

Total Quality Management In Efl Education

Zeena Abid Ali Dawood*

College of Education - Al-Mustansiriya University

Abstract:

The purpose of this study is to identify the extent of the EFL teachers' implementation of total quality management (TQM) principles through teaching English as a foreign language in Iraqi secondary schools. A total of 180 EFL teachers from secondary schools in Baghdad during the academic year 2010/ 2011 participated in the study. Data was collected using a scale to identify the extent of implementation of total quality management principles by 140 EFL teachers in their classroom. To support the data collected from the scale, 40 teachers were observed by EFL educational supervisors during their lessons. The collected data was analyzed using frequency, means and standard deviation to identify the extent of implementation of (TQM) principles. The weighted means and percentage weights were used to identify the perceptions of EFL educational supervisors. The results showed that the implementation of TQM principles by EFL teachers was moderate overall. The results also showed that the most implemented TQM principles by EFL teachers was (teacher quality) principle. According to observation results the percentage of TQM principles which represents the (high) actual application was (60%), while the (low) actual application was (40%). Thus, the study revealed that EFL teachers need a comprehensive training to implement TQM principles in the secondary schools in Iraq. In the light of the results of the study, the researcher presented conclusions, implications, and suggestions for further study.

Key words: Total Quality Management principles, EFL Teachers, Continuous Improvement.

ادارة الجودة الشاملة في تعليم اللغة الانجليزية بصفتها لغة اجنبية

زينة عبد على داود

الجامعة المستنصرية - كلية التربية

ملخص الدراسة :

الغرض من هذه الدراسة هو تحديد مدى ممارسة مدرسي اللغة الإنجليزية بصفتها لغة أجنبية لمبادئ ادارة الجودة الشاملة (TQM) من خلال تدريس اللغة الإنجليزية بصفتها لغة أجنبية في المدارس الثانوية العراقية. وقد شارك ما مجموعه 180 من مدرسي اللغة الإنجليزية بصفتها لغة أجنبية في المدارس الثانوية في بغداد خلال العام الدراسي 2010/2011 في هذه الدراسة. وقد تم جمع البيانات باستخدام مقياس لتحديد مدى ممارسة لمبادئ ادارة الجودة الشاملة من قبل 140 من مدرسي اللغة الإنجليزية بصفتها لغة أجنبية في صفوفهم. لدعم البيانات التي تم جمعها من المقياس، قد لوحظ 40 من مدرسي اللغة الإنجليزية بصفتها لغة أجنبية في صفوفهم. وقد تم تحليل البيانات التي تم جمعها باستخدام التكرارات والوسط الحسابي والانحراف المعياري لتحديد مدى ممارسة مبادئ ادارة الجودة الشاملة. وقد استخدم الوسط المرجح والوزن المئوي لتحديد تصورات المشرفين التربويين لمدرسي اللغة الإنجليزية بصفتها لغة أجنبية. أظهرت النتائج أن ممارسة مبادئ ادارة الجودة الشاملة من مدرسي اللغة الإنجليزية بصفتها لغة أجنبية كانت معتدلة عموماً، وكان مبادئ (جودة المعلم) الأكثر ممارسة. وفقاً لنتائج الملاحظة كانت النسبة المئوية للمبادئ ادارة الجودة الشاملة والتي تمثل التطبيق (الأعلى) الفعلي (60%)، في حين أن التطبيق (الأقل) الفعلي كان (40%). وبالتالي، كشفت الدراسة أن مدرسي اللغة الإنجليزية بصفتها لغة أجنبية في حاجة الى تدريب شامل لتنفيذ مبادئ ادارة الجودة الشاملة في المدارس الثانوية في العراق. في ضوء نتائج الدراسة، قدم الباحث الاستنتاجات، والاقتراحات لدراسات المستقبلية.

1. Introduction

Quality in English Language Teaching (ELT) constitutes an important subject in the whole education system of Iraq. In all institutions the issue of quality receives much more attention than any other concepts today because of the rapid changes in the world. The concept of "quality" is defined by many researchers. For instance, Harvery & Green (1993, p.10) define quality as a constructive process that focuses on positive efforts to improve the final outputs. Crosby (1984, p.21) defines quality as "conformance to requirement" while Corrigan (1995, p.61) defines quality as "fitness for use". According to Deming (1986, cited by Crawford & Shutler , 1999) quality is "the degree of conformance to a standard" and as "customer (student) focus" (p.68). In line with quality, the concept of TQM is based on the participation of all members of an organization in improving processes, products, services, and the culture in which they work (Collins, 1994, p.39; Miller & Wang, 2000,p.22). Thus, the concept of TQM has been heavily discussed in different areas, but lightly discussed in education. Therefore, educators and educational leaders are searching for the meaning of Total Quality Management (TQM) in education and the contributions of this new philosophy.

Chaudron (2000) defines TQM as:

a system of continuous improvement employing participative management, training, problem solving teams, statistical methods, long-term goals and recognition that the system, not people, produces inefficiencies (p.14).

Eanes (2006) states that:

TQM is a set of general principles about the fundamental education and norms of practice of a working organization dedicated to quality (p.1).

Borahan and Ziarati (2002) describe TQM as:

an approach to improve the effectiveness, flexibility and competitiveness of a work as a whole. It involves whole companies getting organized in every department, every activity, every single person, at every level (p. 113).

Kaufman (1992) defines (TQM) as a process of continuous improvement within an environment of trust and cooperation. Continuous improvement is a "process in which teachers discuss their ideas and find ways of improving individually and collectively in their work with each other and with the students" (p.149).

1.1. The Problem and its Significance

TQM is a new system of continuous improvement in English language education. Hence, the intermediate and secondary schools teachers in Iraq have certain problems on the way to implementing TQM principles. Some of them are:

- Basic components of quality such as continuous improvement, teaching - assessment, and complete participation are being neglected.
- Some schools lack equipment necessary for self- evaluation of the school.
- Concerning the TQM application process, some steps are not understood clearly.
- A weakness in the efficiency and skill is detected.

Furthermore, there are some obstacles for quality teaching and learning in EFL. Some of them are:

- There are crowded classrooms in schools.
- Teachers cannot develop extra materials when the available materials are insufficient.
- They also cannot benefit from the educational technology which is very important today.
- There is still focus on grammar teaching, instead of contextualizing.
- Students are not provided with effective learning opportunities.
- Some teachers are not encouraging students to work as a team.
- Teachers are unable to communicate with the class.

Another problem concerns the fact that the teachers' sole aim is to cover the curriculum or the textbook during an academic semester, rather than giving students different opportunities to develop their communicative skills in English. Covering the curriculum or covering a book is not a solution in ELT. Presently, students are required to finish a series of books and units. This rigid structured approach needs to be eliminated.

There have also been problems relative to how students are being taught. Students have not been encouraged to express their ideas freely in ELT classrooms. As a result, students have become passive and seen the teacher as the information giver.

In addition to these problems, Demirel (2003, p.51) criticizes the way students are assessed in ELT. He claims that an isolated grammar test should be replaced by skill-based tests (listening, speaking, reading and writing tests). For him, this is what Total Quality is.

Therefore, the significance of the present study can be outlined as follows:

- To improve the teaching – learning process making use of TQM principles during teaching English as a foreign language.

- To encourage participation, good planning and teamwork in schools.
- To benefit from TQM principles in the preparation of training programs to train teachers of English.
- To benefit from TQM principles in the development of curriculum and teaching methods.
- To contribute to developing the capacity of teachers of English and improving their performance in the field of teaching.

1.2. Aims of the Study

The aims of this study are:

1. to identify the (TQM) principles in education especially in teaching English as a foreign language.
2. to identify the extent of the EFL teachers' implementation of total quality management (TQM) principles in their classroom.
3. to identify the perceptions of EFL educational supervisors concerning the actual reflect of TQM principles by EFL teachers in their classroom

1.3. Research Questions

The study aims to find answers to the following questions:

1. What are the (TQM) principles in education?
2. What is the degree of implementation of total quality management (TQM) principles by EFL teachers in their classroom?
3. What are EFL educational supervisors' perceptions concerning the actual reflect of TQM principles by EFL teachers in their classroom?

2. Review of Literature

2.1. Total Quality Management in Education

The concept of total quality management (TQM) was developed during the 1930's by an American, Dr. W. Edwards Deming, known as "the father of quality", after World War II for improving the production quality of good and service. Later, Deming's quality control methods received greater attention during the 1950 in Japan. Japan's economic success is the result of the application of Dr. Deming's quality methodology (Arcaro, 1995, p.6).

TQM in education is "a philosophy, supported by a comprehensive toolkit, driven by students and staff, in order to identify, analyze and remove the barriers to learning" (Davies & West-Burnham, 1997, p.206).

The idea of applying the TQM philosophy in education was first introduced by Tribus (in Özbemir,1994) who claims that adapting TQM to education is "central to the idea of developing flexible adults able to cope with a changing world" (p.15). They also suggest that the main feature at the heart of TQM is a

problem solving ability and problem solving requires an educational system, a social system, a technical system and a managerial system.

Bonstingl (1992, as cited in Mehrotra 2002) explains four vital factors of applying TQM in education and he calls these four characteristics “the Four Pillars of Quality”:

- A student – teacher relationship
- Constant dedication to continuous improvement
- A process / systems approach
- Strong and consistent Total Quality Leadership. (p. 35)

In all schools, teacher and student must work in an environment of partnership to optimize the system’s effectiveness. Besides, a school’s aim is to satisfy its students looking at their needs and expectations. Fitzgerald (2004) suggests students and teachers should form an improvement team and they continuously work on the highest possible quality at each step in the development process. In this way students are tried to be developed to their “fullest potential” (p.1).

Apart from the awareness and commitment for everyone, a school must have a clear mission to manage continuous improvement towards higher quality standards. The standards that the school will define should focus on developing students’ abilities to solve real-life problems rather than just memorizing subject matter (Fitzgerald, 2004, p.2).

Köksal (2003, p.25) applying Deming’s quality principles in education, suggests that there are 5 factors of TQM:

- Personal Leadership
- True Partnership
- System Focus
- Process-Oriented
- Commitment Continuous Improvement

Zaczkowski & Buckley (2003, p.43) suggest that Personal Leadership is the most important of the five essential features of quality schools because a teacher, as a leader, should be a model to students. Bonstingl (2001, p.45) states a leader must remove the fear out of the school. He/she should create an atmosphere where students can think creatively, and build a partnership of mutual support for everyone’s continuous improvement. In other words, a teacher is a coach helping and supporting students not threatening, ranking or punishing (Temponi, 2005, p.23).

Using certain objective tools, a teacher can become an instructional leader having knowledge about the students in their classrooms. Furthermore, he or she can also help them solve their problems. As Zaczkowski and Buckley (2003) indicate, without knowledge, teachers cannot help their people and cannot identify whether the problems their organization faces are systemic or due to individuals.

Steven (1994, as cited in Lomax, 1996) notes TQM has a more structured approach to solving problems and finding solutions. Steven also put forward that a teacher should:

- create and sustain the school's vision.
- help individuals to achieve personal and institutional goals.
- provide guidance on their performance.
- give recognition, reward and feedback.(p.65)

In fact, TQM is not a technology but a system - a new way of looking at the school environment in which students are accepted as important individuals having social, emotional, and intellectual needs. Özbebek (2006, p.17) suggests education is personalized according to individual learning styles and the best is expected from each student.

There have been many explanations for the quality of education (Mukhopadhyay, 2005, p.15; Friedman, 2004, p.210; Özbebek, 2006, p.18):

- Defect avoidance in the education process
- Excellence in education
- Value addition in education
- Fitness of educational outcome and experience for use
- Conformance of education output to planned goals

Bonstingl (2001) also defines TQM as a new way of thinking. It requires “consistent effort by the entire team working together toward common objectives based upon an accepted vision and mission and using quantitative and qualitative data to measure how well the system is meeting the needs of all people of the stakeholders inside and outside of the organization” (p.32). Besides, he claims the traditional fear –ridden environment of compliance control and command must be replaced by an environment of encouragement, nurturing and collegiality.

2.2. Total Quality Management in ELT Classroom

The concept of quality in English Language Teaching (ELT) rarely occurs in the educational literature. However, there has been an increase in the number of conferences and research on the quality in ELT in the past ten years. As the English language is seen as an international lingua franca, it is now significant to have quality in ELT as in any other field of education. This diverted the focus on quality not only to the teaching methodology and assessment, but also to the total experience of learners (Thomas, 2003, p.238). Thus, it is important to create a high quality of real learning environment to motivate students and teachers with relevant materials as high quality teaching (Demirel, 2003, p.52 and Moretz, 1993, p.2).

White (1998) discusses the meaning of quality in English language teacher education and he defines quality as the effective management of human and material resources which includes clarifying objectives, agreeing on quality standards between

Customers (students) and providers (teachers) and working together in effective teams which are characterized by high levels of mutual trust and co-operation. He also suggests if trainees are not given any opportunities to improve their professional judgment, their teaching will remain at the “level of craft which will not provide a sound basis for quality in English language teacher education” (p.138).

In all schools, something should be inspect such as administration, leadership, the team work, the training of staff, qualifications of staff, the teaching resources, the size of classes, and other facilities. These quality standards searched by conferences and researches for describing what is “fit for the purpose of teaching English as a foreign language” (Thomas, 2003, p.238).

Furthermore, the success of TQM in ELT depends on the quality of classroom management. The active participation of each student in the classroom is a vital factor in the students’ learning process (Yildirim, 2002, p.50). Robert Winter, implementing TQM in the classroom suggests that involving students in the teaching and learning process creates cooperation and an increase in student participation in the lesson. In fact, quality starts with knowing your students’ needs and interests (in Yildirim, 2002, p.88).

As a result, the roles of a teacher have changed through TQM philosophy. First, the teacher should have an individual mission and develop a classroom mission together with the students. Second, the teacher should continuously improve himself/herself. Third, the teacher in the classroom has become a facilitator of learning. Fourth, the teachers should track students’ progress continuously and should also know to implement TQM techniques in the classroom (Çoruh, 2001, p.45). The basic quality improvement techniques are (Jenkins, 1998, p.80):

- Plan-Do-check-Act (Problem Solving) Cycle
- Stating the vision and mission statement
- Brainstorming

In TQM techniques, continuous learning is patterned as a shape PDCA (Plan-Do-check-Act) Cycle (Matthews, 1996, p.34; Seddon, 2005, p.3; Chakka & Kulkarni, 2010, p.11) as it is shown in figure (1).

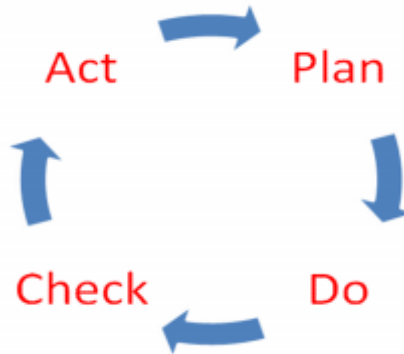
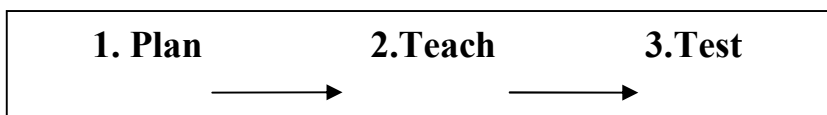


Figure 1: TQM Cycle

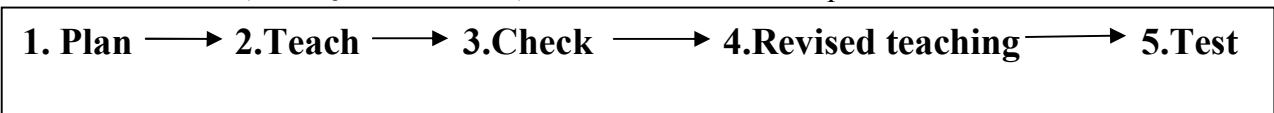
Moreover, continuous improvement is encouraged among teachers. For instance, at the schools the teachers, the management, and other staff members meet in Quality circles to discuss their ideas and find ways of improving individually and collectively in their work with each other and with the students (Moretz , 1993,p.1) .Moretz (ibid.) describes a quality circle:

A quality circle consists of a small group of people who perform the same jobs or tasks. This group meets voluntarily, on a regular basis, to discuss problems, seek solutions, and cooperate with management in the implementation of those solutions. Through the circle, members generate mutual respect and trust as they work on solutions to common, on-the-job problems (p.1).

A TQM teacher should focus on mastery learning in the classroom. In traditional classrooms, teachers usually teach following this sequence (White, 1998, p.134 and Fitzgerald, 2005, p.4):



However, in TQM classrooms, teachers follow this sequence:



This means that the teacher should always track student progress identifying which learning some students have failed. Then, he/ she reteach the missing subject in a different way. Meanwhile, the successful students go on to “enrichment

learning or assist with instruction of those who have not achieved mastery” (Chakka & Kulkarni, 2010). Similarly, Jenkins (1998,p.82) states that the teacher in a TQM classroom should check student progress by giving small quizzes to students at least once a week and draw histograms (a technique used in TQM to measure student progress) for each course. Besides, they get feedback from students in their lessons and make use of the histograms showing percentages of student mistakes. Finally, they draw a histogram at the end of the year to be used later.

Therefore, the principles of TQM overthrow traditional understanding of quality. In Table (1) some differences between traditional quality management and TQM are presented.

PRINCIPLES OF TQM	TRADITIONAL QUALITY MANAGEMENT
Focus on learners	Focus on rules
Team collaboration	Isolated individuals
Work seeking vision of group or organization	Work seeking individual's purposes
Systematic continuous improvement of process	Solution of single problems or there is no improvement
The criticism is not avoided	Rejecting the criticism as wrong

Table 1: Differences between TQM and traditional quality management

In addition to this, the student is very important in the TQM classroom as well. Thus, a student interest, attitude, their strengths and weaknesses in their learning process, areas for improvement and student responsibility for learning are very important resource for improvement in TQM (Arcaro, 1995, p.64)

For quality schoolwork Glasser (in Fitzgerald, 2005) lists six conditions which should be maintained in the classroom:

- There must be a warm, supportive learning environment.
- Students should be asked to do only useful work.
- Students should be asked to do the best they can do.
- Students should be asked to evaluate their own work and improve it.
- Quality work should never be destructive.(p.2)

In line with this idea, the traditional treatments of students as in the following items are eliminated (Miller & Daniels, 1998, p.29 and Özbebek, 2006, p.24):

- Bad treatment (hitting, swearing, and punishing)
- Discipline: various punishments identified in The Student Discipline Regulations.
- Describing a student as unsuccessful and lazy and taking him/her away from school.
- Ignoring students all the time and not giving importance to students' ideas.

Finally, in a TQM classroom, using time effectively is necessary for quality education. Thus, teachers should do classroom activities planned beforehand as Chakka & Kulkarni (2010) suggest that the teacher reaches his/her educational aims by doing daily plans regularly and using time efficiently.

By Ruzevicius & Adomatiene (2001, p.508), the process of TQM in EFL is classroom summarized as shown in figure (2).

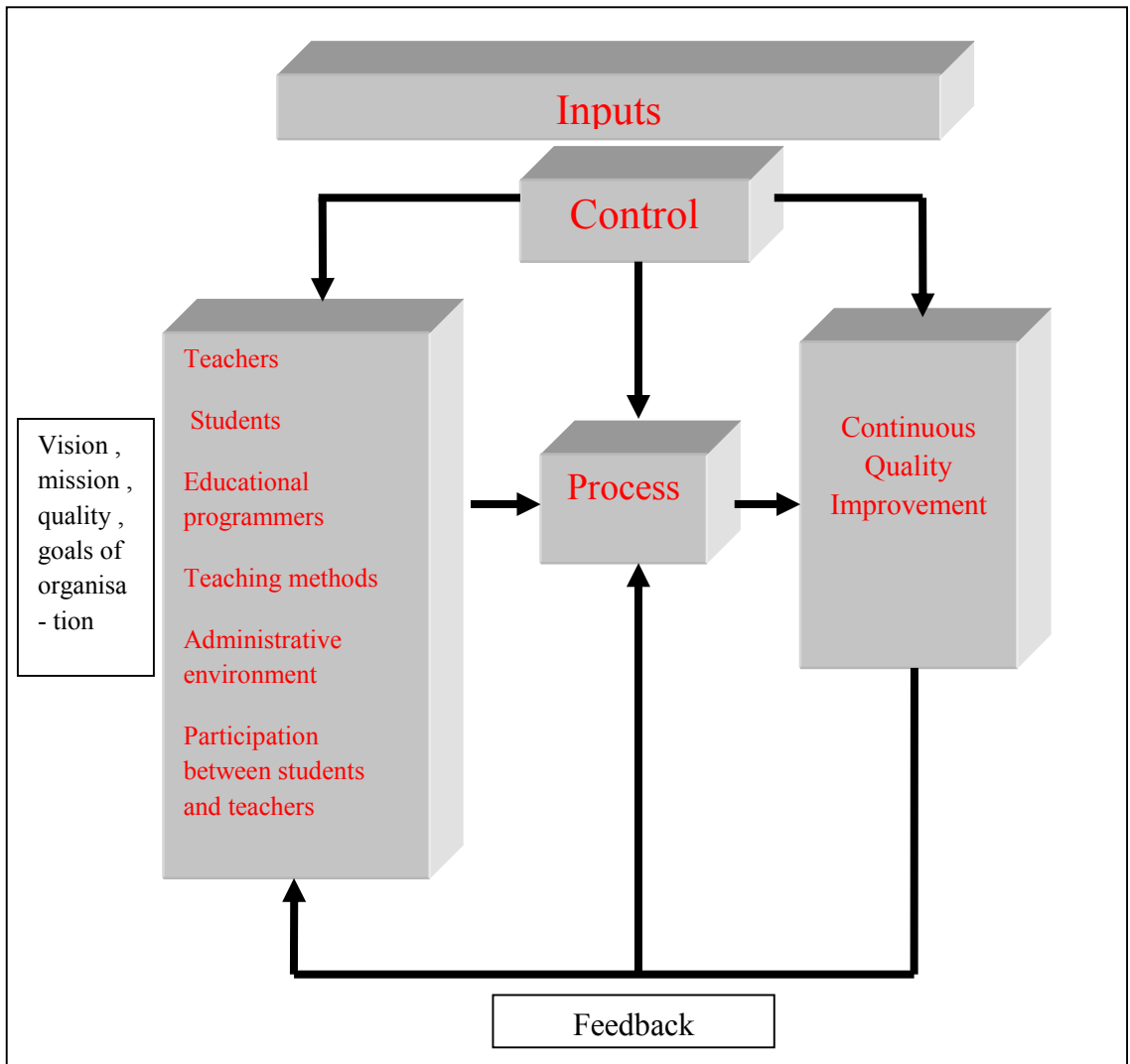


Figure (2) the process of TQM in EFL classroom

To sum up, the researcher defines TQM as an approach to organization. TQM in a class setting is a philosophy and a set of guiding principles and practices the teacher applies to teaching that represent the foundation for continuous learning and improvement on the part of the students and the teachers. It is the application of procedures related to instruction that improve the quality of education provided to the students and the degree to which the needs of the students and their employers are met, now and in the future.

2.3 Previous Studies on TQM

Numerous studies were carried out to identify TQM implementation in education. Studies claimed that there were some problems with the indicators of TQM practices, especially on the dimension of change classroom management (Baidoun, 2004, p.183 and Al-Zamany et al., 2002, p.242). Research studies also indicate that TQM is very necessary and useful for continuous improvement in education (Matthews, 1996, p.35 and Temponi, p.24).

Akhtar et al. (2000) surveyed 400 students of Punjab University, in department of management, in India. The main finding of their research was that University is willing to participate in the implementation of TQM, but first need serious development in different areas, especially concerning management and material resources. Also, they found that only a small number of instructors had TQM training, but a great number of instructors have a warm atmosphere and cooperation in the class.

In Turkey, Toremeh et al. (2009) conducted a study to determine the extent of TQM practices in 21 primary schools on 220 science teachers. The result of their study revealed the need for an effective change management, educating staff and utilizing human resources to attain a system-wide quality improvement, to implement the principles of TQM. Also, they found that more than half of teachers motivate their students and encourage parents to discuss their children's performance with them.

Salman (2009) performed a study on 200 geography teachers in intermediate schools of Al-Karkh in Baghdad. The result of his study indicated that the principles of effective teaching in the light of standards - based TQM are very important in teaching geography. Also, the practices of geography teachers are regarded acceptable (in the medium level) of effective teaching in the light of standards - based TQM.

3. Methodology

3.1. Participants

The participants in the study were 180 EFL teachers in secondary schools from Al-Rusafa 2nd Directorate in Baghdad. The 140 teachers of 4th and 5th secondary graders selected randomly for TQM classroom application scale from 42

schools. Also, 40 teachers selected randomly for TQM observation checklist from 16 schools. The teachers were observed in their English lessons by their 3 educational supervisors during the academic year 2010_2011 in the first courses (one visit for one teacher). Each educational supervisor is responsible about 40 teachers in their sector. No variables, such as educational background of teachers, gender and years of experience, were taken into consideration in choosing the teachers in the study. As for administering the TQM classroom application scale and observation of teachers, the researcher visited the Directorate of Education in Baghdad and got the official permission to submit the scale and observation in the secondary schools.

3.2. Instruments

Two data collection tools, TQM classroom application scale and observation, were used to collect data. Ellis (1994,p.55) stated that "the observation is the most suitable method used for measuring the performance of teachers in their classroom". Thus, Classroom observation was used to support the data acquired from the scale to reach more valid results as Frankel & Wallen (1993,p.78) state, when a conclusion is supported by data collected from a number of different instruments, its validity is thereby enhanced.

3.3.1 The TQM Scale

In order to identify the 140 teachers' implementation of TQM principles, a scale was adapted from (Mukhopadhyay, 2006, p.83) .This scale was developed and designed by the researcher herself based on the literature background of the TQM, some researches concerned of the TQM in EFL field, personal experience of the researcher in the field of university teaching English as a foreign language and surveying some teachers' views about TQM. The scale used to elicit the implementation of teachers (Mukhopadhyay, 2006) guided the preparation of the scale used in this study. His scale consists of 110 items in 10 principles of quality management system.

In present study, the scale comprises 5 principles that are considered indicators of TQM in EFL field:

- Teacher quality (classroom management, leadership, training on TQM principles, using appropriate quality equipment available) including 6 items.
- Quality of teaching and learning (using teaching aids, using all language skills , using variety of teaching methods, linking language skills together, sensitive individual differences between students) including 7 items.
- Quality of planning (preparation, planning (daily, monthly), linking the material with environment, organizing time,) including 5 items.
- Quality of communication and cooperation (communication with parent, cooperation with colleagues, establish interactive and collaborative relationship with students) including 7 items.

- Quality of evaluation (using variety of testing methods, using continuous assessment in the classroom, considered homework as a part of assessment) including 5 items.

Thus, the scale consists of 30 items of TQM principles on a 5- point Likert - scale with response (1, 2, 3, 4, 5) from "I never do this; I seldom do this; I sometimes do this; I usually do this; to I always do this ".A range of (3.5-5.0) on a TQM item is thought to reflect high degree of implementation of that principle, (2.5-3.4) medium degree of implementation and(1.0-2.4) low degree of implementation. See appendix (A).

3.3.1.1 Validity of the Scale

In order to ascertain face validity of the scale, the items of the scale were exposed to a jury of experts for evaluation. The jurors are asked to check whether the scale items are suitable, partially suitable or not and asked to modify, add, or change anything they do not find appropriate in the scale. It is relevant here to mention that if the scale items appear to an expert judge to be suitable for the purpose for which the scale is to be used, the scale has content validity (Lyman, 1971,p.187).See appendix (B).

The suggestions and modifications suggested by the jury member were fully considered by the researcher. The percentage of agreement of the jury members upon the scale was (85%).

3.3.1.2 The Pilot Study

The pilot study is carried out in order to help the researcher to try out the scale before it takes its final shape (Abbot and Wingard ,1981,p.138). Through the pilot study the researcher can check the clarity of the test items; to check the average time needed for answering a scale; estimate the discrimination power of each item in the scale and check the reliability of the test.

A pilot study is administered on the 5th, of Nov 2010. For the pilot administration of the TQM classroom application scale, the researcher selected randomly 100 teachers of non-sample study. Then, the researcher visited the Directorate of Education in Baghdad and got the official permission to submit the scale in the secondary schools. Then, all EFL teachers were asked to answer the questions as detailed as possible. Two or three days later, the researcher revisited the schools to get the scales back.

3.3.1.3 Items Analysis

In order to estimate the discrimination power of each item in the scale, the researcher has arranged the scored scale from high to low. She has separated two groups of scale papers: an upper group consisting of 33 teachers of total group who received the highest scores on the scale and a lower group consisting of an equal number of teachers from those who received the lowest scores. The *t-test* formula

for two independent samples was performed to check the discrimination power of the scale and their difficulty level.

Accordingly, the highest computed *t-test* value was 11.193 and the lowest was 3.599. By comparing these two figures with the tabulated *t-value* (2.000) at the level of significance of (0.05) and with the degree of freedom (68), all the scale items have a satisfactory difficulty level and a sufficient discrimination power. See Appendix (C).

3.3.1.4 Reliability of the Scale

One of the methods that can be used to find out scale reliability is the split-half method which requires that the scale as a whole be divided into two equal halves. The procedure followed is to ascertain the correlation between the scores on the odd- number items and those on the even- numbered items. The more fluctuation shows lower reliability and the less fluctuation shows higher reliability. By using Pearson's formula, the reliability coefficient of the scale computed was 0.82. The reliability coefficient of TQM scale would be acceptable if it is not less than (0.50); therefore, this result indicates that the scale as a whole is reliable.

3.3.2 The TQM Observation

To support the data collected from the scale, 40 teachers were observed by 3 educational supervisors to identify the perceptions of EFL educational supervisors concerning the actual reflect of TQM principles by EFL teachers in their classroom. So, the researcher asked the educational supervisors about their perceptions through answers about the observation. The researcher used the same procedures presented in the scale when designing the items of observation. The educational supervisors observed their 40 teachers in the first course during their lessons by one visit to each teacher. The observation included 20 items which measured the actual performance of TQM principles by EFL teachers in their classroom on a 5- point Likert - scale with response (1, 2, 3, 4, 5) from "teachers never do this; teachers seldom do this; teachers sometimes do this; teachers usually do this; to teachers always do this ". See Appendix(D).

To ascertain the face validity of the observation, the items of the observation were exposed to the same jury of experts for evaluation. The researcher used the same procedures presented in the scale concerning jurors' check of the items of observation. The suggestions and modifications suggested by the jury members were fully considered by the researcher and the percentage of agreement of the jury members upon the observation was (80%).

To achieve the reliability of observation, the researcher and her colleague observed 8 teachers individually. Then, the researcher used (G Cooper) formula to get the percentage of agreement (Madsen, 1983,p.183) .So, the percentage of agreement between them upon the observation was (0.88).

4. Data Analysis

Data analysis of this study includes the analysis of TQM classroom application scales and observation. The data of this study was collected by the researcher during (8) weeks from Dec.2010 to Jan.2011. The Statistical Package for the Social Science (SPSS) for Microsoft Windows 10.0 was used to complete the analysis of the collected data. Descriptive statistics, including frequencies, means, and standard deviations were implemented in order to identify the extent of the EFL teachers' implementation of TQM principles. Also, weighted means and percentage weights were implemented in order to identify the perceptions of EFL educational supervisors. In addition, the (0.05) level of statistical significance was set at all statistical tests in the present study.

4.1 Results of Data Analysis

4.1. 2 Question One

- **What are the (TQM) principles in education?**

This aim was achieved when the researcher deigned a scale which included the principles of TQM and was evaluated by the jury members. These principles were presented in Appendix (A).

4.1.3 Question Two

- **What is the degree of implementation of total quality management (TQM) principles by EFL teachers in their classroom?**

To achieve this aim, a scale was employed to identify the extent of the EFL teachers' implementation of TQM principles in their classroom. Table 2 illustrates that the mean of the degree of implementation of overall TQM principles was ($M = 2.76$), which was approximately at a medium degree (with a range from 1 to 5). According to the results, the most implemented TQM principles was teacher quality principle ($M = 2.98$) and followed by quality of planning principle ($M = 2.86$), quality of communication & cooperation principle ($M = 2.75$), quality of teaching & learning principle ($M = 2.67$), and quality of evaluation principle ($M = 2.57$). Thus, in the light of results, the study revealed that the most EFL teachers have medium level in applying TQM principles in their classroom. Also, Table 2 presents rank ordering of the items according to their implementation.

Table (2) Summary of Descriptive Statistics for TQM Implementation

TQM Principles	M	SD	m ≤ 3		m > 3		Rank
			Frequency	Percentage	Frequency	Percentage	
Teacher quality	2.98	0.663	102	70.21	38	29.79	1
Quality of teaching and learning	2.67	0.627	114	86.76	26	13.24	4
Quality of planning	2.86	0.700	120	73.37	20	26.63	2
Quality of communication and cooperation	2.75	0.788	116	83.10	24	16.90	3
Quality of evaluation	2.57	0.735	123	80.80	17	19.20	5
Over all TQM principles	2.76	0.702	115	78.84	24	21.16	
N=140*							

Table 3 presents mean of every single item in descending order. The results of Table 3 shows, the highest mean of degree of implementation of TQM principles was ($M = 3.12$) that means most of the teachers thought that they were the coach of the students in their learning process (item 4, the first rank). As for the item 1, the second rank, the majority of the teachers ($M = 3.11$) believed that they were treat their student fairly. Concerning to the item 22, the third rank, almost of teacher ($M = 3.10$) said that they avoid threat and blame to their student. As for item7, the forth rank, The majority of the teachers ($M = 3.09$) claimed that they used audio-visual aids while teaching .The most of the teachers ($M = 3.04$) and ($M = 3.00$) believed that they guided students on how to assess their own progress(item 17 ,the fifth rank) and they sensitive individual differences between students(item 11,the sixth rank).

According to the results in table 3, the medium mean of degree of implementation of TQM principles was ($M = 2.96$) that means some of the teachers believed that they were treat their students in the spirit of democracy (item 2, the seventh rank). Concerning to the item 3, the eighth rank, some of the teacher ($M = 2.95$) said that they used the most appropriate quality equipment available. Some of the teachers ($M = 2.93$) and ($M = 2.91$) claimed that they encouraged their students to be friendly and respectful to other students (item 23, the ninth rank) and they made their students identify their classroom mission (item 5, the tenth rank). Part of the teachers($M = 2.83$) thought that they were objective while awarding marks in examinations(item 28 ,the thirteenth rank).Some group of the teachers($M = 2.80$) said they work with their colleagues as a team(item 24 ,the sixteenth

rank).Part of the teachers($M =2.81$) and ($M =2.75$) believed that they care their students' suggestions during the learning process (item 15 ,the fifteenth rank)and they linked language skills together(item 2 ,the eighteenth rank). Some of the teachers($M =2.70$) and ($M =2.67$) claimed that they used a variety of teaching methods(item 9 ,the twentieth rank) and they used all language skills(speaking, listening, reading, writing) (item 8 ,the twenty one rank).Part of the teachers($M =2.66$) , ($M =2.64$) and ($M =2.60$)believed that they encouraged parents discuss their children's performances with them((item 19, twenty two rank) ; they created a warm atmosphere for students to study without feeling scared(item 21, twenty three rank)and they used a variety testing methods (daily, weekly, monthly) (item 30, twenty four rank).

Also , in table 3 , the lowest mean of degree of implementation of TQM principles was ($M =2.55$) that means less number of the teachers believed that pay attention to students' interests, attitude, and learning ability while planning lessons(item 15, twenty five rank). Less number of the teachers ($M =2.44$) believed that they used time in an organized way (item 18, twenty six rank). Concerning to the item 26 and 29, the twenty seven and twenty eighth rank, less part of the teachers ($M =2.40$) and ($M =2.29$) claimed that they used continuous assessment during class and they group their students according to their marks. Less number of the teachers ($M =2.25$) and($M =2.20$) believed that they encouraged their students to work in unity to reach their common goal(item 25, twenty nine rank) and they reviewed the material from time to time(item 14, thirty rank).

Table 3 Summary of means and rank of the items of TQM principles

Rank	M	TQM principles	Items No.	Rank	M	TQM principles	Items No.
1	3.12	Teacher Quality	4	16	2.80	Quality of communication & cooperation	24
2	3.11	Teacher Quality	1	17	2.77	Quality of evaluation	27
3	3.10	Quality of communication & cooperation	22	18	2.75	Quality of planning	10
4	3.09	Quality of planning	7	19	2.73	Quality of communication & cooperation	20
5	3.04	Quality of teaching and learning	17	20	2.70	Quality of planning	9
6	3.00	Quality of planning	11	21	2.67	Quality of planning	8
7	2.96	Teacher Quality	2	22	2.66	Quality of communication & cooperation	19
8	2.95	Teacher Quality	3	23	2.64	Quality of communication & cooperation	21
9	2.93	Quality of communication & cooperation	23	24	2.60	Quality of evaluation	30
10	2.91	Teacher Quality	5	25	2.55	Quality of teaching and learning	15
11	2.86	Quality of teaching and learning	12	26	2.44	Quality of teaching and learning	18
12	2.85	Quality of teaching and learning	16	27	2.40	Quality of evaluation	26
13	2.83	Quality of evaluation	28	28	2.29	Quality of evaluation	29
14	2.84	Teacher Quality	6	29	2.25	Quality of communication & cooperation	25
15	2.81	Quality of teaching and learning	13	30	2.20	Quality of teaching and learning	14

4.1.4 Question Three

- **What are EFL educational supervisors' perceptions concerning the actual reflect of TQM principles by EFL teachers in their classroom?**

To achieve this aim, 40 teachers were observed by 3 educational supervisors to identify the perceptions of EFL educational supervisors concerning the actual reflect of TQM principles by EFL teachers in their classroom. So, the researcher makes the weighted mean of 3 and the percentage weight of 60.00 a standard to separate between the (high) actual application and the (low) actual application. Thus, every performance that has surpassed this weighted means and this percentage weight (the standard) is verified and accepted. For more illustration, see Table 4. According to the results of descriptive statistics analysis, 11 items of TQM principles were approximately at a high actual application. So, the range of weighted means was approximately between ($W_m=3.90$) at a maximum and ($W_m=3.10$) at a minimum, while the range of the percentage weights was approximately between ($P_w=78\%$) at a maximum and ($P_w=62\%$) at a minimum in the (15,14,8,7,3,5,20,16,11,16,13) items. In the other side, 9 items of TQM principles were approximately at a (low) actual application. So, the range of weighted means was approximately between ($W_m=2.97$) at a maximum and ($W_m=2.37$) at a minimum, while the range of the percentage weights between ($P_w=59.40\%$) at a maximum and ($P_w=47.40\%$) at a minimum in the

(17,12,4,2,19,10,9,1,18) items. Thus, in the light of results, the study revealed that a majority of teachers have some difficulty in applying TQM principles in their classroom.

Table 4 Summary of Descriptive Statistics for TQM principles Observation

No. of Items	W. means	Percentage weights	No. of Items	W. means	Percentage weights
1	2.70	54 %	11	3.15	63 %
2	2.87	57.40 %	12	2.96	59.20 %
3	3.45	69 %	13	3.10	62 %
4	2.91	58.20 %	14	3.88	77.60 %
5	3.42	68.40 %	15	3.90	78 %
6	3.14	62.80 %	16	3.20	64 %
7	3.55	71 %	17	2.97	59.40 %
8	3.85	77 %	18	2.37	47.40 %
9	2.75	55 %	19	2.82	56.4 %
10	2.80	56 %	20	3.30	66 %
<i>N=40*</i>					

As mentioned earlier in Table 3 and 4, the results of observation in some items (4,5,8,10,13,16) were similar to the results of scale in some items (7,4,11,3,23,5), which indicates that there is a high actual applications of TQM principles by EFL teachers in their classroom. Also, the results of observation in item some (9,12,17,18,19) were similar to the results of scale in some item (14,16,18,25,9), which indicates that there is a low actual applications of TQM principles by EFL teachers in their classroom .But, the results of observation in some item (6,7,14,15,20) were contrary to the results of scale in items (21,10,26,25,29) between high to low, which indicates that there is a medium actual applications of TQM principles by EFL teachers in their classroom .

5. Conclusions and implications

In all fields, especially education, quality has an important role.TQM as a necessary element always has a direct influence on the human improvement. According to the results of descriptive statistical analysis, most EFL teachers implement TQM principles below (medium) degree of implementation. The results of the present study were in agreement with the previous study (Salman,2009) which reveals that teachers practice in the medium level of practice of effective teaching in the light of standards - based TQM. However, the high degree of

implementation was (teacher quality) principles and followed by (quality of planning) principles, (quality of communication & cooperation) principles, (quality of teaching & learning) principles, and (quality of evaluation) principles.

Concerning the educational supervisors' perception about TQM principles, more than half of the teachers (60%) applied TQM in their classroom. It is clear that they think TQM is very necessary and useful if it is applied correctly. On the other hand, they find the TQM efforts at schools insufficient due to the lack of detailed explanations of what TQM is and they find TQM difficult to apply due to crowded classrooms and insufficient teaching hours. The results of the present study were also in agreement with previous studies which indicate that there were some problems with the indicators of TQM practices and it is very necessary and useful for continuous improvement in education (Matthews, 1996 ; Akyel, 2003; Baidoun, 2004).

According to the results, most of the teachers were found share their materials or ideas with their colleagues, which builds up teamwork among them. Also, some of the teachers motivate their students to reach their common goal and to fulfill their classroom mission and encourage parents to discuss their children's performances with them. The results of the present study were in disagreement with (Toremeh, et al. 2009) study which indicates that more than half of teachers motivate their students and encourage parents to discuss their children's performance with them; Therefore, the teachers should be more flexible, cooperate with colleagues and establish interactive and collaborative relationship with students.

By the results of the present study, the majority of the teachers perceived the exams only as routines. However, the teachers should modify (improve) the teaching/learning process in the classroom by using variety of testing methods and using continuous assessment in the classroom.

The results obtained from the data collection revealed that a small number of EFL teachers have some information about TQM. The findings of this study were also in agreement with the (Akhtar et al., 2000). Thus, if the purpose is to reach quality by eliminating the rigid structure of teaching and assessment and encouraging continuous improvement among the teachers, the EFL teachers should have training courses and also these courses should be given in small groups in order to be effective. There should be group discussions and surveys of some real cases from schools so that teachers will really learn how to implement the TQM principles in the classroom. In order to enable EFL teachers to have such training courses, the Ministry of Education should collaborate with the universities.

5.1 Suggestions for Further Research

Based on the conclusions and implications of the present study, some suggestions are put for further study:

1. Further studies may be conducted in other stages/level of learning: primary, intermediate, and university levels.
2. Further studies may be conducted in other TQM principles: co-curricular activities and material resources.
3. Further studies may be conducted using other data collection methods: surveys and group interview.
4. Further studies are needed in the EFL field using other principles, techniques and strategies of TQM.

Reference

- Abbot, G. and Peter W. (1981). *The Teaching of English as an International Language: A practical Guide*. Guildford Survey: Biddles.
- Akhtar, N.A. & Ahmad, A.Y. & Asif, M.(2000). "Integrated Quality Management System for Universities: A study of IQTM, Universities of the Punjab". *Asian Journal of Business Management*, 4, (3) ,1-18.
- Ali, M. & kumar, R.(2010). "Implementation of Total Quality Management in Higher Education ".*Asian Journal of Business Management*, 2, (1) ,9-16.
- Al-zamany, Y., Hoddell, S. E. & Savage, B.M.(2002). " Understanding the Difficulties of Implementing Quality Management in Yemen". *The TQM Magazine*,14,(4),240-7.
- Arcaro, J. S. (1995). *Quality in Education*. New York: St. Lucie Press.
- Baidoun, S.(2004). "The Implementation of TQM Philosophy in Palestinian Organizations: a Proposed Non-Prescriptive Generic Framework". *The TQM Magazine*,16,(3),174-85.
- Bonstingl, J. J. (1992) .*Schools of Quality*. New York: ASCD.
- ----- (2001). "An Introduction to Total Quality Management in Education". *Quality Assurance in Education*, 14, (2),43-64.
- Borahan, N.G. & Ziarati, R.(2002). "Developing Quality Criteria for Application in the Higher Education Sector in Turkey: Current Issues and Research". *The International Journal of Educational Management*, 25, 110-130.
- Chakka, R & Kulkarni G.T.(2010). "Total Quality Management in Pedagogy (TQM_P)". *Indian J.Pharm. Educ. Res*, 44,(4), Dec,1-33.
- Chaudron, D. (2000). *TQM: a Tale of Three Villages*,New York: Elsevier publications. Retrieved July 2, 2010 from (<http://www.emeraldinsight.com/index.html>.)
- Collins, P. (1994). "Approaches to Quality" .*The TQM Magazine*,6 ,(3),39-43.
- Corrigan, J. (1995). " The Art of TQM". *Quality Progress*, 28, 61-64.
- Çoruh, M. (2001), "A methodology in higher education training-Baskent University experience". *Journal of European Organization for Quality*. 5,(2), 98-120.
- Crawford, L. E. & Shutler, P.(1999)."Total Quality Management in Education: Problems and Issues for the Classroom Teacher". *The International Journal of Educational Management* ,13,(2), 67-72
- Crosby, P. B. (1984). *Quality without Tears*. New American Library, New York.
- Davies. B. & West- Burnham, J. (1997). "Management and Total Quality" .*TQM Magazine*,6,(4),40-55.
- Deming, W. E. (1986). *Out of Crisis*. Cambridge University Press, Cambridge.

- Demirel, O. (2003), "Turkish Quality education system and the search for foreign language education" . Journal of European for language training.14.(3),51-56.
- Eanes, R. (2006). Total Quality Management. [On-Line].Available: [http:// www.totalqualitymanagement.htm](http://www.totalqualitymanagement.htm). Accessed: June 24, 2010.
- Ellis, R.(1994).The study of Second Language Acquisition .Oxford University Press.
- Fitzgerald, R. (2004). Total Quality Management in Education [On-Line].Available: [http:// www.totalqualitymanagement.htm](http://www.totalqualitymanagement.htm). Accessed: June 24, 2010.
- Frankel, J.R., & Wallen, N.E. (1993). Introduction to Research, New York: McGraw-Hill Publishing Company.
- Friedman, A. A. (2004). "Beyond Mediocrity Transformational Leadership within a Transactional Framework" International Journal of Leadership in Education 7, (3), 203-24.
- Harris, R.W. (1994)."Alien or Ally? TQM, Academic Quality and the New Public Management." Qual. Assur. Edu., 2,(3), 33-39.
- Harvey, L. & Green, D. (1993) ."Defining Quality". Assessment and Evaluation in Higher Education 18, (1), 9-34.
- Jenkins, L. (1998). "Improving Student Learning". International Journal of Leadership in Education 4, (3), 78-86.
- Kaufman, R. (1992). "The challenge of Total Quality Management in education". International Journal of Education Reform 1, (2), 149-65.
- Köksal, H. (2000)."The Role of Teachers at the Movement of TQM in Turkey". , Journal of the Institute, e-journal ,3,(2),130-142.
- Lyman, Howard, B. (1971).Test Scores and What they Mean. England Wood Cliffs, New Jersey : Prentice-Hall Inc.
- Madsen, Harold S. (1983). Techniques in Testing. Oxford: Oxford University Press.
- Matthews, M.L.(1996)."Using Knowledge to Drive Improvement". TQM Magazine, 8, (1),31-42.
- Mehrotra, D.(2000).Total Quality Management in Academics. [On-Line].Retrieved June 12, 2010 ,from. [http:// www. isixsigma. com](http://www.isixsigma.com).
- Miller, D. & Daniels S. E. (1998). "Quality Progress:8th Quality in Education Listing". Quality Progress,3, 25-64.
- Miller, W. & Wang, H.(2000)."The Importance of TQM Concepts and Instruction as Perceived by Industrial and Vocational Training Personnel".TQM Magazine,16, (1),20-38.
- Moretz, H.L. (1993). Quality Circles in the Community College. [On-Line].Available: [http:// www.ericdigests.org/quality.htm](http://www.ericdigests.org/quality.htm). Accessed: June 23, 2010.
- Mukhopadhyay, M. (2006). Total Quality Management in Education. [On-Line].Available: [http:// www.ericdigests.org/quality.htm](http://www.ericdigests.org/quality.htm). Accessed: June 23, 2010.
- Padhi, N.(2002).The Eight Elements of TQM. [On-Line].Available: [http:// www.isixsigma.com](http://www.isixsigma.com). Retrieved: June 12, 2010 .
- Ruzevicius. J & Adomatitiene, R. (2001)."TQM implementation in Lithuanian education institution" .The TQM Magazine.2,(4), 500-514.
- Salman, S. S.(2009). "The practice of geography teachers to effective teaching in the light standard –based TQM in intermediate schools in Iraq". Journal of Education College / University of Al-Mustansiriya ,Especial Issue,(3),905-24.

- Seddon, J.(2005).Freedom from Command and Control :A Better Way to Make the Work Productivity . Retrieved 12, 2010.from <http://www.emeraldinsight.com>.
- Temponi, C. (2005)."Continuous Improvement Framework: Implications for Academia". Quality Assurance in Education 13, 1, 17-36.
- Thomas, H. (2003)."The Arguments for and the Meaning of Quality". ELT Journal,57,(3), 234-241.
- Toremén, F. & Karakus, M. & Yasan, T.(2009)."Total Quality Management Practices in Turkish Primary Schools". Quality Assurance in Education, 17,(1),30-44.
- Yildirim, H. A. (2002). Total Quality Management in Education, [On-Line].Available: [http:// www.ericdigests.org/quality.htm](http://www.ericdigests.org/quality.htm). Accessed: June 23, 2010.
- White, R. (1998).What is Quality in English Language Teacher Education?. ELT Journal, 52,(2), 133-139.
- Zaczkowski, J. & Buckley, E.K. (2003). "Leadership in Reading Improvement". Quality Assurance in Education, 11,(3) .35-57.