

# **Influence of Top Management Commitment on Implementation of Total Quality Management at Teachers Service Commission Headquarters, Nairobi, Kenya.**

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## **Abstract**

**Purpose:** The study investigated Influence of top management commitment on implementation of Total Quality Management at Teachers Service Commission Headquarters, Nairobi, Kenya. To determine to what extent does teamwork influence implementation of Total Quality Management, to examine to what extent does employee motivation influence implementation of Total Quality Management at Teachers Service Commission Headquarters, Nairobi, Kenya. The study was based on Crosby` s theory of total quality management.

**Materials and Methods:** The study 292 employees that comprises of 12 top management, 55 middle level supervisors, 160 clerks and 53 subordinate staff. Hence, basing on the formula  $n=0.3\%N$ , a total sample of 92 respondents is involved where; 4 are top management, 18 middle level supervisors, 53 clerks and 17 subordinate staff. Systematic random sampling and stratified sampling was used to get the categories of staff in sections per each directorate and simple random sampling to arrive at the sample for the top management of which a sample of 20% was used. Questionnaires and interview guides were used to collect data.

**Findings.** The findings show the null hypothesis which states that there is no significant relationship between team work and top quality management would be accepted if  $p<0.05$ . The null hypothesis was therefore rejected and there is no significant relationship between Employee Motivation and top quality management would be accepted if  $p<0.05$ . The null hypothesis was therefore rejected.

**Conclusion:** There is a relationship between team work and total quality management, there is a relationship between employee motivation and total quality management, employees should be encourage to work together in order to achieve the goals of the institution and employees should be motivated on their performance through rewards in order increase performance.

**Key terms:** Top Management Commitment, Total quality Management, Team work, Employee Motivation, Teachers Service Commission

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## **I. INTRODUCTION**

Total Quality Management is generally acknowledged as an approach to organizational management which brings about enhanced performance. It is a management approach that was established to seek sources of continuous motion of improvement to provide 2 quality products and services to customers (Wani, 2014). The advantages of implementing TQM have been valued by many organizations around the world. Many organizations have achieved excellence and competitive lead by putting into practice TQM principles of top management support, and reward and motivation of employees. Most of the principles of TQM can be implemented in the area of education and training (Sudha, 2013). Bhala (2012) noted that if educational institutions really want to improve their academic performance, then it is necessary for them to embrace the principles of TQM. While hitherto education has largely been viewed as a social service, it is now assuming a business outlook and resources put to it are viewed as investment whose payoffs must be continuously assured (Wani, 2014). As such Kalpana (2014) observed that for education as for the industry, implementation of TQM

is no longer an option but it is a necessity. However, when some educators look at TQM principles, they assume that the model applies only to profit making organizations (Tahidu, Bawa, & Abubakari, 2014; Zabadi, 2013). Education enterprise being part of the service industry where the students are the primary customers raises the need for a solid base to be developed to reach high quality service in education industry to promote academic achievement of students (Syed, 2013). Adaptation of TQM has proved to provide the needed organizational performance that will enhance the success of customers (students) measured through academic performance (Mensa, Copuneglue, & Fenning, 2012; Shahid, Faisal, & Aftabs, 2014). In United States of America (USA), many institutions have adapted TQM in HEIs and this adaptation has resulted in success stories about improved students' academic achievement, employees work satisfaction and improved process efficiency (Syed, 2013). Moreover, Olgun and Hakar (2014) also reported success stories of implementation of TQM principles of top management support, training and teamwork in secondary schools in Virginia Beach. The implementation of TQM in Virginia Beach resulted in improved test scores in mathematics by the students. Although the three principles; top management support, training and teamwork, were positively associated with student academic achievement, it was observed that teamwork was the most significant predictor of student' academic achievement. Teamwork was identified as the extent to which the educational institutions allowed educators to work together.

Samanhyia, Arhin-larbi, Adusei and Donbesur (2014) tell a parallel story in Ghana where Basic Education is at cross-roads. There has been a significant progress in terms of enrolment but the improvement of test scores had stagnated. While a number of policy reforms and interventions have improved access to Ghana's school aged population, improving quality education in terms of student achievement in national exams remained a challenge (Kajui, Thomas, Emma, & Hari, 2009, Samanhyia, Arhin-larbi, Adusei, & Donbesuur, 2014). For instance, according to Ghana's Education Service (GES) annual report on Basic Education Certificate Examination (BECE) results for 2010, out of 400 candidates registered for BECE in Chereponi district only 9.5% of the students passed the examination (GES, 2011). In Uganda, public primary schools have come under pressure as it had been concluded that the quality of education in terms of pupils' academic achievement was low (Acham, 2012; Grogan, 2009; Rene, 2013). For example, the results of Uganda Primary Leaving Examination (UPLE) of 2011 revealed that out of 1208 pupils who registered for this exam in Wakiso District, only 16.4 % of the pupils passed the examination. Similarly, only 11.6 % of the candidates who sat for UPLE in the district recorded a pass. Such a situation calls for the new paradigm represented in TQM which builds on a sensitivity to those who are identified as customers of the organization. Moreover, TQM supports the accountability imperative by promoting objective and measurable outcomes of the education process and provides mechanism for academic improvement (Ngwenya, & Pretorius, 2014). As far as Kenya is concerned, the issue of low achievement of pupils in KCPE is widely debated and remains to be addressed (Njuguna, 2013; Uwezo, 2014). This scenario of low academic achievement by pupils in KCPE has provoked discontent of parents in particular and the public in general. It has also ignited passionate discussions in both print and electronic media as to what the future holds for the numerous young Kenyans who leave the primary schools semi-literate (Ruinge & Kimani, 2015; Uwezo, 2011, 2014).

### **Statement of the problem**

Despite the repeated concern expressed by the public about the falling standards of academic achievement in schools in Kenya there is no clearly articulated mechanism for addressing this challenge at this foundation laying level of education. This therefore presents a worrying trend that calls for enforcement of accountability among teachers and head teachers in public schools. Moreover, while the literature linking the implementation of TQM and organizational performance included a rich spectrum of research, there has been limited research on Influence of top management commitment on implementation of Total Quality Management at Teachers Service Commission Headquarters, Nairobi, Kenya.

### **Research objective**

The study was based on the following research objectives:

To determine to what extent does teamwork influence implementation of Total Quality Management at Teachers Service Commission Headquarters, Nairobi, Kenya.

To examine to what extent does employee motivation influence implementation of Total Quality Management at Teachers Service Commission Headquarters, Nairobi, Kenya.

### **Research hypothesis**

The study was based on the following research hypothesis:

H<sub>0</sub>: There is no significant relationship between teamwork and implementation of Total Quality Management at Teachers Service Commission Headquarters, Nairobi, Kenya

H0<sub>2</sub>: There is no significant relationship between Employee motivation and implementation of Total Quality Management at Teachers Service Commission Headquarters, Nairobi, Kenya

## **II. LITERATURE REVIEW**

### **Concept of Total Quality Management**

Total Quality Management is a rigorous, highly disciplined and skilled procedure designed to challenge current practices that determines performance through pervasive training or coaching, organizational teamwork guided by professional cultures and challenged through feedback that consider customer's point of view on products or service that could easily meet all the specifications or still may not be fit for purpose (Esin, 2014). The main objective for implementing total quality systems is to ensure that there is progressive improvement in the organization's process where the staffs, systems, processes and the working environment are in conformity with the set standards. Chong, (2016) contends that the aim of TQM is to attain an improved client's service and benefits through firm's efficiency and effectiveness as a whole. Total quality management (TQM) is referred to a quality-oriented methods which most firms adapt. TQM has drawn a lot of attention because of the increasing diffusion and adaption in the business sector. Noticeably in the last twenty years, TQM has become a highly considered and sustainable management idea across all industries (Nowak, 2017). While the influence of TQM in different performance areas varies, quality performance basically represents strong and positive relations. Proponents of TQM have stressed that effective implementation of TQM can generate improved quality of goods. As stated by Deming, quality can be considered as the primary determinant of effectiveness in competitive areas. Quality management continues to be considered a crucial activity across all industry and can be related to attaining of competitive advantage (Costa & Lorente, 2018). In terms of TQM, Hung, Liens and Kuo (2017) advised that the internalization of quality needs to be based on clients' needs. A significant component of TQM is the process management that enhances the quality of the product at various stages of production. Available literatures indicate that process management is directly and positively related to product quality. Moreover, management leadership has a high effect on the quality performance by inculcating quality culture in organization staff (Cua, McKone & Schroder, 2016).

The emphasis on TQM has improved considerably overtime such that is seen in everything we perform in our daily operations. This may ridicule TQM or provide further support for its magnitude of influence. This is generated through a practical orientation that visibly illustrates commitment to growth and even organizational survival. It is about the development of an ideology, philosophy, and methods of actions that are designed to satisfy customers completely through their continuous improvements, but the paradox is that if we believe whole heartedly about the benefits that can accrue through implementation of TQM, then it is a good process but if we have reservation about its ability to deliver then it is not (Davood, 2013).

### **Teamwork and Implementation of Total Quality Management at Teachers Service Commission Headquarters**

Barbara and Galati (2014) examined the adoption of total quality management within research and development based organizations and its impact in terms of performance in different Italian companies. Teamwork was one of the principles of TQM used by the researchers in their study to determine its implementation. The data for this study were collected through open interviews using a semi-structured interview with purposively sampled 10 managers and 18 employees from eleven companies. The findings of this study showed that the top management at all the companies investigated stressed that their companies embraced the concept of TQM and those companies that were characterized by an effective implementation of TQM had higher performance in terms of product innovation, financial returns and improved quality products. On the contrary, lower results in terms of performance were obtained by companies which stated their limited capacities in the implementation of the TQM principles evaluated in the study. Ngambi, and Nkemkifu (2015) investigated the impact of implementation of TQM on organizational performance. The data were collected through a structured questionnaire administered to 270 managers randomly selected from 30 manufacturing firms in the republic of Cameroon. The findings from the study revealed that although some measures of organizational performance like profit could be significantly impacted by TQM practices, one of the principles that played a major role in enhancing performance was teamwork among managers. Ejiorueme and Oyoyo (2015) investigated the implementation of total quality management in secondary schools in Umuahia Education Zone in Nigeria. Multistage sampling technique was employed to select 358 respondents comprising 53 principals, 53 vice principals and 252 teachers from the four Local Government Areas in the Education Zone. Ejiorueme and Oyoyo (2015) used a structured questionnaire for data collection. The results of the study showed that the total quality management principle of teamwork was deployed at a much higher level than other total quality management principles

## **Employee motivation and Implementation of Total Quality Management at Teachers Service Commission Headquarters**

Sila and Ebrahimpour (2015) using data obtained from United States manufacturing organizations investigated the relationships among various total quality management principles and the results achieved from the implementation of these principles. Their investigation revealed that effective implementation of these total quality management principles resulted in enhanced organization performance and that reward and motivation was one of the principles that had a direct effect on the organizational performance. However, whereas this study has identified the benefit of implementing reward and motivation as a principle of total quality management in manufacturing organizations, the current study sought to extend this knowledge to primary schools in Kenya and examine how the implementation of TQM principle of reward and motivation impacted on the academic achievement of pupils in primary schools in Kenya in general and Teso North sub-county in particular. Tahidu, Bawa and Abubakari (2014) conducted a study on assessment of the effects of implementation of total quality management on school performance in Chereponi educational directorate in Ghana. The study was conducted with the use of a structured questionnaire administered to a purposive sample of 40 teachers and 10 principals selected from 9 primary schools in Chereponi district in the northern region of Ghana. The findings of the study revealed that reward and motivation of teachers ranked as one of the most influential total quality management principle that influenced the academic achievement of learners in the study locale which is one of the concerns of the present study.

### **Theoretical Framework**

#### **Crosby's theory of total quality management**

Philips Crosby is another person credited with starting the total quality management movement. He made the point, much like Deming that if you spend money on quality it is money that is well spent. Crosby based in 1984 on four absolutes of quality management and his own list of fourteen steps to quality improvement Crosby's four absolutes are, we define quality as adherence to requirements. Prevention is the best way to ensure quality. Zero Defects is the performance standards for quality. Quality is measured by the price of nonconformity. The fourteen steps to continuous quality improvement for Crosby are. Attain total commitment from management, form a quality improvement team, create metrics for each quality improvement activity, determine cost of quality and show how improvement will contribute to gain, train supervisors appropriately, encourage employees to fix defects and keep issues logs, create a zero-defects committee, ensure that employees and supervisors understand the steps to quality, demonstrate your company's commitment by holding a zero defects day, goals are set on 30,60,or 90 day schedule, determine root causes of errors, remove them from process, create incentives programs for employees, create a quality council and hold regular meetings, repeat from step one.

### **III. MATERIALS AND METHODS**

**Study design:** Survey research design was used as it allows the researcher to describe characteristics of an individual or group as they really are. (Kothari, 2011).

**Study location:** The study targeted 292 employees that comprises of 12 top management, 55 middle level supervisors, 160 clerks and 53 subordinate staff. Hence, basing on the formula  $n=0.3\%N$ , a total sample of 92 respondents is involved where; 4 are top management, 18 middle level supervisors, 53 clerks and 17 subordinate staff

**Sample Size:** A total sample of 92 respondents were involved where; 4 are top management, 18 middle level supervisors, 53 clerks and 17 support staff working in the sampled directorates at the TSC headquarters systematic random and stratified sampling to get the categories of staff in sections per each directorate and simple random sampling to arrive at the sample for the top management

**Sample calculation:** A sample of 20% was used and considered a large sample (Best & Kahn, 2011). Questionnaires were used to collect data questionnaires were prepared to collect data from the supervisory staff and lower cadre staff. Interview schedule will be used to collect data from top management officers. To enhance the content validity of the instruments a pre-test of the instruments was carried out. Piloting aimed at testing the clarity of test items, suitability of language used and the feasibility of the study. The reliability of the instruments was determined using test-retest technique. Pearson product moment correlation was used to compute the reliability coefficient at  $p<0.05$  significance (Best & Kahn, 2011). The descriptive statistics used included frequencies and percentages.

#### IV. FINDINGS AND COMMENTS

Table 1 shows Top management recognition on teamwork involving open communication

**Table 1: Top management recognition on teamwork involving open communication**

		SD		D		N		A		SA	
		f	%	f	%	f	%	f	%	f	%
Human Resource Management		1	1.8	10	18.2	15	27.3	19	34.5	10	18.2
Administration		0	0.0	3	14.3	6	28.6	8	38.1	4	19.1
Information Communication and Technology		0	0.0	5	31.3	6	37.5	3	18.8	2	12.5

Table 1 shows majority 34.5% on Human Resource Management agreed that top management recognizes teamwork involving open communication while 27.3% were neutral and 18.2% disagreed and strongly agreed respectively.

On Administration majority 38.1% Agreed that top management recognizes teamwork involving open communication while 28.6% were neutral and 19.0% strongly agreed respectively

On Information Communication and Technology majority 37.5% were neutral that top management recognizes teamwork involving open communication while 31.3% disagreed and 18.8% agreed respectively.

Table 2 shows Top management often meets to review the progress of the commission goal on regular basis

**Table 2: Top management often meets to review the progress of the commission goal on regular basis**

		SD		D		N		A		SA	
		f	%	f	%	f	%	f	%	f	%
Human Resource Management		1	1.8	7	12.7	14	25.5	26	47.3	7	12.7
Administration		0	0.0	3	14.3	5	23.8	6	28.6	7	33.3
Information Communication and Technology		0	0.0	3	14.3	4	25.0	6	37.5	3	18.8

Table 2 shows majority 47.3% on Human Resource Management agreed that top management often meets to review the progress of the commission goal on regular basis while 25.5% were neutral and 12.7% disagreed and strongly agreed respectively.

On Administration majority 33.3% strongly agreed that top management often meets to review the progress of the commission goal on regular basis while 28.6% agreed and 23.8% were neutral respectively.

On Information Communication and Technology majority 37.5% agreed that top management often meets to review the progress of the commission goal on regular basis while 25.0% were neutral and 18.8% strongly agreed.

Table 3 shows that Performance appraisals are done regularly

**Table 3: There is cohesion among the employees**

		SD		D		N		A		SA	
		f	%	f	%	f	%	f	%	f	%
Human Resource Management		0	0.0	4	7.3	4	7.3	17	30.9	30	54.5
Administration		1	4.8	1	4.8	1	4.8	8	38.1	10	47.6
Information Communication and Technology		1	6.3	3	18.8	1	6.3	5	31.3	6	37.5

Table 3 shows majority 54.5% on Human Resource Management strongly agreed that there is cohesion among the employees while 30.9% agreed and 7.3% were neutral and disagreed respectively

On Administration majority 47.6% strongly agreed that there is cohesion among the employees while 38.1% agreed and 4.8% were neutral, disagreed and strongly disagreed respectively

On Information Communication and Technology majority 37.5% strongly agreed that there is cohesion among the employees while 31.3% agreed and 18.8% disagreed respectively.

Table 4 shows the employees are motivated through rewards on the employee performance

**Table 4: The employees are motivated through rewards on the employee performance**

	SD		D		N		A		SA	
	f	%	f	%	f	%	f	%	f	%
Human Resource Management	1	1.8	12	21.8	12	21.8	22	40.0	8	14.5
Administration	0	0.0	2	9.5	6	28.6	6	28.6	7	33.3
Information Communication and Technology	0	0.0	2	12.5	3	18.8	9	56.3	2	12.5

Table 4 shows majority 40.0% on Human Resource Management agreed that the employees are motivated through rewards on the employee performance while 21.8% were neutral and disagreed respectively. On Administration majority 33.3% strongly agreed that the employees are motivated through rewards on the employee performance while 28.6% agreed and were neutral respectively. On Information Communication and Technology majority 56.3% agreed that the employees are motivated through rewards on the employee performance while 18.8% were neutral. Table 5 shows the effect of Top Management Commitment on Top quality management

**Table 5: Effect of Top Management Commitment on Top quality management**

Top Management Commitment	F	%	Mean	SD
Strongly Disagree	2	2.2	3.34	1.01
Disagree	19	20.7		
Neutral	28	30.4		
Agree	32	34.8		
Strongly Agree	11	12.0		
<b>Total</b>	<b>92</b>	<b>100.0</b>		

Table 5 shows majority 34.8% agreed that top management commitment affects top quality management while 30.4% were neutral and 20.7% disagreed. The mean (M=3.34, SD=1.01) respectively.  $H_0$ : There is no significant relationship between Team work and top quality management at Teachers Service Commission Headquarters, Nairobi, Kenya. To test hypothesis one Pearson product-moment correlation was done to determine the relationship between team work (M=3.34, SD=1.01) and top quality management (M=3.41, SD=0.84). Table 6 shows the correlation matrix between team work and top quality management

**Table 6: Correlation matrix between team work and top quality management**

		Team Work	Total quality management
Team work	Pearson Correlation	1	.358*
	Sig. (2-tailed)		.000
	N	92	92
Total quality management	Pearson Correlation	.358*	1
	Sig. (2-tailed)	.000	
	N	92	92

\*. Correlation is significant at the 0.05 level (2-tailed).

Table 6 shows the correlation matrix which indicate a positive and strong significant coefficients between team work and total quality management where ( $r=.358$ ,  $p\text{-value}<0.05$  were rejected at  $p<0.05$  significance level. Therefore the null hypothesis was rejected. Hence there is a relationship between team work and total quality management.

Top management officials were interviewed on the influence of team work and total quality management where its Top management is coded as TPM.

TPM1:

Team work is very vital in the success of total quality management through effective service delivery and achievement of targets

TPM2:

When the top management is committed to its goals through ensuring cohesion through team work is effectively done and everything is implemented total quality management is achieved

TPM3:

Top management has to be committed to its duties through team work such as involvement in quality improvement, providing necessary resources and showing steady commitment to quality perfection leads to total quality management

TPM4:

Team work encourages innovative practices and improve both economic and social gains through motivation and this leads to total quality management.

*H<sub>0</sub>2: There is no significant relationship between Employee Motivation and top quality management at Teachers Service Commission Headquarters, Nairobi, Kenya*

To test hypothesis one Pearson product-moment correlation was done to determine the relationship between Employee Motivation ( $M=3.20$ ,  $SD=1.07$ ) and top quality management ( $M=3.41$ ,  $SD=0.84$ )

Table 7 shows the correlation matrix between Employee Motivation and top quality management

**Table 7: Correlation matrix between Employee Motivation and top quality management**

		<b>Employee Motivation</b>	<b>Total quality management</b>
Employee Motivation	Pearson Correlation	1	.329*
	Sig. (2-tailed)		.000
	N	92	92
Total quality management	Pearson Correlation	.329*	1
	Sig. (2-tailed)	.001	
	N	92	92

\*. Correlation is significant at the 0.05 level (2-tailed).

Table 7 shows the correlation matrix which indicate a positive and strong significant coefficients between employee motivation and total quality management where ( $r=.329$ ,  $p\text{-value}<0.05$  were rejected at  $p<0.05$  significance level. Therefore the null hypothesis was rejected. Hence there is a relationship between employee motivation and total quality management.

Top management officials were interviewed on the influence of team work and total quality management where its Top management is coded as TPM.

TPM1:

Employee motivation encourages employees to work more harder towards total quality management through effective service delivery and achievement of targets

TPM2:

Employees when motivated they feel part and parcel of the organization hence total quality management is achieved

TPM3:

Employee Motivation instills determination towards achieving the vision and goals of the organization on total quality management

TPM4:

Employee motivation enouareges innovative practices and improve both economic and social gains through motivation and this leads to total quality management

## V. CONCLUSION

There is a relationship between team work and total quality management.

There is a relationship between employee motivation and total quality management.

Employees should be encourage to work together inorder to achieve the goals of the institution.

Employees should be motivated on their performance through rewards inorder increase performance

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