHMED

Istanbul

July-2021

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This study has been approved in partial fulfillment of the requirements for an MA Degree in Business Administration

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DECLARATION OF SCIENTIFIC ETHICS AND ORIGINALITY

This is to certify that this MA thesis titled “**TOTAL QUALITY MANAGEMENT IN TURKISH PRIVATE EDUCATION INSTITUTIONS – A REVIEW**” is my work. I have acted according to scientific ethics and academic rules while producing it. I have collected and used all information and data according to scientific ethics and guidelines on Sabahattin Zaim University’s thesis writing. I have fully referenced all direct and indirect quotations and all sources I have used in this work in both the text and bibliography.

Amr Ramadan Abdelrahman Sayed AHMED

Istanbul, July 2021

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Amr Ramadan Abdelrahman Sayed AHMED

Istanbul, July 2021

ABSTRACT
TOTAL QUALITY MANAGEMENT IN TURKISH PRIVATE
EDUCATION INSTITUTIONS – A REVIEW

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In the ever-evolving world that now exists, old-world educational structures have been challenged to keep up with the rapid changes, leading to its reliance on the growing private sector. People now have greater confidence in private educational institutions rather than those offered by the government free of charge to receive a higher-quality education. Educational institutions are amongst the entities that have begun to implement the TQM principle. TQM in education can be viewed as an integrated approach that enables an institution and its teams to satisfy students and beneficiaries of educational services through streamlined educational mechanisms while simultaneously addressing the needs of the institution's staff and facilitating the improvement of their work environment.

Thanks to Turkey's geographic position, affordable prices, and attractive culture—private educational institutions in the country have been driven into a highly competitive market vying to meet the demands of domestic and international students; therefore, implementing TQM would assist Turkish private educational institutions in keeping up with this demand. This research aims to determine whether or not these institutions practice TQM. The results of qualitative analysis of interviews with employees at private international schools and private language institutes suggested that most institutions either lack a defined quality program or employ defunct reactionary mechanisms rather than establishing an error-prevention system from the start.

Key terms: Quality, Turkey, Total Quality Management, Private Education Institutions, Continual Improvement.

ÖZET
TÜRKİYE’DEKİ ÖZEL EĞİTİM KURUMLARINDA TOPLAM
KALİTE YÖNETİMİ ÜZERİNE BİR DERLEME

Amr Ramadan Abdelrahman Sayed AHMED

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Sürekli gelişmekte olan dünyamızda, eskiden var olan eğitim sistemleri hızlı değişimlere ayak uydurmakta zorlanmış ve büyümekte olan özel sektöre bağımlı hale gelmiştir. Günümüzde insanlar, yüksek kalitede bir eğitim almak için devlet tarafından ücretsiz sunulan kurumların yerine özel eğitim kurumlarına daha çok güvenmektedir. TKY ilkesini uygulamaya başlayan kurumlar arasında eğitim kurumları da yer almaktadır. Eğitimde TKY, bir kurum ve bu kurumun tüm ekibinin, öğrencileri ve eğitim hizmetlerinden yararlananları düzenli bir eğitim mekanizması aracılığıyla memnun etmelerini sağlarken aynı zamanda kurum personelinin ihtiyaçlarını ele alan ve çalışma ortamlarının iyileştirilmesini kolaylaştıran kapsayıcı bir yaklaşım olarak görülebilir. Türkiye’nin coğrafi konumu, uygun fiyatları ve ilgi çekici kültürü sayesinde ülkedeki özel eğitim kurumları, yerli ve yabancı öğrencilerin taleplerini karşılamak için son derece rekabetçi bir pazar haline gelmiştir. Bu nedenle TKY ilkesinin uygulanması eğitim kurumlarının bu talepleri karşılamasında yardımcı olmaktadır. Bu araştırma, özel eğitim kurumlarında TKY ilkelerinin uygulanıp uygulanmadığını belirlemeyi amaçlamaktadır. Uluslararası özel okullarda ve özel dil kurslarında çalışanlarla yapılan görüşmelerin kalitatif analizinin sonuçları, çoğu kurumun ya tanımlanmış bir kalite programından yoksun olduğunu ya da bir hata önleme sistemi kurmak yerine artık kullanılmayan çağ dışı sistemleri uyguladıklarını ortaya koymuştur.

Anahtar Sözcükler: Kalite, Toplam Kalite Yönetimi, Özel Eğitim Kurumları, Devamlı Gelişim.

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LIST OF ABBREVIATIONS

TQM: Total Quality Management

ASQ: The American Society for Quality

MEB: Milli Eğitim Bakanlığı (Ministry of National Education)



CHAPTER I

INTRODUCTION

The idea of quality management has evolved a lot in the last decades; it is not only concerned with the final product or service or meeting the customers' expectations - which is the goal of any business or organization - but now it also involves the quality of the entire operations of the institution.

Companies recently have started to focus on all aspects of their operations, how they create them and how they can make the entire product or service life cycle a quality process; to emphasize the institution in reaching a point at which each process and person in the institution meets the industry's highest possible standards.

According to ASQ (n.d.), In the 1950s, a new terminology became popular within the manufacturing companies' circle: Total Quality Management (TQM). TQM is a system by which management and staff engage in the continuous improvement of products and services development. It is a mixture of quality and management methods designed to increase revenue and reduce losses due to wasteful activities.

Many organizations around the world have started to apply TQM as a management model. The quality revolution in manufacturing companies around the world began with a quality improvement initiative. However, later, it spread to other service organizations, including banking, insurance, non-profit, health care, government, and educational institutions.

D. C. Wood and Furterer (2020) describe TQM as a management approach to long-term success through customer satisfaction. In a TQM effort, all organization members participate in improving processes, products, services, and the culture in which they work.

1.1. Background Information

In the ever-evolving world which now exists, old-world educational structures have been challenged to keep up with the rapid changes, which has led to its reliance on the growing private sector. The people now have greater confidence in private educational institutions rather than those offered by the government free of charge in order to receive a higher-quality education. The implementation of TQM in private education institutions has become an unavoidable necessity to meet various challenges, whether at the local or global level. Applying TQM to Turkey's private educational institutions is critical because it reflects on the institutions and the country's picture that these students will see. Also, attracting more international students to come and study in Turkey is crucial for the government.

1.2. Motivation of the Study

Thanks to Turkey's location, reasonable costs, and attractive culture, private educational institutions are being driven into market competition imposed by local and international students' demands. Despite the students' attraction to these institutions, their decision to join any institution will be decided by one important factor; the quality of the educational service they will receive compared to the money they will pay for it.

The implementation of the TQM philosophy in any educational institution relies on the quality culture of the entire staff; their attitude towards a culture of quality impacts the application of philosophy. The research's significance is to highlight the TQM's role in enhancing the private education institutions' performance in Turkey and track these institutions' improvement that the TQM drives. To determine the private education sector's ability to provide quality standards that will attract new students and gain their trust in the institutions and convince them that the quality that they will receive is worth the money they are paying.

1.3. Research Objectives

Lately, education institutions are part of the organizations that have started to pay attention to the concept of TQM. Their goal is to graduate a student at the appropriate level of education and comply with international standards, all of which would take place by requiring every person in the institution to improve the quality of the education product (student).

Our goal is to measure whether Turkish private education institutions apply the TQM to improve their performance and provide some theoretical implications to these institutions that do not use the TQM procedures on how to transfer into TQM.

We will try to take an in-depth look at many aspects of the institutions, see TQM applications in their work environment or the education service provided.

1.3.1. Research Questions:

- a) How can private educational institutions transform into TQM practices?
- b) What is the status quo of applying the TQM practices in private Turkish education institutions?
- c) What are the barriers to the implementation of TQM in Turkish private education institutions?

1.4. Research Methodology

This study uses a qualitative research method to understand Turkey's private education institutions' TQM status quo. We depended on the participants' answers from the interviews to analyze whether their institutions use TQM in enhancing their performance or not. We've done interviews with the people of interest to collect their insights about the impact of TQM on their institution.

Our primary focus in Turkey's private education sector is the international schools and language schools in the Istanbul province.

1.5. Structure of the Study

This study consists of five chapters, the first chapter of this thesis study is a basic introduction to the research, the quality idea, and its definition, followed by a

discussion of the history of quality programs and their evaluation. The last section of this chapter discusses TQM, including its definition, importance, and principles.

The second chapter is delegated to explaining TQM practices, what each practice is about in details and what its importance in the private education institution.

The third chapter is about developing the TQM in the private education institutions, the concept of TQM in these institutions, the importance of TQM in private education, controlling and ensuring TQM, and lastly approaches to help private education institutions to transform into TQM.

Chapter four is literature review for past studies about this topic and what the previous researchers have found when they studied the TQM and its applications in the education sector.

Chapter five is the research methodology, design, setting and data collection.

The last chapter of the research is the analysis and discussion of the interviews data, the findings when comparing the participants answers and the conclusion, implementations of the results.

1.6. Quality Definition and Meaning:

Crosby (1979) believed that quality is the core foundation of TQM concepts and an extremely important point in that regard. Therefore, it is necessary to know its conception and historical development and identify TQM's general concepts.

1.6.1. The concept of quality and its dimensions

Many researchers define quality, and with this, there are many concepts of quality, as we mention the following:

- The Oxford American (Dictionary, n.d.) defines quality as a degree or level of excellence.
- D. C. Wood and Furterer (2020) defines quality as the characteristics of a product or service that bear on its ability to satisfy stated or implied needs.
- Juran (2004) sees quality as a product that meets customer needs leading to customer satisfaction.

- W Edwards Deming (2013) defined quality as good quality means a predictable degree of uniformity and dependability with a quality standard suited to the customer.
- Armand Feigenbaum's (1992) definition of quality is the total output of the product or service due to combining the marketing activity, engineering, manufacturing, and maintenance characteristics that enable the customer to meet the needs and desires.
- Philip Crosby (1979) stressed that quality is not invisible or unmeasurable. It is a strategic challenge that can be quantified and reworked to maximize the result.

Lastly, if we want to define the quality, we can say it's the group of qualities and features of the product or the service that fulfill the customers' present and future needs.

1.6.2. The history and development of quality:

Quality has changed from just being a product attribute to a whole management style that makes the company competitive to create value for customers.

According to Weckenmann, Akkasoglu, and Werner (2015), there were four main stages for quality development in the history:

1. Inspection and Examination

At this stage, quality is concerned with identifying and correcting errors. The inspection method detects but does not avoid mistakes or flaws that already occurred.

2. Quality Control

In this stage, quality is determined by statistical quality control techniques. This stage is more advanced than the inspection stage in terms of applying methods and system growth.

3. Quality Assurance

This stage focuses on preventing errors, meaning that this stage focuses on a system that is mainly based on avoiding mistakes from the first beginning. This is known as the zero-defects principle.

This stage was the basis for the excellent quality that we see in the products these days

4. Total Quality Management

This phase emphasizes teamwork, promoting engagement and integration of all

employees and beneficiaries and suppliers, and aims at the quality of all processes from beginning to the end and product/service itself.

Table 1.1: Quality Development Phases and Its Basic Features

Quality Attention Phase	Time	Basic Features
Examining the product with technical means stage	Started in the 1920s	After completing production, a technical review is conducted to ensure that the product or service meets the objective requirements.
Using statistical methods to take care of the quality of the production stage	The 1930s – 1940s	• Statistical samples • Quality control maps • Operations maps
Quality assurance stage	The 1950s – 1970s	• The beginning of the idea of comprehensive quality control was the main idea for TQM. • Critical issues and the significance of quality cost. • Assessing commodity dependency and concentrating on faultless production systems.
The stage of strategic quality management and its use to support the competitiveness of organizations	The 1980s – Now	• The interest of senior management in the organizations with quality • Linking profitability and quality in organizations • TQM as a strategic philosophy • TQM as a competitive tool

Source: (Ibid)

1.7. Total Quality Management

1.7.1. Total Quality Management Definition

Before we get into the definition of TQM, let's define a few terms:

- **Management:** From the highest to the lowest levels of control, we intend to develop and sustain its continuous quality improvement abilities. It also means organizing, directing, and controlling all activities related to the application of quality and includes supporting quality activities and saving the necessary resources.
- **Quality:** We mean meeting or exceeding the customer's requirements or expectations, and it includes product quality, service quality, social responsibility, price quality, and delivery dates.
- **Total Quality:** We mean to search for quality in all aspects of work, from identifying the customer's needs to assessing satisfaction with the product provided.

Now we will get into the definitions of TQM:

- ASQ Quality Press (n.d.) has defined TQM as a long-term customer satisfaction management strategy. All of the company employees engage in a TQM initiative to improve their work processes, goods, services, and community
- Joseph R. Jablonski (1992), in his book, has defined TQM as a collaborative form of doing business by using the talent and abilities of both the staff and management to continuously improve production and quality through the institution's essential elements to achieve success.
- Robbins, Coulter, and Randel (2021) suggest that TQM is a management philosophy guided by consumer needs and desires and aims to enhance the work process continually.

1.7.2. The Importance of TQM

SALLIS (2015) explained that, in institutions that seek to be at the highest possible standards, TQM is critical and vital because it:

a) Increase productivity and reduced cost.

The application of TQM generally helps enterprises to increase their productivity and reduce their production costs because they eliminate all productive waste, whether it's lost time or lost materials.

b) Achieve customer satisfaction and providing them with the best service products.

When an institution applies TQM, it achieves the ultimate goal that any institution in the world is trying to do; they fulfill their customers' need.

c) Improve communication between different levels, developing a sense of group unity, and increasing trust among individuals.

In understanding and sharing the same vision as management and communicating effectively, employees unlock a whole world of potential.

d) Enhance the institutions' image for their customers.

TQM institutions have a powerful connection with its customers because it focuses all the time on the desires and the needs of their customers. And once a company or an institution delivers its service or product to its customers at the required standard and at the right time, it makes the customer more loyal to the institution.

e) A comprehensive approach to transitioning away from the conventional structure of processes and decisions.

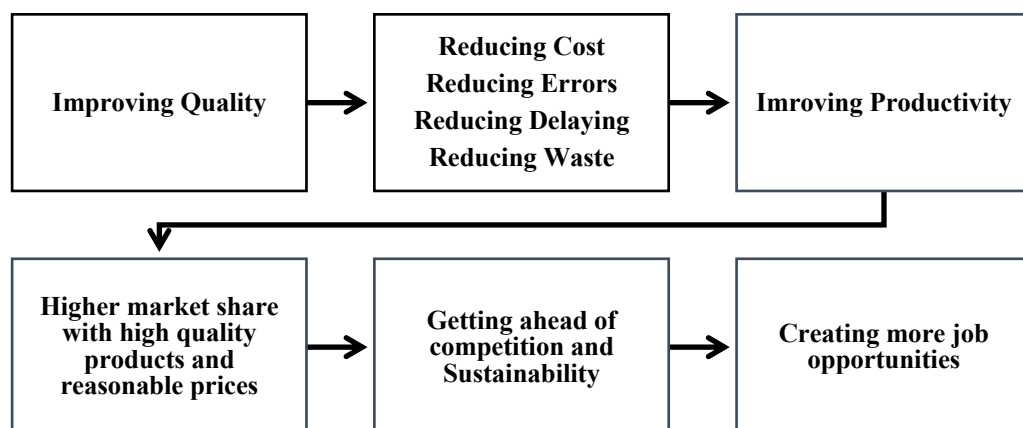


Figure 1.1 Importance of TQM Source: (Ibid)

1.7.3. TQM Principles:

Even though researchers used different words to define quality, they focused on the same concepts, concentrating on improving quality as a mechanism in all functional areas. According to Westcott (2012) the following are the core principles of TQM:

- a) The customer knows the quality, and the priority is their satisfaction with the product.
- b) Senior management's attention to quality.
- c) Quality is the responsibility of all individuals in the institution at all levels.
- d) Quality is a strategic concept, so it requires a strategic plan.
- e) All employees in the institution must focus on continuous quality improvement to achieve the strategic objectives.
- f) Improve the quality requires training and education to be continuously provided to all staff.
- g) Quality problems are solved through staff collaboration.
- h) Improving quality and solving its problems requires the use of statistical quality control methods.

CHAPTER II

TOTAL QUALITY MANAGEMENT AND ITS PRACTICES IN THE EDUCATION SECTOR

In recent times, the world is witnessing challenges and rapid developments in all economic and social fields and technologies. Thus, these challenges imposed themselves on the nature of the work of all educational organizations and institutions. These challenges necessitate them to strive to compete at all levels, including local, regional, and international, to preserve their position.

As a result, TQM was born, with the goal of changing employees' perceptions of work and perfection in the pursuit of quality at all stages and processes in order to achieve outputs that are characterized by excellence and high quality.

TQM deals with an organization as a process set. It emphasizes those organizations incorporating employees' expertise and experience and aims to develop these processes continuously (Tari, 2005:191).

In his book about TQM in education SALLIS (2015), he mentioned that the interest of the quality philosophy in the education sector began in the 1940s when countries began to rebuild and develop the infrastructure of their societies.

Given that the education system is the most crucial building block for the advancement of the various sectors of society, there was a clear desire to develop the quality of education at all levels. Education has arrived at a new era in which quality plays an ever-greater role; with the vast competition in the market either between the companies or between the job seekers, they would need to be at a high level of education to beat the competition.

That's why quality is a crucial issue for education institution management. For them, it should be dealt with as the primary focus when they plan, manage, and control their institutions.

2.1.TQM Practices

Any industry's future is determined by how well it adapts to change and, most importantly, how dynamically it evolves for its own benefit; as a result, the forces of globalization have changed how education institutions conduct their daily operations, and many of these institutions have begun to implement TQM.

Many studies have been conducted on TQM, and researchers have agreed that in order to implement TQM in an institution, certain practices must be in place. These practices will assist the institution in adopting TQM at the highest levels.

2.1.1. Customer-focused

The client is always the focus of attention; This is one of the essential tools used in all quality systems because it is the foundation of any quality system.

Customer satisfaction with the product or service received indicates that the quality provided fits the market standards. Because ultimately, it is the client who decides whether the product or service is of quality or not (Mehra and Ranganathan, 2008).

Therefore, companies and institutions must always make close contact with the client and take into account their desire and perceptions of the type of product or service to be provided.

Regardless of what an institution does to increase quality – educating employees, integrate quality into the development process, or updating technologies or materials– customers decide whether these attempts have been worthwhile.

One of the things that are also important that the management of any educational institution must do is communicate the wishes and needs of the students to all the institution's employees and make them clear to each department. Doing so, helps workers realize the level of quality they are expected to offer.

In the private education sector, students pay money to find a better-quality education. When they choose an institution to study - whether it's a school, private language school, or university - they want to feel that they're the center of attention of the institution.

Whether it is a costly private school or one that is reasonably priced, private institutions should always prioritize the student and provide the level of quality education and overall experience that they promised.

2.1.2. Total employee involvement

Creating a motivating environment for increasing productivity through all employees' participation, as well as their abilities and capabilities, is one of the essential elements in applying TQM in any institution (Kanji and Kristensen, 1995: 449).

Employees are the backbone of any business; they are the ones who put management's ideas into action, the ones who interact with customers on a daily basis, and they are the ones who are aware of the problems they face at work.

If an institution wants to implement TQM, it must involve employees throughout the process, from brainstorming the quality strategy to giving them the freedom to make decisions in their work.

Because it is a sector based on human interaction, having a team that feels loyal and comfortable in the institution is very important in the education sector in general and in the private education sector in particular. If you have a team that genuinely enjoys their work, they will go to great lengths to ensure that the students are satisfied.

Institutions must take several steps to ensure that their employees are involved in all aspects of the process in order to have this type of workforce:

a) Training

Training is necessary to ensure that an employee meets the highest possible standards. Institutions that have had success implementing TQM provide continuous guidance and training to their employees (Osland, 1997).

b) Suggestion Scheme

Every person in any institution can be creative. All employees should be able to suggest ways to change the way their work is done. Every employee takes pride in his or her job and strives to better his or her organization on a regular basis. When they're given the ability to make constant changes in their work, the job becomes more meaningful and interesting (Sarna, 2013).

c) Measurement and recognition

Institutions' management must always follow the measurement and recognition approach with the institution's employees. The employees must feel that the management is paying attention to their work, as this gives them a sense of value and motivates them to do their best.

According to Joiner (2007), when the management recognizes that the employees have completed their work up to the required standards, they must inform the employees of this because it gives them a sense of satisfaction with their work and encourages them to continue to offer the institution their best.

2.1.3. Process-centered

Westcott (2012) explained that the focus on process thinking is an essential part of the TQM. A process involves a number of steps that take suppliers' inputs (internal or external) and turn them into customer delivery outputs (internal or external). The process steps are defined, and performance measures are monitored continuously to detect unexpected variations.

Any institution is made of a set of activities, from top management, marketing, design, purchase, teaching, inspection, vendor chain management, and student services.

These activities are either interactive or interdependent, and they are operating in the same way as the human systems. A process is described as a group of separate activities (activities lead to processes).

Institutions can have qualified individuals, outstanding equipment, and excellent ideas, but they will not be able to achieve TQM unless they are all part of the process.

Having an internal manual that describes each and every operation in the institution is critical to having a process-centered institution because it helps the institution to be systematic and not depending on the individual's mood and leads the institution to achieve its goals.

In private education institutions, achieving this step is very important because students' expectations from the institution will always be high, so having a set of

operations that puts the student experience with the institution at the highest standard is not an option and has to be achieved.

2.1.4. Integrated system

The volume of demand for the products and services these days is unprecedented, which requires companies and organizations to operate differently than they were operating before, and it forces them to use their limited resources more efficiently.

In order to achieve that, companies have to have an integrated systems across all operations and departments to get the best outcome of the available recourses, Badiru (1990) pointed that specific activities inside a company may be interpreted as parts of a larger structure that must be integrated in order to meet the company's overall quality goal.

When an organization has an integrated system in place across all departments, every task or activity within the company has a particular objective that feeds into a bigger purpose or activity to achieve the company's overall goal, and this integrated system directs every employee in the company and every activity, large or small, to function efficiently.

One of the most important factors of implementing the integrated system in any organization is that every member of the organization has to be aware of the organization's vision, mission, and quality goals guidelines.

When all staff in the company are aware of this vital knowledge, they would be more able to grasp the organization's strategic lines and general directions, allowing them to strive against specific priorities and making the best of their time and effort.

Employee knowledge of the general objectives of the institution and the quality objectives of each department is very important in the education sector in general, and in private educational institutions in particular, to achieve the idea of an integrated system, since the employee must have knowledge of the expectations of students in order to provide them with the best education possible.

When it comes to integrated systems, management must prevent staff from cutting corners (Pun, 2002). Quality investments made today will yield higher returns in the future. Management must not only declare the need for higher quality but also devote the resources required to achieve it. If the integrated system component is effectively

implemented, the institution will be able to provide services and goods services at an affordable cost without wasting resources.

2.1.5. A Strategic and Systematic Approach

The institution's systematic and strategic approach to achieving its vision, purpose, and quality goals is a key component of quality management. Strategic planning or strategic management necessitates the incorporation of quality as a major component (Vinzant and Vinzant, 1996).

Institutions must be planning their quality programs -especially TQM- to be a strategic choice that doesn't be affected by the change of management or the change of employees, in this way it will build a systematic approach that ensures sustainability in the long run.

Private education institutions are very in need to establish a systematic approach and to consider it as strategic preference because in the education sector if you are planning to build a strong brand that has an influence, you have to build a quality system that carry the institution through the difficulties and you need to build in this system a reward and punishment mechanism to help everyone in the institution to be committed to the program and also they have involve everyone so that everyone embrace the program and support it.

Taleghani, Fariba, and Mehrdad (2010) explained that, to manage an institution as a system, one must know and be able to envision how each function/process operates as a component of the institution, how its performance contributes to the institution, and how it interacts with other functions/processes within the institution.

2.1.6. Continual improvement

Continuous improvement, alternatively referred to as constant enhancement, continuously improves goods, programs, or procedures by gradual and breakthrough changes. These initiatives may be "incremental" in nature or "breakthrough" in the heart.

Continuous improvement is one of the most significant principles of TQM; Quality researchers believe that continuous development is the cornerstone of any quality program.

Continuous improvement has far-reaching consequences that go beyond the quality trend. In the end, it comes down to corporate renewal and attempts to stop ossification.

Cole (2001) has summarized the benefits of continual improvement for any institution as follows:

- In comparison to large-scale innovation programs, which frequently include only selected experts, continuous improvements usually deploy large numbers of workers on behalf of organizational change.
- As a normal outcome of these wide-scale efforts, minor wins in large schemes will arise concurrently or sequentially, resulting in many reform efforts that intensify the effects.
- A sequence of small wins often precedes and accompanies major improvements, first by supplying impetus and fundamental learning and then by removing impediments to refining the new processes or items. In this context, incremental victories pave the way for massive reform.
- As several ostensibly transformative changes are examined, they are discovered to be the product of a sequence of minor victories.
- Small benefit systems are often built on tacit information that rivals are unable to observe or replicate. This is in comparison to large-scale improvements and product innovation, which are more likely to be built on simple, regular expression that is accessible to rivals through data manipulation. It's easier to retain a competitive edge as information is acquired implicitly.

In general, the gradual accumulation of minor changes accounts for most of the organization's growth since it enables the organization to change its internal policies and procedures to establish them independently of consumer noise and fierce rivalry.

2.1.6.1. Quality Culture

One of the most critical factors in assisting organizations in achieving their objectives, whether external or internal, is the presence of a quality culture within the institutions.

Numerous institutions claim their commitment to quality. However, real success includes a dedication to a variety of cultural factors, including leadership, an enticing

mission, companywide common beliefs, common attitudes, and compatible performance indicators and rewards. And where a company demonstrates these and associated elements, may it be considered to have a true quality community (Ldebrandt, Kanji, and Dahlgaar, 1991).

A great approach for fostering a quality culture is to ensure that all employees:

- Understand their product or service that they're working on.
- Understand the clients and their expectations.
- Understand the customer's desired level of quality.
- Possess a metric for quantifying the quality.

In the private educational sector, having a quality culture is arguably one of the most important approaches that any private educational institution's management should focus on. Because having a staff who has the initiative to provide the best service to a customer – who choose to pay extra money to an institution rather than going to a much cheaper public school – is the heart of any private educational institution.

The customer in a private school always expects to receive a high-quality service, which will not happen if all staff of the institute doesn't have a quality culture that pushes them to provide the customer with the highest standards possible.

2.1.7. Evidence-based decision making

D. C. Wood and Furterer (2020) pointed out that statistics on performance measures are required to determine an organization's performance. TQM necessitates that an organization gather and analyze data on a continuous basis in order to enhance decision-making accuracy, reach consensus, and make predictions based on historical data.

It's also commonly referred to as truth management, refers to the practice of making judgments based on systematically gathered evidence rather than on "gut feelings," tale experiences, or political concerns (Sohrabi and Zarghi, 2015). This concept holds a unique significance within the educational world.

Detert and Jenni (2000) suggested that Parito charts, control charts, and surveys are just a few of the data organizing and analysis techniques that can be utilized to support data-driven decision-making.

As a result, institutions should invest resources in training employees on how to use the data at their availability to create language and conceptual bridges between business and education and make the best data-driven decisions that will ultimately help the institution build a sustainable management system.

2.1.8. Communication

The last component of TQM practices, that none of the previous practices would work without it, effective communication is critical throughout periods of organizational transition, as well as day-to-day operations, for preserving morale and inspiring personnel at all levels. Communications require a plan, a technique, and a timeliness as pointed out by García-Bernal and Ramírez-Alesón (2015).

Effective communication in the private education institutions must consists of three aspects, effective communication with the staff, effective communication with the customer -student-, and effective communication with the community.

The education institution core existing depends on its communication with the student, communication here is intended to communicate in all respects.

Management must communicate with the student clearly in all matters concerning the student from the administrative side and inform the student about what needs to be known, and academic communication by the faculty on all matters concerning the student's educational process. and to help him achieve his goals on a straight path.

Internal communication with employees is critical for quality management in general, as it is these employees who will implement all quality specifics on the ground. The leadership must explain plans for the employees, address their questions and concerns, and communicate effectively and energetically with them to ensure that the institution's overall objectives are met.

CHAPTER III

DEVELOPING PRIVATE EDUCATION INSTITUTIONS BY ADOPTING TOTAL QUALITY MANAGEMENT

Regardless of their size or type, the majority of the private education institutions strive to implement TQM as an advanced management method in order to accomplish their objectives and maintain the quality of their outputs.

3.1.The definition of private education institution

The value of private educational institutions is that they provide students with alternatives to formal public education, which may not be at the required quality in many cases. As a result, the existence of private educational institutions competing with one another to provide the best service to students is a prerequisite, and it also pushes government educational institutions to provide better service.

From this prospective we will mention some of the definitions of the private education institution:

- **The UNESCO Institute for Statistics** in their definition by Lynd, Pilos, and Schleicher (2002) of a private education institution that it's a non-governmental body (e.g., a trade union, or a business corporation, a foreign or international entity) controls and manages an institution, and its governing board is made up primarily of members who are not appointed by a public agency
- **The Cambridge English Dictionary** (n.d.) defines private school as a school that is not supported financially by the government.
- **The Collins English Dictionary** (n.d.) also describes Private Education Institution as an education offered by a private person or organization rather than the state or a public entity.

There are several perspectives on the idea of private education, owing to the diversity of aims and categories and the wide horizons of its outlook as one of the educational institutions in general, and private education is now viewed as a sign of high-quality education that places a premium on service quality.

Additionally, it was referred to as: Institutions that primarily offer advanced education to individuals with a high degree of professionalism and in a manner that is customer-satisfying.

3.2. Defining TQM in Private Education Institutions

We can describe TQM in education institutions in general as a management philosophy for the leadership of the institutions, which focuses on meeting the needs of the students and the beneficiaries, achieves the objectives of the institution and ensures high competence in the scientific and education field to achieve excellence. It is also an integrated strategy for continuous development, improving the competitive position of the institution, satisfying students, and serving staff and the community.

Khair Allah Yunus (2017) also described TQM in educational institutions as a value-centered, information-based management approach that can rely on various types of management workers and investment levels to achieve quality improvement.

Crosby (1979) in his book has defined three comprehensive quality assurance standards for education based on TQM principles, namely:

- a. Adapting to quality requirements by establishing a specific, clear definition and quality standardization.
- b. Defining the quality achievement scheme as one that prevents errors from occurring.
- c. Quality assessment through precise measurement based on objective, qualitative, and quantitative criteria.

Quality in education is a student-centered educational theory that emphasizes continuous improvement and should include the following elements:

- High-quality, effective leadership.
- The administration's and the education authority's dedication to quality.
- Provide training programs to improve productivity.
- The use of analytical techniques and methods of research
- Use efficient assessment approaches.

TQM in private education can be seen as an integrated way of providing individuals and work teams with the opportunity to satisfy students and recipients of education

services, and of distinguishing, measuring and trying to meet the needs of the current and future students through the mechanisms of education. Some of them described it as a directive for all work, programs, policies, methods, and processes to ensure that the requirements that prepare the director or producer to achieve the desired level of differentiation, value, and satisfaction are met, in order to establish favorable conditions for creativity and innovation.

3.3. The importance of TQM in private education.

To achieve an innovative educational system, the quality of private education must be subjected to a management style that does not care about one side without considering the other, i.e., an administrative style that views the educational process as a whole in a comprehensive and systematic manner, and this management style, in our opinion, is nothing but the TQM approach that has been developed and has already proven its efficacy in many institutions around the world.

The processes of any private education institution should be closely interrelated through the goal of continuous improvement that encompasses all aspects of the educational process.

TQM is not just a framework that follows procedures and decisions, but it's mainly an organization's dedication ensures it is capable of changing its members' attitudes towards quality.

The following are the reasons why private education institutions should pay attention to TQM approach:

- Enables management to study the needs of the beneficiaries and fulfill them, which is a main goal for any private education institution to be able to achieve sustainability.
- It leads to lowering the costs of the institution and help them using their resources wisely.
- Obtaining a strategic advantage in consideration of today's competitive environment, especially for institutions where you have to at the higher standards possible all the time or it loses its position in the market.
- It helps greatly in many ways like acquiring many international accreditations, as well as facilitating collaboration with large organizations abroad.

- Creating a sense of loyalty within the workplace and makes the staff of the institution feel they belong.
- Increase the overall quality awareness in all departments and divisions of the institution.
- It improves the institution's reputation.
- It helps employees to transcend barriers that impede their success.
- It helps by motivating employees and inspiring them to innovate.
- It strives to meet the needs of the educational process's internal and external beneficiaries.
- Provides accurate facts to assist in making sound strategic decisions
- Enhance productivity while saving time, effort, and money.
- Due to its adaptability, it is simple to engage with shifting conditions positively.
- It allows the identification of educational system flaws and their resolution.

3.4. Controlling and ensuring TQM in private education institutions.

Quality management entails establishing a consistent framework for working with quality requirements that management and departments follow and defining the goals, work stages, and execution process.

Quality assurance entails developing and applying policies and procedures to ensure that the quality criteria are fulfilled, as defined by the accreditation organizations' guidelines (Allais, 2009).

Quality assurance also means as per Mishra (2007):

- Provide assurances to stakeholders that the educational institution can provide at least a certain level of excellence in its services.
- Encourage educational institution self-evaluation and research.
- Encourage the institution's growth and progress by examining and evaluating its operations and issuing guidelines on how to increase the performance of its services.

As a result, some researchers conclude that improving overall academic quality should be based on a theory that incorporates the following principles:

- The institution's leadership should adjust the evaluation quality to provide distinguished services.

- Each person in the educational institution is responsible for the overall quality of their work.
- Adoption of standard performance requirements and verification of their fulfillment.
- Improve the educational service's quality to gain the trust of the beneficiaries.
- Investing in the professional development of the teaching and administrative personnel.

The elements of quality control in private education institution are:

- Objectives: general, private, knowledge, skills, etc.
- Curricula: study plan - course description - evaluation ... etc.
- Teaching and learning: methods, technological means, etc.
- Faculty and administration (manpower): quantity, quality, communication, qualification, and proportion of students.
- Education resources: devices - equipment - System - Internet services.
- Student evaluation: methods - justice - transparency.
- Student achievement: Academic and psychological counseling - Learning planning for new students - Graduate with the market requirement.
- Employment: equal opportunity for admission and employment.
- Administration: publishing a guide that defines the institution's mission and vision, transparency management style, team spirit, councils and committees that document and follow up its actions and decisions.

3.5. TQM for the Development of Private Education Institutions

TQM has demonstrated its effectiveness in assisting several industrial institutions in achieving a competitive position (Powell, 1995). These institutions, as well as educational institutions in general, share responsibility for learning and practicing TQM, as this system will assist educational administrations and institutions in implementing a process of change and modernization in an organized manner.

Private educational institutions, of course, need to give greater priority to the implementation of TQM than government institutions because they do not have the option to provide poor service. This is because it relies entirely on the student or

service recipient's satisfaction. If the private educational institution doesn't fulfill student needs, they lose their market share.

Private educational institutions' continued growth is a crucial issue for them, as it ensures their stability and constant adaptation to market variables. One of the most effective ways to achieve this consistency and desired growth is by total quality control. Since TQM intervenes in all aspects of the organization and ensures the quality of any operation or process within it, it aids the company in achieving its primary objective.

The pace at which things change in the modern world is unprecedented. As a result, private educational institutions must keep up with this rapid change, which can only be accomplished by establishing and developing an environment that operates efficiently and rapidly within the institution. To create this atmosphere that promotes growth, all stakeholders in the institution need specific tools, beginning with the institution's owner, who must lead and promote this strategy in order to prevent his organization from declining. The management also sets the specifics of the strategy and its implementation plans, as well as the teaching staff and employees who carry out these plans.

3.6. Barriers of TQM in Private Education.

Despite the significance of TQM in the educational sector, its implementation faces numerous challenges that restrict its effectiveness in educational institutions in general, according to Hmoud and Tasheh (2013) the most significant of which are:

- The inadequacy of instructional, administrative, and financial conditions in institutions to meet the requirements of implementing a TQM strategy, as well as at the level of current educational philosophy, institution education trends, teaching staff efficiency, and educational process tools.
- Failure of all employees to participate in the implementation of TQM.
- Lack of connection between the institution and the market sectors in terms of the extent of curriculum development that applies the requirements of the market.
- Resistance to change, whether from employees or management.

- Centralized decision-making, TQM necessitate a decentralized structure that makes for greater flexibility at work, free of red tape and administrative complexities that stifle productivity.
- Lack of full support by the owner of the private institution, whether it's financial support or strategic planning support. When the owners focus more on saving money rather than investing in improving the quality of the institution in general the institutions fail to maintain its position in the market.
- Lack of investment in trained and qualified staff that capable of taking responsibility and innovation of the TQM planning and implementing.

When implementing TQM, private education organizations face a number of challenges, which require time and effort to overcome, as well as a shift in their current quality culture. On this basis, private education organizations must consider these challenges and work to address and overcome the difficulties they face in the process of implementing TQM.

Among those obstacles, as per Murgatroyd (1993):

- Difficulties associated with the start-up of the TQM.
- Many leaders lack viable commitment.
- A bad plan for TQM implementation.
- Inability to develop TQM initiatives on the basis of the poor collected data.
- Insufficient knowledge and skills needed.

All of the points raised here are about positioning the school to be ready and willing to completely gain from TQM. Declaring the school, a TQM school and hoping for the best would not result in any long-term steep-slope quality change.

3.7. Approaches of transformation towards TQM for the development of private education.

To achieve TQM in a private institution, it must establish specific requirements that allow it to embrace quality concepts in a sound and realistic manner.

TQM necessitates the creation of an effective educational atmosphere for a culture of quality that is expressed in institution members' roles within sectors and in

educational circumstances, as well as the effort to train and acquire research and development methods

Since the TQM approach differs from conventional management in all ways and aspects, it necessitates a series of transitions and significant adjustments for organizations, including private educational institutions, to convert to TQM systems. In this part we are going to go through some approaches that can help private education institutions to transform to TQM philosophy.

3.7.1. McKinsey 7S Framework

The seven factors model assists in the successful and effective implementation of TQM in educational organizations since it allows the organization to concentrate on crystallizing the seven elements - shown below - that interact with one another within the framework of a change strategy that successfully achieves TQM, and this necessitates boldness from top leadership in private education (Peters and Waterman, 2015).

As we will observe in the table, this model can transform the institution in all aspects and will move the private education institution to a place to be ready to apply TQM.

Table 3.1: Adoption of Total Quality Management of Private Education Institutions Using the Mckinsey 7S Framework

Factor	The criteria needed to promote TQM in private educational institutions.
Strategy	a) Concentrating on the educational institution's customer (student, employer, internal customer) by identifying their needs and preferences and seeking to improve customer satisfaction. b) The need to gather data that will help to shape the plan and reinforce strategic assumptions. c) Paying attention to non-random structured planning processes.
Structure	a) Step away from a practical perspective and toward a process-oriented approach b) Regulatory barriers are being reduced or removed. c) Creating a streamlined staffing system that can adapt to rapid changes quickly. d) A private education institution's decision-making process should be systematic, encompassing all parts and aspects.
Systems	Employee morale, overall satisfaction, and process effectiveness are important metrics as well as financial metrics. This is because measures that directly relate to consumer needs should be accompanied by measures that deal with their wider needs such as broader organizational strategy and financial results.
Style	a) The elements of the hierarchy should be reduced, and the foundations of the core capacity should be mitigated. b) Paying attention to the staff morality. c) Attribution of decision-making authority to appropriate levels.
Staff	a) A strong contribution to the ongoing preparation, education, and advancement of the labor force. b) In private education institutions, reward structures should support the overarching goals of TQM.

Skills	a) Individuals working in a special education agency (professors and administrators) should possess fundamental skills in areas such as problem-solving, leadership, and others. b) All skills should be channeled into a student-centered approach, so that people in the company can gather his data and transform it into programs that suit his needs.
Shared values	The following goals should be pursued using shared values: a) Customer satisfaction is a priority. b) Adopting more democratic leadership styles. c) A high level of employee involvement. d) Commitment to a data-driven management approach.

Source: (Kaplan, 2005)

As it can be seen from the above table that the Seven Factors Model (S7) pointed out by (Ibid) consists of the following elements:

Strategy: It is a series of decisions and actions that the special education agency plans to accomplish by reacting to the external world and predicting changes that will arise in this environment, where the special education organization's top leadership must have a vision of where it needs to be in the coming years.

Structure: Which gives the educational institution a structure, separates the different activities, and provides the means and methods for achieving integration and coordination.

Systems: It articulates the processes, techniques, and practices by which an educational institution conducts its regular and short-term operating activities.

Style: This aspect represents the management style and the consequences that accompany it, as well as the organizational environment that exists within the institution.

Staff: The emphasis is on the structure and shape of the workforce, as well as recruiting and development processes, which include how to pick and train employees, improve and review their results, and identify performance payment processes using a strategic communications approach to meet their needs and demands.

Skills: It illustrates the fundamental skills, attributes, and features of people working in special education institutions, as well as the characteristics and behaviors of the institution as a whole, to the extent that those capabilities are productive and creative.

Shared Values: Expresses the guiding and leading understanding that governs the character, culture and philosophy of private education.

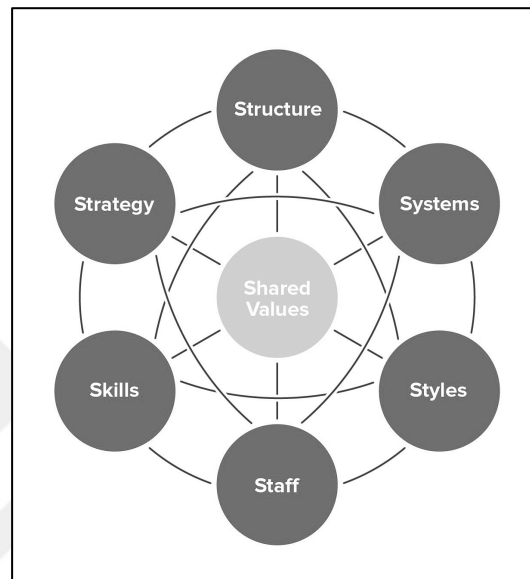


Figure 6.1: The McKinsey 7-S Model

Source: (“The McKinsey 7S Framework - Strategy Skills From MindTools.com,”
n.d.)

3.7.2. Cultural change as a path towards TQM

In TQM, it refers to how business is conducted. If we want to consider the philosophy and values of TQM, we must strive to create a community in which staff of the private education institution are free to express their ideas and engage in problem-solving and decision-making, as well as senior management's confidence in the value of a management system and is aware of its responsibilities towards the rapid changes (Steward, 1972).

The organizational culture, with its values, beliefs, and patterns, can provide fertile ground for the development, continuity, and success of the TQM model, or it can act as a major impediment to success when its values and beliefs clash with the model's foundations and pillars (Jancikova and Brychta, 2009).

According to Schein (1990), organizational culture is a collection of fundamental assumptions about a specific group, through which individuals learn to solve internal problems and external adaptation, and in the same vein, organizational culture is a collection of shared forms of thought, interpretation, and action among the organization's members.

The commitment of top management to the TQM philosophy and its new culture is one of the challenges facing the institution in meeting customer requirements. This is a critical goal of TQM, and achieving it often requires commitment to quality, which is essential for the organization's survival in the new competing world, and this commitment can be shown in challenges like:

- Instilling an understanding of the value of quality in all employees and motivating them to increase the service's quality, which needs a shift in the institution's work culture, which must come from the top.
- Assuring an individual's ability to integrate and deal with new requirements that needs a different description of work, which requires engaging in dialogue with working individuals and consulting with them on work-related issues, listening to their concerns, and facilitating their participation in resolving TQM-related issues, which results in facilitating the system's implementation.
- TQM is a novel approach that emphasizes customer service, and quality results in organizational change since it has become the overarching value in the TQM program, in which all (systems, policy, structure, style, expertise, and employees) can flow toward quality.

3.7.2.1.Organizational culture in private education institutions and TQM:

If there is a variation in the type and manner of an organization performance based on its culture, it may be said that educational institutions, including private education institutions, have their own culture, which consists of the beliefs, ideals, and standards that characterize interaction with the educational system. The beliefs, values, and level of service sought by teachers, students, administrators, and those in charge of private education constitute the culture of private education.

3.7.2.2.Cultural change tools for adopting TQM in private education institutions

Cultural change is considered one of the most critical approaches to the transition toward TQM according to Vermeulen (1997), since those working in private education institutions come from a variety of cultures, and although they are subjected to society's general culture and value hierarchy, they develop their own value culture.

The educational institution must identify its own values, principles, and beliefs, then translate them into rules, structures, standards, and management style, and introduce them to institute affiliates.

The educational institutions' management should rely on a collection of mechanisms or resources to shift the current dominant culture to a new culture that requires all individuals in higher education organizations to embrace change, and among these mechanisms are according to By (2005):

- **Language:** To transition to TQM, leaders and administrators must use appropriate terminology, replacing old words or phrases with new ones, since old terms are related to individuals' attitudes and perceptions.
- **Education and Training:** Individuals must be educated and trained on the principles and methods of TQM.
- **Communication:** to respond to the concern of the institute's individuals about the coming change.
- **Vision and Expectations:** Leaders are required to anticipate threats to the educational institution, then alert individuals to the need to confront these threats, then build a clear vision of how to confront them and what the institution can be in the future.
- **Trends:** keeping up with what is popular in other organizations.
- **Examples and Models:** They are emblematic symbols of private education organizations, such as models of international institutions that have carried out the same experience and change towards TQM.

To meet the challenges of rapid change and make the best use of available opportunities, organizational culture is considered as the foundation for the success of transformation and development processes at any level and scale. Transformation experts focus on defining the existing organizational culture in the organization as a

foundation for implementing the targeted transformation and development plans and programs, as it is the one that creates acceptance at all levels of the organization to positively and confidently adopt processes of transformation, development, and renewal (van Dijk and van Dick, 2009:159).

3.8. Chapter Summary

The implementation of TQM in private education institutions has become an unavoidable necessity to meet various challenges, whether at the local or global level, as evidenced by the preceding, and that implementing the TQM approach in institutions results in positive changes that affect everything within the institution that allows it to function. It aspires to achieve its objectives in a timely and successful manner, ensuring superiority, differentiation, and performance over its rivals and, as a result, gaining the confidence of its customers. TQM is based on a set of concepts with the primary emphasis on customer satisfaction, continuous improvement, and employee engagement, and it must adopt a set of required stages for implementation, as well as meet all of the necessary criteria for effective implementation based on management's awareness and dedication to thorough quality management. It's also critical to apply the TQM principle correctly and comprehensively, as well as the processes that serve as a foundation for using TQM in educational institutions to improve and expand outputs, in order to raise quality standards and help the institution excel and prosper.

CHAPTER IV

LITERATURE REVIEW

According to Shafiq, Lasrado, and Hafeez (2019: 5) in certain organizations, TQM is seen as management theory, Many companies depend on quality merely to get a comparative edge in competitiveness, performance, quality, and consumer loyalty.

Different studies have backed the argument of TQM's significance in the private education market, In'airat and Kassem (2014: 294) started their paper stating that determining educational quality is a monumental exception, especially when you realize that the underlying benefactor is us, the humans. Gomes and Panchoo (2017: 421) said that the partnership between quality and the educational industry has been reached a level where we cannot disconnect them at any level.

4.1. Quality Avenues

The TQM strategy incorporates three important aspects according to Talib (2013: 2): commitment, involvement, and continual improvement. Commitment in the sense of making a commitment to continuous improvement in the quality and services provided to customers, involvement in the sense of involving all team members in achieving a common goal (i.e., from top to bottom), working as a single unit for better results, and thinking about continuous improvement by identifying and eliminating errors and defects on the spot are all examples of involvement.

According to Martin and Bartol (1998: 225), there is a strong correlation between the quality culture established and implemented by top management as well as strong correlation with workers' abilities and expertise, which improve their effectiveness as they perform efficiently in a high-quality work setting.

The quality control or assurance mechanism can foster an atmosphere conducive to learning. In this environment, educational experiences, curriculum material, and instructional instruments should all be aligned with the school's ultimate goals (Bruçaj, 2018: 201).

4.2. Techniques of TQM

Evans and Lindsay (2017) explained that TQM principles proposed various strategies for implementing the changes; among those, calculating the cost savings associated with improving consistency is an effective method for applying TQM. The organization can maintain the proper way of performing work and the expected cost savings associated with completing the job correctly. Implementing quality management results in substantial cost savings for the company and is recognized by the principle of quality analysis.

A business must ensure that employees' skills and competencies align with those required by TQM that's why employee training is a critical technique of applying TQM standards, the implementation of TQM programs has often been followed by employee training sessions (Cooney, Terziovski, and Samson, 2002: 4). When implementing quality management techniques, a study of Fortune 1000 businesses in 1993 by Lawler, Mohrman, Ledford, & Participation., (1995: 16) found that 72 percent of US corporations had given some training in problem solving abilities and 63 percent had provided some training in the use of quality instruments.

Benchmarking can be utilized to increase employee productivity. According to Gibson et al., (2012: 63) it helps provide a realistic approach to the company's product and service efficiency problems, staff salaries, positions, and authorities and improving inter-and intra-departmental coordination. Benchmarking demonstrates that the school's success level is essential for the organization's sustainability and the survival of its workers (McShane & Von Glinow, 2021: 345).

According to Pineda (2013: 38), benchmarking is primarily employed in manufacturing organizations, but it is not used in the educational sector, raising concerns about the educational system's quality. Schools have their own unique and complicated methods of assessing the efficacy of the education they deliver. Teachers' ability to learn on the job, respond quickly to situations, take proactive measures, and maintain discipline are all significant factors to consider when evaluating the educational quality of schoolteachers.

4.3. Quality as a Measure of Effectiveness in Education

According to W. E. Kelly and Johnson (2005: 511) an organization's effectiveness is described as its capacity to accomplish tasks within a given time frame.

Effectiveness is a deliberate result, not a mistake.

In Mortimore's (1991: 75) point of view, performance indicators provide a means of measuring educational quality, but they should be utilized as part of a toolkit of self-evaluation strategies for schools to assess their work.

Quality illustrates the degree to which scalable and knowledgeable operations are needed to meet the specifications; the term "service efficiency" applies to delivering the service on schedule and courtesy (Hitt, Ireland, and Hoskisson, 2017: 133).

Bruçaj (2014: 11) argued that society and government should prioritize quality assurance in school educational institutions and that expectations for improved outcomes in educational content, science testing and other relevant practices are forcing principals and principals to rethink their approach.

Mohammed, Ali, and Abdulaziz (2016: 304) examined TQM in Saudi Higher Education; they stated that TQM had been introduced in most Saudi universities, but only a few of them practice competence in the admissions and selection processes. Their research sought to demonstrate to some Saudi universities that successfully applying the TQM model would result in a comparative advantage against domestic and international competitors. The thesis was based on previous research and included findings from TQM practice in indigenous private institutions and recommendations for effective quality management implementation.

Hakim and A (2017) examined overall quality management in higher educational institutions. They concluded that higher education institutions must carefully review various roadblocks to implement TQM and achieve ongoing perfection and sustainability effectively.

Mukhopadhyay (2006) explained that in the industrial sector once goods are made, you have the option of purchasing them or leaving; but in terms of service sector, you will still request a higher level of service the next time. Defining educational content is one of the most challenging things. Education does not provide a

completed product; however, it assists the human being in expanding his or her information base.

In U. R. Khan, et al.,'s (2018: 196) study that aimed to conduct an overview of TQM in education; the outcome indicates that all educational establishments should provide modern technology, highly qualified administration, and well-trained instructional personnel to ensure complete quality management implementation. The strongest government-supported universities and even privately owned research institutions should be compelled to adopt the TQM methodology.

4.4. TQM in education.

Maxwell (1992: 171) described quality as having six dimensions:

- a) Access: To include both geographical convenience and appropriateness of access.
- b) Equity: The gift of Education/Training services based on quantifiable criteria rather than some other human trait.
- c) Relevance of need: The degree to which a specified population's program of services satisfies their educational/training needs.
- d) Social acceptability: How well the service suits the customers' potentials, for example, the immersive and environmental facets of education/training.
- e) Effectiveness: The trade-off between educational gains for an individual and avoiding interventions that are incongruent or ineffective for that individual.
- f) Acceptability: How considerately and compassionately is this Education/Training provided? How does the customer feel about it?

TQM can assist a school or college provide better services to its key customers; students and employers, according to Schmoker and Wilson (1993). Besterfield, et al., (2012: 65) believes that TQM can help a school or college provide better services to its primary customers; students and employers. TQM's focus on continual improvement is a critical component of meeting the accountability obligations that come with educational reform.

While Farooq, et al., (2007: 10) believes that students and teachers will find greater excitement and challenge in a no-fear TQM system with an emphasis on continual growth and improvement than in a "good-enough" learning environment.

Kalvin and Malek (2018) explored advanced management principles in educational infrastructure with the aim of enhancing overall educational efficiency. This thesis analyzed the value of reviewing new literature obtained from the internet and other media by interpreting W. E. Deming's (1986) fourteen quality improvement standards and scrutinizing fourteen principles for the zero-defect fault and quality control.

Kanji and Tambi (1999: 144) completed a study on TQM in the United Kingdom's educational institutions. They assessed educational institutions' productivity through a range of internal procedures. The results of their analysis indicated that the capacities of TQM standards and fundamental concepts are precarious indicators of educational institutions' success.

Educational policies prioritize raising educational standards, which Zgaga (2009: 185) says is crucial; according to him, institutions should prioritize empowering professors in numerous aspects of teaching to achieve high-quality education. Taylor and Hill (1993: 20) suggested a quality control system that places a premium on preparation, creativity, and resource availability.

M. N. Khan, Malik, and Janjua (2019: 871) investigated the effect of TQM practices on employee performance in private schools and the process by which these activities influence employee efficiency. The study's findings indicate that TQM has a favorable and meaningful effect on employee morale, as well as on the mediating variables of work satisfaction and affective engagement.

4.5.Change and TQM

While it is generally acknowledged that school procedures and systems may be updated and altered, identifying particular areas for improvement is frequently essential. TQM should be implemented by a new school administration, according to West-Burnham and Davies (1994: 10). They identified several qualities that are necessary for educational advancement. These features offer TQM information in education, the significance of principles, a customer-focused approach, performance management, and quality improvement methods. Ngware, Wamukuru, and Odebero (2006: 340) established that TQM has been shown to be a useful framework for school-based change and growth.

Cao, Clarke, and Lehaney (2000: 191) argued that for TQM to be effective, either a strategy that correctly handles all kinds of change contexts is needed (a so-called "systemic" approach), or its use must be limited to situations where the process predominates.

In his study, Huq (2005: 467) discovered that unrealistic perceptions of employee commitment, a lack of process focus, a lack of organization around information flow, gaps in education and training, and a failure to create a continuous improvement culture all contributed to TQM change failure, and that companies focused on avoiding these potholes with strong leadership that emphasized strategic and tactical planning were the ones succeeded in the change. Asif, et al., (2013: 1897) developed a model for integrating TQM principles in a school's administration that was based on the European Foundation for Quality Management's auto assessment model and Six Sigma methodology.

Campatelli, Citti, and Meneghin (2011: 702) polled 300 Kenyan secondary school teachers on their attitudes toward TQM and found that state educators are failing to offer the necessary leadership to promote TQM activities.

TQM has raised the application of quality management methods from operational to strategic levels as a management philosophy. Sustainability is inextricably linked to the evolution of TQM, since it is described as an organization's capacity to react to changes in the business environment, capture latest developments, and achieve and maintain consistent performance (Vanagas & Žirgutenė, 2005: 15-21).

4.6.TQM Tools in Education

The goal of quality education is to deliver and improve expertise while also adding value to the clients or students that attend the institution (Feigenbaum, 1992).

The term "quality" refers to the health of an educational result, according to Gryna, et al., (2014: 21), it is meeting the criteria of achieving the ultimate target while preventing shortcomings and faults in the educational method, as well as meeting or exceeding the customer's needs in terms of delivering consistency (Parasuraman, Zeithaml, & Berry, 1985: 42).

It is critical to implement TQM tools prior to establishing a target for quality improvement, below are few TQM tools:

4.6.1. Strategic Plan

According to Bader & Braude (1995: 101-103), It's critical to recognize that strategic planning is a process rather than a distinct act with a logical conclusion or end point. it is a process that leads to solutions but never truly ends.

Oschman (2017: 51) in his quantitative research tried to provide insight into the role of strategic planning to implement a TQM framework, the findings of this study show that strategic planning is a critical component in implementing a TQM framework.

In Idil & Karaman Akgul (2019: 1-19) study, the impact of strategic planning on TQM success was studied, the study has provided strong empirical justification for the framework that illustrates the causal relationships between strategic planning and TQM in the context of large scale Turkish manufacturing companies, with the finding that strategic planning is positively and significantly related to TQM critical success factors dimension.

4.6.2. Performance Indicators

According to Ball & Halwachi (1987: 402), the performance measures cannot be used meaningfully without a clear understanding of institutional goals. It is also vital to assess how practicable it would be to compare the performance of education institutions or departments using performance indicators.

There is a slew of methodological issues that come with developing useful performance indicators. Sizer (1979: 75) mentions a few of them, including the following:

- *Relevance*: the indication is useful for people in charge of that activity's management.
- *Verifiability*: from data examination, qualified individuals operating independently are able to create essentially equivalent measurements.
- *Bias-free analysis* (both statistical and personal).
- *Quantifiability*: (although we are cautioned against giving more weight to quantifiable but less relevant indicators than to non-quantifiable but relevant indicators).

- *Economic feasibility*: will the benefit derived from the use of the performance indicator outweigh the cost of development?
- *Institutional acceptability*: people using performance indicators must accept that the basis on which they are based is sound.

4.6.3. Benchmarking

Benchmarking establishes objectives for steering school administration on the right path, ensuring that all members are centered on meeting the defined benchmark (Goldberger, Keough, and Almeida, 2000: 9).

Garbutt (1996: 18) demonstrated that team members had several chances to increase their productivity by embracing industry-specific characteristics as a result of technological advances. D. J. Wood (1991: 708) argued institutions to examine the business strategies of various industries, including their actions, ethics, principles, norms, and society, and then incorporate some observational components.

According to Harvey and Newton (2007), self-evaluation, recognition of success metrics, and peer assessment have also been applied to ensure the consistency of education at the elementary school stage. According to the previous source as well, private schools can delegate decision-making authority to lower ranks and include staff in decision-making as frequently as necessary.

4.7.TQM Studies in Turkey

According to a report prepared by MEB (2005: 94), the implementation of TQM in the Ministry of National education began in 1999 in Ankara and expanded to institutions beyond Istanbul in 2001 with the aim of incorporating the TQM concept emphasizing continuous growth, engagement in decision-making, consumer loyalty, and quality improvement into the Istanbul, Turkey, education framework.

Several studies on the use of TQM in education have been conducted in Turkey over the last two decades, with the studies conducted since TQM's introduction in the Turkish educational system focusing mostly on its implementation inside the ministry and its institutions.

Aksu (2003: 602) tried to determine the Ministry of National Education's level of TQM preparedness. He reached about 319 administrators from the central

organization to be the subjects of the study. He gave them a questionnaire with 60 items from Saylor's (1996) nine aspects: leadership, vision, involvement, continuous improvement, training and education, ownership, rewards and recognition, hunger for success, and customer focus. Based on the results, the statistics imply that the responding administrators working for Ministry of National Education's central organization are ready for TQM, however the preparedness level is still rather low.

Bağcı (2009: 30) spoke about that the effectiveness of TQM implementations in Turkey is debatable, TQM deployment ventures demonstrate that the Ministry of National Education recognizes the importance of TQM in enhancing school standards and resolving specific pressing educational issues.

Köksal (2000: 286) explored the role of teachers at the movement of TQM in Turkey, she claimed that once TQM is ingrained in the classroom atmosphere, the issues become more manageable, and more students take greater responsibility for their own learning. and reminded the teachers that they should start with the end in mind. Create a vision of the ideal classroom for them. Create their mission statement, which will serve as their road plan. Expect delays, detours, and bottlenecks and take a moment to think about it.

Mizikaci (2003: 99) said that in order for the Turkish country to achieve its education plans as outlined by Atatürk -the founder of the Turkish republic-, TQM or any quality management system would be beneficial. Towards this end, the experiences of European and American universities made it simpler for Turkish higher education to embrace a system that had previously been tried and tested, which is TQM.

From the administrator's perspective, Sayın (2002) looked at the application of TQM in primary schools. Administrators in 105 schools across Konya province were sent a questionnaire. The study found that both principals and assistant principals believed that

- a) TQM was applicable to primary schools;
- b) the goal of schools was to find ways of continuous improvement and success;
- c) teachers were not adversaries but partners;
- d) people other than educators should be involved in the improvement process; and
- e) they collaborated with parents and management worked to improve the school.

Similarly, Namık Sönmez (1999) investigated the applicability of TQM from the perspective of public and private high school principals. The principals of 22 private and 68 public schools were sent a questionnaire with 38 recommendations. Although public high school principals showed some agreement with the application of TQM in their schools, private high school principals expressed complete agreement. Furthermore, it was discovered that public school administrators had not yet committed to TQM principles such as customer loyalty, defect elimination, and stakeholder participation. Obstacles to implementing TQM in public high schools include a lack of financial resources and personnel, a bureaucratic structure, overcrowded classes, and parents and students who may not consider themselves as consumers.

Eyeberdiyev (2002) looked into the challenges that educational institutions faced when implementing TQM. The information was acquired by sending a questionnaire to 67 teachers from five primary schools and four secondary schools in Istanbul. The biggest hurdle to implementing TQM in schools, according to the study, was a lack of knowledge about TQM among teachers and administrators, who questioned the accountability. He mentioned also that lack of cooperation between students, administrators, and community, the maintenance of hierarchical and bureaucratic institutions, the imposition of administrative decisions, a lack of dedication to TQM, and hostile attitudes toward TQM by parents and society were also identified as barriers to TQM adoption.

Bayraktar, Tatoglu, and Zaim (2008: 586) sent a survey to 144 academics who are working in higher education institutions in Istanbul to test the reliability and validity of 11 operational measures of the critical factors of TQM, the paper has attempted to develop an instrument that can be utilized to evaluate the extent of TQM implementation in HEIs. The recommended measures were empirically grounded and have been proven to be trustworthy and valid.

Yildirim (2002) investigated the usage of TQM in vocational high schools. 210 teachers and managers from 15 vocational high schools of business, Anatolian vocational high schools of business, and Anatolian vocational high schools of foreign trade were sent a questionnaire including 41 concepts. TQM was successfully implemented in commerce technical high schools, according to the conclusions of

the study. Furthermore, the data revealed that the TQM philosophy was unfamiliar to people who took part in the study.

Arda (2005) investigated the contribution of TQM implementation to school growth. He prepared a questionnaire with two sections and 25 propositions, which he distributed to 37 principals of primary schools. School administrators considered that TQM apps benefited in the expansion of schools, particularly in terms of human resource development and school-community partnership, according to the findings.

As we can see from the previous literature that the application of TQM in private institutions in Istanbul was not sufficiently researched, that is why it was critical to investigate and research this topic.



CHAPTER V

RESEARCH METHODOLOGY

This chapter presents the research design, the sample of the study, the data collection instruments and data collection procedures as well as an overview of the data analysis.

This study is a qualitative exploration of the state of TQM in private schools in Istanbul, conducted through direct interviews with parties who have worked in these institutions for varying periods of time, with the goal of learning whether or not the concept of total quality is implemented in their institutions.

5.1.The Research Design

In its broadest definition, research refers to the pursuit of knowledge. There are two types of research paradigms: quantitative and qualitative. This is a qualitative research study. Qualitative research has been defined in a variety of ways, including:

Aspers and Corte (2019: 155) defines qualitative research as an iterative process in which the scientific community has a better grasp of the phenomenon researched by making new meaningful distinctions as a result of getting closer to the phenomena.

According to Creswell (2009); Christy and Wood (1999: 190), using a qualitative methodology for an exploratory study is appropriate. Furthermore, qualitative research methodologies are ideally suited for the nature of the service business, as Gilmore and Carson (1996: 21) point out. According to Creswell (2009), an exploratory qualitative study is one in which the researcher strives to listen to participants and construct an understanding based on their thoughts.

An exploratory research design involving qualitative interviews with directors, teachers, and head departments was chosen to identify and explore the status of practicing TQM in the some private education institutions in the region of Istanbul (Auerbach and Silverstein, 2003: 31).

5.2.The Research Setting

In this study, because of the recent surge in demand for private education in Turkey, the focus has been on examining institutions that cater to international students, as well as the necessity to examine the quality methods utilized in these institutions and how they deal with international students.

In Turkey, demand has increased not only for university education, but also for schooling and language education, which has piqued our interest. We want to learn more about the quality control methods used by these new schools, as well as what they think about the barriers that prevent TQM from being implemented in private education institutions in Istanbul.

As announced by the Turkish higher education president Saraç (2020) Turkey has a target to “become a center of attraction in higher education globally every year”. Of course, students who travel to Turkey to study at Turkish institutions are not always alone; they are often accompanied by their families, who have additional children to enroll in private schools. This is what encouraged some foreign investors to establish private schools aimed at foreigners living in Turkey, offering them an educational experience tailored to their culture.

Furthermore, these students frequently seek to prepare for universities and learn the language in which they will study whether English or Turkish, prompting them to enroll in private institutes to learn the language and prepare for university admission examinations.

Using a semi-structured questionnaire, I interviewed workers, teachers, and directors from private schools in Istanbul, focusing on schools owned by foreigners, these schools were chosen because the majority of their students were international students, and these schools are located in İstanbul the center for the international students.

5.3.The Sample of the Research

Sampling is always a critical stage in any academic research, but especially in qualitative research, because qualitative research methods frequently focus on gaining a thorough understanding of a phenomenon or on meaning, which frequently revolves around the how and why of an issue, process, situation, subculture, or scene or set of social interactions.

While some qualitative research specialists ignore the question of "how many" interviews "are sufficient," there is some variation in what is indicated as a minimum. Numerous articles, book chapters, and novels offer guidance and recommend between five and fifty participants as acceptable (Dworkin, 2012: 1319).

A list of fifteen major schools that concentrate on international students was compiled, and the schools were invited for an interview. Only eleven schools accepted the interview.

- 8 Private international schools that most of their students are international students.
- 2 Private language schools (1 English & 1 Turkish), also most of their students are international students.
- 1 Private school that most of its students are Turkish students.
- Total: 11 Schools

The participants for the interviews conducted were distributed as follows:

- 6 Directors
- 2 Head department
- 3 Senior Teachers

When participants are quoted in the analysis later in the research, they are coded as follows:

1. (Participant 1, Head Department)
2. (Participant 2, School Director)
3. (Participant 3, Teacher)
4. (Participant 4, School Director)
5. (Participant 5, Head of Department)
6. (Participant 6, School Principal)
7. (Participant 7, Head Teacher)

8. (Participant 8, Teacher)
9. (Participant 9, Vice Manager)
10. (Participant 10, Senior Teacher)
11. (Participant 11, School Director)

The duration at the institutions for all participants ranged between minimum of two years and maximum of fifteen years.

5.4.Data Collection

Prior to performing a study, one of the most critical considerations is how the researcher will collect the necessary data. The data collection method for this study was a semi-structured interview questionnaire, and the data were acquired through participants' responses to pre-prepared questions. The questions included questions on whether the institutions have a quality program, TQM practices in the institution, and their opinion on the barriers to applying TQM in the private educational institutions in Istanbul.

Interviews were conducted through face-to-face meetings and video conferences lasted up to 60 minutes each. Interviews also were done in either English or Arabic and were then recorded and transcribed. The participants' identities are concealed to allow them to express themselves freely and without fear. We ceased conducting interviews after we were confident that we had gathered sufficient data and a diverse variety of perspectives.

CHAPTER VI

ANALYSIS AND CONCLUDING REMARKS

6.1. Analysis

Using a qualitative descriptive approach to analyze interview transcripts and compare themes between participating individuals, data were organized and analyzed using Microsoft Word (Vaismoradi, Turunen, and Bondas, 2013: 410).

As used in Armstrong, et al., (2019: 4), a log of codes reflecting emerging themes and sample quotes (open coding) was chosen to analyze all the transcripts. The interviews were analyzed inductively under several categories.

The first category of questions (Appendix A) concerned whether the institution has a quality program that they are enforcing, the primary highlights of the quality program if they do, and the significance of quality as an idea to the school owners and management.

The questions then move to explore the status of each of the TQM practices in the institutions which includes: the customer-focused approach of the quality program, the employees' involvement in the decision making regarding the quality and their general satisfaction, then the operations in the institutions and whether it's process-based or not, then we asked about how the institution is following an integrated systems to improve the quality of education, the following questions were about how the approach of the quality is strategic and systematic in the institution, after that we asked about the decision making process and how it's based facts, the last part of this questions category was to ask about the communication with the stakeholders of the institution whether they're customers, employees, or the community around the institution.

The final set of interview questions focused on the participants' thoughts on why TQM practices aren't widely used in Istanbul's private education institutions. We presented the participants with four options: a lack of quality leadership, a lack of strategic quality planning, a lack of resources for TQM, and a lack of human resource development and management. The participants shared their thoughts on what they believe is the most important reason for limiting the use of TQM.

6.2. Findings and Discussions

6.2.1. Quality Program Existing

At the beginning of the research questions, we wanted to find out if the interviewed institutions have a quality program that they follow and if this program includes any of the practices of TQM, as the assumption is that any private school should have a quality program. We found out that most institutions lack a defined quality program and have no idea what TQM is or its practices. As mentioned here: *There is nothing explicit in its name quality program for employees that we follow a systematic quality program* (Participant 8, Teacher). Or here: *Right now, there is no kind of, let's say, a system that we are following* (Participant 6, School Principal).

Well, from my knowledge, the only thing I've seen about sort of quality management is some instructions written to all the teachers regarding things like punctuality, how to present lessons, what they should do in and out of class ways they should conduct themselves in the school (Participant 10, Senior Teacher).

Only two participants out of eleven who participated in this research mentioned that their institutions follow a specific quality program; one explained that his school has a quality department that follows the quality status at the curriculum and personnel level.

Of course, we have quality coordinators in the institution. We have two quality departments: curriculum quality, and personnel quality. Curriculum Quality has a specialist who tracks the quality of the curriculum in terms of educational and pedagogical as well as curricula based on activities and projects, whether trips, camps or internal activities (Participant 1, Head Department).

The other participant explained the main highlights of their quality program.

- *To do the best to compete, to find the better,*
- *To take precautions for errors that will occur,*
- *Needing restructuring and change,*
- *Exceeding customer expectations, and*

- *PROCESS MANAGEMENT is necessary to ensure permanent success*
(Participant 9, Vice Manager).

It was also noticed that many of the institutions interviewed depend in their definition for quality on only the instruction given the accreditation agency of the school; when they were asked does the institution has a quality program or not, they answered as follows; *Yeah, it's not like that. Maybe it's different abbreviation not, it's not the quality but we say accreditation. We accredited from AdvancED. And this is American institution to give accreditation for many schools around the world* (Participant 2, School Director). Another one also said:

They provide us with criteria, and each standard is accompanied by indicators. We use these metrics to conduct a self-study and assess the level of quality achieved and the indicators that this level of quality has been achieved. They look into these claims, and if they find any of them to be true, they grant us official recognition (Participant 4, School Director).

As seen from the responses made above, there is no quality program to be implemented in private educational institutions, which indicates a lack of interest from the administrations of these institutions in the concept of TQM; they leave it the self-censorship of the employee as mentioned by one of the participants; *At our school, I wouldn't say that there is certain quality that we are focusing on. let's say each one is trying to do the best from his own personal weight.* (Participant 3, Teacher).

6.2.2. Quality Leadership

The management's role in implementing a quality program is critical because it bears the burden of planning, implementation, and follow-up, particularly in TQM, which is a long-term process that requires the administration's full engagement and strong adoption of the idea to communicate it to the employees.

That is why it was critical to begin by asking the participants on this subject, focusing on the importance of quality management to the institution's management. All participants stated that quality is essential to the management of the institutions they work in but without providing evidence on how this importance reflects day-to-day operations or general strategies.

Quality in general and in school management in particular is extremely important. If the educational institution or school wants to present a successful model in performing the educational task with its students and with its teachers and with all the administrative staff as well, then there must be quality management (Participant 5, Head of Department).

I think it's at the top of the pyramid, you know, the quality with all its, let's say, subdivisions or details, it's important here especially in private schools, if you have a better educational quality, so, there will be more satisfaction from the parents and you will, you'll see that the students are learning better high quality in let's say in the customer service accepting the candidates or the students dealing with the parents part participate or communicate with them in a high quality way will be very important to get satisfied. So, that as you know, we are private school (Participant 6, School Principal).

The participants, particularly the managers, stated that the concept of quality is critical since it attracts new students to the institution and that they should therefore pay special attention to it. However, the majority of them did not provide evidence of this.

So, we are all aiming to keep our current students so that they will be registered with us next year as well. And at the same time, we are aiming to get extra students from the outside these extra students should be satisfied or at least should be convinced by either our students parents talk or could be through the way that we are explaining our abilities by either could be our media or by different ways of announcements (Participant 6, School Principal).

The last observation on this matter is fundamental that most schools are only paying attention to the education quality and overlook many other vital aspects of the institutions such as the quality of the classrooms and the employees' work environment.

Total quality refers to all school facilities and aspects. take for example, the educational facility itself: is it subject to correct requirements? No, it's not true. The educational method receives the most attention (Participant 8, Teacher).

6.2.3. Customer Focused

This question was meant to explore how the institutions focus on the customer in their persuasion for quality and the ways and means they use for that. The participants agreed that concentrating on teacher quality and competency is one of the most effective ways to demonstrate the institution's quality program's focus on the student. They believed that hiring a quality teacher is the primary key to making the student the quality management process center.

Focusing on the quality of the teacher is one of the most significant elements of quality for our institution, as it is the main pillar for building the institution and attracting students, regardless of the quality of the place or the quality of the facilities, according to our vision (Participant 1, Head Department).

So, I think all international schools are same, they are focusing on choosing the best teachers. We are hiring the best teachers and also these teachers their priority to follow up you're the students and evaluate your students, and I think is the most important thing, or it can be preferred from other schools (Participant 7, Head Teacher).

In some of the schools that have two divisions, the Arabic division and English division, it was mentioned that the management focuses more on the quality of the English division than the Arabic one because, in the English division, the students pay more money.

So, if I'm talking about the quality, the quality for the American section is basically really higher, much higher than the one for the Arabic section. So, I don't know how to, to describe this, but for the American system as because of course they pay much more. So, the quality that they are given is much higher (Participant 3, Teacher).

On the other hand, other participants given other tools were used by their institutions that showed how their quality program focuses on the customer, such as providing world-class standards accredited by international organizations, as this participant said: *Document control, Control of students' registration, Inconvenient product*

control, Corrective activities, Preventive activities, Internal inspection (Participant 9, Vice Manager). And as also mentioned follows:

We follow an international curriculum, which means that the school must follow those guidelines. As long as the institution follows these guidelines, the student will be studying on Turkish soil, but his academic requirements will be equal to those of an American student (Participant 4, School Director).

The following essential aspect of the customer-focused element in TQM is customer satisfaction. The customer ultimately determines the level of quality. It is essential for the institutions, especially private institutions, to ensure that the customer is satisfied with their service. So, we asked the participants about the steps taken by their institutions to make sure that the students are satisfied.

The first and most agreed tool used by schools to measure student satisfaction was parents' meetings. Most participants agreed that it is a powerful tool because the parents are the ones who decide whether they are satisfied with the education service their kids are receiving and whether it meets their expectations or not.

There is the most important tool of communication with the parents, the teacher and the administration communicate with the parents in a way that we can say that it is daily or weekly to make sure that the educational service provided to the student is satisfactory to them and there is coordination with the parents and with the teachers and with the school administration to ensure this thing. This is the most thing I can touch (Participant 8, Teacher).

We have Telegram groups for teachers and parents, in addition to hosting a meeting for parents every semester of the year, where the educational progress is followed up on, the students' progress is addressed (Participant 1, Head Department).

The second observation was that most institutions use only one method to measure the student's satisfaction: Parents' Meeting, Class Observation, or Surveys for the Parents and Students. Furthermore, in TQM, management must follow multiple ways to ensure that the service provided is up to the customer's expectations. Only three

schools out of the eleven interviewed enforce more than one method to measure customer satisfaction.

There are two approaches: First, a survey study for students and parents with specific parameters, which is confidential so that students and parents can openly express their views and analyze the data gathered from students and parents regarding their satisfaction with the service given. Second, there will be a quarterly meeting with all parents, and after the meeting, they will meet with the teachers and discuss their children's issues
(Participant 4, School Director).

While in the language schools, the participants' answers noticed that there were no systematic methods to measure the students' satisfaction regularly.

I believe, while although I haven't seen one for a long time, we used to issue at the end of course, a course sort of satisfaction questionnaire. They comment on the teachers, the school, and everything like that. But I haven't seen one of those for a long time (Participant 10, Senior Teacher).

6.2.4. Employee Involvement

Employee participation in quality-related decisions and their involvement in creating the common goals of the institution is critical at private educational institutions since these employees are the ones who execute the quality and deliver it to the educational institution's clients. Through our research and interviews with private institutions in Istanbul, we discovered that the management of these institutions approaches this issue differently. There is, in a sense, no middle ground. Either the administration is highly transparent, or it makes decisions unilaterally with no participation.

6.2.4.1. Significant participation in decision-making

We discovered that in five of the eleven schools where we conducted interviews, there is a high level of staff participation in decisions on the educational process's quality, and this participation varies by school. In one of the schools, the staff gathers weekly to discuss the educational process's development without the presence of the principal, and they make the required decisions to ensure the educational process's quality.

We have a total quality management team at our school consisting of teachers, administrators and staff. Therefore, the opinions of the employees are always effective when making decisions regarding quality management and process (Participant 9, Vice Manager).

For each staff, they have a meeting staff meeting, in the meeting, they write everything, they suggest for the staff itself or for the school, after that, I make a big meeting with the teacher, anyone have a suggestion for the school or the quality for the training (Participant 2, School Director).

Some schools go beyond that, involving staff, students, and parents in decision-making about quality, which is critical for private schools, as the student pays for a certain level of quality. Thus, their participation in decision-making is decisive in helping these private schools develop a relationship based on trust with the client.

If I, as an administration, were planned separately from them, we would be on isolated islands, and the quality would not be achieved. But the guarantee to achieve quality is that all the elements of the system are included in the decision-making (parents - students - teachers - heads of departments - or administration) (Participant 4, School Director).

6.2.4.2. Participation is low or almost non-existent.

In six of the eleven schools where we questioned participants, their replies were quite negative, reflecting the management's utter contempt for staff when making decisions that impact the service offered to consumers. The consequences of this negligence can be observed in various ways, affecting these institutions' reputations and putting them in danger of losing skilled employees who deliver high-quality education to students. Participants expressed on how little they participate in the decision making as follows; *I would say very little (Participant 10, Senior Teacher)* and also: *The decisions are based only on the head manager (Participant 3, Teacher).*

I do not anticipate a significant impact in this issue, as management monopolizes the majority of decisions and is responsible for their implementation, and workers are not involved in any way (Participant 8, Teacher).

As seen from responses, employees are disengaged from the administration and do not share any decision-making authority with the administration. In Istanbul's competitive private school market, where schools compete for qualified personnel, the fact that the management of any school is segregated from the employees causes qualified workers to look for another place to work that values their ideas about the quality of service offered to the customer.

Furthermore, as a continuing of the irresponsible approach of reacting to problems after they occur, rather than working to prevent problems in the first place, the departments of some schools consult with employees regarding educational process decisions only when a problem exists, and they wish to resolve it.

So, we have meetings with the teachers not too frequent. But whenever there is something that requires meetings, usually, we have the meeting and asked for their opinions in the current situation (Participant 6, School Principal).

6.2.4.3. Employees Satisfaction

When we asked about the general situation of employees in educational institutions, the responses differed according to the participants' positions within the institution. As several participants stated, we noticed that all managers or heads of departments stated that all employees are pleased with their jobs and that they place a high premium on employee comfort. Of course, we were not able to verify the truth of what these managers mentioned. *I think they are satisfied to the way that the management dealing with them (Participant 6, School Principal).*

We do a survey for employees and do not write their names on the questionnaire so that they are not conservative in their opinions. This questionnaire is conducted on a quarterly basis. From what we have seen in the surveys they're satisfied (Participant 4, School Director).

However, when we spoke with teachers or employees in other institutions who work in non-leadership positions, we found that most of the answers expressed dissatisfaction with the situation in general. *If I were to assign a percentage to it; I would say it is 50% pleased with schoolwork and 50% unhappy (Participant 1, Head Department). Very poor. Due to the things, we've discussed recently, about salary, deductions, late payment, things like that'' (Participant 10, Senior Teacher)*

6.2.4.4. Employees Knowledge Level

One of the critical points related to the situation of employees in order to achieve TQM is a strong knowledge of the field because no organization, regardless of its size, can achieve high quality without employees having a deep and thorough knowledge of the field in which they work.

Particularly in education in general and private educational institutions in particular, education is a critical pillar of human life. People attend private institutions to obtain a service with solid knowledge and study with a solid cognitive and academic team to meet their desired results needs.

Whether they are managers, professors, or administrative staff, the majority of participants reported that their institution hires individuals with extensive knowledge in their professions. Several suggested that this may be one of the few reasons these institutions continue to exist. *Each of our employees is expert and qualified in their field. They show the importance of education by experiencing* (Participant 9, Vice Manager).

Teachers and administrators working in the educational field have very great information in the field. They have a level of knowledge that qualifies them to provide a high-quality service to the student (Participant 5, Head of Department).

In comparison to the other schools, our school has a very good teaching team. They are highly trained and knowledgeable in their fields, but I have noticed that at the administrative level, there is a significant lack of experience, almost none for those in administrative positions (Participant 8, Teacher).

As some institutions are unconcerned about quality in most other areas, they are incredibly concerned about the teacher's quality and degree of knowledge, which helps them recruit additional students.

6.2.5. Process Based

We now come to a substantial and challenging component of achieving the philosophy of TQM in any institution, namely the standardization of internal operations. Any company seeking long-term viability must have a robust structure

and adhere to institutional procedures to overcome the problems inherent in modern labor.

According to the participants' responses to this section, foreign schools in Istanbul suffer from a severe lack of institutional work. Schools rely on managers or owners to oversee and administer their operations. Even institutions with written work rules are generally overlooked or ignored if they clash with the manager's or owner's desires. *Most activities are also regulated by the general manager's or owner's view, regardless of whether or not he complies with school regulations* (Participant 1, Head Department).

There are rules and laws in place, and everyone follows them. Of course, if the person in charge believes otherwise, his or her viewpoint takes precedence over the rules and laws (Participant 8, Teacher).

Certain schools have rules and regulations that govern the teacher-student interaction and the processes that must be followed in order for the teacher to manage the classroom and educational process. However, it does not go beyond that.

...let's say handbook kind of instruction or information. So, these are given to the teachers, this is your jobs and duties. But we only have this for the teachers not for other departments (Participant 6, School Principal).

However, we are discussing TQM in this context, which encompasses all aspects of an institution's operations, not just the educational process but also the fact that, in a market like the private school market, administrations must establish a robust transaction system that enables the institution to continue and maintain its market position.

It is normal for any institution to have a strategic plan upon its inauguration, and this plan must have a milestone, and this plan comes from the school's private education board, which is made up of the institution's owner and decision-makers in the school, and this plan is distributed to all members of the system and is interrupted after that career progression, for each job hierarchy, there is a job description as a decision maker, thus ensuring that the process runs institutionally. There is an existing plan that the school follows, whether in the presence of the current people or their

departure, the institution will continue with the same plan (Participant 4, School Director).

6.2.6. Operation Manual

We attempted to elicit feedback on the usefulness of the given operation manual and its ability to fulfill its assigned task but received ambiguous responses from participants. We found that most schools do not have an operation manual that organizes their operations. For instance, one of the participants, a teacher, noted that he had seen it only once since starting work two years earlier at the school where he worked, and the administration had not updated it during his presence in the school.

I remember it was created. And I believe that that is given to new teachers. But again, I don't know. We've had so many people coming into the company. I don't know if people have received that if people have read it. I know we've produced it, and hopefully we use it because it had a lot of useful information for teachers there, but it certainly isn't. I never saw it followed up (Participant 10, Senior Teacher).

And even one of the participants said:

There is no manual, there is oral instructions. there isn't even a job description. There aren't even things that we should know as a teacher when we first enter teacher you HAVE to do such and such and such we are left to our own experience or personal experience (Participant 3, Teacher).

This demonstrates the extent to which they disregard the concept of institutional operation, which has a negative impact on client satisfaction in the short term, as clients will be required to pay money to institutions that operate according to the whims of employees and owners, and also on employee satisfaction, as employees will be forced to work in an institution that does not clearly and explicitly explain its operations to them.

In the long run, it will harm the institution's sustainability, as it is not established on a solid foundation that can support it in all conditions.

6.2.7. Integrated Systems

One of the TQM's most crucial components, making all the aspects of the business integrated, working towards the same goal, starting from the vision, mission statement of the institution and its relationship with the quality goals and the effect of all the above on the quality culture of the institution.

We have found that almost all the institutions interviewed lack a bigger vision for the institution. They do not even realize the importance of having integrated systems. Their vision and mission statements are generally not connected to the quality goals of the institution.

The idea of this mission and vision, let's say, it's just for me, from my point of view, it's just words that we should write it. But is it a strategy that we should apply? Let's say we are doing our best to increase the quality but not necessarily to be exactly the mission and vision (Participant 6, School Principal).

Many participants do not even know their institution's vision and mission statement, including some school directors, which indicates a complete lack of any integrated systems that the institution is following. *You want our vision mission? Of course, I do not memorize it. We have it in our books (Participant 2, School Director).*

I don't know them; I think it should be shared. Whether it would affect my work, I don't know, depends on what the mission statement is. Yeah, I mean, if you're trying to build a sort of team, why should only the management know what the mission statement is? (Participant 10, Senior Teacher).

I don't remember, I have seen that before I go to school in order to check before the interview. So, I can be clear about it. But obviously, no one has talked about, it's forgotten (Participant 3, Teacher).

Only three out of the eleven participants provided a clear answer about their vision, mission statements, and relationship with the institution's goals, especially the quality goals.

We hire employees to carry out the organization's vision and mission, and we all work together to achieve the institution's objectives. They are connected to the school's quality program, and each department develops

its plans in accordance with the school's vision and mission. Every year, the vision and mission are checked. We assume it accomplishes the objectives (Participant 4, School Director)

The administration at our school requires us to memorize the vision and mission. They need us to believe in this vision and mission so that we can feel the work we're doing and communicating it to students. It has much to do with the school's quality program (Participant 1, Head Department).

6.2.8. Integration Between Departments

Cooperation and integration between the institution's various departments are required to achieve TQM, which is why we had to inquire about the level of existing cooperation between departments in the institutions we interviewed. A small degree of cooperation and collaboration between the departments of the institutions has been identified in the institutions interviewed to achieve their objectives. Well, when I was in school last year, I don't recall, one teacher meeting. *There're no meetings between, for example, receptionists and teaching staff or manager* (Participant 10, Senior Teacher).

Everyone is working in his own, we've been asked to gather and exchange some knowledge from the past management, the ex-manager, but for now, we're not asked to, to really cooperate together to look on the quality and to improve each other's work (Participant 3, Teacher).

Only teachers and academic staff have been found cooperating together in a few institutions.

Not all departments participate with each other in raising the educational service, but only the departments concerned with the educational service are the ones that coordinate with regard to quality (Participant 1, Head Department)

6.2.8.1. Quality Culture

We wanted to ask the participants how they rate the quality culture as it is significant for any institution that is seeking to implement TQM to have a high-quality culture. We found that most participants rated the quality culture at their institutions as

average; most participants expressed that the management of the institutions does not pay attention to the quality culture. All the answers were between 5-7 out of 10. *We have so many problems in the education quality. So, the culture itself for the people about the quality is not there yet* (Participant 3, Teacher).

Well, the problem is that there are teachers who are very, let's say, creative and them trying to do their best, whatever the situation, and on the other hand, you have few teachers who are just coming here to do their job, giving lessons and goodbye that So, so, rating will, it's, let's say, a mixture between these two. I guess could be seven or eight out of 10 (Participant 6, School Principal)

6.2.9. Strategic and Systematic Approach

The institution's systematic approach to quality is something that makes the institution have a long-term quality practice. We asked the participants about the signs that suggest that the institution maintains a systematic and strategic approach to quality. We found that there is a lack of any strategic or systematic approach towards achieving quality. Participants talked only about the yearly plan of their institution – which even many of the institutions did not have – and it did not indicate that it is systematic or strategic.

I think it's a sort of passive approach, you'll deal with problems when they happen rather than trying to be proactive and improve things. So, it avoids complaints and, you know, situations where we have to deal with problems (Participant 10, Senior Teacher).

This starts before the start of the school year. For the academic year, the school develops the general goals, as well as quality plans and priorities. However, due to the Corona outbreak, the proposal has not been completed in the last two years (Participant 1, Head Department).

6.2.10. Continual Improvement

An essential part for TQM to work is creating an environment of continual improvement, where everyone in the institution feels that they have to enhance their work continually. We asked the participants about what the institution takes steps to create an environment of continual improvement.

We found that only two of the institutions we met mentioned that their management takes actual steps to create a continuous improvement environment, and they provided details about it.

There are clear and fixed steps, including steps:

- *Courses and workshops for workers to provide high service, whether teachers or administrators.*
- *Continuous performance evaluation, after each semester, an evaluation of the general performance is done, whether it is academic in tests with students or practically with teachers in performance, and this evaluation is used by raising the strengths and working to develop them, get rid of weaknesses and work to eliminate them completely.*
- *There is always a spirit of permanent cooperation between the members of the institution, whether they are teachers, administrators, or such, and everyone cooperates with each other to provide the required work (Participant 5, Head of Department).*

To build a culture of continuous growth, you must first find the inspiration, which you can instill in your workers after you have completed their training and provided them with the resources they will use in their employment. Every employee excels in his profession while adhering to the school's expectations, and his reviews are consistently positive. You must provide him with a moral or financial reward. For example, a party celebrating workers and recognizing the most productive employees during the year, followed by a monetary bonus when the contract is renewed or in the form of incentives (Participant 4, School Director).

One of the participants spoke about the importance of the manager being a role model for his staff, pushing them to continue improving their work and providing high results.

First, you must be a leader for the staff, not a manager, a leader like a father a brother. Sometimes to make a good relation between you and the team, a good relation, even everyone maybe come to you to discuss with you

any problems inside the school or outside the school (Participant 2, School Director).

6.2.11. Fact-Based Decision Making

We asked the participants about the signs that suggest that the institution's decision-making process is based on facts and research. The answers were different based on the position of the participants; directors and managers stated that the decision-making process is based on facts and evidence. However, participants in non-leadership positions said that most decisions are based only on what the manager or owner desires, even if it is not what should be done. *Unfortunately, the school decision-making process is not based on facts and is based solely on the desire of the person in the administration (Participant 8, Teacher).*

We make decisions in meetings with departments based on the data gathered by each department, and where there is disagreement, the majority opinion is taken, not the opinion of the concerned person or the manager (Participant 4, School Director).

6.2.12. Communications

The last element of TQM practices argues that the institutions have to have excellent communication with all the stakeholders to ensure the best application of TQM.

6.2.12.1. Communication with the customer

One of the vital aspects in the communication, it was found to have great attention from all managements of the institutions we met. It is the only aspect appropriately done even in the schools that did not have any essential quality in Istanbul's private education institutions. They also appeared to use it to make up for all the failures in all other aspects of the education process. *It is perfect, the communication is perfect. There are persons who just working as interconnection between students and the management and teachers, so they work like that. So, it's perfect (Participant 7, Head Teacher).* *For our school, the most important thing is the communication. You can teach, your teacher can be very good, your system can be very good. But if your communication is bad, you cannot do anything (Participant 11, School Director).*

Many participants mentioned that the management intends to communicate with the parents and students because they want them to bring new clients for them.

Communication with parents and students is much better 80-85%. Because the administration pays great attention to the satisfaction of parents because they are the ones who bring them the money (Participant 1, Head Department).

6.2.12.2. Communication with the staff

Internal communication between management and staff was discovered to be less than ideal; it is ineffective in building a long-term quality program. It will obstruct whatever the management tries to impose because it will not be well communicated with the staff. There was a complete lack of communication in some cases, and teachers were left alone to deal with the problems. *One of the school's issues is that communication is totally inadequate, both internally between staff and some of them and externally between the school and students (Participant 8, Teacher).*

There is a problem with communication and connection between all of us, and I believe we are not being told that we must do this or that we must contact a manager or someone to solve the problem (Participant 3, Teacher).

One of the participants mentioned that the communication was friendly with the management. *The communication between the management and the staff is very friendly (Participant 6, School Principal).*

6.2.12.3. Communication with the community

Very ineffective communication with the community was found in all interviewed institutions, primarily because of Covid-19, as mentioned by the participants. *With the community it's not there because of covid19 but we are planning to do it (Participant 2, School Director). About communication with the community, existing but weak, it could be due to Covid (Participant 5, Head of Department).*

6.2.13. Barriers to applying TQM in private education institutions in Istanbul

The participants were asked about what they think is the reasons why the TQM practices are not applied widely in the private education institutions in Istanbul generally, and there were given four options to choose from, these options are:

Table 6.1: The Distribution of The Participants' Choices

Lack of leadership for quality	4
Lack of strategic quality planning	4
Lack of resources for TQM	1
Lack of human resource development and management	2
Total	11

You can choose all of them, but one thing: lack of leadership is an important thing which is for each for all the organization if you have a good leadership, this good leadership, you can do anything (Participant 2, School Director).

To be frank, I believe it's for all of the reasons you said, ... however, half of all schools lack vision and only teach in a commercial manner (Participant 4, School Director).

Although most of the participants said it is all the reasons mentioned, but we asked to choose the number one that affects, we can see from the table above is that the majority of the participants' opinions were distributed between lack of leadership for quality and lack of strategic quality planning, and this shows - from the participants' point of view - that most leaders in private educational institutions in Istanbul do not prioritize quality management, which creates a crisis of trust with the client who wishes to see management puts the quality management as one of the top priorities. Another reason shared by the other part of the participants was that even if the management is willing to apply quality management, it does not have any strategic thinking or long-term planning to apply quality management.

CHAPTER VII

CONCLUSION

7.1 Study Highlights

Decades after the introduction of TQM to educational institutions, most private schools in Istanbul still employ a reactionary approach, they address the issues after it occurs rather than developing a quality program that prevents them in the first place.

Any institution can claim that it provides a high-quality service to its clients, but there is a massive difference between what they are claiming and what they are implementing on the ground. And here comes the role of quality programs like TQM to provide systematic guidance to these institutions on how to satisfy their customers by adopting a sustainable quality program that supports their claims.

The key result of our research shows the following:

- Except for one, none of the interviewed institutions has a defined, straightforward quality program in execution.
- Complete lack of any systematic or strategic approach towards achieving quality.
- Most institutions use a single methodology to assess student satisfaction; whether it is a monthly evaluation, class observation, or customer surveys, none apply multiple approaches.
- Employees of the institutions have a limited role in the decision-making process regarding quality.
- Lack of institutional procedures or process-based operations.
- No steps were taken by any institution to create an environment of continual improvement.
- Institutions were found to only depend on good communication with the student to make them feel satisfied without having a solid quality system.
- Participants agreed that lack of leadership for quality and lack of strategic quality planning are the main reasons TQM is not applied in Istanbul's private education institutions.

Based on all the above, we can say from the sample of participants we interviewed that there is a lack in applying TQM practices in the private education institutions in Istanbul.

7.2 Significant Discovery

According to the institutions participating in the study point of view, their way of quality implementation relies solely on hiring good teachers to provide an acceptable level of education. But they're not providing these teachers with the resources, systems, or support they need to continue to provide high-quality service to students. There was also a complete disregard for departments such as HR and most interdisciplinary departments.

7.3 Interpretation of Findings

The results show that the institutions are willing to put TQM into practice. However, there are no actions to illustrate this activity in reality, either because it is not prioritized or because they lack proper planning.

7.4 Implications of the research

Institutions that do not have a quality program can start by implementing one of the methods mentioned in the research (McKinsey 7S Framework or Cultural Change) to move toward total quality management. It will assist these organizations in maintaining a long-term existence while providing high-quality service to their customers. Private education institutions in the modern demanding markets have to have a well-established quality program, whether TQM or a different program.

7.5 Areas of Improvement

Future studies in this area can look at this with a much broader segment and also can search the influence of quality in private schools from the perspective of students and service recipients.

It will be critical to understanding how the private school customer views quality from their perspective and how it aligns with the administration's view of quality.

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APPENDIX A: Interview Questions

Research Subject Questions:

1. Does your institution have a quality program/philosophy in the execution? If yes, please explain its main highlights?
2. How would you describe the importance of the quality philosophy to the institution's management?
3. How is the quality philosophy of your institution focusing on the customer or the student?
4. What are the steps taken to make sure the customer is satisfied?
5. To what extent do you think the institution's staff are involved in the quality program and overall decision-making?
6. How do you describe the overall condition of the employees in the institution?
7. How would you describe the knowledge level of the institution's staff in the education field?
8. What are the signs or the evidence that your institution operations' are process- based?
9. How would you rate the efficiency of the operation manual of the institution?
10. How do you evaluate your institution's vision, mission, and guiding principles? And how are they linked to the institution's quality philosophy?
11. How would you rate the quality culture at your institution?
12. How are the departments of the institution integrated into improving the quality of the education service?
13. How can you describe the strategic and systematic approach to the quality philosophy of the institution?
14. How can you describe the steps taken by the institution to create an environment of continual improvement?
15. How can you describe the decision making process at your institution? and do you think it's based on facts?

16. To what extent do you think that your institution has an effective communication system?
17. What makes you think your institution has a strong contact with its students and community?
18. Which of these reasons do you think are the barriers to applying the TQM in the private education organizations in Turkey:
 - Lack of leadership for quality
 - Lack of strategic quality planning
 - Inadequate resources for TQM
 - Inadequate human resources development and management
 - Other (Please explain)

CV

Personal Information:

- Name: Amr Ahmed
-

Education and Qualifications

- **MBA, Sep 2019 – Present**

Istanbul Sabahattin Zaim University, Istanbul

Master's in business administration with the focus in the education management and maintaining a high-quality education service.

- **Bachelor of Accounting, 2010 – 2015**

International Islamic University Malaysia, Kuala Lumpur

GPA: 3.44

- **Languages:**

- *Arabic: Native*
- *English: Fluent*
- *Turkish: Intermediate*

Work Experience

- **Branch Manager, Aug 2019 – Present**

Cambridge Academy, English Language School, Istanbul

- *Responsible for overseeing and coordinating all operations of the branch.*
- *Managing the school day-to-day operations.*
- *Managing over 300 students monthly.*
- *Coordinating between sales, academic, and operation teams.*
- *Setting the school procedures and making sure all staff follow them.*
- *Creating, developing a better education environment for our students.*
- *Hiring, training, supporting all new staff.*
- *Creating and implementing strategies to improve productivity and sales performance.*
- *Dealing with all kinds of complaints from the students and providing the best possible solutions.*
- *Coordinating with other branches in creating the general vision of the school.*

- *Overseeing the company's social media team, setting the targets, follow up their performance.*

Sales Manager, Feb 2017 – Jul 2019

Cambridge Academy, English Language School, Istanbul

- *Managing school sales by developing a business plan that covers sales, revenue and expense controls. Meeting planned sales goals of the school.*
- *Setting individual sales targets with the sales team.*
- *Tracking sales goals and reporting results as necessary.*
- *Overseeing the activities and performance of the sales team.*
- *Making contracts with agencies from around the world to bring students to the school. Coordinating with marketing on lead generation.*
- *Training new sales team hires.*
- *Developing the sales team through motivation, counseling and product knowledge education. Promoting the organization and products.*
- *Understand our ideal customers and how they relate to our courses and services.*

Sales Specialist, Aug 2016 – Feb 2017

Elicos Malaysia, English Language School, Kuala Lumpur

- *Explaining all courses and programs to new potential students.*
- *Understand students' needs and requirements.*
- *Provide accurate, valid and complete information of our courses by using the right methods/tools.*
- *Telephone follow-up & Email outreach & follow-up.*
- *Handle students' complaints, provide appropriate solutions and alternatives within the time limits; follow up to ensure resolution.*
- *Achieve the sales target every month.*
- *Finding new ways for to get new customers.*
- *Supervising classes, help teachers with any issue in the class.*
- *Follow up the payment of the class.*
- *Provide a fast and efficient solution to any problem comes from the students.*

Operation Specialist, Jan 2016 – Aug 2016

Elicos Malaysia, English Language School, Kuala Lumpur

- *Assist the company manager in planning, organizing and coordinating functions relating to the operation of the business.*
- *Creating a productive work environment for all the staff.*

- *Maintaining an updated client, customer, contractor and supplier management system.*
- *Providing recommendations and suggestions for improvements in any aspects relating to increased performance.*
- *Coordinating with different departments to achieve optimal work production across the board.*

Skills

- *Team Player*
- *Leadership*
- *Microsoft Word, Excel, PowerPoint*
- *Video & Photo Editing*
- *Google Docs & Spreadsheets*
- *Social Media Management: Facebook Ads & Google Ads*