IMPACT OF TRAINING AN ELEMENT OF TOTAL QUALITY MANAGEMENT (TQM) AND OCTAPACE CULTURE IN HIGHER EDUCATION SECTOR

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ABSTRACT

The higher education institutions incessantly aim for innovative teaching learning process and face multiple challenges. The objective of the study is to ascertain the influencing variables associated with training to enhance academic performance and it also examines the significance of structured training programs and the promotion of OCTAPACE culture (Openness, Confrontation, Trust, Authenticity, Proactivity, Autonomy, Collaboration and Experimentation) in nurturing a progressive and sustainable academic environment. Training programs provides the benefit of leadership development, alignment of technology, technological integration, advanced pedagogy, research capacity building, enhancement of soft skills and sustainable academic environment. These initiatives bridge the skill gap, improves quality of education and empowers the students and faculty to adapt to various learning environment and emerging trends. Since attainment of these goals are challenging it often requires significant commitment and resources. Institutions should take attentive efforts and remain proactive in their approaches to ensure lasting impact and get substantial benefits.

KEY WORDS: Change, context, practice, process, training

INTRODUCTION

The interplay of OCTAPACE culture fully lays the background for openness, trust, collaboration, and innovation in academic institutions. Open communication, constructive conflict resolution, and experimentation can help the higher education organizations create an inclusive proactive organizational culture. These cultural dimensions are most crucial because they foster academic excellence, enhance student outcomes and keep the competition in line even in the fast-changing global education environment. This study calls for a synergistic approach that would blend strategic training with OCTAPACE culture to transform higher education institutions into rapidly evolving learning, innovation, and leadership ecosystems. It would be of practical help to the policymakers, administrators, and teachers-stakeholders in effectively implementing and sustaining such initiatives.

REVIEW OF LITERATURE

Innovative methods such as active learning, flipped classrooms, and competency-based education enhance teaching quality (Bonwell & Eison, 1991).

Effective integration of digital tools into teaching and administration boosts engagement and operational efficiency (Fisher et al., 2014).

Leadership development programs build strategic thinking and conflict resolution skills, critical for managing academic institutions (Holden et al., 2012).

Research highlights barriers such as resistance to change, inadequate funding, and the lack of customized programs as key impediments to successful training initiatives (Guskey, 2002).

The concept of OCTAPACE, introduced by Udai Pareek, has been widely recognized as a framework for fostering a healthy organizational culture.

Dimensions of OCTAPACE

- Openness: Encouraging free flow of ideas and transparent communication.

- Confrontation: Addressing issues constructively rather than avoiding them.

- Trust: Building confidence among stakeholders through fairness and reliability.

- Authenticity: Promoting honest and genuine interactions.

- Proactivity: Encouraging anticipation of challenges and planning ahead.

- Autonomy: Empowering individuals to take initiative and make decisions.

- Collaboration: Enhancing teamwork and interdisciplinary cooperation.

- Experimentation: Supporting innovation and risk-taking (Pareek, 2002)

Studies indicate that OCTAPACE culture has a significant effect on the performance of teachers, student engagement, and efficiency in administration (Srivastava & Mishra, 2016). (eg) Institutions high on trust and openness report among the highest levels of faculty retention.

Collaboration and proactiveness facilitate interdisciplinary research and curriculum development (Joshi, 2019).Some of the constraints in adopting OCTAPACE are resistance to cultural change, lack of leadership commitment, and inadequate training on OCTAPACE

principles (Pareek & Rao, 2003).Training and OCTAPACE culture act synergistically, whereby good training creates OCTAPACE dimensions as it trains the agents to become appreciative of openness, collaboration, and innovation. In turn, a strong OCTAPACE culture builds an organization where training endeavors are likely to flourish (Bhatnagar, 2014).

Best Practices

Custom training aligned with institutional goals and cultural values.

Leadership buy-in and active participation in cultural transformation initiatives.

Regular audits of the culture to assess and reinforce OCTAPACE dimensions.

Case Studies

Organizations like the Indian Institute of Management (IIMs) or universities in the UK have reported successful improvements in organizational culture thanks to targeted leadership training and open communication policies (Bolden et al., 2012).

METHODOLOGY

The study has used descriptive approach and executed its research through VosViewer(Visualization of Similarities).The research to bring out effective results correlation to its objectives has used VosViewer(Visualization of Similarities). VOSviewer is a free and open-source software tool for creating and visualizing bibliometric networks. Bibliometric networks are maps of the relationships between different items in a body of scientific literature, such as publications, authors, journals, and keywords. VOSviewer can also be used to identify emerging trends and new research areas. The study has used Dimensions platform to extract the relevant literature needed for Bibliometric networks to be executed through VosViewer. The software has extracted the entire review and presented three types of Visualisations

(i)**Network Visualization**: It represents the highly influencing variables and the interlinkage between the variables among extracted variables from various referred reviews. A Map is created based on Bibliographic Data which creates Co-authorship, Keyword occurrence, citation and co-citation. It takes data from Scopus, web of science, Dimensions

(ii)**Overlay Visualization:** It shows the predominant variables its linkage with other variables and the publication year.

(iii)Density visualisation: It shows the volume of relationship between each variable. The variables with high density are large in size and font and are most impactful influencing TQM and OCTAPACE Culture and vice-versa.

The interpretation are as follows

(i)   Create a map based on text data with abstract and keywords

(ii)   Apply binary counting and the number of threshold is downsized to 57 from a maximum of 3024 items

The interpreted variables are tabulated as follows:

Item	Cluster	Link	Total link strength	Occurence
Book	1	20	53	15
change	1	31	109	21
chapter	1	18	47	12
Context	1	33	147	28
HRD	1	30	82	15
Human resource	1	28	76	14
Knowledge	1	31	70	14
Leadership	1	22	68	18
Model	1	30	107	20
Person	1	28	75	16
Practice	1	33	183	44
Process	1	28	112	26
Researcher	1	33	98	21
Student	1	27	54	11
Year	1	29	59	13

Table 1: Network visualisation

Item	Cluster	Link	Total link strength	Occurence	Avg Pub year
Book	1	20	53	15	2019.27
change	1	31	109	21	2017.76
chapter	1	18	47	12	2019.50
Context	1	33	147	28	2017.18

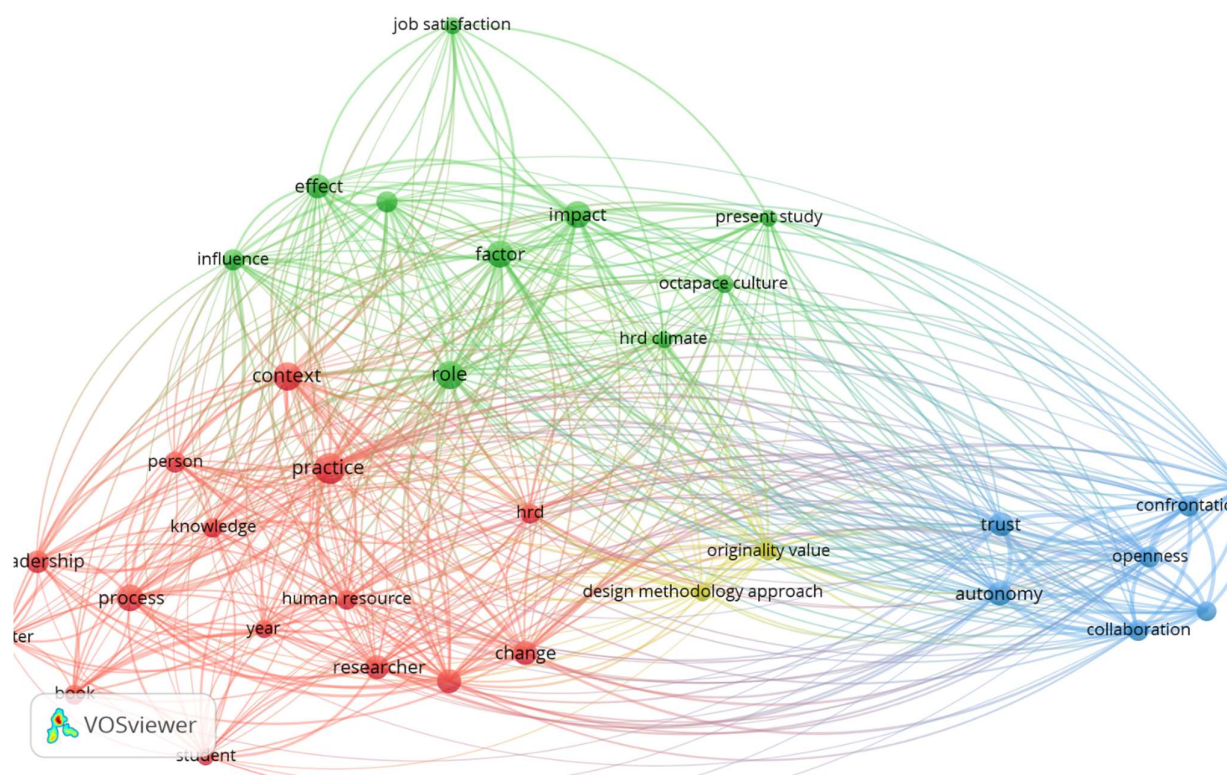| HRD	1	30	82	15	2013.53
Human resource	1	28	76	14	2015.29
Knowledge	1	31	70	14	2018
Leadership	1	22	68	18	2019.94
Model	1	30	107	20	2018.15
Person	1	28	75	16	2017.75
Practice	1	33	183	44	2017.71
Process	1	28	112	26	2018.77
Researcher	1	33	98	21	2019.71
Student	1	27	54	11	2019.45
Year	1	29	59	13	2016.85

Table 2: overlay visualisation
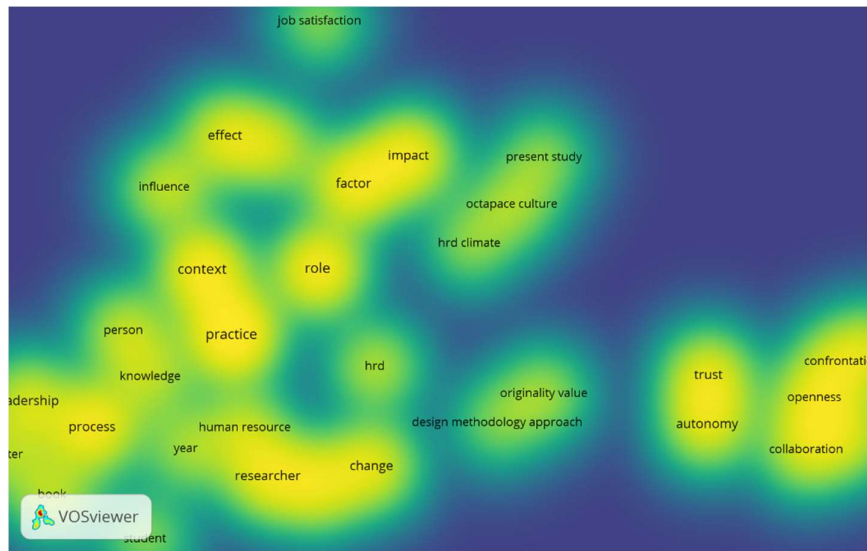

Fig 1: Network visualisation

Fig 2: Density visualisation

Findings

(i)   Practice is the highly influencing variable with link strength of 183 and the occurrence frequency of 34, which signifies that training facilitates practice and stimulates continuous improvement

(ii)   Context is the second prominent influencing variable with the link strength of 147 and frequency of 28. It states that continuous training influences higher amount of focus on efficiency and overall support benefitting all the stakeholders of higher education sector

(iii)   Process is the third large influencing variable with link strength of 112 and frequency of 26 states training influences process management incorporating different methods of teaching learning process making the learning efficient and effective

(iv)   Change is the fourth influencing element with link strength of 109 and frequency of 21 states that training leads to improvement and aiming for change thereby implementing new tools and techniques leading way for dynamism.

(v)   Model is the fifth influencing element with link strength of 107 and frequency of 20 signifying that learning and assessment model could be created according to the learning capacity of the individuals.

SUGGESTIONS

1. **Recommendations for Training Programs**: Training programs at the higher education level must cater to the various requirements of the faculty, staff, and students. Some of the areas of concern are, below:

   a. Pedagogical Training: Training faculty in active learning methods, flipped classroom, and experiential teaching. Competency-based learning and introduction of interdisciplinary learning frameworks.

   b. Integration of Technology: Workshops on unlocking the potential of learning management systems (LMS) and virtual teaching tools. Also, conduct training on emerging technologies such as AI, VR/AR, and data analytics in education.

   c. Leadership Development: Conduct programs in leadership focused on strategic thinking, emotional intelligence, and conflict resolution. Equip academic leaders with tools and skills for crisis managements and to become leaders of change.

   d. Research and Innovation: Organize sessions on grant writing, intellectual property rights, and ethical research practices. Support collaboration in interdisciplinary researches through joint training sessions.

   e. Diversity and Inclusion: Provide training on unconscious bias, cultural competence, and creating inclusive classrooms. Look closely at gender equality and accessibility in higher education policy and practice.

   f. Education for Sustainability: Introduce training programs for faculty and students on integrating sustainability into teaching and campus practices. Green practices in energy conservation, waste management, and sustainable research should be encouraged.

2. **Suggestions for Promoting OCTAPACE Culture**

   a. Openness: Create open-dialogue platforms such as regular meetings, feedback. Encourage open and transparent communication between faculty, administration, and students.

   b. Confrontation: Train stakeholders in constructive conflict resolution techniques and problem-solving. Create safe forums to tackle institutional challenges collectively.

   c. Trust: Build trust through fair recruitment, evaluation, and promotion policies. Recognize and reward integrity and reliability in all actions and decisions.

d. Authenticity: Encourage genuine interactions through encouraging ethical conduct and forthrightness in communications. Faculties and staff should be encouraged to demonstrate authentic behaviour as models for students.

e. Proactivity: Provide the resources to face, anticipate, and remedy future challenges. Celebrate initiatives that exhibit foresight and imaginative thinking.

f. Autonomy: Delegate decision-making responsibilities to empower faculty and administrative staff. Promote academic freedom and flexibility in curriculum design and teaching methods.

g. Collaboration: Initiate cross-departmental projects and interdisciplinary collaborations. Use team-building exercises to strengthen relationships among faculty and staff.

CONCLUSION

Without any training and the establishment of an OCTAPACE culture, that is, Openness, Confrontation, Trust, Authenticity, Proaction, Autonomy, Collaboration, and Experimentation, excellent development within the secondary and higher education sector would not be possible. Training programs give educators and administrators the ability to seamlessly adapt to the fast-changing world of academia. The culture of OCTAPACE creates the right environment for collaboration and innovation.

By openness and trust, those in institutions shall encourage free exchange of ideas, which is one factor that promotes growth in academia. Confrontation and authenticity allow confronting challenges in a constructive manner so that they may generate whatever is required to resolve them in the best way possible for all stakeholders. Proactive would be to combine this with autonomy so that people might take the initiative and engage in very meaningful contributions. This would take collaborative efforts and experimentation that foster innovation, thus keeping institutions buoyant and relevant in the global educational landscape.

The blend of training and OCTAPACE culture seeks to develop the professional growth of teachers and other staff while providing the learning experience to students who contribute to the overall development of the higher education ecosystem.

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