

**CHALLENGES FACING THE IMPLEMENTATION OF TOTAL QUALITY  
MANAGEMENT PRACTICES IN PUBLIC SECONDARY SCHOOLS IN KENYA**  
(A survey of schools in Migori County)

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## DECLARATION

I declare that this is my original work and that it has not been presented in any university or institution to the best of my knowledge

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This research proposal was submitted for examination with my permission as the university supervisor.

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This research proposal has been presented for examination with my approval as the chairman of the department.

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## **DEDICATION**

This study is dedicated to my beloved son Peter and daughters Joy and Pendo and my most loving husband George.

## **ACKNOWLEDGEMENT**

The greatest lesson I have learnt in the process of this study is how much we need others in doing something substantial in academics. Many people were helpful in one way or the other, indirectly or directly. I wish to take the first opportunity to thank God for His endless mercy and abundance provision. I also thank my supervisor Mr. Shadrack Bett for his tireless support and guidance. I am also indebted to my colleagues from Migori campus 2011 class , more so Mr. Kirui for his support and encouragement throughout the study period. Sister Julia has been more than a blood sister to me in the whole period.

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## **ACRONIMS AND ABBREVIATIONS**

Q.A-	Quality Assurance
TQM-	Total Quality Management
S.Q.A-	Standards and Quality Assurance
Q.A.S.O-	Quality Assurance and Standards Officer
K.E.S.I-	Kenya Education Staff Institute
K.E.M.I-	Kenya Education Management Institute
P.OY.A-	Principal of the Year Award
T.O.Y.A-	Teacher of the Year Award
K.S.S.H.A-	Kenya Secondary Schools Heads Association
E.F.A-	Education for All
B.O.G-	Board of Governors
P.T.A	–Parents Teachers Association
HOD-	Head of Department
QC-	Quality circles
Q M -	Quality management
R&D -	Research and Development
KESSP-	Kenya Education Sector Support Programme
KSSHA-	Kenya Secondary Schools Heads Association

## DEFINITION OF TERMS

**Management commitment to quality-** Refers to making it clear where management stand on quality.

**Public secondary school-** These are schools that are run and funded by the government.

**Quality implementation-** process that occurs over a period of time and involves introducing new quality system elements within an organization.

**Quality management-** Aspect of the overall management function that determines and implement the quality policy.

**Quality-** Total of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs.

**Total quality management-** application of quantitative methods and human resources to improve all the processes within an organization and exceed customer needs now and in the future.

## ABSTRACT

While education is considered to be a basic right and need, the management of secondary education in Kenya has been faced with setbacks due to several bottlenecks. This calls for deliberate action that will bring about the necessary changes in management. Use of Total quality management is the first step in realizing these changes. Several school managers are already using this management method. Such schools have faced several challenges in the use of TQM to improve management. The general objective of this study was to find out the challenges facing the implementation of total quality management practices in public secondary schools in Migori County. The specific objectives included, to find out the effect of culture on the implementation of TQM practices in public secondary schools, to determine the extent to which management commitment influence the implementation of TQM practices in public secondary schools, to examine the relationship between organizational change and implementation of TQM practice in public secondary schools and to establish the role of resource on the implementation of TQM practice in public secondary schools. The study intended to benefit the education planners, education managers like the school principals, H.O.D's and deputy principals in planning for school management and also to benefit the teachers, students and parents who were the main customers in the school community. Other researchers were also to benefit from this study as a source of further reference. The study employed a descriptive survey study. The target population included the public secondary school head teachers, deputy head teachers and heads of departments in secondary schools within Migori County of whose total population was 1056 where a sample size of 106 respondents was drawn using stratified random sampling. Data collected was both qualitative and quantitative. Qualitative data was analyzed using content analysis while quantitative data was analyzed using descriptive statistics .It was found that organizational culture, management commitment, resources and organization played a role in TQM implementation. The researcher found that it was very essential for some areas to change in order for TQM to be implemented. Based on the findings, the researcher recommends that for TQM to be implemented organizational culture should be taken into consideration and where necessary changed to give way for the implementation of TQM practices. The management too should be committed while engaging all stakeholders in implementation of TQM practices.

# CHAPTER ONE

## INTRODUCTION

### 1.0 Chapter Overview

This introductory part of the study mainly discusses the research's background information and problem statement. Further, it outlines its key objectives, significance, scope, and limitations.

### 1.1 Background of the Study

Quality authorities like Juran, Deming and Crosby have put forth several approaches to improve company performance. These approaches are embodied in a set of quality management practices, known as Total Quality Management (TQM). On the account of these policies, different approaches have been adopted for the introduction of quality management in secondary schools, such as strategic plans, quality awards, quality teams, self-assessment and external assessment among other models. Quality management (QM) presents a strategic option and an integrated management philosophy for organizations which allow them reach their objectives effectively and efficiently, and to achieve sustainable competitive advantage (Goldenberg and Cole, 2002).

Research has been done with regard to the implementation of quality management. Pheng and Jasmine (2004) pointed out that with the adoption of TQM there is the benefit of higher customer satisfaction, better quality products and higher market share. Customer satisfaction is one of the prime objectives of TQM and it is the most widely discussed approach to directing organizational efforts towards the goal of TQM. According to Ugboro and Obeng (2000), with the full adoption and implementation of TQM, there should be a turnaround in corporate culture and management approaches as compared to the traditional way of management in which top management gives order and employees merely obey them.

Proper TQM implementation can be a powerful vehicle by which organizations can achieve excellence in business performance. However, despite the fact that many organizations adopt TQM framework and its key principles, some of them have not been achieving TQM potential benefits (Young, 1997). He further observed that TQM fails because an effective system was not

created to execute TQM principles properly. Since implementation of TQM require unwavering organizational commitment, substantial time and effort and drastic changes in the organizational culture and business practices, it is important for institutions to clearly understand what it takes to succeed and achieve high performance.

### **1.1.1 Quality Management and Education**

Defining quality in education has proved to be a challenging task. Cheng and Tam (1997) suggests that “Education quality is rather vague and controversial concept” and Pounder (1999) argues that quality is ‘a notoriously ambiguous term”. As a result of difficulty in defining quality, the measurement of quality has also proved to be contentious. According to Cruikshank, (2003) an international tool most frequently drawn upon is that of total quality management (TQM) which is defined as a management approach of an organization, centred on quality, based on the participation of all its members and aiming at long run success through customer satisfaction and benefits to members of the organization and to society (Wiklund et al, 2003).

The rationale for adoption is that TQM has the potential to encompass the quality perspectives of both external and internal stakeholders in an integrated manner and thereby enable a comprehensive approach to quality management that will ensure quality as well as facilitate change and innovation.

According to Lewis and Smith (1994) the perception of quality of education by many academics is increasingly becoming a problem for many outside the system. They mention unhappy customers and low employee morale as major challenges. Quality management is seen by many as having enormous potential to respond to such challenges. Subrata and Anindya (2009) puts it that quality management can be applied as a means for improving stakeholders morale, increase productivity and delivering higher quality services to both internal and external customers.

### **1.1.2 Total Quality Management in Public Secondary Schools**

Previous researchers have suggested that a number of factors contribute to the establishment of quality education in schools. For example, Digolo (2003), and Eshiwani (1993) observed that the

maintenance of factors such as curriculum, instructional material, equipment, school management, teacher training and resources are some of the indicators of quality education. In addition, Gogo (2002) reported that low performance could be attributed to inadequate finance which resulted to inadequate supply of teaching and learning materials and equipment. Olembo (1992) also suggested that provision of quality education requires that head teachers be involved in translation of education policies and objectives into viable programs within the school; while Shiundu and Omulando (1992) emphasized that on a daily basis head teachers have the responsibility to ensure that teachers implement the set curriculum and that learning activities take place. In order to support teaching and learning processes, Doharly (1993) observed that the head teacher should ensure quality curricular supervision and provision of adequate physical resources. On the same point, Bound et al. (1994) suggested that the quality of principals is a relevant indicator of quality schools, and therefore underscored the importance of head teachers in school administration.

A report on The Development of Education in Kenya by the Ministry of Education Science and Technology (MOEST, 2004), notes that the process of providing quality education begins with proper planning for financial, human and physical resources and curriculum. As managers, head teachers are advised to ensure efficiency in performance and proper utilization of teachers under them, effective management and implementation of curriculum and prudent use of resources. Head teachers are advised to embrace result oriented management to achieve the desired education goals and target.

The children of Kenya deserve quality service delivery. Educational stakeholders must have faith that education resources are managed in an efficient and effective manner. Education managers must lead in promoting sound leadership and good governance of educational institutions, it is with this background that the ministry of education through the Kenya Education Management Institute has been in the frontline in improving education management in Kenyan schools by providing in service management courses in which TQM strategies have been outlined and secondary school principals trained on the same (KESI, 2011).

### **1.1.3 Secondary Schools in Migori County**

Migori County is situated on the western part of Kenya in Nyanza province. One of the major challenges facing the county is the poor academic performance due to management challenges. With a secondary school population of 176 public secondary schools, Migori County was chosen for this study because of the challenges faced by public secondary schools in meeting the demand of the academic performance due to management challenges. The county has seven districts, namely Rongo, Awendo, Uriri, Migori, Nyatike, Kuria East and Kuria West. Most managers of public schools in these districts have adopted the use of total quality management though they face several challenges that the study intends to inquire.

### **1.2 Statement of the Problem**

Based on past research ( Mehrotra, 2010), the concept of TQM was developed by an American, W. Edwards Deming, after World War II for improving the production quality of goods and services. The concept was not taken seriously by Americans until the Japanese, who adopted it in 1950 to revive their post-war business and industry, used it to dominate world markets by 1980.

A number of studies have been carried out in the area of quality management. Subrata and Anindya (2009) identifies some of the challenges associated with implementation of quality management systems in textile industry in India as: lack of top management commitment, lack of understanding the system, constraints of resources, lack of education and training of employees, excessive documentation and control and understanding of the effort and resources needed in certification. A study by Minjoon et al (2004) points out that some TQM programmes in information technology organizations have failed in the implementation due to negligence and reluctance of top management to delegate power and responsibility to subordinates. Soltani (2003), in his study identified reasons for failure in TQM programmes in manufacturing firms as management lack of knowledge about what TQM is, ineffective communication between management and employee and low involvement of other levels of management within the organization.

In the education sector, Waithaje, et al (2006) in their research focused on the extent of practice of Total Quality Management in secondary schools in Kenya. Kiende (2011) carried out a research in Meru County to establish the determinants of implementation of TQM in technical training institutes.

Although a number of studies have been carried out on the concept and context of TQM practice, the researcher did not come across a study done on challenges that affect the implementation of TQM practice in public secondary schools.

The researcher's personal experience is also a great motivation in carrying out a study in this area. TQM being a management practice that is encouraged in all organizations that aims to gain competitive advantage in the industry, secondary school management has not been able to implement this practice fully due to several challenges within the industry.

It is in this view that this study sought to investigate the challenges facing the implementation of total quality management practice in public secondary schools in Kenya by surveying schools in Migori County.

### **1.3 Research Objectives**

The general purpose of this study was to find out the challenges facing the implementation of total quality management practice in secondary schools in Migori County.

The specific objectives were:

- (i) To find out the effect of organizational culture on the implementation of TQM practice in public secondary schools in Migori County.
- (ii) To determine the extent to which management commitment influences the implementation of TQM practice in public secondary schools in Migori County.

(iii) To examine the relationship between organizational change and implementation of TQM practice in public secondary schools in Migori County.

(iv) To establish the role of resource on the implementation of TQM practice in public secondary schools in Migori County.

#### **1.4 Research Questions**

The research questions were :

(i).How does culture affect the implementation of TQM practice in public secondary schools in Migori County?

(ii).To what extent does management commitment influence the implementation of TQM practice in public secondary schools in Migori County?

(iii).What is the impact of organizational change on the implementation of TQM practice in public secondary schools in Migori County?

(iv).What role does resource have on the implementation of TQM practice in public secondary schools in Migori County?

#### **1.5 Scope of the Study**

The study targeted public secondary schools within Migori County. 106 respondents were randomly selected from the 176 schools in the county. A semi structured questionnaire was administered to the school principals, Deputy Principals and Heads of Departments who constitute the top management in public secondary schools.

## **1.6 Significance of the Study**

This study will be of benefit to the following stakeholders:

The ministry of education will gain more insight from the findings of this study into the challenges facing the implementation of Total Quality Management in secondary schools. This will help inform the standards and quality assurance department in the management planning and policy making.

Head teachers as the managers of schools will gain insight into management challenges facing their institutions and probably get insight into their own challenges finding possible solutions to them.

The board of governors of secondary schools will better understand the essence of leadership and use of resources in managing an institution. This will go a long way in improving the management quality which will result in better customer satisfaction.

Secondary school teachers will gain insight into the impact of their involvement in school management and help improve quality of their output and their personal fulfillment.

Other researchers will benefit from the data collected and information gathered that may be a source of secondary data or form a basis for further research.

## **1.7 Assumptions and Limitations of the Study**

This study had a number of limitations:

Because of the minimal resources at the disposal of the researcher, the study was conducted in all schools in Migori County; simple random sampling was used to select 10% of schools within the county.

Because of the time constraints the researcher was not able study in the entire county. However, the researcher took leave to do the study for two weeks in the sampled schools in the district.

Some respondents were not willing to participate in the study due to various reasons and this may have led to systematic bias in the study. The researcher tried to curb this by use of non-defective measuring device.

Another limitation was lack of enough resources to cover all schools in the county and therefore a sampling error may have resulted.

Furthermore, since Migori County may be different from other counties in several ways, the study findings were not generalized to the entire country since they might not give a total true reflection.

It was further assumed that sample error was relatively reduced due to the increased size of sample used in this study. Since the researcher sampled 10% of the managers of public secondary schools which included three levels of management, that is the principals, their deputies and heads of departments in the seven districts of the county.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presented relevant literature review regarding the study area in order to give in-depth understanding of the problem under investigation. Predominantly, the reviews concentrated on quality management theories, total quality management in education, study's conceptual framework and a critical review which revealed gaps to be filled by the study.

#### **2.2 Theoretical review**

##### **2.2.1 TQM Practice**

From the principle of total quality management (TQM), and the management theories, it is evident that TQM practice is structured towards one philosophy that is waste reduction and continuous improvement, in order to achieve a common goal; customer satisfaction (Adair, 2004 and Emerald, 2005). It is imperative to know that the success of continuous improvement requires people to know what task to do at a given time and how to do it. This further echoed some four basic governing principles that should be involved in total quality management: people based management, meeting beyond customer satisfaction, continuous improvement and fact based management.

All these principles, if well implemented, will result to improved business process. Basically to achieve this, each of the principles is translated into practice using some core concepts. The effective use of the core concepts is determined by the efficiency of top management leadership towards their drive or enthusiasm towards business excellence (Hoffherr et al, 1994). The core concepts include: customer satisfaction, team work, systematic process of working, consistent measurement, accepting internalized customers; people make quality, prevention, continuous improvement system (Adair, 2004). According to Hill (1991), TQM is based on three fundamental principles: customer orientation, process orientation and continuous improvement. Looking at some of these fundamental principles, it is most important for every stakeholder to

have a purposeful understanding of TQM, its importance and positive long term effect it will have in organizational structure.

A preliminary step in TQM practice is to assess the organization's current reality. Relevant preconditions have to do with the organization's history, its current needs, precipitating events leading to TQM and existing employee quality of working life. If the current reality does not include important preconditions, TQM implementation should be delayed until the organization is in a state in which TQM is likely to succeed (kanter, 1993).

## **2.2.2 Theories of quality**

### **2.2.2.1 The Deming Theory**

Deming introduced the concept of variation into organizations and also approach to problem solving, which later became known as the Deming or PDCA cycle. Deming encouraged organizations to adopt a systematic approach to problem by PDCA cycle (Plan, Do, Check, Act). He also pushed top management to become actively involved in their organizations quality improvement programmes.

Deming produced his 14 points for management, in order for people to understand and implement the necessary transformation. Deming said that the adoption of, and action on, the 14 points are a signal that management intend to stay in business. These points apply to small or large organizations. Deming's 14 points to management includes: constancy of purpose, the new philosophy, cease the mass inspection and lowest price purchasing. Constantly improve systems, train every one, institute leadership, drive out fear, breakdown barriers, eliminate exhortations, eliminate targets, permit pride of workmanship, encourage education and top management's commitment.

Deming summarised his works into what is known as system of profound knowledge. It describes four interrelated parts;

#### **2.2.2.1.1 Appreciation for a System**

This emphasizes the need for manager to understand the relationship between functions and activities. Everyone should understand that the long term aim is for everybody to gain employees, shareholders, customers, suppliers and the environment. Failure to accomplish the aim causes loss to everybody in the system.

#### **2.2.2.1.2 Theory of Knowledge**

All plans require prediction based on past experience. An example of success cannot be successfully copied unless the theory is understood.

#### **2.2.2.1.3 Knowledge of Statistical Theory**

This includes knowledge about variation, process capacity, control charts, interactions and loss function. All these need to be understood to accomplish effective leadership and teamwork.

#### **2.2.2.1.4 Knowledge of Psychology**

It is necessary to understand human interactions. Differences between people must be used for optimization by leaders. People have intrinsic motivation to succeed in many areas. Extrinsic motivators in employment may smoothen intrinsic motivation. These include pay rise and performance grading, although these are sometimes viewed as a way out for managers.

#### **2.2.2.2 Juran Trilogy**

Joseph Juran has explained his model of quality improvement on the basis of three universal processes which have been popularly named Juran Trilogy. He focused on quality controls, quality planning and quality improvement. According to Juran quality control is the integral part of management control. He believes that quality does not happen by accident, it must be planned, and that quality planning is part of the trilogy of planning, control and improvement.

Juran argues that the key elements in implementing an organization's wide strategic quality planning are intern seen as identifying customers and their needs, establishing optimal quality goals, creating measurements of quality, planning processes capable of meeting quality goals under operating conditions and producing continuing results in improved market share, premium prices and a reduction of error rates in the office and factory.

#### **2.2.2.2.1 Quality Planning**

As per Juran, quality trilogy planning is a concurrent exercise which involves all the affected parties related to the products and services, so that they can provide inputs and give early warning during the planning process. Juran's quality planning roadmap consist of the following steps: definition of the project, identification of who the customers are, determining the needs of those customers, translating those needs into our language, developing a product that can respond to the customers' needs, establishing quality objectives ,developing the plans for meeting these objectives, developing a process which is able to produce the product, optimize the process, prove that the process can produce the product under operating conditions and transferring the process to operations.

#### **2.2.2.2.2 Quality Control**

According to Juran trilogy, quality control involves the developing and maintaining of operational methods in order to ensure that the process work as they are designed to work and that target levels of performance are being achieved. Quality control does not concern itself with improving a process, but rather with the execution of plans. It is primarily to control occasional spike in error in the process. Quality control entails the following steps: clear definition of quality, knowledge of the expected performance or targets, evaluation of the actual operating performance, comparison of the performance to goals and action of the difference.

### **2.2.2.2.3 Quality Improvement**

As per Juran Trilogy, quality improvement is a disciplined approach that improves the level of performance of a process. This is achieved by a break through improvement in performance; when a new innovation or a completely fresh idea is brought to improve the current performance is achieved, and then quality control mechanisms are in place to sustain that effectively.

### **2.2.2.3 Feigenbaum Theory**

Feigenbaum is the originator of total quality control. He sees quality control as a business method rather than technically, and believes that quality has become the single most important force leading to organizational success and growth. He strove to move away from the then primary concern with technical methods of quality control, to quality control as a business method. He emphasized the administrative view point and considered human relations as a basic issue in quality control activities.

He stressed that quality does not mean best but best for the customers and the selling price. The word control in quality represents a management tool with 4 steps namely: setting quality standards, appraising conformance to these standards, acting when standards are exceeded and planning for improvements in the standards.

### **2.2.3. Organization's culture**

Organizational culture is a wider and deeper concept, something that an organization 'is' rather than what it has. It comprises the attitudes, experiences, beliefs and values of an organization. It has been defined as "the specific collection of values and norms that are shared by people and groups in an organization and that control the way they interact with each other and with stakeholders outside the organization. Organizational values are beliefs and ideas about what kinds of goals members of an organization should pursue and ideas about the appropriate kinds

or standards of behaviour organizational members should use to achieve these goals. From organizational values develop organizational norms, guidelines or expectations that prescribe appropriate kinds of behaviour by employees in particular situations and control the behaviour of organizational members towards one another" (Black,2003) Senior management may try to determine a corporate culture. They may wish to impose corporate values and standards of behaviour that specifically reflect the objectives of the organization. In addition, there will also be an extant internal culture within the workforce. Work-groups within the organization have their own behavioural quirks and interactions which, to an extent, affect the whole system.

There are numerous research papers where organizational culture is seen to be one of the major causes of failure in a TQM program as cited by Kekäle,(1998). Very seldom are the causal mechanisms behind the problems addressed or culturally correct TQM methods suggested, however. It is thus of importance to take a closer look to organizational cultures and their effects to TQM. The researcher is relying on Schein's (1986) view to organizational cultures, where culture of an organization is seen to consist of three levels: 1) artifacts and creations, that are visible but not often decipherable, 2) values, and 3) basic assumptions, that operate unconsciously. Artifacts are "the constructed physical and social level of the culture's environment", e.g. language, technological output, artistic production, physical space or the behavior of the group. Values are the organization's "sense of what ought to be, as distinct from what is" and reflect what is seen to be "good" or "correct", (Putnam 1983) in different situations of choice. Even if artifacts and values are the levels typically approached by the researcher, Schein (1986) states that "the term 'culture' should be reserved for the deeper level of basic assumptions and beliefs that are shared by members of an organization, that operate subconsciously, and that define in a 'taken-for-the granted' fashion an organization's view of itself and its environment". This approach to the organizational culture allows us to try to understand "why organizations do some of the things they do and why leaders have some of the difficulties they have" (Schein 1986) instead of just describing the differences in artifacts and values as some other research directions do. Typical assumptions may include the ultimate basis for human relationships (hierarchy, tradition, group welfare or individual welfare) but also the basic assumptions for structuring organizational relationships. The theoretical background to the model used in evaluating the cases presented here is the notion that all TQM approaches are,

similarly, artifacts that are based on some sets of assumptions. That means that the workers may not resist change: they may resist the specific type of change that seems to bring in the wrong type of underlying cultural values and assumptions (Kekäle 1998).

According to Sallys (2002), TQM requires a change of culture which is notoriously difficult to bring about and takes time to implement. It requires a change of attitudes and working methods. Staff needs to understand and live the message if TQM is to make an impact. However, culture change is not only about changing behaviors. It also requires a change in institutional management.

Strong culture is said to exist where staff respond to stimulus because of their alignment to organizational values. Conversely, there is weak culture where there is little alignment with organizational values and control must be exercised through extensive procedures and bureaucracy. Where culture is strong, people do things because they believe it is the right thing to do, there is a risk of another phenomenon, Groupthink.

According to Schein, culture is the most difficult organizational attribute to change, outlasting organizational products, services, founders and leadership and all other physical attributes of the organization. At the first and most cursory level of Schein's model is organizational attributes that can be seen, felt and heard by the uninitiated observer. The next level deals with the professed culture of an organization's members. At this level, company slogans, mission statements and other operational creeds are often expressed, and local and personal values are widely expressed within the organization. At the third and deepest level, the organization's tacit assumptions are found. These are the elements of culture that are unseen and not cognitively identified in everyday interactions between organizational members. Additionally, these are the elements of culture which are often taboo to discuss inside the organization. Many of these 'unspoken rules' exist without the conscious knowledge of the membership. Those with sufficient experience to understand this deepest level of organizational culture usually become acclimatized to its attributes over time, thus reinforcing the invisibility of their existence.

#### **2.2.4 Management commitment**

The development of leadership theories and quality management practices share the common objectives of improving organizational performance and enhancing the work experience of organizational members. But it is unclear what specific leadership styles are most effective in organization pursuing quality management practices. It is however evident that the role of leadership is a key factor in effective quality management in organizations as all excellence models include leadership as an enabling driver. The role of leadership includes long-term commitment to innovation and creativity. Managing human resources is a strategic issue that requires managerial capability. Knowledge is an important organizational resource, and leadership plays a key role in facilitating the acquisition of that knowledge. Thus, leaders must have the ability to realize formulated vision by managing quality elements to transform the firm into using quality managerial practices (Idris & Ali, 2008). This is possible through a transformational leader, who has the capability to inspire and direct subordinates.

Moreover, authors have found that top management support is essential for quality improvement. Salaheldin (2009) concurred to this notion based on an exploratory study conducted on the specific problems that Qatar Steel Company faced in the implementation of the quality program. The study revealed that lack of support from top management was the biggest impediment to TQM implementation. When commitment and support from the top management was forthcoming, Quality Circles (QC) implementation led to an atmosphere of cooperation and brought in many positive results, like quality improvement, productivity increases, and improved management style.

Management leadership is an important factor in TQM implementation because it improves performance through influencing other TQM practices. The lack of commitment in the top management levels may lead to some problems in the process of implementing TQM. Top management is completely involved in implementing and stimulating the TQM approach. Leadership is also responsible for the product and service which is offered. Successful implementation of TQM requires effective changes in an organization's culture and it is somehow impossible without management leadership. In a TQM process, effective leadership

should develop a clear mission statement and then build up suitable strategies in order to support the mission. The top management needs to identify the critical success factors and to review the management structure. Leadership must ensure that the principles of quality management are implemented continually (Yusuf et al., 2007). The four distinctive ways that top management can support TQM implementation include allocating budgets and resources; control through visibility; monitoring progress; and planning for change (Motwani, 2001).

Added to the importance of top management in TQM implementation, Deming predicted that visionary leadership was essential for an effective QM program. Several case studies support the claim that effective QM requires top management to provide a clear direction to employees.

Accordingly, Pannirselvam and Ferguson (2001) studied the strength of the relationships among the various quality management constructs as well as between quality management and organizational performance. They found that leadership considerably—whether directly or indirectly—affected all system units.

A more comprehensive effort was exerted by Anderson et al. (1995) who tried to develop a theory of quality management to describe and explain the effectiveness of Deming's Management Method. The seven constructs that could capture the essence of the Deming method include visionary leadership, learning, internal and external cooperation, process management, employee fulfillment, continuous improvement, and customer satisfaction. The empirical study by Anderson et al. (1995) conducted in Japanese-owned and American-owned plants found that employee fulfillment is directly related to customer satisfaction. The authors emphasized that organizational leadership impacts the creation of organizational form and institutes organizational practices for the sake of organizational survival. The study concluded that innovation is essential for achieving quality improvements in product, processes, and services. This leads to employee satisfaction, which enhances customer satisfaction and consequently the theoretical survival of the organization. However, what is sought is not merely the survival of the firm, but TQM. Organizational leadership should be responsible for innovation, not just the survival of the firm.

Another related study by Laohavichien et al. (2009) tested the influence of both transactional and transformational leadership on a firm's quality improvement. Through a study of quality managers in the United States, the study found that although transformational leadership affects infrastructure and core quality management, transactional leadership does not affect either. To date, no studies have used leadership theories to determine the impact on quality management practices; hence, Laohavichien et al.'s study is significant. Leaders influence employees and this enhances quality performance or processes and products. The study also found that transformational leadership provides visionary leadership for successful quality management. However, transactional leadership does not decrease the quality, according to this study, which is contrary to previous findings.

With regards to the impacts of leadership style and quality management practices on company performances, Idris and Ali (2008) carried out a study based on the empirical evidence from business firms in Malaysia. They found that the ability to adapt to change is critical to survive in the new global economic order. This ability, in the form of transformational leadership, combined with the best practice capability, could lead to organizational success. The study found that transformational leadership, mediated by best practice management, can enhance financial performance. In other words, an effective management approach can bring about much-needed organizational change. The transformational leaders establish the vision and through effective communication, they motivate followers to achieve that vision.

### **2.2.5 Organizational change**

Implementation of TQM enables organizations to continuously improve quality of their products and service to meet and satisfy changing customer's needs. This takes place within a dynamic changing environment brought about by competition and demand for higher quality. Ngure (2012) in his study to determine the effect of change management initiatives on TQM implementation in the manufacturing sector in Kenya notes that changes are inevitable hence if these effects are identified and analyzed, mitigation plans can be drawn to avoid those that may impact negatively on successful implementation of TQM.

The major finding from his study was that changes taking place in an organization affects TQM implementation as demonstrated by changes in top management commitment, low evaluation of staff against TQM principles, overstretching of production facilities upon implementation of a change, confusion that accompanies a change and poor planning in TQM implementation as a result of other changes. The other finding was that though customers appreciate level of TQM activities, they would like to see more top management commitment in addressing quality issues and meeting customer requirement timely. This brings to the conclusion that, changes irrespective of size need to be properly managed otherwise the end result ends up being a costly exercise with no tangible benefits.

TQM is at first glance seen primarily as a change in an organization's technology its way of doing work. In the human services, this means the way clients are processed, the service delivery methods applied to them and ancillary organizational processes such as paperwork, procurement processes, and other procedures. But TQM is also a change in an organization's culture and its norms, values, and belief systems about how organizations function. And finally, it is a change in an organization's political system: decision making processes and power bases. For substantive change to occur, changes in these three dimensions must be aligned: TQM as a technological change will not be successful unless cultural and political dimensions are attended to as well (Tichey, 1983,as quoted by Thomas,1995) Many scholars as he notes, have noted that TQM results in a radical change in the culture and the way of work in an organization. A fundamental factor is leadership, including philosophy, style, and behaviour. These must be congruent as they are presented by a leader.

Other key considerations have to do with alignment among various organizational systems. An example mentioned by Thomas(1995) is human resource systems, including job design; selection processes, compensation and rewards, performance appraisal, and training and development must align with and support the new TQM culture. Less obvious but no less important will be changes required in other systems. Information systems will need to be redesigned to measure and track new things such as service quality. Financial management processes may also need attention through the realignment of budgeting and resource allocation systems. Organizational structure and design will be different under TQM: layers of management may be reduced and

organizational roles will certainly change. In particular, middle management and first line supervisors will be operating in new ways. Instead of acting as monitors, order givers, and agents of control, they will serve as boundary managers, coordinators, and leaders who assist line workers in getting their jobs done.

Another systems consideration is that TQM should evolve from the organization's strategic plan and be based on stakeholder expectations. This type of planning and stance regarding environmental relations is receiving more attention but still is not common in the human services. TQM is often proposed based on environmental conditions such as the need to cut costs or demands for increased responsiveness to stakeholders. A manager may also adopt TQM as a way of being seen at the proverbial cutting edge, because it is currently popular. This is not a good motivation to use TQM and will be likely to lead to a cosmetic or superficial application, resulting in failure and disappointment. TQM should be purpose oriented: it should be used because an organization's leader feels a need to make the organization more effective. It should be driven by results and not be seen as an end in itself. If TQM is introduced without consideration of real organizational needs and conditions, it will be met by scepticism on the part of both managers and workers.

Managing change in the education sector has been a major impediment to the implementation of TQM practice in the public schools. Farrel, (2007) posited that Kenya has placed considerable emphasis on the importance of ICT in its Education Sector Support Programme (through KESSP) as evidenced in the recent promulgation of the National ICT Strategy for Education and Training. According to him, the Ministry of Education has taken steps to support the implementation of the strategy either by direct action or through the various institutions and agencies with which it works. In addition, there are many other organizations not involved directly with the Ministry of Education that continue to be active in implementing and supporting projects involving ICT in education.

ICT in schools management has been elusive since most of the school management are either computer illiterate or technology ignorant, but the current global technological changes requires modernization and digitalization of almost every sector, be it educational or business. Look

(2005) notes that despite the apparent benefits of the use of ICT for educational purpose, studies showed that in many cases, the learning potential of ICT is deprived as many educational administrators are still not fully ICT literate and do not use it in the school management and teaching.

### **2.2.6 Resource availability**

Since most companies do not involve quality in their strategic plan, little attention is paid to TQM in terms of human and financial resources. Much of the attention is drawn to increasing profit margins of the organization with little regard as to whether their offers and supply to customers are of expected quality. There is paltry budgetary allocation made towards employee training and development which is critical for total quality management implementation.

The debate about the effectiveness of TQM in education has largely revolved around issues of leadership, institutional mission, teamwork, student satisfaction and empowerment. While these are clearly key issues, without linking them to appropriate budgetary strategies they leave out a vital element in total quality. Without an appropriate and empowering budgetary process many of the TQM objectives are difficult to realize as they lack a relevant driving mechanism. In particular, the success of teamwork and empowerment so central to TQM is inextricably linked to the budgetary process. What does empowering teams mean if those teams do not have the resources to put their ideas into practice? Unless the institution's own resource allocation mechanisms parallel the devolution of responsibilities to teams explicit in TQM programs, in reality that devolution will be little more than a cosmetic exercise, and empowerment will be no more than a slogan, as observed by Sally's (2002). Real delegation of authority, which is the essence of empowerment, requires a real and effective control over resources.

In a research carried out by Mobegi et al, (2010) in Gucha district, they observed that all schools had inadequate physical, learning and teaching materials. The ratio of textbook-pupil was 1:20. It was also reported that over 81.1% Mixed and Girls schools had no essential facilities, such as transport, tapped water and electricity.

There is an underlying naivety in much TQM literature, whether educational or commercial, about financial and budgetary issues. The underlying message appears to be that provided one gets the TQM strategy right then educational success will follow. Unfortunately, that is not always the case. Like it or not, educational success is very often resource driven. There are exceptions in the literature to this neglect of the role of budgeting. Tom Peters in *Liberation Management*, as quoted by Salli's(2002) does significantly include handling budgets in his checklist for self-managed teams and he argues that in a 'world turned upside down' financial management and control must be decentralized and that the authority for spending must be delegated down the line. Following Peters, it is important to recognize that resource management is about power in the organization. If we are about liberating staff in our institutions and providing them with professional responsibility, then we have to decentralize budgets and the control over them. As a result, the internal financial management of our institutions becomes a key element in any TQM Programme and an important adjunct to any work carried out on building self-motivated teams.

As noted earlier, resources in an institution goes beyond finances and physical resources to encompass the human resource. Traditional HRM practices conflict with TQM and should be changed if TQM principles are to be implemented. Although organizations have initially focused on a production-oriented perspective of quality the recent literatures has underlined the importance of HRM for success (Vouzaz, 2006). Therefore, the human resource function must take the lead in activities such as job design and teams that promote cooperation empower employees to provide information, participation and autonomy, select employees that can adapt to the organizational culture, foster programs of training and development with quality goals and define appraisal and compensation policies which support quality targets. A fruitful cooperation between HRM and TQM can produce better organizational results. The alignment of HR and quality policies, such as creating and communicating the TQM vision, preparing the organization and employees for TQM implementation and generating quality awareness among the employees across all levels, functions, and departments, should contribute to an increase company performance (Palo and Padhi, 2005).

Quality management has high personnel content. It gives strategic importance to policies and processes whose personnel managers have traditionally considered to be on their patch. The role of the HRM department is therefore central to the success of total quality. TQM and HRM are in pursuit of the same goals – productivity, profitability, a customer-oriented institution and a motivated workforce. Continuous quality improvement depends upon the best use of the talents and abilities of a school's workforce. To achieve world class quality, it is imperative that a school empowers its staff. Companies must develop and realize the full potential of their workforce and maintain an environment conducive to full participation, personal and organizational growth as indicated by Zarei et al (2011) this can be achieved through creating the appropriate human resource development through training, employee participation and involvement, building quality awareness among employees, and motivating employees. The main issues considered in human resource development are: human resource management, employee involvement, quality education and training, employee recognition and performance, and employee well-being and morale. The human resource development in an organization is an important contributor to proper and meaningful quality management since the quality philosophy and practice have to be part and parcel of the entire workforce and not the concern of only a few.

Training and development have been recognized as essential to the implementation of TQM. One of Deming's 14 points was that all employees must be trained in quality improvement techniques. Companies committed to TQM invest in training (Mandal et al., 1998; Schonberger, 1994). Samson and Terziovski (1993) believed that training is vital to the internal diffusion of quality ideas and practices, as without it there is no solid foundation for a formal quality program. TQM training is not a single effort, but should be conducted on a continuous basis. Effective training pursuits must be planned systematically and objectively. Basically, training has to be oriented to the process methodology (Schonberger, 1994). Employee training is fundamental for many TQM programs such as the adoption of new quality concepts, the set-up and practices of customer satisfaction systems, the use of statistical quality control, or the change of culture or quality control circle (Bowen and Lawler, 1992; Yang, 2006). Moreover, employees require three basic areas of training (Clinton et al., 1994): principles of TQM, the use of TQM tools and problem-solving techniques.

### **2.3 A critical review of major issues**

Many academic and professional journals attempt to provide reasons why in such extensive and growing manner, the rate of TQM failure is high, Soltani (2004). According to Pheng and Jasmine (2004), the degree of support that management takes in the implementation of total quality environment is very critical for the success of TQM implementation. Commitment of top management enables employees to follow their direction and way of working. According to Robert (1997), the degree of support and commitment by top management is critical for TQM success. He explains that true test of management commitment lies in the amount of resources (time, money and people) that it is willing to allocate to TQM implementation effort.

Young (1997), in his studies in hospitals in India says managerial characteristics influence quality improvement implementation in hospitals. These key managerial characteristics are organizational culture and top management involvement in quality improvement practices.

Viera (2009) also identified six supporting and limiting factors of TQM implementation in hospitals such as: the organizational culture, organizational design, and leadership for quality, physician involvement, quality structure and technical competence.

Hamidi and Zamanparrar (2008) in their study outlined problems and barriers for implementing TQM as lack of senior and middle management commitment. They stressed that without management commitment and creating appropriate and supportive organizational culture, there would be no progress. They add that in both developed and developing countries, lack of senior management commitment was identified as an important factor that leads to failure reports in TQM implementation. They also mention training programs for managers and staffs for increasing their ability in techniques and total quality tools as important factors for effective TQM accomplishment.

There is evidence that lack of understanding and proper training exists at all levels of any organization, and that it is a large contributor to worker resistance. Schein (1990), for example, mentioned that business school failure to teach relevant process skills contributed to manager

ineffectiveness. TQM requires a well-educated workforce with a solid understanding of basic math, reading, writing and communication. Although companies invest heavily in quality awareness, statistical process control, and quality circles, often the training is too narrowly focused. Frequently, Duran's warning against training for specific organizational levels or product lines is unheeded. This has also been underscored by Newell and Dale who argue that poor education and training present a major obstacle in the development and implementation of a quality program. For a company to produce a quality product, employees need to know how to do their jobs. For TQM to be successful, organizations must commit to training employees at all levels. TQM should provide comprehensive training, including technical expertise, communication skills, small-team management, problem-solving tools, and customer relations.

A workforce is often unwilling to embrace TQM for a variety of reasons. Oakland (1989) explained that a lack of long-term objectives and targets will cause a quality implementation program to lose credibility.

Keys (1991) warned that an adversarial relationship between management and non-management should not exist, and he emphasized that a cooperative relationship is necessary for success. A TQM project must be supported by employee trust, acceptance and understanding of management's objectives. Employees, therefore, should be recognized by the management as vital players in the decision making processes regarding to quality improvement as involving them would have motivating effect on implementation of quality programs.

The absence of a sound strategy has often contributed to ineffective quality improvement. Duran noted that deficiencies in the original planning cause a process to run at a high level of chronic waste. Using data collected at the recent seminars, Duran (1987) reported that although some managers were not pleased with their progress on their quality implementation agenda, they gave quality planning low priority. As Oakland (1989) said, the pre-planning stage of developing the right attitude and level of awareness is crucial to achieving success in a quality improvement program.

Newell and Dale (1990) in their study observed that a large number of companies are either unable or unwilling to plan effectively for quality improvement. Although many performed careful and detailed planning prior to implementation, not one of the firms studied or identified beforehand the stages that their process must endure. Perhaps the root cause of poor plans and specifications is that many owners do not understand the impact that poor drawings have on a project's quality, cost, and time. Regardless of the cause, poor plans and specifications lead to a project that costs more, takes longer to complete, and causes more frustration than it should. Companies using TQM should always strive towards impressing upon owners the need to spend money and time on planning. If management took reasonable time to plan projects thoroughly and invest in partnering to develop an effective project team, a lot could be achieved in terms of product performance as these investments in prevention-oriented management can significantly improve the quality of the goods or services offered by an organization.

TQM is centered on monitoring employees and processes, and establishing objectives that anticipate the customer's needs so that he is surprised and delighted. This has posed a considerable challenge to many institutions. Measurement problems are caused by goals based on past substandard performance, poor planning, and lack of resources and competitor-based standard. Worse still, the statistical measurement procedures applied to production are not applicable to human system processes.

Since most companies do not involve quality in their strategic plan, little attention is paid to TQM in terms of human and financial resources. Much of the attention is drawn to increasing profit margins of the organization with little regard as to whether their offers/ supply to customers are of expected quality. There is paltry budgetary allocation made towards employee training and development which is critical for total quality management implementation. Employee training is often viewed as unnecessary cost which belittles the profits margins which is the primary objective for the existence of businesses and as a result TQM has been neglected as its implementation "may not necessarily bring gains to the organization in the short term".

Most strategic plans of organizations are not customer driven. They tend to concentrate much on profit-oriented objectives within a given time frame. Little (if any) market research is done to

ascertain the product or service performance in the market relative to its quality. Such surveys are regarded by most organizations as costly and thus little concern is shown to quality improvement for consumer satisfaction.

A competitive market is a driving force behind many of the other obstacles to quality. One of the effects of a competitive market is to lower quality standards to a minimally acceptable level. This barrier to quality is mainly a mental barrier caused by a misunderstanding of the definition of quality. Unfortunately, too many organizations equate quality with high cost. Their definition leads to the assumption that a company can't afford quality. A broader definition needs to be used to look at quality, not only in the company's product, but in every function of the company. All company functions have an element of quality. If the quality of tasks performed is poor, unnecessary cost is incurred by the company and, ultimately, passed to the customer. TQM should work by inspiring employees at every level to continuously improve what they do, thus rooting out unnecessary costs. Done correctly, a company involved with TQM can dramatically reduce operating costs. The competitive advantage results from concentrating resources (the employees' brainpower) on controlling costs and improving customer service.

The competitive environment, poor management practice, and a general lack of higher expectations have contributed to unproductive and unhealthy attitudes. These attitudes often are expressed in popular sayings, such as "It's not my job" and "If I am not broke, don't fix it. Such attitude sayings stem from the popular notion that management is always right and therefore employees are" only supposed to implement management decisions without questioning. Lethargy is further propagated through management's failure to train employees on TQM fundamentals that build better attitudes by involving them in teams that identify and solve problems. Such training can transform employees from being part of the problem to part of the solution. This will foster motivation and creativity and build productive and healthy attitudes that focus employees on basic fundamentals, such as: keep customer needs in mind, constantly look for improvements, and accept personal responsibility for your work.

Excess layers of management quite often lead to duplication of duty and responsibility. This has made the lower employees of an organization to leave the quality implementation to be a

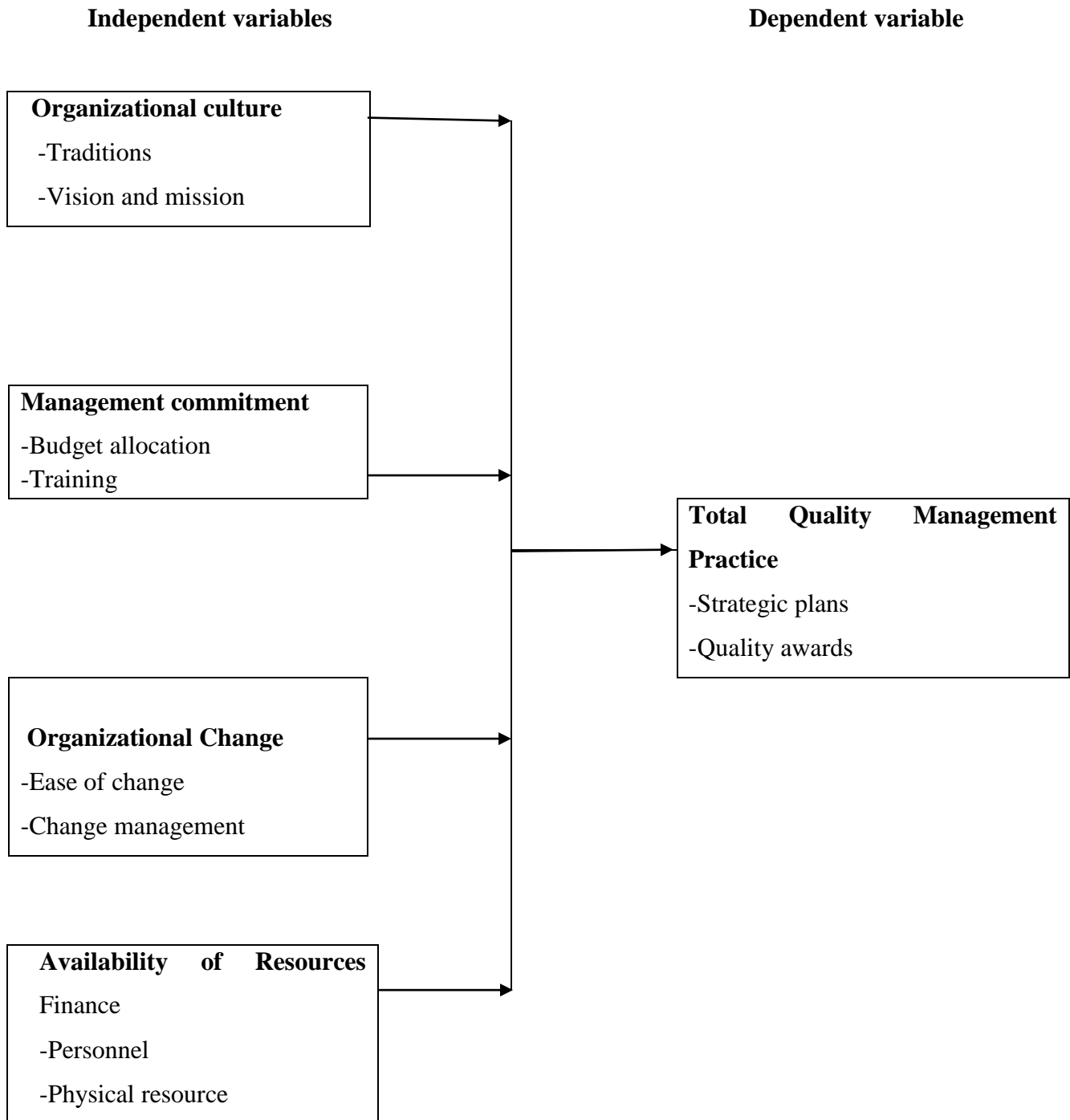
management's job. In addition, quality has not been taken as a joint responsibility by the management and the employees. Coupled with the notion that management is infallible and therefore it is always right in its decisions, employees have been forced to take up peripheral role in quality improvement. As a result employees who are directly involved in the production of goods or delivery of services are not motivated enough to incorporate quality issues that have been raised by the customers they serve since they do not feel as part of the continuous process of quality improvement. Moreover, top management is not visibly and explicitly committed to quality in many organizations.

Every organization has its own unique way of doing things. This is defined in terms of culture of the organization. The processes, the philosophy, the procedures and the traditions define how the employees and management contribute to the achievement of goals and meeting of organizational objectives. Indeed, sticking to organizational culture is integral in delivery of the mission of the organization. However, culture has to be reviewed and for that matter re-adjustments have to be done in tune with the prevailing economic, political, social and technological realities so as to improve on efficiency. Inadequate cultural dynamism has made total quality implementation difficult because most of the top level management of many organizations are rigid in their ways of doing things.

#### **2.4 Conceptual Framework.**

In this research, four factors, namely, organizational culture, management commitment, change and resource will be considered as possible factors effecting the implementation of TQM practice. Thus, the study will investigate on the functional relationship between the factors as independent variables and total quality management practice as demonstrated fig. 2.1

**Schematic diagram showing dependent and independent variables**



**Fig 2.1**

**(Source: Researcher, 2013)**

## **2.5. Summary and gaps to be filled by the study**

This chapter has presented both theoretical and empirical review on total quality management. A review of literature on TQM failure reveals that much of the research on top management has been concerned with identifying practices and circumstances that affect TQM chances of success. Several studies found difficulties in winning top management commitment to have a significant impact on TQM failure (Pheng and Jasmine 2004, Robert 1997). Other studies suggest that while lack of senior management commitment is a key to TQM failure, problems of organizational culture, design, employee involvement are also contributing factors. This research will focus on factors such as culture, management support, resource and how change is managed in the education sector more so in public secondary school. Such factors identified to be impediments to the implementation of TQM in public schools should be used to better school management. If well managed, the same factors will improve the service quality in the education sector at secondary school level.

It has been stated that organizational management creates a culture that impacts on the implementation of TQM, however research is silent over how organizational culture of school management affect the implementation of TQM practices.

It is argued that poor change management in an organization leads to poor implementation of TQM practice, but it is not clear on the areas of current changes in the industry that needs proper management.

The researcher has mentioned various types of resources that are used in the school management system though how such resources affect management of such institutions is yet to be covered.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter covered the description of the methods that were applied in carrying out research study. It is organized under the following subsections: the research design, target population, and sample design. It also has a section on how data will be collected and analysed. At the end of the chapter, there is the expected output.

#### **3.2 Research Design**

Descriptive research design will be used in this study because it describes the state of affairs as it exists. This design provides answers to questions like who?, what?, when? , where? and how. It also attempts to describe such things as possible behaviour, attitude, values and characteristics. It is a method of collecting information by interviewing or administering questionnaire to a sample of individuals (Orodho, 2003). Mugenda and Mugenda (2003) also point out that descriptive studies result in the formulation of important principles of knowledge and solution to significant problems.

#### **3.3 Target Population**

The target population comprised of school principals, deputy principals and head of departments in public secondary schools from the seven districts in Migori County. The total target population was 1056 as shown in the table below;

**Table 3.1 Target population**

<b>SAMPLE UNITS</b>	<b>NO.OF SCHOOLS</b>	<b>NO. OF RESPONDENTS PER SCHOOL</b>	<b>TARGET POPULATION</b>
Rongo	32	6	192
Uriri	18	6	108
Awendo	16	6	96
Migori	39	6	234
Nyatike	35	6	210
Kuria East	15	6	90
Kuria West	21	6	126
<b>TOTAL</b>	176		1056

Source: *K.S.S.H.A, Nyanza Chapter, 2012*

### **3.4 Sample Design and Sample Size**

From the above population, the sampling frame was divided into homogenous subgroups; hence stratified random sampling method used to obtain the sample.

The subgroups consisted of school principals, deputy principals and heads of departments in public secondary schools. The respondents were then selected from each subgroup randomly. The random sample constituted 10% of the total population i.e principals, deputies and the H.O.D's. A ten per cent (10%) of sample size was representative, diverse generalizable and produced accurate results that were interpreted with certainty. Based on the above, a sample size of 106 respondents translating to 18 schools considered as shown in the table.

**Table 3.2 Sample size**

	<b>Target population</b>	<b>%</b>	<b>Sample size</b>
<b>Rongo</b>	192	0.1	19
<b>Uriri</b>	108	0.1	11
<b>Awendo</b>	96	0.1	10
<b>Migori</b>	234	0.1	23
<b>Nyatike</b>	210	0.1	21
<b>Kuria East</b>	90	0.1	09
<b>Kuria West</b>	126	0.1	13
<b>TOTAL</b>	<b>1056</b>		<b>106</b>

Source: *Researcher (2013)*

### **3.5 Data Collection Instruments**

The researcher collected qualitative data as the study aimed to achieve an in-depth understanding of the situation. Qualitative techniques of data collection employed in-depth interview using questionnaires.

The questionnaire was structured with open ended and closed ended questions. Open ended questions enabled the respondents discuss issues without their responses confined and also allowed more spontaneity of response and provided opportunities for self-expression as observed by Mutai (2000). While closed questions had array of choices or answers from which the respondents chose from. Such questions were easier and quicker to answer and the responses were more comparable among respondents.

### **3.6 Data Analysis**

The collected and prepared data was analysed based on their nature. Thus, two main categories of analysis were conducted which included quantitative data analysis and qualitative data analysis. The researcher examined the collected quantitative data to make inferences through a series of operations involving editing to eliminate inconsistencies, classification on the basis of similarity and tabulation to relate variables. Subsequently, the refined data was analysed using descriptive statistics involving percentages and mean scores to determine varying degrees of response-concentration. Standards deviations to measure response-disparity particularly for the Likert-scale question items were adopted. Descriptive statistics was invaluable in describing the sample data in such a way as to portray the typical respondent and to reveal the general pattern of responses. These statistics were generated with aid of the computer software, Statistical Package for Social Sciences (SPSS).

The qualitative data was analysed using content analysis technique. This involved the making of inferences about data (usually text) by systematically and objectively identifying special characteristics (classes or categories) within them. The attempt to achieve a measure of objectivity in this process was addressed by the creation of criteria of selection which had to be established before the data was analysed. In using content analysis, there were three procedures for identifying classes and categories. Firstly, common classes, comprising categories in everyday thinking such as age, gender and years of experience were identified. These common classes were useful in linking or finding associations between the data and important demographic characteristics. Secondly, special classes were identified; comprising the kind of schools or particular groups was used to distinguish amongst things, persons or events. Thirdly, theoretical classes or those classes that arise in the process of analysing the data, providing the key linkages and patterns. Having identified categories within the text, the next step was the analysis itself. The key here was to reduce the volume of textual material.

Three steps in the analysis process were adopted: summarizing content analysis, where the material was paraphrased with similar paraphrases bundled together and less relevant passages eliminated; explicating content analysis, which clarified ambiguous or contradictory passages by

introducing context material in the analysis; and structuring content analysis which sought to identify types of formal structures in the materials. The resulting categories were then coded and analysed as if they were metric data.

## CHAPTER FOUR

### 4.0 DATA ANALYSIS AND PRESENTATION OF FINDINGS

#### 4.1 Introduction

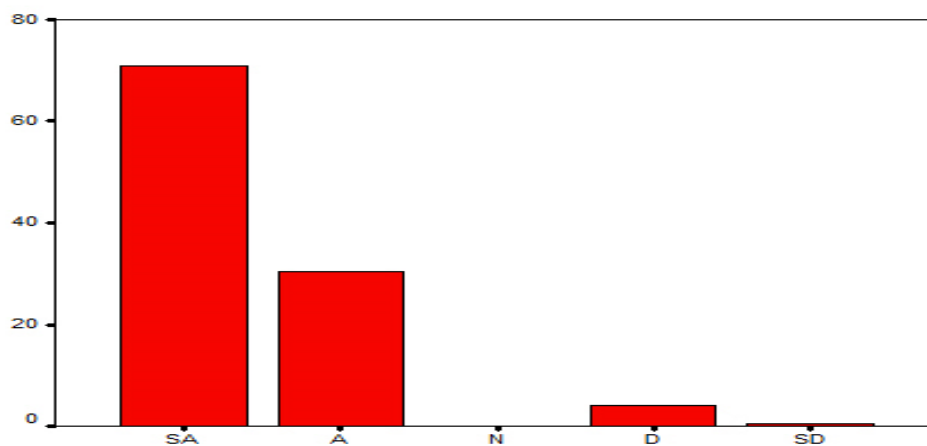
This chapter consists of the data presentation and summary of findings of the study obtained from the respondents such as Principals, Deputy Principals and Head of Departments.

#### 4.2 Data Presentation

##### 4.2.1 Factors that enhance TQM practice.

The practices under consideration were support, mutual respect, consideration between staff members, general openness to change and propensity to experiment and risk taking. The other practices were work formalization, adherence to rules and procedures and observing hierarchy. The responses made were as follows 71 respondents strongly agreed with total quality management practices, while 22 respondents just agreed, 3 respondents disagreed and one strongly disagreed and none respondent was of neutral opinion out of the total 98 respondents whose comments were received back.

**Graph 4.2.1.1**



**TQM practice**

**Table 2.2.1.2**

<b>RESPONCE</b>	<b>TOTAL NO.</b>	<b>PERCENTAGE</b>
SA-Strongly Agree	<b>71</b>	<b>72.45</b>
A-Agree	<b>22</b>	<b>22.44</b>
N-Neutral	<b>0</b>	<b>0</b>
D-Disagree	<b>4</b>	<b>3.16</b>
SD-Strongly Disagree	<b>1</b>	<b>1.02</b>
<b>TOTAL</b>	<b>98</b>	

**TQM practice**

#### 4.2.2 Effect of organizational culture on TQM implementation.

The factors under consideration were attitudes and belief of the local communities, teachers' perception of the role of administration towards TQM, existence of faction groups with different values and opinion from the administration and the tradition of how things have always been done and the mindset towards the change.

**Table 4.2.2.1**

	<b>TOTAL NO.</b>	<b>PERCENTAGE</b>
<b>TVGE-To a very Great Extent</b>	<b>83</b>	<b>84.69</b>
<b>TGE-To Great Extent</b>	<b>9</b>	<b>9.18</b>
<b>TSE-To Small Extent</b>	<b>2</b>	<b>2.04</b>
<b>NAT-Not at All</b>	<b>3</b>	<b>3.06</b>
<b>NS-Not Sure</b>	<b>1</b>	<b>1.02</b>
	<b>98</b>	

#### **Descriptive statistics of effect of organizational culture on TQM practice**

#### **4.2.3 Management Commitment to TQM Practice**

The researcher was concerned with commitment to elements of TQM implementation process and commitment of Top Management on TQM. The 106 respondents on commitment to elements of TQM, TQM implementation process and commitment of top management on TQM gave a weighted mean ranging between 29.5 and 35.5

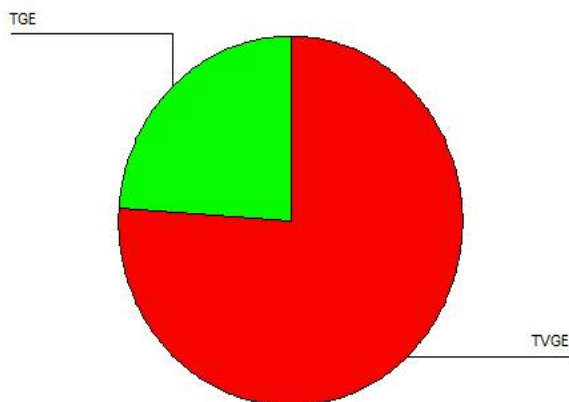
**Table 4.2.3.1**

<b>Commitment to elements of TQM</b>	<b>No extent</b>	<b>Small extent</b>	<b>Moderate extent</b>	<b>Great extent</b>	<b>Very great extent</b>	<b>Weighted Mean</b>
Student/ staff/parent focus	0	0	0	76	22	30.3
Staff empowerment	0	0	0	84	14	29.7
Team work	0	0	0	65	33	31
Continuous improvement	0	0	0	68	30	30.4
Process improvement	0	2	3	63	35	29.5
<b>TQM implementation process</b>						
Create top management commitment	0	0	3	41	54	31.9
Develop a quality policy	0	0	0	54	44	31.6
Undertake training and education of staff	0	0	0	65	33	31.0
Develop specific strategies to achieve quality	0	0	0	35	63	35.5
Implement quality programme	0	0	0	39	59	32.2
Communicate quality strategy	0	0	7	53	45	30.8
Document the institution's activities	0	0	0	32	66	32.6
Review and follow up	0	0	4	52	46	31.0

<b>Commitment of top management on TQM</b>						
Allocation of budget and resources	0	0	0	37	61	32.3
Control of the resources	0	0	0	34	64	31.9
Monitoring progress	0	0	0	41	57	32.0
Planning for change	0	0	0	48	50	31.6

### **Management commitment to TQM**

**Figure 4.2.3.2**



### **Management commitment to TQM**

From the descriptive table above, it was found by the researcher that 81% of respondents to a very a great extent concurred that management commitment to TQM implementation is necessary and 19% accepted to great extent.

#### 4.2.4 Organizational changes that affect quality Management

The researcher looked into administration, school rules, staff responsibilities, school routine, facilities, staff turnover and student population

**Frequency Table 4.2.4.1**

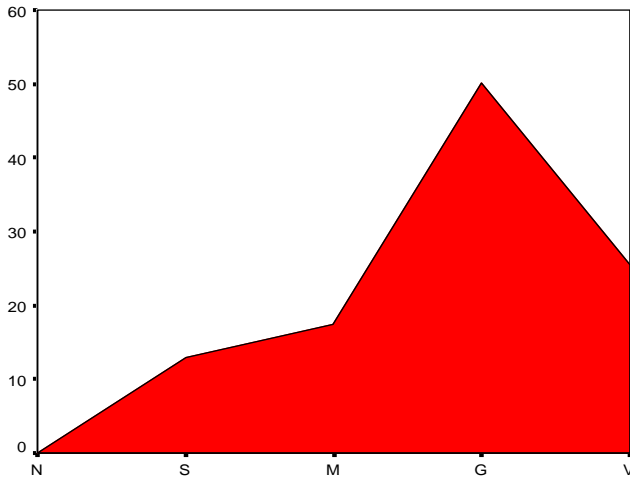
<b>Areas of Change</b>	<b>No Extent</b>	<b>Small Extent</b>	<b>Moderate Extent</b>	<b>Great Extent</b>	<b>Very Great Extent</b>
<b>Administration</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>56</b>	<b>42</b>
<b>School Rules</b>	<b>0</b>	<b>46</b>	<b>52</b>	<b>0</b>	<b>0</b>
<b>Staff Responsibilities</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>75</b>	<b>23</b>
<b>School Routine</b>	<b>0</b>	<b>30</b>	<b>67</b>	<b>1</b>	<b>0</b>
<b>Facilities</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>83</b>	<b>15</b>
<b>Staff Turnover</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>61</b>	<b>37</b>
<b>Student Population</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>74</b>	<b>24</b>

**Table 4.2.4.2**

<b>Areas of Change</b>	<b>No Extent</b>	<b>Small Extent</b>	<b>Moderate Extent</b>	<b>Great Extent</b>	<b>Very Great Extent</b>
<b>Administration</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>58.00</b>	<b>48.00</b>
<b>School Rules</b>	<b>.00</b>	<b>46.00</b>	<b>60.00</b>	<b>.00</b>	<b>.00</b>
<b>Staff Responsibilities</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>75.00</b>	<b>31.00</b>
<b>School Routine</b>	<b>.00</b>	<b>44.00</b>	<b>62.00</b>	<b>.00</b>	<b>.00</b>
<b>Facilities</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>83.00</b>	<b>23.00</b>
<b>Staff Turnover</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>61.00</b>	<b>45.00</b>
<b>Student Population</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>74.00</b>	<b>32.00</b>

**% of Organizational Changes that affect Implementation of TQM practice**

**Graph 4.2.4.3**



**Graph of organizational change and TQM**

The organizational change issues under consideration greatly affected the implementation of TQM practices as shown in table 4.2.4.1 and Graph 4.2.4.2

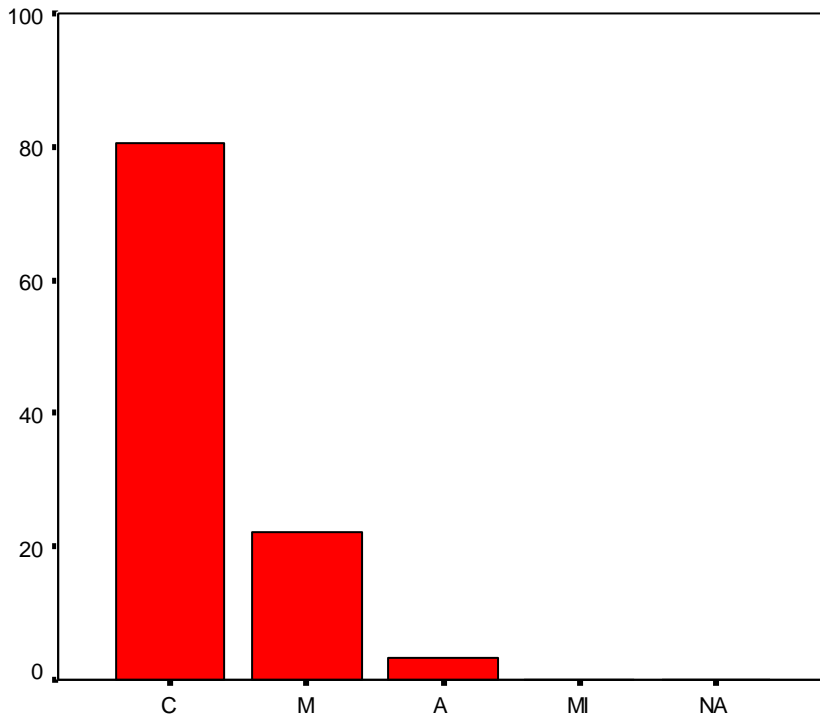
**4.2.5 Effect of Resources on TQM**

The resources examined by the researcher whether they were affecting the implementation of TQM include personnel, education material, finance and infrastructure.

**Frequency Table 4.2.5.1**

<b>Resource</b>	<b>critical</b>	<b>moderate</b>	<b>average</b>	<b>minimal</b>	<b>Not at all</b>
personnel	80	17	1	0	0
Education material	90	8	0	0	0
finance	96	2	0	0	0
Infrastructure	71	20	7	0	0

**Graph 4.2.6.2**



Among 98 respondents, 77% argued that resources were critical, 19% responded that they were moderate and 3% respondents argued that resources were just moderate in implementation of TQM practice.

### **4.3 Content Analysis**

The researcher used content analysis technique in analysing data that was qualitative in nature. All the 18 schools that were taken as a sample had a mission and a vision. Out of 18 schools under consideration, 15 had a strategic plans which were prepared with all stakeholders participating, the BOG, PTA, principal, Teachers and invited experts. All respondents argued that resources were vital in implementation of TQM. Time as a resource was not properly allocated in acknowledging best staff and students, training of staff and common discussion between students in almost all schools.

The researcher found that other than students' leaders' conference, only 5 and 3 respondents respectively had not participated in quality awards of, Principal of the Year Award (POYA), Teacher of the Year Award (TOYA).

## CHAPTER FIVE

### 5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter consists of summary, conclusion and recommendations based on the findings of the study. Room for further study are also given.

#### 5.2 Summary of findings

According to the research findings, Total Quality Management is practiced in public secondary schools to the following degrees. 72.45% of the respondents strongly agree that it is effectively practiced while 22.44% just agree, 3.16% disagree with the practice of TQM and another 1.02% strongly disagrees.

On the effect of organizational culture on TQM practice, 84.69% feels that culture of school affects the practice to a very great extent, 9.18% feels culture affects the practice to a great extent, 2.04 acknowledges a small extent while only 3.06 feels school culture has no effect yet another 1.02% are not sure of the effect.

Management commitment is gauged in the following categories of elements; students/ staff/ parents focus is at 30.3%, staff empowerment 29.7%, team work 31%, continuous improvement 30.4% while process improvement is implemented at 29.5%. the researcher also found out that managers of public secondary schools show their commitment in implementing TQM by creating top management commitment at 31.9%, developing quality policies at 31.6%, undertaking training and education of staff at 31.0%, developing strategies to achieve quality at 35.5%, implementing quality programmes at 32.2%, communicating quality strategies at 30.8%, document school activities at 32.6% and review and follow up is done at 31.0%.

Public schools top managers allocate budget and resources at 32.2%, they control such resources at 31.4%, monitoring of process is done at 32.0% while planning for change takes place at 31.6%.

Organizational change affect the implementation of TQM in the following areas as observed from the findings; in the change of school administration 56% of respondents agrees that it affect to a great extent while 42% thinks this change affects to a very great extent. Change of school rules affects quality management at moderate extent of 53.1%, change of staff responsibility affects management at a great extent of 76.5%, change on schools daily routine affects at 69.4%, chang of school facilities affect management at 84.7% while change in staffing and student population affects quality management at 62.2% and 75.5% respectively.

Availability of resources was found to be critical to the implementation of TQM in public secondary schools. Availability of personnel is required at 81.6%, education materials at 91.8%, finances at 97.9% and infrastructure at 72.4%

### **5.3 Conclusion**

The effect of organizational culture based on the factors attitudes and belief of local communities, teachers' perception of the role of administration towards TQM, existence of faction groups with different values and opinion from the administration and the tradition of how things have always been done and the mindset towards the change greatly affected the implementation of Total Quality Management (TQM).The success of implementation of TQM practices were enhanced by support,cooperation,mutual respect and consideration between staff members. Acceptance of change, work policies and level of productivity played a role to TQM practice.

From the respondents' information, it was found that TQM cannot be practised without commitment of management who should engage staff empowerment, team work, continuous

improvement and process improvement. The respondents argued that this can be achieved through allocation of the resources, control of the resources, monitoring and planning for change. The researcher found out that other than documentation of institution's activities, implementation TQM practices was not fully managed as most schools had not put a mechanism in place to handle quality policy, undertaking training and education of staff, developing specific strategies, implementing quality programme, communicating quality strategy and review and follow up.

The researcher found that the resources played a great role in implementation of total quality Management (TQM) Practice in public secondary schools. The researcher found personnel, educational material and finance were very critical in implementation of Total Quality Management. 80 of the respondents argued that resources were critical, 15 respondents said resources moderately affected TQM practices and 3 respondents said that resources averagely affected implementation of TQM. Generally resources played a critical role in implementation of the TQM practice.

The researcher found that it was very essential for some areas to change in order for TQM to be implemented .The areas of change included; administration, school rules, staff responsibilities, school routine ,facilities ,rate of staff turnover and student population.

#### **5.4 Recommendations**

Based on the findings, the researcher recommends that for TQM to be implemented organizational culture should be taken into consideration and where necessary changed to give way for the implementation of TQM practices. The management too should be committed while engaging all stakeholders in implementation of TQM practices. Areas such as school rules, administration, staff responsibilities, school routine, available facilities, and student population needs to be changed if quality management is to be realised.TQM in it self is change and therefore change in such areas is inevitable in school administration.

Resources should be mobilised and effecttively utilised to make it possible for TQM practices to be feasible. Resources such as personnel, education materials, and infrastructure were found to be critical in school management. it is also clear that in school management the role of finances cannot be underestimated because without which managerial activities cannot run.

### **5.5 Room for Further Studies**

A study should be carried out to find out the relationship between performance and TQM practices implementation.

Further another study should be carried out to find out to what extent the nature of school: national, county or district impact on implementation of TQM practices.

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**APPENDIX I**

**QUESTIONNAIRE INSTRUMENT FOR TOP MANAGEMENT (PRINCIPALS, DEPUTY PRINCIPALS AND HEADS OF DEPARTMENTS) OF SECONDARY SCHOOLS IN MIGORI COUNTY.**

The purpose of this questionnaire is to collect data on the challenges facing the implementation of total quality management practices in public secondary schools. Please be honest in your responses. All responses will be kept strictly confidential. Thank you in advance for your cooperation.

**SECTION A:  
GENERAL INFORMATION**

1. Gender (a.) Male (b.) Female
2. Age bracket (a)22-30 years (b)31-40 years  
(c) 41-49 years (d.) 50 years and above
3. Highest education level (a) Doctorate (b) Masters  
(c) Bachelors (d) Diploma
4. Current position in school (a) Principal (b) Deputy Principal  
(c)Head of Department
5. How many years have you served in this position? .....
6. School category (a) National (b) Provincial (c) District

**SECTION B**

**TOTAL QUALITY MANAGEMENT PRACTICE.**

7. Does the school have a strategic plan? (a) Yes (b) No

If yes, who developed the strategic plan? (a) Teachers (b) BOG  
(c) PTA (d) principal  
(e) invited resource persons

8. Total Quality Management practice encourages schools to participate in certain quality awards. Identify the ones that your school has ever participated in.

**Level**

<b>Quality Awards</b>	<b>School</b>	<b>District</b>	<b>Provincial</b>	<b>National</b>
-----------------------	---------------	-----------------	-------------------	-----------------

POYA ( Principal of The Year Award)

TOYA ( Teacher of the Year Award)

Students Leaders Conference

Indicate if you have never participated in any.....

9. The following are some of the TQM strategies that lead to customer satisfaction and continuous improvement. Specify the extent to which they are practiced in your school.

	1	2	3	4	5
	No	small	Moderate	Great	Very
	extent	extent	extent	great	extent
a) Training and education of staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Delegation of power	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Involvement in decision making process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Staff well being	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Performance appraisal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**SECTION C :**

**EFFECT OF SCHOOL CULTURE ON TQM PRACTICE**

10. What is your school mission and vision?

Mission.....

Vision.....

Which are some of the activities you do as a school to achieve your mission and

Vision?.....

.....

.....

11. Please fill in your level of agreement in the following table according to the scale; Strongly agree.....agree....., strongly disagrees.....

<b>TQM practice is greatly enhanced when:</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
Perceived support, cooperation, mutual respect and consideration between staff members are prevalent.					
General openness to change and propensity to experiment and take risks is apparent					
Work formalization, adherence to rules and procedures and recognition of hierarchy can be observed					
The level of productivity or performance expected is high					

12. To what extent do you think the following factors influence the implementation of TQM practice in your school?

<b>Factors affecting the implementation of TQM practice</b>	<b>To a very great extent</b>	<b>To a great extent</b>	<b>To a small extent</b>	<b>Not at all</b>	<b>Not sure</b>
Attitudes and belief of local communities towards TQM					
The teachers perception of the role of the administration toward TQM					
Existence of faction groups with different values and opinions from the administration					
The tradition of how things have always been done and the mindset towards the change					

### SECTION D

#### MANAGEMENT COMMITMENT TO TQM PRACTICE

13. Do you as a manager, support Total Quality Management? .....

If yes identify some of the TQM practices below that you implement and show the extent

<b>Commitment to elements of TQM</b>	<b>No extent</b>	<b>Small extent</b>	<b>Moderate extent</b>	<b>Great extent</b>	<b>Very great extent</b>
Student/ staff/parent focus					
Staff empowerment					
Team work					
Continuous improvement					
Process improvement					

14. Show the extent to which the school apply the following TQM implementation process

<b>TQM implementation process</b>	<b>No extent</b>	<b>Small extent</b>	<b>Moderate extent</b>	<b>Great extent</b>	<b>Very great extent</b>
Create top management commitment					
Develop a quality policy					
Undertake training and education of staff					
Develop specific strategies to achieve quality					
Implement quality programme					
Communicate quality strategy					
Document the institution's activities					
Review and follow up					

15. The table below shows some responsibilities of the top management of an organization who is committed to TQM implementation. Identify the extent to which the BOG in your school shows commitment to this practice.

<b>Commitment of top management on TQM</b>	<b>No extent</b>	<b>Small extent</b>	<b>Moderate extent</b>	<b>Great extent</b>	<b>Very great extent</b>
Allocation of budget and resources					
Control of the resources					
Monitoring progress					
Planning for change					

**SECTION E**  
**ORGANIZATIONAL CHANGE**

16 Do you think organizational change issues in your school have affected implementation of TQM practice?

- (a) Yes            (b) No

17. Which other areas in your school require change to improve TQM practice and its implementation?.....

.....

.....

.....

18. Show the extent to which the following changes in your school affect quality management

Areas of change	No extent	Small extent	Moderate extent	Great extent	Very great extent
Administration					
School rules					
Staff responsibilities					
School routine					
Facilities					
Staff turnover					
Student population					

**SECTION F**

**RESOURCE**

19. Fill in the extent to which the following resources affect the implementation of TQM practice in your institution according to the scale

<b>Resource</b>	<b>critical</b>	<b>moderate</b>	<b>average</b>	<b>minimal</b>	<b>Not at all</b>
personnel					
Education material					
finance					
Infrastructure					

20. Time is a very important resource for quality management. Does your school allocate time for the following activities to improve management?

a) Acknowledge the best staff and students ( Yes ) (No)

b) Training of staff (Yes) (No)

c) Common discussion between students and staff (Yes) (No)

21. Make a brief comment on the role of resource on the implementation of TQM practice

.....  
.....  
.....  
.....