Turning Learning Into A Business: Concerns About ‘Quality Management’ at School (*)
Concerns About “Quality Management” at School

The essay you have just read examines the limitations of traditional education in the context of quality management principles. The author argues that the use of extrinsic motivators such as stickers, verbal rewards, and other Skinnerian inducements appears to be widespread among those who invoke Deming’s name. The author emphasizes that the words we use, of course, have the power to change the way that people think and feel about themselves and their work. The author concludes by suggesting that educators would do better to turn first to Dewey and his ideas about the role of education in fostering democratic and participatory practices in schools.

The author draws on a variety of sources to support their argument, including research by Butler, Graham, and S. Golan on motivational influences on cognition; Nicholls on the importance of mastery goals in education; and Maehr and Stallings on the negative effects of performance orientation in classrooms.

In conclusion, the author argues that educators should focus on creating a learning environment that values intrinsic motivation and encourages students to challenge themselves and take risks. The author suggests that quality management principles can be useful in creating a more efficient and effective educational system, but they must be implemented in ways that promote students’ fundamental desire to learn and challenge themselves.