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## PANDEMIC THE RIGHT TIME TO BRUSH UP LIFE SKILLS- A STUDY OF PUNJAB

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# PANDEMIC THE RIGHT TIME TO BRUSH UP LIFE SKILLS- A STUDY OF PUNJAB

**[1]Dr. Kiran Duggal**

Associate Professor, G.H.G Harparkash College of Education for Women

Sidhwan Khurd, Ludhiana, Punjab

**[2]Ms. Onika Puri**

Research Scholar, Department of Education,

Punjab university, Chandigarh.

## Abstract

*Not only did the widespread outbreak of the coronavirus infection COVID-19 and the accompanying lockdown and physical distancing measures generate an unprecedented level of interruption in the delivery of education and training, but they also sparked innovation in the field of online education. Because the government carried out and implemented a policy that all activities outside the home are cancelled or suspended until the corona virus outbreak ends, during the COVID-19 pandemic, all activities that normally take place outside the home, such as educational, religious, economic, and many other activities, were rescheduled to take place inside the home or at a remote location. This included activities that would normally take place outside the home such as working. This current image of the education system in India demonstrates that the development of life skills is an essential component of personality development, which may be valuable for all young people. This is shown by the fact that developing life skills is shown in this current picture. Life skills are the fundamental abilities that a person has that allow them to deal with the challenges that they will face during their lifetime. It was intended to determine whether or not there is a statistically significant association between the levels of life skills possessed by university students during the academic year 2020-2021 and the students' ages, genders, levels of participation in sports, and lengths of time spent in higher education. An technique based on descriptive surveys was used for this investigation.*
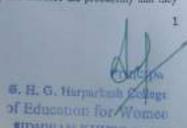
*Keyword: coronavirus, Life skills, students*

## Introduction

The pandemic caused by the coronavirus disease 2019 (COVID-19) has had a significant impact on many aspects of people's lives, including their mental health, relationships, the economy, learning, and safety [1]. Children and teenagers are members of a demographic group who are more susceptible to being exploited. Even though it has been shown that children may remain resilient in the face of adversity, this quality cannot be taken for granted, and steps should be done to ensure the children's continued growth and development [2]. It has been observed that children and adolescents' health, learning, and safety are negatively impacted when schools are closed, when students are taught remotely, and when social distance is created [3]. In particular, the pandemic has reduced the amount of time that students spend studying, as well as their passion for the subject. It has an effect on a wide variety of protective elements that are often provided by schools, such as equitable access to education, a diverse range of activity typologies, and formal and informal education [4]. Fear, worry, frustration, and boredom, as well as feelings of isolation and depression, are common symptoms that occur during periods of quarantine during pandemics [5]. Children and adolescents have been deprived of the social and emotional experiences necessary for their development and well-being as a result of the closing of schools [7] The majority of youngsters have missed their window of opportunity to develop healthy routines, such as optimal eating or physical exercise, or to have access to medical care [8]. There is a possibility that the epidemic may have a lasting impact on children and adolescents. It is possible that disruptions to their learning and the consequent widening of inequities may hurt their abilities, raise the chance that they will drop out of school, and increase the probability that they

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will engage in unhealthy habits and dangerous behaviours in the future [9].

A large number of international organisations are of the opinion that health promotion has the potential to improve preventative behaviours, spread health knowledge and skills, and engage individuals, communities, and societies in action. It plays an essential part in building social responsibility, social cohesion and solidarity, which are all essential to the process of empowering communities and people [10]. In the context of the school, health promotion should be included into the process of developing educational initiatives, and programming should be conducted to improve cognitive, social, and behavioural abilities, as well as healthy attitudes, resilience, and empowerment [11]. "the ideas of health promoting schools (HPS) are even more vital in a pandemic," according to the World Health Organization (WHO)-Europe Technical Advisory Group for education during COVID-19. [12] This was acknowledged by the group. A school-wide plan should be pushed to offer safe and inclusive learning settings, develop skills that may have an influence on both learning and health, establish a pleasant social environment and connectivity, and provide positive and healthy experiences [13]. In addition, during this challenging time period, it is important to implement health promotion programmes that are supported by evidence and best practises [14].

During the COVID-19 pandemic, it may be challenging to implement evidence-based life skill education courses, and the research literature has described a number of the challenges that have been encountered. The majority of the activities and programmes are not required, and as a result, they have been suspended since their importance has been downgraded [15]. In addition, the evidence-based efforts, which need a certain degree of commitment and therefore impose constraints, are seen as being too difficult at the present time [16]. In conclusion, key components of effective distance education include active and cooperative learning, which may include methods such as modelling, behavioural practises, or group work [17]. This is especially true when there are physical distance restrictions to consider. However, these approaches are essential for the development of a more inclusive and student-centered educational system, for the promotion of participation and empowerment, and for the improvement of students' abilities, health, and resiliency. Research that have gathered data on the favourable benefits of evidence-based health promotion programmes on both the students' health and learning, as well as studies that have suggested the techniques to execute these programmes, are required.[18]

## Background of the study

Education in general, and higher education in particular, is seen as a means not only for elevating political and social consciousness, but also for elevating the number of skilled workers and the level of trained manpower. This perception is supported by the fact that education has become increasingly more affordable in recent decades (Tilak, 1994; Rean, 2002).

Education systems that are of high quality are responsible for the development of high quality human capital. Tertiary education is responsible for the development of advanced skills, which are in high demand in today's workforce. Therefore, it is generally held to be true that educational institutions at the higher level are producing quality education, which both contributes to the growth of the economy and expands the sphere in which it operates, and as a result, they are becoming an increasingly essential component of the nation's ability to remain competitive.

Because of its large pool of educated workers, India is quickly becoming a "knowledge-based, service-driven economy." India's rise, in contrast to that of China and other Asian economic powerhouses, has not been driven by the industrial sector; rather, it is attributable to the nation's large pool of qualified employees (Gupta and Gupta, 2012). There are currently 711 Universities and University level institutions in the country. These include 46 Central Universities, 128 Deemed Universities, 329 State Public Universities, 205 State Private Universities, and 3 Institutions of National Importance. Additionally, there are 40760 colleges in the country with a combined total enrollment of 265.85 lakhs students. (UGC Annual Report, 2014(a))

The state of Punjab is located in the far northwestern part of India. It has the thirteenth spot on the list of states in terms of the number of universities it contains, while it holds the tenth spot in terms of the number of colleges it contains. The number of students enrolled in the state's schools places it tenth among the fifty-one states. (UGC Annual Report, 2014(b)) This status is reflected by the Indian Ranking, 2016, which was conducted by the Ministry of Human Resource Development and the University Grant Commission. Out of the top 25 universities in the country, Panjab University in Chandigarh was ranked 12th with a score of 67.32, and Guru Nanak Dev University in Amritsar was ranked 25th with a score of 67.32. A lengthy history of education, both formally and informally, in the shape of a conventional and forward-looking educational system can be found in Punjab. The reorganisation of Indian Punjab that took place in November 1966 led to the creation of the state of Punjab as we know it today. At that time, there were ninety-six different colleges in addition to three universities: the Punjab University in Chandigarh, which had been founded in 1882; the Punjabi University in Patiala, which had been founded in 1956; and the Agricultural University in Ludhiana, which had been founded in 1962. Following the reorganization that took place in 1966, there was a perceived need to provide border students with access to high-quality education and research opportunities. This requirement ultimately led to the establishment of Guru Nanak Dev University in Amritsar in 1969. In the years following the implementation of liberalisation, the Punjab Technical University (1997) and the Baba Farid University of Health Sciences, Faridkot (1998) were both established with the intention of integrating various colleges of medicine, dentistry, nursing, homoeopathy, ayurveda, and physiotherapy into a single educational

institution. "The B.R. Ambedkar Institute of Technology was initially founded in Jalandhar in 1987 as a Regional Engineering College. In 2002, the government of India elevated it to the level of a National Institute of Technology. The Guru AngandDev Veterinary and Animal Science University was established in the city of Ludhiana in 2005 with the purpose of teaching subjects that are associated with veterinary medicine and animal science. In 2006, the Rajiv Gandhi National University of Law was created with the purpose of providing legal education to students in the state. In 2007, the SantLongowal Institute of Engineering and Technology and the National Institute of Pharmaceutical Education and Research in SAS Nagar, Mohali were both established as "Deemed Universities." Sant Longowal Institute of Engineering and Technology's mission is to provide professional education and National Institute of Pharmaceutical Education and Research's mission is to improve the level of pharmaceutical education and research by preparing future teachers, research scientists, and managers for industry". The Government of India established the Central University of Punjab in Bathinda in 2009 with the goal of meeting the growing demand for high-quality education in a variety of burgeoning fields of study. This institution has held the position of Number One among India's newly established central universities on a consistent basis since the year 2012. (University Ranking of Research Gate and Scopus). The Private University Act was enacted in the year 2000, and under its provisions, Lovely Professional University became the first university to be established after it was established in the year 2005. At the moment, the state is home to twenty-three different educational institutions. Eight of these universities are considered to be State Universities, while another eleven are considered to be State Private Universities. There are also two Deemed Universities and two Institutes of National Importance among these universities. (UGC, Annual Report 14-15) The preceding debate makes it quite evident that Punjab, in terms of the growth of higher education, is performing fairly well in comparison to the performance of other states in the country. However, several concerns, such as unbalanced and unplanned institutional growth, funding limits, irrelevant course content, and a gap between general and professional education, have led to a major rethinking of the problems and prospects of higher education in the province of Punjab.

## Life skills

Life skills are abilities that help humans to effectively deal with the demands and obstacles of life. One definition of life skills is as follows: Due to the fact that they are psychological in character and include both thinking and behavioural processes, they are sometimes referred to as psychosocial skills. Some people define life skills as behavioural, cognitive, or interpersonal competencies that individuals need to have in order to be successful in various aspects of life (Hodge, Danish, & Martin, 2013). To elaborate, there are often three categories that are utilised while classifying life skills (Prajapati, Sharma, & Sharma, 2017):

- Thinking skills: this may be being able to think of many solutions to an issue or developing new inventions in a creative approach. Another example of this would be the ability to think of creative ways to solve problems.
- Social skills: this could include knowing how to cultivate healthy connections, how to communicate in effective ways, and how to properly engage with others.
- Emotional skills: this may include being comfortable in your own skin, effectively managing emotions, and knowing who you are.

## Several Examples of Important Life Skills

The following is a list of the fundamental life skills, as outlined by a number of influential organisations, including UNICEF, UNESCO, and WHO (Prajapati, Sharma, & Sharma, 2017):

### Self-awareness

To pay conscious attention to one's own person is the essence of self-awareness (Wicklund, 1975). Reflection and introspection are two activities that might help us grow our sense of self-awareness. When we have this ability, we frequently find ourselves asking questions about why we are the way that we are or why we do the things that we do.

### Exercises in critical thinking

One definition of critical thinking is reflective thinking with the primary focus being the determination of what to believe or do. Possibly, this will need gathering the data, examining the ideas, and judging the arguments. In general, possessing this life skill means that we practise disciplined thought in order to make the most accurate judgements we are capable of and to behave in a way that is consistent with our judgments to the greatest extent possible (Huitt, 1998).

### Imaginative reflection

The ability to understand a problem as well as to reframe it, shift thinking, reinterpret information, and ignore current boundaries in order to come up with fresh solutions is an essential component of creativity (Kim, 2006). Fluency, originality, and elaboration are three essential components of creative thought. The amount of pertinent thoughts that you are able to generate represents your level of fluency. Originally refers to the quantity of unusual or unusually specific ideas that you generate. Elaboration refers to the number of additional ideas that one can generate by building on previously conceived concepts. This life skill may also involve the ability to "resist closure," which is another way of saying to maintain an open mind (Kim, 2006).

### Formulation of decisions

Choosing among a number of available options is one definition of the process known as decision making. Our decision making process depends on our values, beliefs, goals, etc... Defining a problem, evaluating the needs of an effective solution, outlining the aims of the choice, and finding alternatives are all tasks that are included in this life skill (Fulop, 2005).

### Problem Solving

It is possible to characterize problem solving as a thinking process in which we apply our knowledge, abilities, and understanding to manage a situation that is unexpected to us. However, keep in mind that finding solutions to problems is not like following a set of instructions. There is no need for the life skill of issue solving when attempting to solve a problem that is simple enough to be solved using a series of "IF-THEN" statements (as is done in an algorithm). When it comes to the intellect of a human being, it is capable of addressing problems that are far more complex (Carson, 2007).

### Communication that is clear and concise

The act of revealing, unmasking, or providing an in-depth explanation of anything is one possible definition of communication (Rowan, 2003). According to the findings of recent studies, there are four ways in which our communication can be improved:

> Make use of words that are commonly used.

> Make use of "you" as well as the other pronouns.

> Make sure to use the active voice.

> And try to keep your phrases short.

Accomplishing a task through effective communication is another component of this life skill. For instance, we might want to assertively inform, convince, or converse with someone else (Rowan, 2003).

### Personal connections and associations

It takes a diverse set of social skills for us to be able to have successful and healthy relationships. A few examples of these transferable talents are being sensitive to nonverbal signs, having a low fear of being rejected, and having the ability to easily adapt while going from one social scenario to the next (Riggio, 1986).

### Empathy

The capacity to comprehend and identify with the emotions of another person is referred to as empathy. When you are empathic, you are able to place yourself in the position of another person, make an attempt to view the world from their point of view, and experience the same feelings that they do.

### Methods of overcoming stress

The capacity to bounce back quickly after experiencing adversity is yet another essential life skill. Developing healthy coping skills, engaging in stress management measures, and practising self-care are some examples of what this might include.

### Dealing with one's feelings

One other kind of life skill is the ability to deal with our feelings, which can be accomplished, for example, by learning to tolerate discomfort and by learning to regulate our feelings. This is especially crucial for our wellbeing, but talents of this kind also have substantial impacts on the connections we have with other people.

## LIFE SKILLS TRAINING PROGRAM

A programme that teaches life skills can serve both as an incentive and as a preventative measure. This programme has been developed to both improve overall mental health and lessen the impact of social and psychological stress on individuals. Before becoming familiar with life skills programme training, it is probably a good idea to have a description of mental health, preventive and enhancing programme. The capacity to lead a life that is joyful, productive, healthy, and free from difficulty and problem-solving challenges is what is meant by "mental health." According to the World Health Organization (WHO), having some form of mental health is not only connected with not having any form of mental illness, but it is also associated with having mental health in general [19]. People who are mentally healthy are able to deal with the ups and downs of living, as well as the changes and problems that come along with it. They also have control over their lives and take responsibility for them. Finally, mentally healthy people are able to make use of their mental abilities, as well as form positive relationships with other people and participate in activities that are both beneficial and constructive [20]. There is a wide spectrum of mental health, and there is no assurance that a person who currently possesses relatively good mental health will continue to do so in the foreseeable future. Every one of us is contending with a variety of pressures and difficulties, ranging from the normal rigours of growing up and maturing to the strains brought on by the economy, the loss of jobs, busyness, and other factors. Because of this, we go through the course of our lives encountering a variety of challenges and difficulties. These challenges and difficulties have an impact on our levels of contentment and joy, as well as a cumulatively negative impact on our social and mental health.

A variety of programmes have been developed to assist individuals in achieving and maintaining a degree of mental health that is considered to be desirable. These programmes often centre on two primary axes that are referred to as reward and prevention. But what exactly do we mean when we talk about incentive programmes, and what kinds of programmes

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do we mean when we talk about preventive ones? One definition of the term "incentive programme" refers to any activity inside a community that works to improve the physical and mental well-being of its residents. One type of incentive is a programme that makes a person feel happier, more capable, and more satisfied with their life. Some examples of such programmes include making appropriate use of leisure time, participating in sports and other recreational activities, and so on. The term "preventive programmes" refers to any type of interference that is carried out prior to the beginning of the basic social problem or the beginning of any sickness in order to stop the progression of the problem or social harm or the progression of any disease [21].

The fact of the matter is that possessing talents is important in every industry. Because having skills implies having the required talents to carry out a job in the appropriate manner. So things like construction, driving, painting, cooking, and so on are all examples of skills. But because the purpose of the life skills training programme is to increase people's mental health level and prevent social harm, the types of skills that are appropriate with the program's goal will be taught in this training programme[22]. What different sorts of skills are taught in a programme that focuses on life skills? Ten fundamental and core abilities, including the following, are utilised in order to raise the overall degree of mental health and prevent social harms. The following are ten components of life skills:

1.  The ability to solve problems: throughout our lives, we are continuously tasked with finding solutions to various issues. There are some straightforward solutions to these issues, while others call for more in-depth analysis. Having the ability to solve problems enables us to find satisfying solutions to the challenges we face in life. If significant issues in our lives are not addressed and handled, we will have to deal with emotional stress, which will put both our physical and mental health in jeopardy.

2.  The capacity to make decisions: Despite the fact that we all make decisions, we do not always choose the most intelligent options. There are some poor choices that will inevitably result in unfavourable outcomes. The ability to make sound decisions about our activities and carefully consider the myriad of positive and bad repercussions of those acts is a crucial component of developing good decision-making abilities. Making choices that are appropriate and in line with reality contributes to improved mental health.

3.  The capacity to engage in intelligent thought: This kind of thinking enables us to understand situations from a variety of perspectives, analyse various solutions to the problem and their repercussions, and ultimately come up with new answers to the problems. Because of this ability, we are able to make better decisions and address problems in a manner that is more realistic.

4.  The capacity for critical thought: With this talent, we are able to analyse and assess not just our own but also the thinking of others, leading to a greater degree of clarity. Because of this skill, we are better able to evaluate the data and experiences with which we are presented, to fight back against the ideals and demands that are imposed on us, and to see that the actions of other people are not always appropriate.

5.  The ability to interact with other people We spend the majority of our waking hours engaging in activities that require us to interact with other people so that we may better articulate our own needs and comprehend the requirements of others. The ability to interact with others enables us to have more successful verbal and non-verbal communication, as well as to overcome any shame that may arise when expressing our thoughts to other people. If we are able to gain this kind of competence, we will be able to, when required, disagree with the inappropriate demands that are made by other people.[23]

6.  The capacity to form and maintain positive interpersonal relationships Having the ability to form and maintain positive interpersonal relationships allows us to have better cooperation and participation with other people, as well as trust them and determine the boundaries of our relationships, as well [24]as maintain positive friendships and behave more effectively at the beginning and end of communications.

7.  The capacity for self-consciousness refers to the self-cognitive ability and awareness of the strengths and weaknesses of our desires, anxieties, and willingness. This capacity enables us to have a more accurate perception of ourselves and gives us a better understanding of our rights and duties.

8.  The capacity for empathy The capacity for empathy refers to one's capacity to understand the experiences of others, even when one is not present during those experiences. The ability to empathise with others enables us to accept and respect others who are unique to us.[25] Those individuals who are more empathetic toward other people, have a greater interest in them, can tolerate different types of people, and have less aggressive tendencies are more attractive. This ability helps people to have better relationships with one another.

9.  The capability to deal with emotions: This ability comprises the capability to detect our own feelings as well as the emotions of others, as well as the capability to identify the consequences of emotions on behaviours. This ability prepares us to respond in a healthy manner when we experience negative emotions such as anger, depression, and anxiety.

10. The capacity to deal with psychological strain (stress): This capability involves recognising the many different stresses that can occur in our lives and the effect that they have on our actions. This talent also enables us to recognise sources of mental stress and to follow the appropriate procedures for relieving stress in our lives.

Objective of the study

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1. To investigate the degree to which university students in Punjab possess essential life skills.
2. to improve one's life skills and personal growth in preparation for the pandemic that is expected to be caused by the coronavirus in 2019.
3. to become knowledgeable about the principles that should be followed when cultivating life skills and one's own personal progress.

## Research methodology

The methodology section of the report describes how the research was carried out, including the conceptual and operational definitions of the variables. There are many various kinds of investigations, each of which has a unique methodology; nonetheless, providing the reader with an exhaustive explanation of the procedures enables them to assess your methods as well as the dependability and validity of your conclusions. In addition to this, it enables seasoned researchers to do the study again. If your publication is an update of a current or previous research and the technique has been published elsewhere, provide a short review of the approach in this section. [26]

## Research type

In this work, "a quantitative model of surveying was applied. The topic is defined as it is in its own circumstances and the present situation is described as it is in the survey model, which takes the perspectives of research participants regarding the subject of the study into account. A screening model study requires the existence of a sample group that is typical of the research population. Additionally, data must be gathered in a consistent manner using a data collecting equipment, and they must be statistically analysed. Include all of the information that is required to understand and repeat the research". Insufficient information generates issues; too much detail is unimportant. Appendices and/or a website should be used if more information is required

## Subject characteristics

Northern India's Punjab is a state. Punjab's higher education is of good quality, and student satisfaction is a priority. During the pandemic, this quick switch from normal to virtual mode disrupted education for kids from urban, rural, distant, rural-urban, etc. backgrounds. In light of this dramatic change, it's crucial to investigate Punjabi students' perspectives. The study used factor analysis. Unique factor analysis application. This study includes 108 students, 72 female and 36 male, from different departments at Punjab University in 2020-2021.

## Data collection tools

The inquiry made use of the survey approach, which is a technique that is often used in looking (Nachmias & Nachmias, 1996). "Participants in the research were given the necessary link in order to access the web-based survey forms that were developed during the Covid-19 epidemic. Valid and acceptable survey data were then sent to the analytic tool in order to be analysed. In addition to the "Personal Information Form" developed by the investigators, Bolatve Balaman's "Life Skills Scale" was used in the process of data collection. The 30-item, 5-point Likert scale is used to assess an individual's ability to deal with negative emotions and stress, empathise with others and be aware of oneself, make decisions and solve problems, think creatively and critically, communicate effectively, and form meaningful relationships with others. [27]

## Statistics

A number of assumptions, including those about normality, homogeneity, stationarity, and linearity, have to be validated and statistical data ought to be presented before continuing with the statistical analysis. In light of these new revelations, the researcher has to provide an explanation for his favoured methods of analysis (Tozolu and Dursun 2020). First, the processing of the data was investigated in order to analyse the scale data. First, both the demographic information form and the "Life Skills Scale" were scrutinised closely for accuracy. We did not consider the results of surveys that were either lacking information or had errors. After that, the research-relevant scales were entered into a computer so that the data could be processed. Afterwards, the results were analysed. During the course of the data analysis, SPSS 21.00 was utilised. [28] When doing the analysis of the gathered information, descriptive statistics such as frequency, mean, standard deviation, and percentile distribution were utilised. Distributions of the frequency, mean, standard deviation, and percentiles The "T-test for Independent Samples" was used in order to assess the difference between two independent variables and the sub-dimensions of the Life Skills Scale based on parametric tests that were conducted on data that was normally distributed. The tests were carried out on data that was normally distributed. Distributions of the frequency, mean, standard deviation, and percentiles A significance level of $p.05$ was used to evaluate the results of the Pearson correlation analyses that were used to determine the relationship between the ages of students and the duration of their participation in sporting activities and the sub-dimensions of the Life Skills Scale (Bursal, 2019; Büyüko, 2019).[29]

## Results

### Table 1: Distribution of Descriptive Statistics

|  | Coping with Stress and Emotions | Empathy and Self Awareness | Decision Making and Problem Solving | Creative and Critical Thinking | Communication and Interpersonal Relations |
|---|---|---|---|---|---|
| N | 108 | 108 | 108 | 108 | 108 |
| Mean | 25.009 | 29.251 | 29.451 | 21.339 | 17.232 |
| Median | 25.000 | 29.000 | 30.000 | 22.000 | 17.000 |
| Mode | 26.00 | 28.00 | 35.00 | 25.00 | 20.00 |
| SD | 4.908 | 4.148 | 4.203 | 2.938 | 2.294 |
| Skewness | -.004 | .466 | -.513 | -.534 | -.518 |
| Kurtosis | -.484 | .022 | -.430 | -.067 | -.530 |

The investigation made use of a method known as the survey methodology, which is a strategy that is frequently utilised while looking into anything (Nachmias & Nachmias, 1996). Participants in the study were provided with the URL that was required to access the web-based survey questionnaires that were designed in response to the Covid-19 pandemic. After that, the survey data that were valid and acceptable were sent to the analytical tool so that they could be analysed. During the process of collecting data, both the investigators' "Personal Information Form" and Bolatve Balaman's "Life Skills Scale" were utilised. The investigators devised their own "Personal Information Form." The 30-item, 5-point Likert scale measures an individual's capacity to manage negative emotions and stress, empathise with others and be self-aware, make decisions and solve issues, think creatively and critically, communicate effectively, and build meaningful connections. [27]

### Statistics

A number of assumptions, including those about normality, homogeneity, stationarity, and linearity, have to be validated and statistical data ought to be presented before continuing with the statistical analysis. In light of these new revelations, the researcher has to provide an explanation for his favoured methods of analysis (Tozolu and Dursun 2020). First, the processing of the data was investigated in order to analyse the scale data. First, both the demographic information form and the "Life Skills Scale" were scrutinised closely for accuracy. We did not consider the results of surveys that were either lacking information or had errors. After that, the research-relevant scales were entered into a computer so that the data could be processed. Afterwards, the results were analysed. During the course of the data analysis, SPSS 21.00 was used. [28] The examination of the data included the use of descriptive statistics such as frequency, mean, standard deviation, and percentile distribution. Graphs showing the frequency, mean, standard deviation, and percentiles of the data The T-test for Independent Samples was utilised in order to evaluate the disparity that existed between two independent

variables in addition to the sub-dimensions of the Life Skills Scale. This evaluation was predicated on parametric tests that were carried out on data that followed a normal distribution. A significance threshold of p.05 was used to analyse the findings of the Pearson correlation analyses that were conducted in order to discover the link between the ages of students and the length of their engagement in sports activities and the sub-dimensions of the Life Skills Scale. These analyses were conducted in order to determine the relationship between these two factors.

### Table 2 Gender of respondents

| Variable |  | n | % |
|---|---|---|---|
|  | Male | 36 | 33.0 |
|  | Female | 72 | 67.0 |
| Gender | Total | 108 | 100.0 |
|  | Yes | 71 | 66.0 |
| Sports Activity | No | 37 | 34.0 |

The study involved a total of 108 participants, with 36 male and 72 female students participating. It was discovered that 71 of the students who took part in the research took part in athletic activities, whereas 37 of them did not participate in athletic activities.

### Table 3: The Ages of the Students Who Took Part in the Research, as well as the Lengths of Time They Spent Engaged in Sports

|  | Age | Weekly Total Sports Activity Time |
|---|---|---|
| N | 108 | 71 |
| Mean | 21.898 | 5.852 |
| Median | 21.000 | 5.000 |
| Mode | 21.0 | 4.00 |
| Std Deviation | 3.477 | 3.701 |

The average age of the study's participants is 21.8983.4774, and they play sports 5.8523.701 times a week.

### Table 4: t-test findings broken down by gender and Life Skills Scale sub-dimensions for study participants.

| | Gender | n | X | ss | t | p | Difference |
|---|---|---|---|---|---|---|---|
| CSE | M | 36 | 27.042 | 4.6581 | 4.44 | .00 | 1>2 3.035 |
| | F | 72 | 24.006 | 4.7297 | | | |
| ESA | M | 36 | 31.028 | 3.9459 | 4.61 | .00 | 1>2 2.653 |
| | F | 72 | 28.375 | 3.9734 | | | |
| DMPS | M | 36 | 30.901 | 3.7650 | 3.65 | .00 | 1>2 2.165 |
| | F | 72 | 28.736 | 4.2360 | | | |

The genders of the students were compared to the sub-dimensions of the life skills scale using a t-test, and the results showed that there was a significant difference at the p.05 level in dealing with stress and emotions (CSE), empathy and self-awareness (ESA), as well as decision making and problem solving (DMPS) The overall mean scores of male students were higher than those of female students in all three categories where there was a significant disparity between the sexes. There were no significant gender differences seen in either creative or critical thinking (CCT), communication, or interpersonal interactions (CIR). [32]

**Table 5 Findings of a t-test on the relationship between the sub-dimensions of the Life Skills Scale for the study's participants and their athletic activity status.**

| Life Skills Sub-Dimensions | Doing Sports Activity | n | X | ss | t | p | Difference |
|---|---|---|---|---|---|---|---|
| CSE | Yes | 71 | 25.90 | 4.972 | 3.834 | .000 | 1>2 2.627 |
| | No | 37 | 23.27 | 4.308 | | | |
| ESA | Yes | 71 | 29.94 | 3.788 | 3.503 | .001 | 1>2 2.039 |
| | No | 37 | 27.90 | 4.500 | | | |
| DMPS | Yes | 71 | 29.98 | 4.175 | 2.638 | .009 | 1>2 1.574 |
| | No | 37 | 28.41 | 4.088 | | | |
| CCT | Yes | 71 | 21.80 | 3.785 | 3.29 | .001 | 1>2 1.364 |
| | No | 37 | 20.43 | 3.041 | | | |
| CIR | Yes | 71 | 17.69 | 2.196 | 4.237 | .000 | 1>2 1.347 |
| | No | 37 | 16.34 | 2.231 | | | |

After comparing the students' scores on the life skills scale and the sub-dimensions of the sports activity scale using t-tests, a significant difference was found at a threshold of $p$ less than .05. Students who engage in sports had a higher mean score across all sub-dimensions than non-participants.

**Table 6: correlation analysis on the pupils' ages and weekly sports activity. Life skills sub- dimensions are also mentioned**

| | | Coping with Stress and Emotions (CSE) | Empathy and Self Awareness (ESA) | Decision Making and Problem Solving (DMPS) | Creative and Critical Thinking (CCT) | Communication and Interpersonal Relations (CIR) |
|---|---|---|---|---|---|---|
| Age | r | .080 | .093 | .030 | .038 | .076 |
| | p | .744 | .166 | .658 | .578 | .270 |
| | n | 108 | 108 | 108 | 108 | 108 |
| Sporting Activity Time | r | .095 | .112 | .177* | .078 | .084 |
| | p | .156 | .186 | .035 | .358 | .319 |
| | n | 71 | 71 | 71 | 71 | 71 |

There was found to be no significant association between the sub-dimensions of the Life Skills scale, the students' ages, and the amount of time spent participating in athletics on a weekly basis in the correlation research. There is a positive association, and it is a substantial correlation, between participating in sports on a weekly basis and the sub-dimensions of life skills that deal with decision-making and problem-solving.

**Discussion**

This study looked at the coping mechanisms that university students used while the Covid-19 virus was circulating. The research was conducted with the participation of 108 students from Punjab University, with 36 male and 72 female students contributing. [33] The results of a t-test comparison between gender and sub-dimensions of the life skills scale, coping with stress and emotions (CSE), revealed that there was a significant difference between the genders in decision making and problem solving, as well as empathy and self-awareness (ESA). [34] The first findings of the investigation (DMPS). The overall mean score of the male students was greater than that of the female pupils. Students who identified as male showed a more robust capacity for coping with stress and emotions, a greater capacity for empathy and self-awareness, and improved skills to make decisions and solve problems. According to Goksoy, Arcan, and Eriş's findings, the levels of stress experienced by female professors were higher than those experienced by male lecturers (2015). According to the findings of Tomoh et al. (2017), female college students report

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higher levels of stress than male students. Boysak (2020) discovered that men instructors were better able to manage and regulate their emotions than their female counterparts. [35] The results of other investigations are consistent with ours. According to the findings of Serin (2010), female instructors are more adept at problem-solving than their male counterparts. In the categories of "Decision Making and Problem Solving Skills," "Creative Thinking and Critical Thinking Skills," and "Coping with Emotions and Stress," the students who identified as female had higher average scores. Several distinct results emerged from our research..

Each sub-dimension of the scale evaluating students' sports and life abilities differs significantly.[36]

Students who took part in extracurricular activities, such as athletics, had a higher mean score across the board than those who did not. According to the findings of an academic research, people who participate in sports increase their emotional, social, and leadership qualities, as well as their decision-making, problem-solving, and time management skills. Participation in sports may help develop these important abilities for life. In the study titled "Investigation of Social Skill Levels of Secondary School Students Who Do and Don't Do Sports," conducted by Oztürk (2018), the researcher discovered that there is a significant gap between the sports variable and social skill levels. When Oztürk (2018) compared his findings to those of other research to our own, he discovered this discrepancy. Researchers Suleymanoglu and colleagues (2021) discovered that there is a statistically significant difference between students who exercise frequently and those who do not. The many aspects of students' lives are disconnected from one another on a basic level. According to the findings of a research that was conducted by Türk(2015), participation in sports does not influence the growth of life skills in young people. The findings of our investigation support this conclusion. [37]

## CONCLUSION

Overall and individual scores for enhancing life skills and personal growth during the coronavirus 2019 pandemic were quite high. Students who participated in the life skills and personal growth programme during the coronavirus 2019 pandemic had valuable experience in both areas. The research found a favourable and substantial association between weekly sports participation and decision-making and problem-solving life skills sub-dimensions. [38] Study found this. Ryan and Dzewaltowski (2002) found that sports helps young people become more sociable, which improves their self-confidence and problem-solving skills. According to the findings of another study carried out by Carmen (2012), participating in sporting activities improved one's ability to make decisions, as well as their capacity for problem solving, communication, and overall quality of life. As a consequence of this, there are a great deal of factors that can influence life skills. These variables change depending on the requirements. The participation in sporting activity is a very crucial factor to

consider among these other factors. Because it is believed that students who do not participate in athletic activities will begin to do so, so improving their life skills and favourably contributing to their academic and social lives. Within this framework, it is encouraged to encourage students of varying academic levels to participate in sporting activities. This includes university students.

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ANALYSING STUDENTS PERCEPTION: TOTAL QUALITY MANAGEMENT IN EDUCATIONAL INSTITUTIONS IN PUNJAB

**Authors**

Dr. Kiran Duggal
Ms. Onika Puri

**Abstract**

The purpose of this study is to determine, on the basis of the students' perceptions, the level of Total Quality Management (TQM) that is applied by educational institutions in the province of Punjab in India. In addition to this, the purpose of the article is to explore the connection between the degree of TQM and the location of the students as well as their gender. In order to accomplish these goals, the researchers carried out a survey study project with a total of hundred students enrolled in educational institutions. The results of this research indicate that students assess the amount of TQM as being somewhere in the middle; nevertheless, there are statistically significant differences in the level of TQM depending on students' gender and region. The purpose of this article is to provide principals and teachers with proof of the benefits of using TQM concepts in institutions to boost student happiness.

**Key Words**

Gender, management in education, students, students satisfaction, total quality management

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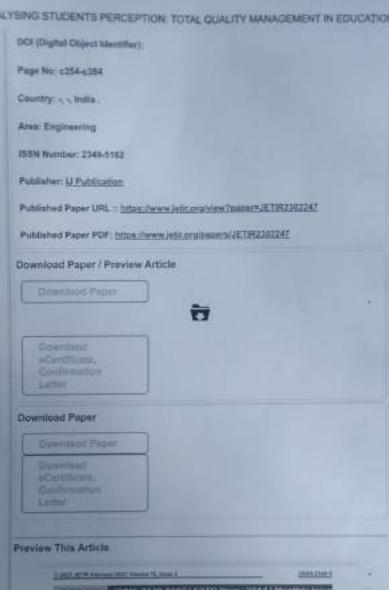
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# ANALYSING STUDENTS PERCEPTION: TOTAL QUALITY MANAGEMENT IN EDUCATIONAL INSTITUTIONS IN PUNJAB

[1]Dr. Kiran Duggal
Associate Professor,
G. H.G Harparkash College of Education for Women
Sidhwan Khurd, Ludhiana, Punjab
[2]Ms. Onika Puri
Research Scholar, Department of Education,
Punjab university, Chandigarh.

## Abstract:

The purpose of this study is to determine, on the basis of the students' perceptions, the level of Total Quality Management (TQM) that is applied by educational institutions in the province of Punjab in India. In addition to this, the purpose of the article is to explore the connection between the degree of TQM and the location of the students as well as their gender. In order to accomplish these goals, the researchers carried out a survey study project with a total of hundred students enrolled in educational institutions. The results of this research indicate that

students assess the amount of TQM as being somewhere in the middle; nevertheless, there are statistically significant differences in the level of TQM depending on students' gender and region. The purpose of this article is to provide principals and teachers with proof of the benefits of using TQM concepts in Institutions to boost student happiness.

Keywords: Gender, management in education; students; students satisfaction; total quality management.

## Introduction:

It is impossible to underestimate the significance of education when it comes to the cultivation of superiority, expertise, and knowledge, all of which are necessary for the general growth of the economy. Because of this, nearly every nation in the globe has had to devise an effective plan for the expansion of its higher education systems. Single when we have a matured system of higher education in which efficiency continues to serve as the only criterion to evaluate success will it be feasible for us to assume a position of leadership on a global scale. It has been

...rved that the system of higher education is ...fective in providing society with a team of human resources that is committed, focused, and devoted as well as professionally sound, which is necessary for determining the destiny of any nation. This will only be achievable after the tenets of quality management have been ingrained in the educational system at the higher education level. Total Quality Management (TQM) is an unavoidable component that will play a significant role in determining the techniques that higher educational institutions employ in their efforts to appease a wide range of stakeholders, such as students, parents, the business community, and society as a whole. This study makes an attempt, although a theoretical one, to explain how TQM may be applied in the field of education. It begins by discussing problems that apply to the quality of higher education and then continues on to determining the factors that influence the quality of higher education. The new theories of economic growth have placed an increased emphasis on the importance of human capital as the driving force behind economic expansion and development. A recent study conducted by the World Bank in 190 countries demonstrates that higher education is one factor that contributes to improving the overall quality of the workforce. Therefore, obtaining a higher education is an essential investment that is required to boost one's overall quality of life. There has never been a time when the strong connection that exists between the economy and education has been more readily apparent than it is right now.

The vast majority of businesses are of the opinion that in order to be successful in the face of ever-increasing levels of competition, a culture that promotes a total dedication to providing utmost pleasure to customers by way of ongoing development and innovation is an absolute must.

Total quality management, often known as TQM, is a culture that promotes an unwavering dedication to the goal of achieving complete and utter customer fulfilment by way of ongoing business operations excellence. In order for academic institutions to make continuous improvements, they must first determine the requirements and requirements of the institution's clients. According to the research of Raouf (2004), at an academic institution, "suppliers" transform into "customers," and "customers" take on the role of "suppliers." TQM is utilised in commercial and industrial settings, but it has only just been brought into the realm of higher education and is now being tested there. Total Quality Management is used by a number of educational institutions, including universities and colleges, as a method to improve the standard of higher education. Everyone understands the importance of quality, and there is a plethora of TQM material available in educational institutions of a higher level. Because "quality" means "conformance to criteria" of the customer, the student is regarded to be a client. Numerous educational institutions in India and elsewhere in the globe have adopted TQM as an educational philosophy in response to the ever-increasing levels of global competitiveness, privatisation, and internationalisation of education. Along with globalisation, the internationalisation of higher education is now a well-established phenomenon. Internationalization is not something that should be pursued only for its own sake but rather as a method of improving overall quality. The capacity of the organisation to perform the duty assigned to it and to realise its objectives defines quality. Improving the quality of courses, the input instructional process, resource management procedures and structures, student support service output, and links with the world of work and other organisations are all part of

. is meant by Total Quality Management in .gher education (Tulsi, 2001). Because it is a comprehensive strategy, having the support and participation of both the teaching staff and administrative personnel is necessary for quality development. TQM is a practise that places a significant emphasis on the participation of all individuals within an organization's teams.

Total quality is total in three senses —

1. Customer focus
2. Involvement of staff members
3. Continuous Quality Improvement (CQI).

The client is the arbiter of the product's quality. The student is a customer because the student is purchasing the Professor's course, and the student has the unequivocal right to expect certain things in exchange for his or her money, including content that is pertinent to the course, fairness, access, expertise, and a learning environment that is reasonable (Sytsma 1996). The student is both the client and the co-producer of their own education since learning is a collaborative effort on the part of the student and the professor. Learning is the end result of a collaborative effort on the part of the instructor and the student. In a general sense, it is the result of a collaborative effort on the part of students, parents, alumni, community members, and professors. The kids are not the only people who have a stake in this endeavour; everyone does. In the context of education, the phrases customers, public goods, and non-merit products are not acceptable to a civilised class since they indicate a commercial conditioning of pay and usage concern. This is due to the fact that education is considered to be a philanthropic endeavour. But there is also the issue of whether or not all parties involved, including the student, have the legal right to insist on a certain level of quality or excellence in education.

## LITERATURE REVIEW:

**Michael(2017)** TQM is becoming increasingly popular as a management paradigm among businesses all over the world. The beginning of any quality movement anywhere in the world is the implementation of a quality improvement project at a manufacturing company. But in subsequent years, it extended to other service institutions, such as banks, insurance companies, non-profit organisations, healthcare facilities, government agencies, and educational establishments. TQM models, which are often based on the teachings of quality gurus, generally incorporate a number of "principles" or "important aspects," such as collaboration, top management leadership, customer focus, staff engagement, continuous improvement tool, training, etc. Awards like as the Deming award in Japan, the Malcolm Balridge award in the United States, and the European Quality award, among others, are an indication of the expanding awareness in this field. TQM refers to the process of altering the basic culture of an organisation in order to reorient it toward the production of superior goods. **Gaither, (2016)** TQM can be defined as a general management philosophy and a set of tools that allow an institution to pursue a definition of quality and a means for attaining quality, with quality being a continuous improvement that is ascertained by customers' contentment with the services they have received. TQM can also be defined as a method for achieving quality in a product or service. TQM can be defined as a method for achieving quality in a process According to **Witcher (2010)**, the Total Quality Management framework is comprised of the following terms: Total: signifying that every

vidual, including customers and vendors, is engaged in the process. Both "Quality" and "Management" indicate that all of the customer's criteria are satisfied in full, while "Management" suggests that senior executives are fully invested. TQM may alternatively be characterised as "doing things correctly the first time," "striving for continuous improvement," "meeting the needs of consumers," and "making quality the responsibility of every employee," among other possible definitions. The majority of the labour that goes into quality and TQM can be traced back to teachings and statistics that were developed in Japan during the 1950s, and the revolution that followed in the 1980s in the United States, with the goal of meeting or, ideally, exceeding the expectations of the customer. Consistency, excellence, the elimination of waste, increased delivery speed, and providing excellent service to customers are common themes in quality management. The goal of total quality management (TQM) is to develop an organisation capable of producing goods or providing services that are judged to be of high quality by the people who make use of them. The degree to which a product or service satisfies the needs and requirements of a client is what is meant to be referred to as the quality of that product or service. **Harris(2014)** It is estimated that the social return of basic education is 25% while that of higher education is just 1%. According to the estimates of UNESCO and the World Bank, the social and private returns of higher education are smaller than those of primary and secondary education. Because of this, many people believe that the benefits of higher education are mostly of a personal or private nature, and that as a result, public funding for higher education should be decreased. TQM in higher education can be approached from one of three different perspectives. To begin, there is

an emphasis on the client, in which the concept of providing service to students is encouraged via staff training and development, which in turn supports the independence and choice of students. The second approach has a focus on the staff and is concerned with valuing and enhancing the contribution of all members of an institution's personnel to the efficiency with which an institution operates, as well as to the process of determining policies and priorities. This necessitates the adoption of a more horizontal management structure as well as the acceptance of action responsibility by distinct working groups. The third method places an emphasis on service agreements and works to verify adherence to specifications at specified key measurable points throughout the educational procedures. One example of this would be the evaluation of assignments by the faculty within the allotted amount of time. **Lawrence and Mc.Collough (2011)** suggested a system of promises that is intended to accommodate different stakeholders as well as the varied and ever-evolving responsibilities that students play in the process of education. Students, teachers of advanced courses that build on preparatory courses, and thirdly businesses that hire graduates of the institution are the primary targets of their system of assurances. Students make up the majority of their clientele. An educational institution gains a competitive advantage by being able to demonstrate either its tangible or its intangible educational excellence to prospective students and their parents via the use of a system of guarantees. According to **Durlabhji and Fusilier (2019)**, customer empowerment in education necessitates increased input from students as well as from the business community that will eventually employ them. This, in turn, will streamline education and eliminate any remnants of the esoteric academic

ry tower" that are present in business Institution coursework. The benefits of student empowerment in the classroom need to be compared against the need for control to meet minimal educational goals and proper and fair evaluation. This may be done by using a matrix. According to **Sangeeta et al. (2014)**, the education system may be seen as a transformation process that receives its inputs from students, instructors, administrative personnel, physical facilities, and the educational process itself. Instruction, comprehension, and management are all components of the processes. The examination scores, employment, money, and overall pleasure are all examples of outputs. According to **Roffe (2018)**, open competition is causing students to become more customers in addition to being consumers, and they are expected to pay an increasing part of the expenses associated with receiving an education. This results in competitive dynamics, which provide unique programming for the various student groups. The conceptual problems include whether total quality management in higher education should be problem-oriented or people-oriented, the difficulty in introducing the application and acceptance of TQM in higher education institutions that have not embraced the tenets of TQM, the team orientation versus the individual orientation towards TQM, and maintaining the rate of innovation, amongst others.

## Objective of the study

1. To study the opinion of students on the TQM procedures carried out at their educational establishment.

2. To Identify the factors and rank them properly to enhance the quality of technical education.

## METHODOLOGY:

Students from educational institutes in Punjab receive a copy of quality management as a complete measure of TQM implementation. The data collection was done by selecting students at random from each of the Institutions. The data that was obtained was evaluated using statistical methods. The scores were totalled together and then the total was divided by the number of observations for each component in order to establish the mean score for each factor. The higher the score, the more important the factor was considered to be. An institution needs to operate in a way that is both efficient and successful if it is to realise its lauded objective of churning out technocrats who are highly qualified and well trained. Every institution of technical education seeks to bestow upon its students the ability to perform competently in their chosen fields of study by providing them with a positive atmosphere in which to cultivate their personalities and, ultimately, by assisting them in obtaining higher grades. Seven of the most important aspects that either directly or indirectly have a role in determining the efficacy (quality) of technical institutions are outlined

## Data analysis and interpretation

The efficacy (quality) of educational institutions is affected either directly or indirectly by the seven key elements that are taken into consideration in Table No. 1. These aspects are essential for the successful adoption of TQM.

### Table No. 1 seven critical factors

| Factors | Mean | S.D | Rank |
|---|---|---|---|
| Administration | 52.58 | 9.99 | 1 |
| Infrastructure | 50.77 | 8.31 | 3 |
| Extra Curricular | 48.90 | 7.90 | 7 |
| Interaction with | 49.60 | 9.05 | 6 |

| | 50.07 | 5.36 | 4 |
|---|---|---|---|
| ...ing & Teaching | 51.33 | 9.48 | |
| Student's Awareness and | 49.78 | 6.94 | 5 |

The data presented in table no. 1 reveals that the weighted mean for the adaptation of standard measures for students is 53.67, while the weighted mean for clear Vision and policies related to quality education is 52.67, and the weighted mean for the implementation of ISO, SixSigma, and other TQM techniques is 51.4.

## Table no: 2 shows the weighted mean for adaptation

| Administration | | | |
|---|---|---|---|
| Factors | Measures for | Clear | Implementation |
| Weighted | 53.67 | 52.67 | 51.40 |

Table No. 2 displays, relevant to this aspect, the weighted mean of the numerous amenities that the institution offers to its patrons. According to the table, the Institutions have insufficient laboratory and library facilities, as well as a canteen. The table presents the weighted mean of the numerous amenities that are made available by the establishment.

## Table No. 3 shows the weighted mean of various facilities

| Infrastructure | | | |
|---|---|---|---|
| Factors | Lab & | Internet & | Canteen | Sports |
| Weighted | 49.60 | 50.47 | 49.97 | 53.53 |

The degree of total quality management (TQM) in institutions was characterised using the mean score as well as the standard deviation (SD). The means were

graded from most significant to least significant. The researchers used a one-way analysis of variance and an independent sample t-test so that they could answer the second and third study questions.

Table 4 shows that 60 of the participants are female students, which accounts for 60% of the total, while 40 of the participants are male students, which accounts for 40% of the total.

## Table 4 Distribution of gender and location of students

| City | female | Male | Total |
|---|---|---|---|
| Ludhiana | 25 | 10 | 35 |
| khanna | 10 | 10 | 20 |
| jalandhar | 15 | 10 | 25 |
| chandigarh | 10 | 10 | 20 |
| total | 60(60%) | 40(40%) | 100(100%) |

Where does the student body place TQM in terms of its importance? The findings that were obtained from the mean distribution of the degree of TQM based on the students' perceptions. It is clear from looking at Table that all eight of the aforementioned products have a rating of medium. The first principle is "teachers attending in-service courses" (mean = 2.88; SD = 1.06), and it has a mean of 2.88 and a standard deviation of 1.06. The last item is "student representatives are taught for good leadership" with a mean score of 2.14 and a standard deviation of 1.18.

According to these findings, the degree of TQM concepts taught in jalandhar institutions is at a medium level, as judged by the pupils who attend such institutions. The students' perspectives on the degree of TQM in several cities across the province of punjab are shown in Table 3. The findings are summarised in Table 5, which reveals that all of the cities scored in the medium range. The highest is in

with a mean of 2.83 and a standard deviation of 1.04, followed by khanna, with a mean of 2.59 and a standard deviation of 1.14, jalandhar, with a mean of 2.45 and a standard deviation of 1.09, and Chandigarh, with a mean of 2.37 and a standard deviation of 1.04.

### Table 5 Students' opinions regarding level of TQM

| Items | Mean | SD | Level | Rank |
|---|---|---|---|---|
| Teachers attending in- | 2.28 | 1.06 | Medium | 1 |
| Our Institution is always striving for | 2.70 | 1.05 | Medium | 2 |
| There is mutual relationship among the | 2.60 | 1.09 | Medium | |
| The principal establishes unity and | 2.59 | 1.10 | Medium | 4 |
| There is no fear towards continuous | 2.55 | 1.08 | Medium | 5 |
| Institution adapt to new | 2.53 | 1.11 | Medium | 6 |
| Services rendered are | 2.50 | 1.04 | Medium | 7 |
| Student representatives are trained for good | 2.14 | 1.1 S | Medium | 8 |
| Overall | 2.56 | 1.08 | Medium | |

Notes: Low (1.00 < M ≤ 2.00), Medium (2.01 < M ≤ 3.00), High (3.01 < M ≤ 4.00).

### Table 6 Mean distribution of students' opinion on TQM's level

| City | mean | Sd | Level | Rank |
|---|---|---|---|---|
| Ludhiana | 2.83 | 1.04 | Medium | 1 |
| khanna | 2.59 | 1.14 | Medium | 2 |
| jalandhar | 2.45 | 1.09 | Medium | 3 |
| chandigarh | 2.37 | 1.04 | Medium | 4 |
| overall | 2.56 | 1.08 | Medium | |

A one-way analysis of variance (ANOVA) is carried out in order to answer the second research question posed in this study. The purpose of this analysis is to evaluate if the group means on degree of TQM and location differ substantially from one another.

There was a statistically significant difference in the mean score of the TQM level between the cities, as determined by the responses of the students (F (3, 396) = 6.181, p =.000). These analysis did not identify any one city as being distinct from the others.

### Table 7 One-way ANOVA test of the mean score of TQM level between different cities

| | df | Mean square | f | Sig. |
|---|---|---|---|---|
| Between group | 3 | 3.775 | 6.181 | .000 |
| Within group | 396 | .611 | | |
| Total | 399 | | | |

The findings that are shown in demonstrate that the students' perception is that the level of TQM in the city of Ludhiana is substantially greater as compared to the levels in jalandhar and chandigarh(p =.000 and.016).

The degree of TQM and the location of the pupils is significantly different from one another. According to the opinions of the students, the total quality management (TQM) level in the city of Ludhiana is noticeably greater when compared to both jalandhar and khanna. 3 Is there a discernible gap in performance based on a person's gender in terms of TQM7 Table 8 displays the mean distribution of TQM scores, broken down by gender of the student population.

**8 Distribution of mean of TQM level based on gender**

| Gender | Mean |
|--------|------|
| Male   | 2.93 |
| Female | 2.55 |

A t-test on independent samples was carried out in order to investigate the existence of a statistically significant gap in the TQM scores of male and female students.

The findings are shown in Table 7, and they indicate that there is a statistically significant gap in the levels of TQM exhibited by male and female students (t (398) = −4.837, p =.000 < .05). In addition to this, male students had a higher opinion of the level of TQM application in their Institutions than female students (M = 2.93) (M = 2.55).

**Discussion**

**Level of TQM**

The results of this survey indicate that students assess the level of TQM as being at a medium level (the mean score was 2.56). There are a lot of reasons that have contributed to the pupils' having a TQM level that is somewhere in the middle (Alobiedat, 2011). The medium level of TQM for students found that students are either less happy or more critical with the current implementation of TQM. This is despite the fact that TQM focuses on customer satisfaction (Kristianto et al., 2012). As a result, it is not entirely clear whether or not the pupils are satisfied (a need of the TQM customer satisfaction concept).

There are a number of different hypotheses that might account for this outcome. It was probably due to the absence of a mutual relationship between role players (principal, teachers, and parents) and students in Institution (teamwork principle of TQM), the absence of student involvement in Institution decision-making (teamwork principle of TQM), and the absence of success in adopting new changes (continuous improvement principles of TQM) in Institution. The degree of TQM implementation must be improved or upgraded in order to raise the level of satisfaction felt by students, and policymakers and educational administrators need to direct more attention in this area. They have a responsibility to pay attention to impacts such as in-service training, continual improvement, communication, establishing unity and interaction, adapting to new changes, and concentrating on the pupils .

**Conclusion:**

The purpose of this study work is to determine, from the students' points of view, the degree to which TQM is being implemented in secondary Institutions. The researchers are also interested in determining the influence that gender and geography play in determining the overall degree of total quality management (TQM) in Institutions. The general public is keenly aware of the significance of obtaining a technical education. As a result, educational institutions have been given the enormous task of developing young people into highly intellectual people who are experts in their chosen subjects by providing education that is focused on quality. The pupils get the impression that each of the seven important variables is given the same amount of emphasis. On the other hand, they have the impression that the institutions do not make any effort to facilitate extracurricular activities or engagement with the business community. However, despite the fact that the other key factors—such as an excellent infrastructure, an attitude taken by management, and effective teaching practices—are

being put into reality, they still require particular attention in execution. In addition to providing staff members with training and educational opportunities, institutions have a significant impact on whether or not total quality management is implemented successfully in the educational system. Continuous monitoring of its development and the challenges it encounters should be carried out because these might impede its implementation if they are not monitored. For the Total Quality Management implementation to be effective, commitment must come from all levels of the business. In conclusion, but certainly not least, the involvement and participation of students is equally vital since it gives measures of the real performance, which finishes off the feedback loop in the process of strategic management.

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