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Total Quality Management and Goal Attainment in Public Higher Institutions in Rivers State

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ABSTRACT

The study investigated the relationship between total quality management and goal attainment in public higher institutions in Rivers State. Total quality management was conceptualized with leadership, and recognition as the dimensions of total quality management while goal attainment was measured with goal attainment. The study answered two research questions and tested 2 null hypotheses in order to establish the hypothetical formulation on the relationship between total quality management and goal attainment of public higher institutions in Rivers State. The study population comprised of the 399 principal officers and administrators of public higher institutions in Rivers State. The study sample comprised 200 Principal Officers and administrators in public higher institutions in Rivers State. The study sample size was determined with the aid of Taro-Yamen's formula. Pearson's Product Moment Correlation was used to test the hypotheses with the aid of the Statistical Packages for Social Science, version 23.0. The p-values were calculated to determine the significance of the hypothesized relationship. Analytical outcomes revealed statistically positive and significant relationships between the dimensions of total quality management and components of goal attainment. Based on the findings, the study concluded that total quality management has significant and positive relationship with goal attainment of public higher institutions in Rivers State. The study therefore, recommended that administrators of public higher institutions should constantly initiate leadership programmes to groom their staff on good administration; administrators of public higher institutions should build reward systems to recognize exceptional behavior.

Introduction

The success of any organization depends on effective administration. Administration has been defined as the careful and systematic arrangement and use of resources (human material, finance and time), situations and opportunities for the achievement of the specific objectives of a given organization (Nwagwu, 2005). In collaboration, Abu, Zaman and Anjain (2016) defined a school administrators as the highest ranking staff of an institution or officers who oversee the daily activities and operations of the school and performs specific administrative duties and responsibilities such as providing leadership and direction in time of crisis and carry out optimistic visions for the future of the institution, keeps institution programmes running smoothly and provides budgets, logistics schedule, disciplinary actions, evaluations and public relations, ensures that the institution follows regulations set by local, state and federal authorities and receives reports from academic staff, academic advisors and custodial workers. The various functions of the school administrator make him/her the individual with the sole responsibility of achieving quality education delivery through properly coordinated total quality management strategies.

Administrators are responsible for the achievement of results through the specialized efforts of other people whether individually or collectively in an organization. . The human components of the school are teaching, non-teaching staff and students while the material resources include all the buildings, equipment and facilities which the school administrator must harmonize in order to achieve maximum results. However, it is important to note that despite the contribution of the educational administrator to the planning, policy-making and programme-designing, his major role rests with the effective and efficient implementation of plans, policies and programmes for the benefit of educational development (Okoroma, 2019).

Goals are the aim or objectives towards which an endeavor is directed. It is the terminal point, or the end that an organization seeks to achieve in fulfillment of its operations. They are usually strategic objectives established by management which outline the expected outcomes, and to guide the efforts of employees. Organizational goals are important because they guide employees' efforts, justifies the activities and existence of the organization, define performance standards, and provides constraints for pursuing unnecessary goals. It also function as incentives for behaviour. Organizational goals are predetermined, and are official and operative. Official goals are set in line with the organization's aims as contained in their public statements, while operative goals are the actual concrete steps to be taken to achieve the objectives. Teryima cited in Nnokam, Asawo and Asawo (2019), the goal of an organization is an expectation of what it is trying to accomplish. The goals determine to a large extent the inputs and outputs, and the activities which bring about the achievements so desired. He reiterated that some of the functions of goals include:

• Goals provide a standard for performance.

• Goals serve as basis for planning management control related to the activities of that organization.

• Goals serve as guidelines for decision making and justification of action taken.

• Goals influence the structure of the organization and help determine the nature of the technology employed.

• Goals help mobilize commitment of individuals and groups for the activities of the organization.

• Goals give an indication of what the organization is really like.

• Goals serve as basis for the evaluation of change and organizational development.

• Goals are the basis for the objectives and policies of the organization.

The success of an organisation is mainly determined by the effectiveness and efficiency of its management. Efficiency is concerned with 'doing thing right', while effectiveness is concerned with 'doing the right things'. Effectiveness is associated with strategic management while efficiency is related to operational management (Louw and Venter, 2013:21).

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The concept of higher education is marked by diversity, that is, there are several terms and phrases used to describe it. Higher education ranges all the way from higher learning, which often refers to graduate education, down to post-secondary education, which generally refers to the several years of following college or secondary school, whether spent in college, university or polytechnic. United Nations Educational Scientific and Cultural Organization, UNESCO (2022) referred to higher education as educational establishment to which is available for people who have completed secondary education and in which, the course of study last for not less than three years, but more generally from four years to six years. Higher education plays a vital role in driving economic growth and social cohesion. Throughout, the world, it is now understood that a high-quality system education is central to ability of nations to participate successfully in the global knowledge economy. However, educational administration ensures that the objectives and goals of education are achieved through effective functioning of the school system. Higher educational institutions are multifaceted venture that must provide equal significance to all the quality parameters (Maheshwari, 2018).

Total Quality Management (TQM) is recognized as an effective management philosophy which is used as a strategy for business excellence. Although the concept of total quality management was advocated by Dr. W. Edwards Deming in the late 1950's in the United State of America; however, Japan was the first nation that embraced this concept to recover their economy after the World War II (Zakuan, Munianay, Mat-Saman, Ariff, Sulaiman & Jallil, 2012). The success of TQM in Japan made this concept famous in many countries across the world. Originally, the concept was developed for manufacturing organizations; later on, it gained popularity to other service institutions, including bank, insurance, non-profit organizations and health care and so on. Lunenburg comments that TQM is also relevant to corporations, service organizations, universities, elementary and secondary schools (Lunenburg, 2010). The principles of TQM are found to align with goal attainment in the administration of higher institutions, and as Bhat and Rajashekhar (2010) argued TQM is built on foundation of ethics, integrity and trust. Teamwork, leadership, training, recognition and communication are also key components of TQM that enhances administration (Psychogios & Priporas, 2007; and Lunenbilg & Ornstein, 2004). TQM fosters openness, fairness and sincerity and this allows full involvement of everyone in school and other administrations. Bhat and Rajashekhar (2010) emphasized that TQM is a key to unlocking the ultimate potential of all those involved in its proper administration.

Leadership plays a significant role in establishing and sustaining TQM in any organization. One of the cardinal roles of management in sustaining TQM as has been stated earlier is the creation of constancy of purpose. As Ho (2001) reiterated, there must be a full commitment by management to actualize quality goals.

It is easy to motivate people towards improvement when there is a clear purpose statement of vision of the organization what it is and where it is going - and a set of principles and values which define its relationship with its customers, suppliers and employee. When there is constancy of purpose in an organization, workers are encouraged to willingly exert all their knowledge, skills and abilities towards the attainment of well-articulated corporate goals.

The ability of organizations to achieve their business strategy and have a sustainable competitive advantage depends to a large extent on the performance of employees. In their bid to motivate employees to achieve high performance, organizations often placed emphasis on financial rewards at the expense of non-financial rewards such as recognition. However, considerable basic research has shown that though financial rewards positively reinforce performance-enhancing behaviours and satisfy employees to some extent, but for committed employees, recognition must be given to keep them motivated, appreciated and committed (Luthans, Danish & Usman as cited in Amoatemaa & Kyeremeh, 2016). Employee recognition has been identified to be a strong motivational tool that enriches employees' energies towards the accomplishment of organizational goals and objectives (Imran, Ahmad, Nisar & Ahmad, 2014) and also have significant positive relationship with employee performance (Rahim & Daud, 2013).

Statement of the Problem

Improving quality is probably one of the most important tasks any organization may be facing, whether private or public. Quality education is a great concern in many societies across the world and in a highly competitive educational sector, the success of academic institutions depends on the quality of

education using total quality management as an administrative technique. educational sector in rivers state is still grappling with a barrage of problems including those associated with poor quality resulting from dysfunctional management systems. Onyeike and Owuama (2012) pointed out that the effect of the poor administration of the educational system in the state has resulted to high rate of drop out, mass failure in public exams, and general wastage of human and material resources.

Purpose of the Study

The general aim of the study was to determine the relationship between total quality management and goal attainment of public higher institutions in Rivers State. Specifically, the objectives of the study were to:

   i.   Investigate the relationship between leadership and goal attainment of public higher institutions in Rivers State

   ii.   Examine the relationship between recognition and goal attainment of public higher institutions in Rivers State.

Research Question

The following research questions guided the study;

   i.   What is the relationship between leadership and goal attainment of public higher institutions in Rivers State?

   ii.   What is the relationship between recognition and goal attainment of public higher institutions in Rivers State?

Hypotheses

The following null hypotheses were formulated to guide the study and were tested at 0.05 level of significance:

   i.   There is no significant relationship between leadership and goal attainment of public higher institutions in Rivers State.

   ii.   **Ho_2** There is no significant relationship between recognition and goal attainment of public higher institutions in Rivers State

   iii.   **Methodology**

   iv.   This study adopted the correlation research design. According to Tan (2014), a correlation study seeks to ascertain relationships between two or more variables. The population of the study comprised 399-administrators of public higher institutions. This includes 41-Principal Officers, 70-Deans and 288-Heads of Department in the eight public higher institutions in Rivers State. The population represents the total number of Principal Officers, Deans and HOD's. The sample size for this study comprised two hundred (200) Principal Officers and administrators in public higher institutions in Rivers State. The study sample size was determined with the aid of Taro-Yamen's formula. The study employed two questionnaires titled "Total Quality Management Questionnaire (TQMQ) and Goal Attainment of Higher Education Questionnaire (GAHEQ)." The instrument had two sections A and B. Section A was used to elicit information on the demographic data of the respondents while Section B sought to contain expected responses of administrators regarding the research questions. Section B contains 22 items in all (7 items for each independent construct or variable and 8 for the dependent variable) All items in section B was measured using 4-point Likert Scale as follows: Strongly Agree 4, Agree 3, Disagree 2 and Strongly Disagree 1. The research instrument was validated by experts in Measurement and Evaluation in Faculty of Education, Rivers State University, to scrutinize, analyze both face and content validity in terms of clarity and appropriateness and the reliability calculated using cronbach alpha method of statistics that yielded 0.80, 0.83 and 0.86. The research questioned were answered using pearson product moment correlation (r) while z=ratio was used to test the hypotheses at 0.05 level of significance.

Results

Research Question 1

Table 1: correlation matrix of the Relationship between Leadership and Goal Attainment of Higher Institutions

		Leadership	Goal Attainment
Leadership	Pearson Correlation	1	.724**
	Sig. (2-tailed)		.000
	N	200	200
Goal Attainment	Pearson Correlation	.724**	1
	Sig. (2-tailed)	.000	
	N	200	200

**. Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS Output, 2023.

The SPSS output on Table 1 reveals a correlation coefficient of 0.724[**] between leadership and goal attainment, indicating a strong significant relationship between leadership and goal attainment. More so, the probability value (0.000) is less than the critical value (0.05), this shows that there is a strong significant relationship between leadership and goal attainment. This further implies that leadership can be used to achieve goal attainment among public higher institutions in Rivers State. Based on this, we reject the null hypothesis that there is no significant relationship between leadership and goal attainment of public higher institutions in Rivers State and accept the alternate hypothesis that there is a strong, significant relationship between leadership and goal attainment of public higher institutions in Rivers State.

Research Question 2

Table 2: Correlation Matrix of the Relationship between Recognition and Goal Attainment of Higher Institutions

		Recognition	Goal Attainment
Recognition	Pearson Correlation	1	.801[**]
	Sig. (2-tailed)		.000
	N	200	200
Administrative Effectiveness	Pearson Correlation	.801[**]	1
	Sig. (2-tailed)	.000	
	N	200	200

**. Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS Output, 2023.

The SPSS output on Table 4.12 reveals a correlation coefficient of 0.801[**] between recognition and goal attainment, indicating a very strong significant relationship between recognition and goal attainment. More so, the probability value (0.000) is less than the critical value (0.05), this shows that there is a very strong significant relationship between recognition and goal attainment This further implies that recognition can be used to achieve goal attainment among public higher institutions in Rivers State. Based on this, we reject the null hypothesis that there is no significant relationship between recognition and goal attainment of public higher institutions in Rivers State and accept the alternate hypothesis that there is a very strong, significant relationship between recognition and goal attainment of public higher institutions in Rivers State.

Discussion of Findings

Relationship between Leadership and Goal Attainment of Public Higher Institutions in Rivers State, Nigeria.

From results of the correlation analysis, it can be seen that there is a correlation coefficient of 0.724[**] between leadership and goal attainment, indicating a strong significant relationship between leadership and goal attainment. More so, the probability value (0.000) is less than the critical value (0.05), this shows that there is a strong significant relationship between leadership and goal attainment.

The study findings are in line with the findings of several empirical studies. The corroborates with Amie-Ogan and Sunday (2021) as they carried out research on Total Quality Management Strategies and School Administrators' Performance in Public Senior Secondary Schools in Port Harcourt Metropolis of Rivers State. The study findings revealed that employees' involvement and benchmarking have a significant positive relationship with school administrators' performance in public senior secondary schools in Port Harcourt Metropolis of Rivers State. Similarly, the study findings are in tandem with Chuktu (2021) which investigated the influence of Total Quality Management (TQM) practices on institutional effectiveness of secondary schools in Cross River State, Nigeria. The study adopted a survey research design. The result of the analysis revealed that Total Quality Management in fund management practice and facilities/equipment management practice significantly influences institutional effectiveness of secondary schools in terms of organizational innovations, learning environment and learning outcome in Cross River State.

The study findings are in consonance with Adeyemi (2020) which examined the influence of total quality management and university goal achievement in higher institutions in Nigeria. The result of the findings included the following; there is a significant relationship between communication flow and goal achievement of universities in Nigeria. There is a significant relationship between team work and goal achievement of universities, there is a significant relationship between time management and goal achievement of universities in Nigeria among others. The study findings agree with Ejionueme and Oyoyo (2015) as they investigated the application of Total Quality Management (TQM) in secondary school administration in Umuahia Education Zone. Findings of the study revealed that total commitment and teamwork is applied to a high extent in secondary school administration. The findings further showed that effective communication is applied in secondary school administration in Umuahia Education zone. Findings of the study are validated by LongJohn (2008) which investigated application of total quality management in the improvement of the educational standard in higher institutions in Rivers State. The study findings revealed that staff training of academic and non-academic staff leads to improvement of the educational standard in higher institutions in Rivers State.

Relationship between Recognition and Goal Attainment of Public Higher Institutions in Rivers State, Nigeria.

From results of the correlation analysis, it can be seen that there is a correlation coefficient of 0.801[**] between recognition and goal attainment, indicating a very strong significant relationship between recognition and goal attainment. More so, the probability value (0.000) is less than the critical value (0.05), this shows that there is a very strong significant relationship between recognition and goal attainment. The study findings are in line with the findings of

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Conclusion

Based on the findings of this study and to the extent of its consistency with results of similar previous studies, this study concludes that total quality management has significant and positive relationship with goal attainment of public higher institutions in Rivers State. Thus, application of TQM is pivotal to goal attainment. Adoption of TQM characteristics such as leadership and recognition leads to goal attainment.

Recommendations

Based on the findings of this study, and to the extent of its consistency with results of similar previous studies, the following recommendations were made:

i.   Administrators of public higher institutions should constantly initiate leadership programmes to groom their staff on good administration.

ii.   Administrators of public higher institutions should build reward systems to recognize exceptional behaviours.

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