

**Review Paper****A Study of Quality Circle and Education System****Dr. Neelambike. M. Huddar**

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ARTICLE INFORMATION**ABSTRACT****Corresponding Author:**

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The quality matters every individuals life. But In global senerio, the education system is in urge of quality education. The question arises that does quality of education depend on which area. So the present study focuses on quality circle. The hypotheses framed. 1.Hypothesis: There is no significant relationship between quality circle and its dimensions of secondary school students as a whole.2.Hypothesis: There is no significant relationship between quality circle and its dimensions of secondary school Male Quality Circle..The study reveals that a significant and positive relationship was observed between dimension of Quality of Circle of Teachers with respect to Quality Circles of secondary school ($r=.121, p<0.05$) at 5% level of significance. A non-significant and positive relationship was observed between dimension of Quality circle Male teachers with respect to Quality circle ($r=.049, p>0.05$) at 5% level of significance. Quality Circle of Male teachers of the secondary school does not impact on the Quality circle of secondary school. A significant and positive relationship was observed between dimension of Quality Circle of Female Teachers with respect to Quality Circle of secondary schools ($r=.160, p>0.05$) at 5% level of significance. Hence, the null hypothesis is rejected. it means that, the quality circle of female teachers of secondary school do impact on the quality circle of secondary school. It is concluded that the quality circle correlates quality education and male teacher need to be guided to think about quality of education.

Introduction

The concept of quality circle always seen in the management field. Quality Circle is a small group of employees in the same work-area or doing a similar type of work who voluntarily meet regularly for about an hour every week to identify, analyze and resolve work-related problems leading for improvement in their total performance, and enrichment of their work life” (Udupa 1986). “Quality circles are a formal, institutionalized mechanism for productive and participative problem-solving interaction among employees”(Lozano & Thompson 1980). “Quality circles are a formal, institutionalized mechanism for productive and participative problem-solving interaction among employees”(Lozano & Thompson 1980). “Quality control circle is not just a little room adjacent to the factory floor, whose occupants make a nuisance of themselves to everyone else. It is a state of mind and a matter of leadership with everyone from the president to production trainee involved”(Rehder 1981).But it the concept quality circle should be reflects in education system also.

The present education system provides ample amount of time for teachers and students and parents to reach educational aims. The meticulous educational plan fails in implementing its procedure. Many educational schemes unable to reach their goals of education. The educationist says that quality of nation depend on the quality of education. But the quality of education depends of quality of teachers. The quality of teacher depends of quality of his teaching. Why don't we analyze the does the quality of teaching depend of quality of his surrounding and quality of working conditions and quality of staff and quality of working environment? The educational procedures and methods of evaluation and entrance examinations for pubic and professional courses were followed with some easy and unplanned procedure. Even teachers teaching method and students learning method and parents involvement in academics of their children were not included with qualitative aspects. So the quality of education decreased in education management system. The wrong students securing high standard marks and dishonest teachers receiving best teacher's awards. The whole education systems failing to sense the essence of quality education. The question arises here is that does quality circle or quality environment influences on quality of education or not? The present study consider parents and teachers and students as quality circle.

Significance of the quality circle

1. Problem Solving: The quality circle of education means a group of teachers, students, parents who meet regularly to consider ways of resolving problems of education and improving quality of education or producing good learner in education field.

2. *Rate of Improvement*: The quality circle of education includes quality teachers, quality learner and quality parents, these three dimensions of educational ways matters for successful implementation of qualitative curriculum programs.

3. *Positive and Negative Influence*: It is important on the part of researcher to study quality circles and its components and how they influence on quality of education. Does it really matters? Or only individually every person held responsible for quality of education? This question is really important to understand that the circle influences more than a person .So together feeling, together intelligence together study and research needs to be study. The people’s interest, attitude, motivation, attention, care towards educational aspects always have positive and negative impact on the education system

4. *Wholesome development of student’s personality*: The quality education reflects in the quality circle which focuses on the whole child the social, emotional mental physical and cognitive development of student regardless of gender, race ethnicity, socioeconomic status or geographic location.

Objectives

1. To study the quality circle and its dimensions among secondary schools.
2. To study the male and female quality circle among secondary schools.

Methodology

Samples: In the population of educational field only parents teachers and students samples were considered for study. The koppal, Vijayapura, Belagavi, Kalburgi districts, Karnataka, India located, secondary school teachers parents and students acted as samples. The clinical interview was conducted by researcher to check the quality life of samples. Stratified sampling method was followed to collect data. The well educated parents were considered for response. The teachers who were really has passion of teaching were selected to answer. The students who were interested in studies and has passion in learning only included in the study. So overall Quality teachers hundred and quality students hundred and quality parents hundred were selected for study with their consent that those who were expressed positive gesture towards study were only allowed to respond. The freedom is given to sample to accept and reject for involvement in the study. The total size of sample is two hundred (200). Instructions were given that maintaining confidentiality and data is used only for research.

Research Tool: The ‘Quality Circle’Questionner was constructed through five level of standardization process. Finally fifty one items were identified and reliability checked with Chronbatcha alfa method0.8 under three sub categories.1.QTC-Quality Teachers Circle 2.QSC-Quality Students Circle.3.QPC Quality Parents Circle of parents followed by likert seven point scale.

Statically used technique: The Karl Pearson’s correlation coefficient technique was applied to compute data.

Results

Hypothesis 1: There is no significant relationship between quality circle and its dimensions of secondary school students as a whole.

Table -1.Results of Correlation Coefficient between quality circle and its Dimensions of secondary school as a Whole.

Variables	Quality Circle			
	Correlation coefficient (r-value)	t-value	p-value	Sig.
Q.C.Teachers	.121	1.87	<0.05	S
Q.C.Students	.148	1.15	<0.05	S
Q.C Parents	.047	1.19	>0.05	NS

1. A significant and positive relationship was observed between dimension of Quality of Circle of Teachers with respect to Quality Circles of secondary school (r=.121, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the Quality Circle of Teachers of the secondary school is increases in the Quality of of secondary school.

2. A significant and positive relationship was observed between dimension of Quality of Circle of Students with respect to Quality of secondary school (r=.148, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the Quality Circle of Student of the secondary school do impact on the Quality of Circle of secondary school

3.A non-significant and positive relationship was observed between dimension of Quality Circle of Parents with respect to Quality of Circle of secondary school (r=.047 p>0.05) at 5% level of significance. Hence, the null hypothesis is accepted. It means that, the Quality Circle of Parents of the secondary school does not impact on the Quality of secondary school

2. *Hypothesis*: There is no significant relationship between quality circle and its dimensions of secondary school Male Circle.

1.A non-significant and positive relationship was observed between dimension of Quality circle Male teachers with respect to Quality circle (r=.049, p>0.05) at 5% level of significance. Hence, the null hypothesis is accepted. It means that, the Quality Circle of Male teachers of the secondary school does not impact on the Quality circle of secondary school

Table-2 Results of Correlation Coefficient between Quality circle and its Dimensions with regard Male Circle

Variables	Quality circle			Sig.
	Correlation coefficient (r-value)	t-value	p-value	
Q.C.Male Teachers	.049	.5531	.564	NS
Q.C.Male Students	.173	.3123	.580	S
Q.C Male Parents	.147	.4127	.988	S

2.A significant and positive relationship was observed between dimension of Quality circle of Male Students with respect to Quality circle of secondary school ($r=.173$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the Quality circle of Male students of secondary school do impact on the Quality Circle of secondary school.

3.A significant and positive relationship was observed between dimension of Quality circle of Male Parents with respect to Quality Circle secondary school ($r=.147$ $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the Quality circle of Male Parents of secondary school students do impact on the Quality Circle of secondary school.

3.Hypothesis: There is no significant relationship between quality circle and its dimensions of secondary school Circle.

Table -3. Results of Correlation Coefficient between Quality Circle and its Dimensions of Female Quality circle of secondary school

Variables	Quality circle of school			Sig.
	Correlation coefficient (r-value)	t-value	p-value	
Q.C.Female Teachers	.160	.9327	.354	S
Q.C.Female Students	.122	.3654	.739	S
Q.C Female Parents	.090	1.3123	.165	NS

1.A significant and positive relationship was observed between dimension of Quality Circle of Female Teachers with respect to Quality Circle of secondary schools ($r=.160$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected. it means that, the quality circle of female teachers of secondary school do impact on the quality circle of secondary school

2.A significant and positive relationship was observed between dimension of quality circle of female students with respect to quality circle secondary school ($r=.122$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the quality circle of female students of secondary school do impact on the quality circle of secondary school.

3.A non-significant and positive relationship was observed between dimension of quality circle of parents with respect to quality circle of secondary school ($r=.090$ $p>0.05$) at 5% level of significance. Hence, the null hypothesis is accepted. it means that, the quality circle of female parents of secondary school does not impact on the quality circle of secondary school.

Discussion

A significant and positive relationship was observed between dimension of Quality of Circle of Teachers with respect to Quality Circles of secondary schools ($r=.121$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the Quality Circle of Teachers of the secondary school is increases in the Quality of of secondary school. The group of teachers tries to solve problems of academics and which leads to quality of education. The research designed with only teachers, parents and students but not considered any top management or administrators. This study limited with only middle management people. The quality circle, the group of people who tries to solve academic problem by meeting weekly and daily.

A non-significant and positive relationship was observed between dimension of Quality circle Male teachers with respect to Quality circle ($r=.049$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is accepted. It means that, the Quality Circle of Male teachers of the secondary school does not impact on the Quality circle of secondary school. The male teachers and male students and male students does not influence on quality. They lack in sensitizing students regarding the problems of learning.

A significant and positive relationship was observed between dimension of Quality Circle of Female Teachers with respect to Quality Circle of secondary schools ($r=.160$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected. it means that, the quality circle of female teachers of secondary school do impact on the quality circle of secondary school. The female teachers and female students and female parents give more importance towards problem solving and seeking solutions and discussion about academics. These people develop quality of education system.

Conclusion

Always the quality of education does depend on top management but also it correlates with people involved in the system that who were trying to solve problems. So quality circle always influence on quality of education. The quality people like teachers, parents, students make difference in quality improvement of education system.

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