ASSESSING THE IMPACT OF QUALITY MANAGEMENT ON STAFF PERFORMANCE AT GHANA SENIOR HIGH SCHOOL

by

Eshun, Stella

(PG/40112510)

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DECLARATION

I hereby declare that this submission is my work towards the Executive Masters of Business Administration and that, to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text.

Stella Eshun (PG 40112510)	.....	.....
(Student)	Signature	Date

Certified by:

Dr. Smile Dzisi	.....	.....
(Supervisor)	Signature	Date

Certified by:

Prof. I. K. Dontwi	……..	…….....
Dean, IDL	Signature	Date

ABSTRACT

This study examines the impact of quality management on staff performance of Ghana Senior High School. The assessment of the effectiveness of quality management practice, the indicators of quality management in the school which leads to improved efficiency and identification of challenges in implementing quality management principle are the objectives that guided the study. There have been limited studies in quality management in the service sector and especially in secondary schools. The stratified and simple random sampling methods were used to separate and select respondent for the exercise. A total of 113 respondents out of 150 sampled respondents participated in the study. A mix-method of questionnaires, observation and interviews was employed to elicit the views of the respondents and these were carefully analyzed. It came up that most respondents displayed high understanding of what the quality management meant, with 41% ascribing it to rendering service to conform to set standards. The findings also revealed that culture of quality has been institutionalised in the School and staff are well motivated, and these were tied to high academic performance by the students in their external examinations. Most incentives are cash supported with occasional staff retreats. It is therefore recommended that Management as a matter of improving sustained performance should come up with a quality manual to spell out what is expected from each department. This will guide and harmonise staff performance to bring about consistent growth and development of the school. Also non monetary forms of motivating staff should be embraced as this leads to a healthy balance in expectations and provide new avenues to boost staff morale. Finally, a multi stakeholder platform should be created where parents, teachers, non teaching staff and students would be involved in drawing up strategic plans to cover a period of time to ensure that respective priorities are well harmonised towards the total vision of the School.

DEDICATION

For very good and nobel reasons, I dedicate this work to my beloved husband, Wekem, for supporting me throughout this gruelling study period.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Chapter One

Introduction

1.0 Background to Study

Quality is never an accident; it is always the result of high intension, sincere effort, intelligent direction, and skilful execution. It represents the wise choice of many alternatives (Foster, 2007). The achievement of universal participation in education will be fundamentally dependent upon the quality of education available (EFA Global Monitoring Report, 2005).

A global definition of quality does not appear to exist, as different definitions are appropriate under different circumstances and different writers place a different emphasis on different aspects of quality. The term quality is open to a range of interpretations and the formation of a standard definition remains elusive (Dale and Plunkett, 1990**)**. The position is made complicated through the colloquial use of the term "quality" as an adjective synonymous with elegance and luxury**.**

Quality is defined based on varied purposes; it is viewed by Juran (1979) as fitness for use but to Crosby (1979) it is purely conformance to requirements. It is a predictable degree of uniformity and dependability at low cost and suited to the market - Deming (1982) cited in Flood (1993). Quality is a way of managing an organisation (Feigenbaum, 1983) and meeting customer requirements (Oakland, 1989**).** It is the totality of characteristics of an entity that bear on its ability to satisfy stated or implied needs (ISO 8402, 1994). Quality is a system of means to economically produce goods or services, which satisfy customer requirements. Japan Industrial Standards (Z8101- 1981**)**.

A range of definitions have been proposed over the years with different emphasis. In the case of Juran there is a definition from an engineer's viewpoint and related primarily to a

product i.e. Fitness for Use. The Deming definition is again focussed on manufacturing and on decreasing variability in manufacturing. This reflects Deming's background and interest in statistics, although Deming's 14 Points of Quality expands quality into a broader arena. The Crosby definition is similar to Juran, relating to requirements and use. The Feigenbaum definition broadens quality into a way of managing an organisation and begins to emphasise what we will later term as Total Quality Management. The International Standard definition and Japan Industrial Standards definition broadens the definitions to include services and also puts a focus on the customer.

The definition of quality has evolved from a product based definition which originated in the manufacturing sector to a customer based definition which incorporates service both within the service sector and also the service element of manufactured products. For the purpose of this research programme the Oakland (1989) definition:

Reeves and Bednar (1994) categorise definitions of quality under the following headings:

1) Excellence

2) Value

3) Conformance to specifications

4) Meeting and/or exceeding expectations

The most common category for the definitions chosen above is meeting and/or exceeding expectations and this category reflects the most common view of quality at the current time.

Quality in education is now crucial in Africa's strategic plans towards catching up with the developed world. While the notion of quality and priority foci may differ from country to country, the term has become a determining factor in facilitating international support for educational expansion and developmental initiatives (Ankomah et al, 2005).

The quality of education is the main concern of educational organizations and parents. Quality of services including education, as one of the most important competitive priority has shifted from the literature of manufacturing strategy to the service arena (Pariseau & McDaniel, 1997). Accordingly, successful service organizations are the ones which focus on the customers and satisfy their expectations (Juwaheer, 2004).

Liston (1999) defines quality education as the total effect of the features of the process, or service on its performance, or the customer's or client's perception of that performance. It is not just a feature of a finished product or service, but involves a focus on internal processes and outputs, and includes the reduction of waste and the improvement of productivity. This view of quality applied to education implies that quality cannot be measured by looking at the outputs only, which are the examination results.

Total Quality Management (TQM) is an integrated, corporately led programme of organisational change designed to engender and sustain a culture of continuous improvement based on customer oriented definitions of quality (Joss and Kogan, 1995).

TQM is a management approach of an organisation, centred on quality, based on the participation of all its members and aiming at long-term success through customer satisfaction, and benefits to all members of the organisation and to society (ISO 8402, 1994).

TQM is a way of managing the effectiveness, flexibility and competitiveness of business as a whole (British Department of Trade and Industry, 1991). TQM represents the management of quality as a strategic issue rather than an operational issue for lower levels of the hierarchy (Hill, 1991).

TQM is a concept, the principles on which to develop a total quality culture, a journey that has no end, and quality improvement is the enabling mechanism which must be continuous and companywide (Newell and Dale, 1991).

1.1 Statement of the Problem

Education costs a lot of money for the government as well as parents. Studies by Kellog et al (1997) have shown that service quality has been receiving much prominence because of its positive relationship to costs. It is therefore imperative to understand the geographical context of quality in education, what its indicators are within the socio-cultural milieu regarding individual schools. The challenges associated with implementing quality education are therefore significant. Quality service is defined as the situation in which the consumer's perception of service performance meets or exceeds their expectation of what the service firm should do. The key to service quality, then, is to meet or exceed consumer expectations. One problem with measuring customers' satisfaction is that there may often be discrepancies between the consumer's viewpoints and the provider's understandings of what constitutes quality service (Pariseau & McDaniel, 1997). Any differences between consumer viewpoints and the organization's perception of consumer viewpoints on quality are important to identify and determine the level and quality of the service provided (Douglas & Connor, 2003).

In spite of the importance of the good quality management in service organisations, much attention has not been given to quality measures in the service industry. Most research in quality management concentrate largely on the manufacturing industry. This study therefore seeks to find out how quality management practices impacts on staff performance within the secondary school setting.

1.2 Research Objectives

The objectives of this research are:

1. To assess the effectiveness of quality management (QM) practices in Ghana Senior High School (Ghanass).
2. To find out which indicators in quality management in Ghanass leads to improved efficiency and effectiveness.
3. To identify the challenges involved in QM implementation in Ghanass.

1.3 Research Questions

The following research questions will guide the study:

1. What are the Quality Management (QM) practices in Ghanass?
2. How effective are these management practices in the improvement of staff performance?
3. Which Quality Management indicators can lead to quality staff performance?
4. What are the challenges involved in QM practices?

1.4 Significance of the Study

The research aims at highlighting QM practices that bring out the institutions strengths and weakness. This study is important as there have been limited studies on QM in the services area and to help other institutions improve upon their QM practices. The operations and management of Ghana Senior High School (Ghanass) will improve tremendously as the findings and recommendations of the study will highlight possible thematic areas of focus.

These focal points will if inculcated into the main operational processes will lead to effectiveness and efficiency in delivery.

1.5 Limitations of the Study

The research was limited by time constraints, because the period for the research is limited to allow for collection of adequate data on the subject matter and this can affect the final outcome of the project. Also, there is the likelihood for some respondents not to return the questionnaire or to cooperate with the researcher during the data collection period.

1.6 Organisation of the Study

The entire study is divided into five (5) chapters. Chapter one gives a general introduction about the study, while chapter two focuses on some theoretical frameworks and reviews related literature about the subject. The chapter three presents the methodology used in the data collection. Chapter four analyses, summarizes and presents the data for the study. The final chapter provides a summary of findings, conclusion and makes recommendation for the solution of the problem studied.

Chapter Two

Literature Review

2.0 Introduction

The concept of quality of education is multi-facetted, and is articulated differently by different scholars. The quality debate has evolved over the years, with various definitions of quality coined at each stage, and several models used to analyse quality (Ncube, 2004). This chapter therefore reviews the relevant literature relating to the meaning of quality, conceptual framework to quality education, models in quality, quality management framework, quality and competitive advantage, quality systems improvement, quality improvement strategies, total quality management concept, continuous improvement and capacity management and process improvement.

2.1 Meaning of Quality

Quality in education is an evaluation of the process of educating which enhances the need to achieve and develop the talents of the customers of the process, and at the same time meets the accountability standards set by the clients who pay for the process or the outputs from the process of educating (Hoy et al, 2000). According to this definition, the key aspects of quality of education are developing the talents of customers in a value-laden way, meeting accountability standards and giving value for money paid.

Grisay and Mahlck (1991) partly concur with this position when they say, evaluating the quality of an educational system entails analysing first and foremost:

(a) The extent to which the product or the results of education provided (the knowledge, skills and value acquired by the students) meet the standards stipulated in the system's educational objectives; and

(b) The extent to which the knowledge, skills and values acquired are relevant to human and environmental condition and needs.

In the two definitions, the focus is on standards but this by no means makes them comprehensive as there is no guarantee that those standards are worth achieving in the first place. Standards seek to relate to the needs of customers which shift rapidly thus making the definition of quality of education an elusive and rapidly shifting concept. Goddard and Leask (1992) stated that the place of customers in the definition of quality that " Quality then is simply meeting the requirement of the customer" for education , there are different customers who include parents, government, students, employers and institutions of higher learning, who all look for different characteristics of quality.

2.2 Conceptual Framework to Quality Education

Harvey (1995) provides a useful framework for thinking about quality by outlining five goals for education that define the vision of quality within individual systems. Education systems vary in emphasizing a single vision or, more commonly, a mixture of the five goals:

- Education quality as *exceptionality*: excellence is the vision that drives education, quality education is education that is exemplary; schools should maximize the pursuit of the highest potential in individual students.
- Education quality as *consistency*: equality is the vision that drives education, quality requires equitable experiences, schools and classrooms should provide students with consistent experiences across the system.
- Education quality as *fitness-for-purpose*: refinement and perfection in specific subject areas is the vision that shapes the system, quality is seen as preparing students for specific roles, instructional specialization is emphasized.

- Education quality as *value for money*: education reflects reasonable correspondence to individual and societal investments; quality is interpreted as the extent to which the system delivers value for money.
- Education quality as *transformative potential*: social or personal change is the vision that drives education, quality education is a catalyst for positive changes in individuals and society, education promotes social change (Kubow and Fossum 2003, pp. 125–126).

Emphasizing the fluid nature of education quality, Adams (1993) identifies multiple co-existing definitions of quality as concepts-in-use with the following characteristics:

- Quality has multiple meanings.
- Quality may reflect individual values and interpretations.
- Quality is multidimensional; it may subsume equity and efficiency concerns.
- Quality is dynamic; it changes over time and by context.
- Quality may be assessed by either quantitative or qualitative measures.
- Goals of quality may conflict with efficiency, equity, or other goals.
- Quality is grounded in values, cultures, and traditions: it may be specific to a given nation, province, community, school, parent, or individual student.
- Different stakeholder groups often have different definitions of quality; thus "winners" and "losers" may be associated with any particular definition.

According to the EFA Monitoring Report(2005), the quality imperative points out that "agreement about the objectives and aims of education will frame any discussion of quality and that such agreement embodies moral, political, and epistemological issues that are frequently invisible or ignored" (UNESCO 2004). The report further emphasizes that

different notions of quality are associated with different educational traditions and approaches:

- The humanist approach, one of the precursors of constructivism, focuses on learners constructing their own meanings and integrating theory and practice as a basis for social action. Quality within this tradition is interpreted as the extent to which learners translate learning into social action.

- The behaviourist approach, heading in another direction, assumes that students must be led and their behaviour controlled to specific ends, with quality measured in precise, incremental learning terms.
- Critical approaches, on the other hand, focus on inequality in access to and outcomes of education and on education's role in legitimizing and reproducing existing social structures. Quality education within this tradition is seen as prompting social change, encouraging critical analysis of social power relations, and ensuring that learners participate actively in the design of their learning experience.

- Indigenous approaches to quality reject mainstream education imported from the centres of power, assure relevance to local content, and include the knowledge of the whole community (UNESCO 2004).

Whatever the broader vision of quality, most countries' policies define two key elements as the basis of quality: students' cognitive development and social/creative/ emotional development. Cognitive development is a major explicit objective of virtually all education systems. The degree to which systems achieve this is used as the major indicator

of their quality, although there is wide disagreement on what to measure as cognitive achievement and how to measure it. The second key policy element, learners' social, creative, and emotional development, is almost never evaluated or measured in a significant way (UNESCO 2004).

Muskin (1999) gives an overview of three conceptual focal points. The first two have been prominent for decades. The third, which locates the critical engines of quality in the school and community, emerged in the 1990s and is now prominent in the literature.

- One way of looking at quality, prevalent in both the research literature and reports of program implementation, concerns the relationship between different "inputs" and a measure of student performance, or "output." The outputs are usually students' results on achievement tests, assessments, or end-of-cycle examinations. The inputs include a wide variety of factors: infrastructure and resources, quality of school environment, textbooks, teacher preparation, teacher salaries, supervision, attitudes and incentives, school climate, curriculum, students' physical well-being, and family and socioeconomic context. This approach attempts to identify the inputs most highly associated with desired quality outputs, but it is relatively silent on the processes at the school, classroom, and community levels through which inputs are used to create outputs (Fuller 1986; Lockheed and Verspoor 1991; Muskin 1999).

- Another way of looking at quality involves measuring the efficiency of the system. Educational efficiency is measured internally by the rates of completion, dropout, and repetition. Efficiency is also measured externally by looking at the outcomes of education or the productivity of school leavers. This is measured according to, for example, wages or agricultural yields associated with an individual's or a community's level of schooling.

This literature has a long history, primarily in educational economics, and has often used quantity of education as a proxy for quality. Studies of efficiency provide necessary information for planners, but this approach has relatively little explanatory power about what creates school quality without an accompanying analysis of the dynamics among the myriad school process factors that encourage students to stay in school and gain valuable knowledge and attitudes while there (Cobbe 1990; Lockheed and Hannushek 1988; Lockheed and Komenan 1989; Muskin 1999; Windham 1986).

- A more recently developed way of looking at quality focuses on the content, context, and relevance of education. This approach to quality focuses on process within the school and classroom and relationships between the school and the surrounding community. Greater attention is given to the ways in which inputs interact at the school level to shape quality of learning, defined as the elements of knowledge and character that a society values in young people (Carnoy and de Moura Castro 1995; Carron and Chau 1996; Craig 1995; Muskin 1999; Muskin and Aregay 1999; Prouty and Tegegn 2000; UNICEF 2000; World Bank 1994).

2.2.1 Three Quality Dimensions Model

The three quality dimensions model was developed by Mergen et al. in 2000. It is based on a set of measurement parameters to be used in evaluating the quality of education and the tools necessary for evaluating them. Their quality management framework is comprised of three dimensions: quality of design (QD), quality of conformance (QC) and quality of performance (QP). There is a logical flow from QD to QC and QP. For example,

low QP may lead to changes in the QD and/or QC. Similarly, low QC may require better quality control techniques or changes in the design stage.

Quality of design deals with determining the characteristics of a good education in a given market segment at a given cost. It is determined by three factors:

- The quality of the insights gained about stakeholders and the depth of understanding of their requirements;
- The quality of the process used to translate these requirements into a product and/or service that provides value to stakeholders and
- The continuous improvement of the design process.

2.2.3.1 Relationship between the components of the model.

Quality of conformance deals with how well the designed requirements (i.e. the education ideals of a higher education institution) are satisfied, including the cost requirements, uniformity and dependability. QC is determined by the minimisation of variance from design requirements for the products and/or services. Thus, for each design specification, a proper measure or measures should be developed in order to make sure that design requirements are being met.

Quality of performance deals with how well the education serves the students in their environment. It is a measure of the value that students derive from their education. QP measures include the level of endowment, stakeholder satisfaction, tuition revenues, student enrolment, salaries of fresh employers and career advancement.

2.2.2 Dill's Academic Quality Management Framework

Dill's framework (1992) based on the higher education programme may be conceived as an interrelated system. Within the system various sources supply students who are educated through a designed programme featuring specific educational processes and then placed with various customers. The educational programme should be continually designed and redesigned based on stakeholder needs as well as organisational knowledge and expertise. This framework can be applied at any level of analysis but will be addressed here at the level of individual higher education institutions. Academic quality management includes: source management and student selection; programme design; customer needs research; as well as the design and management of a supporting quality information system.

The academic quality management approach should place great emphasis on assuring the continual improvement and reliability of incoming student performance based on measures of academic quality defined as critical by those involved in designing the academic.

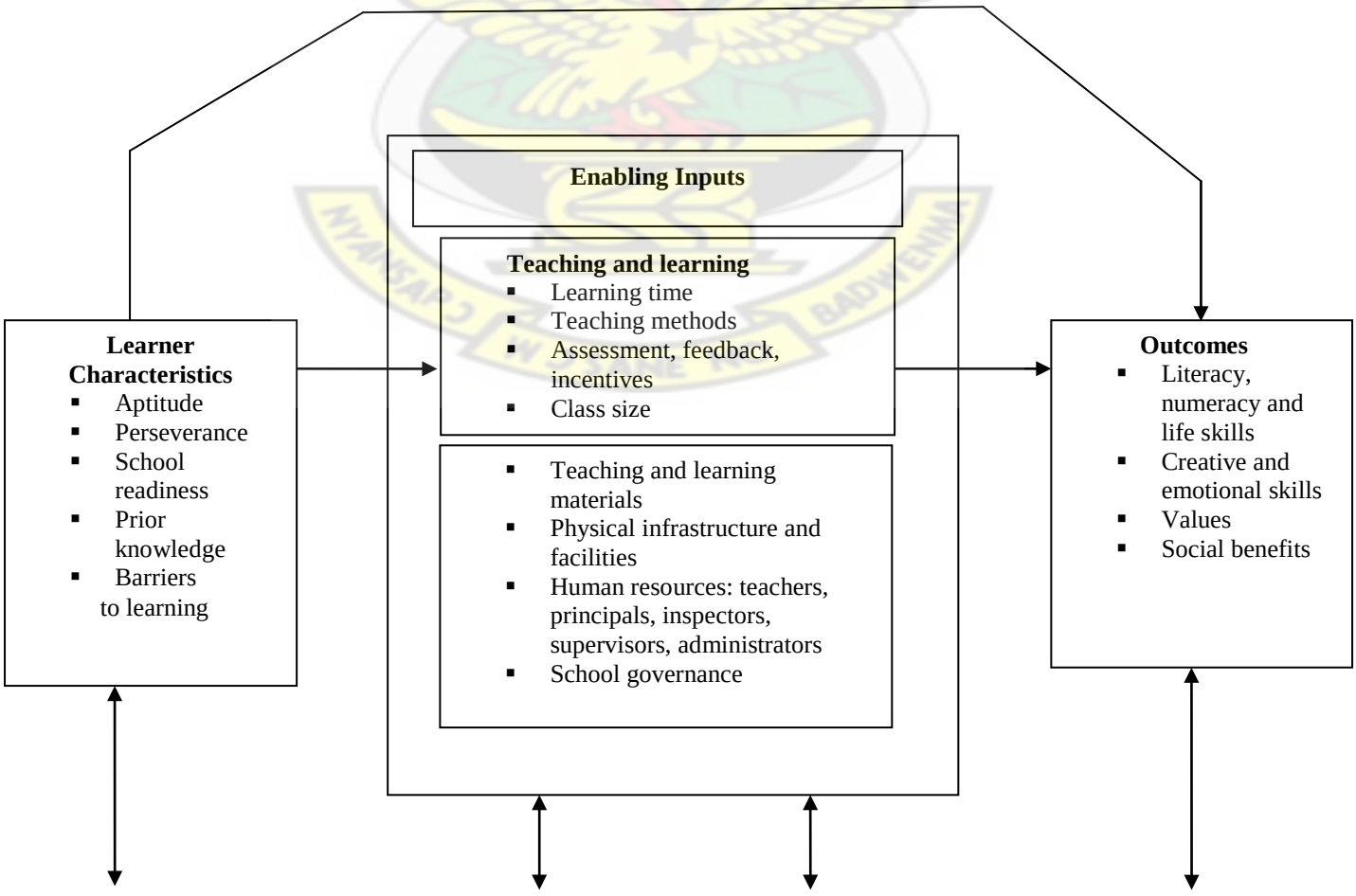
Framework for understanding, monitoring and improving education quality

The EFA report (2005) uses a framework for understanding, monitoring, and improving education quality that identifies five dimensions associated with quality. The framework provides a means for organizing and understanding the different variables contributing to education quality, encompassing access, teaching and learning processes, and outcomes influenced by the context and inputs available:

- Learner characteristics affect quality and include aptitude, school readiness, and perseverance.

- Context, which significantly affects quality, includes socioeconomic and cultural conditions, labour market factors, public resources for education, the philosophical perspectives of teacher and learner, parental support, and time available for schooling and homework.
- Enabling inputs are critical to quality and include teaching and learning materials, physical infrastructure, human resources, especially teachers, but also principals, supervisors, and school governance.
- Teaching and learning approaches are central to quality. They include learning time, teaching methods, assessment, feedback, incentives, and class size.
- Outcomes, which signal overall quality, include literacy, numeracy, and life skills - creative and emotional skills, values, and social benefits (UNESCO 2004).

Figure 1: Framework for understanding, monitoring and improving education quality



• Economic and labour market conditions in the community	•Educational knowledge and support infrastructure	•Philosophical standpoint of teacher and learner	•National standards
▪ Socio-cultural and religious factors	•Public resources available for education	• Peer effects	• Public expectation
▪ (Aid strategies) demands	•Competitiveness of the teaching profession on the labour market	•Parental support	•Labour market
	• National governance and Management strategies	• Time available for schooling and homework	•Globalization

Sousrce: EFA Global Monitoring Report, 2005

According to the framework, defining quality and developing approaches to monitoring and improving it requires dialogue designed to achieve broad agreement about the aims and objectives of education; a framework for the analysis of quality that enables its various dimensions to be specified; an approach to measurement that enables the important variables to be identified and assessed; a framework for improvement that comprehensively covers the interrelated components of the education system and allows opportunities for change and reform to be identified.

The central dimensions influencing the core processes of teaching and learning as follows:

- learner characteristics dimension;
- contextual dimension;
- enabling inputs dimension;
- teaching and learning dimension.
- outcomes dimension.

Figure 1, illustrates these dimensions and their relationships, and the following subsections discuss their characteristics and interactions.

Learner characteristics

How people learn – and how quickly – is strongly influenced by their capacities and experience. Assessments of the quality of education outputs that ignore initial differences among learners are likely to be misleading. Important determining characteristics can include socio-economic background, health, place of residence, cultural and religious background and the amount and nature of prior learning. It is therefore important that potential inequalities among students, deriving from gender, disability, race and ethnicity, HIV/AIDS status and situations of emergency are recognized. These differences in learner characteristics often require special responses if quality is to be improved.

Context

Links between education and society are strong, and each influences the other. Education can help change society by improving and strengthening skills, values, communications, mobility (link with personal opportunity and prosperity), personal prosperity and freedom. In the short term, however, education usually reflects society rather strongly: the values and attitudes that inform it are those of society at large. Equally important is whether education takes place in the context of an affluent society or one where poverty is widespread. In the latter case, opportunities to increase resources for education are likely to be constrained.

More directly, national policies for education also provide an influential context. For example, goals and standards, curricula and teacher policies set the enabling conditions within which educational practice occurs. These contextual circumstances have an

important potential influence upon education quality. International aid strategies are also influential in most developing countries.

Enabling inputs

Other things being equal, the success of teaching and learning is likely to be strongly influenced by the resources made available to support the process and the direct ways in which these resources are managed. It is obvious that schools without teachers, textbooks or learning materials will not be able to do an effective job. In that sense, resources are important for education quality – although how and to what extent this is so has not yet been fully determined. Inputs are *enabling* in that they underpin and are intrinsically interrelated to teaching and learning processes, which in turn affects the range and the type of inputs used and how effectively they are employed. The main input variables are material and human resources, with the governance of these resources as an important additional dimension:

Material resources, provided both by governments and households, include textbooks and other learning materials and the availability of classrooms, libraries, school facilities and other infrastructure.

Human resource inputs include managers, administrators, other support staff, supervisors, inspectors and, most importantly, teachers. Teachers are vital to the education process. They are both affected by the macro context in which it takes place and central to its successful outcomes. Useful proxies here are pupil/teacher ratio, average teacher salaries and the proportion of education spending allocated to various items. Material and human resources together are often measured by expenditure indicators, including public current expenditure per pupil and the proportion of GDP spent on education.

Enabling school-level governance concerns the ways in which the school is organized and managed. Examples of potentially important factors having an indirect impact on teaching and learning are strong leadership, a safe and welcoming school environment, good community involvement and incentives for achieving good results.

Teaching and Learning

As Figure 1 indicates, the teaching and learning process is closely nested within the support system of inputs and other contextual factors. Teaching and learning is the key arena for human development and change. It is here that the impact of curricula is felt, that teacher methods work well or not and that learners are motivated to participate and learn how to learn. While the indirect enabling inputs discussed above are closely related to this dimension, the actual teaching and learning processes (as these occur in the classroom) include student time spent learning, assessment methods for monitoring student progress, styles of teaching, the language of instruction and classroom organization strategies.

Outcomes

The outcomes of education should be assessed in the context of its agreed objectives. They are most easily expressed in terms of academic achievement (sometimes as test grades, but more usually and popularly in terms of examination performance), though ways of assessing creative and emotional development as well as changes in values, attitudes and behaviour have also been devised. Other proxies for learner achievement and for broader social or economic gains can be used; an example is labour market success. It is useful to distinguish between achievement, attainment and other outcome measures – which can include broader benefits to society.

2.2.4 Research on Customers' Needs

Dill (1992) highlights the importance of research on organisational alumni, as well as on potential employers, regarding the relevance of academic skills and knowledge to post-academic success. Alumni surveys have been helpful in identifying the particular value in the workplace of general components of education and the relevance of specific subject areas to success in various occupational categories. Quality information system includes measures of the performance of applying students, of accepted students, of students at key programme subcomponents as well at the completion of the overall programme, of programme graduates, measures of drop-out rates and measures of alumni expectations. The information gained can be integrated with an active initiative in programme design.

At the implementation level, there is a complementarily among the models to develop a rich picture of the nature of required actions. To arrive at an all-round, comprehensive model of quality management for education in higher education institutions, my point is to use the complementarily, adding strengths of one model to the strengths of another model, thus eliminating blind spots and other weaknesses that would result from applying only a single model. Overall the features of a comprehensive framework addressing quality management in higher education, derived from the above discussed six approaches, can be summarised as follows:

• A clear focus on designing, implementing and maintaining a quality management system.

• Organisational quality policy has to be developed, disseminated and improved continuously.

• The determination of desired learning outcomes highlights the goals of the course or programme and their relations to students' needs.

• Design of curricula should be continually developing and improving in a responsive way, informed by feedback from a wide variety of stakeholders.

• The design of teaching/learning processes requires processes and activities to design, review and improve methods of teaching and learning, teaching materials, and students' learning environment.

• Design of student evaluation expects processes and activities to design, review and improve the examination of students, the examination of student learning and the relation of examination to educational objectives and to utilise the evaluation results.

• There should be a clear emphasis on assuring that the curricular, education and examination design and processes are being carried out coherently and effectively according to plan (*quality of implementation*).

• Resource management demands control of processes regarding how organisations use resources to enhance education quality.

• A focus on governing and support processes and outcomes.

• A quality information system is necessary to support the different processes concerning quality management.

• There is a clear role for leaders in higher education institutions to be committed in developing, maintaining and improving quality and the quality management system.

• A synergistic collaboration at the learning interface, which transcends not only the relationships but breaks down the barriers among education institutions and reaches out into developing new external.

2.3 Quality and Competitive Advantage

Competitive advantage denotes a firm's ability to achieve market superiority. In the long run, a sustainable competitive advantage goes hand in hand with above-average performance.

Wheelwright (1989) identified six characteristics of a strong competitive advantage:

- It is driven by customer needs and wants. A company provides value to its customers that competitors do not.
- It makes significant contribution to the success of the business.
- It matches the organization's unique resources with opportunities in the environment.
- It is durable and lasting and difficult for the competitor to copy. A superior research and development department can consistently develop new products or processes that enable the firm to remain ahead of competitors.
- It provides a basis for improvement.
- It provides direction and motivation to the entire organisation.

Each of these characteristics relates to quality, suggesting that quality is an important source of competitive advantage.

2.4 Quality System Improvement

Quality system is defined as the organizational structure, procedures, processes and resources needed to implement quality management (ISO 8402, 1994). In 1987, the International Standardization Organization published the ISO 9000 standards series on quality management and quality assurance. Implementing ISO 9000 is a way in pursuing quality system improvement in a firm. In this study, quality system improvement means to

establish a quality system according to the requirements of ISO 9000. Through the implementation of ISO 9000, a quality manual, quality system procedures, and work instructions are established. In the end, a firm may apply to be registered as having an ISO 9001 (9002 or 9003) quality certificate (Randall, 1995; Mirams and McElheron, 1995).

A quality manual is a document stating the quality policy and describing the quality system of an organization (ISO 8402, 1994), and should cover all the applicable elements of the quality system standard required for an organization. Guidelines for developing quality manuals (ISO 10013, 1995) can be used for drawing up a quality manual. A procedure is a specified way to perform an activity. A written procedure contains the purposes and scope of an activity; what shall be done and by whom; when, where and how it should be done; what materials, equipment and documents shall be used; and how it shall be controlled and recorded. Documented quality system documents describe the activities of individual functional units needed to implement the quality system elements (ISO 8402, 1994; ISO 10013, 1995)

The work instructions consist of detailed work documents, which can guide people in conducting specific work. It should be noted that drawing up various work instructions should be based on the existing documents and characteristics of the firm, and should be presented to different people for extensive review. Thus, these work instructions can be effectively implemented in practice (Randall, 1995; Mirams and McElheron, 1995).

Randall (1995) noted that quality system documents should be continuously modified with the change of quality activities within the firm, this is essential to maintain the quality system's conformance with the ISO 9000 requirements.

2.5 Quality Improvement Strategies

The Malcolm Baldrige National Quality Award

The US Congress in 1987 passed the Malcolm Baldrige National Quality Improvement Act, and thus established an annual quality award in the US. The aim of the award is to encourage American firms to improve quality, satisfy customers, and improve overall firms' performance and capabilities. The model framework can be used to assess firms' current quality management practices, benchmark performance against key competitors and world class standards, and improve relations with suppliers and customers.

The Malcolm Baldrige National Quality Award model framework (1999) is listed as follows:

- Leadership - Organizational leadership, Public responsibility and citizenship.
- Strategic planning - Strategy development, Strategy deployment.
- Customer and market focus - Customer and market knowledge, Customer satisfaction and relationships.
- Information and analysis - Measurement of organizational performance, Analysis of organizational performance.
- Human resource focus - Work systems, Employee education, training, and development, Employee well-being and satisfaction.
- Process management - Product and service processes, Support processes, Supplier and partnering processes.
- Business results - Customer focused results, Financial and market results, Human resource results, Supplier and partner results, Organizational effectiveness results.

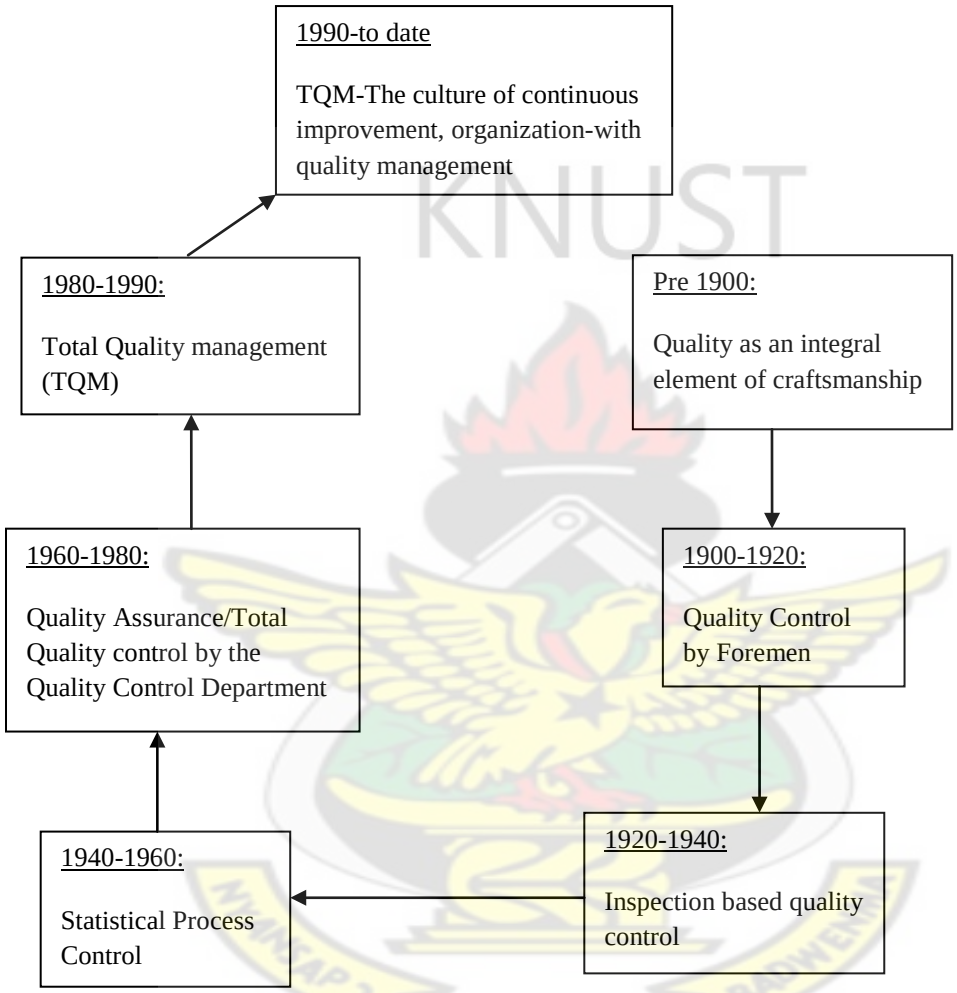
2.6 Total Quality Management (TQM) Concept

The Total Quality Management (TQM) concept is a management approach that originated in the 1950's and has steadily become more popular since the early 1980's. Many of the concepts are now called “total quality”. Many other terms have also been used such as “Business transformation”, performance excellence, business excellence, and "six-sigma". The roots of TQM go back to the teachings of Drucker, Juran, Deming, Ishikawa, Crosby, Feigenbaum and countless other people that have studied, practiced, and tried to refine the process of organizational management (Crosby,1984,Deming,1986, Feigenbaum, 1991, Flynn, Schroeder and Sakakibara,1994,Garvin,1987, Ishikawa,1985). Their insights into quality management provide a good understanding of quality management principles. An example of one such proposition is: quality is a responsibility of the whole organization, rather than of the Quality Department. There are many such propositions covering different aspects of quality management practices.

TQM is a collection of principles, techniques, processes and best practices that over time have been proven effective. Based on the TQM elements, a quality management method model is developed. This model describes the primary quality management methods which may be used to assess an organization’s present strengths and weaknesses with regard to its use of quality management methods.

Total Quality is a description of the culture, attitude and organization of a company that strives to provide customers with products and services that satisfy their needs (Juran and Gryna, 1999). TQM is a philosophy that involves everyone in an organization on continual effort to improve quality and achieve customer satisfaction (Feigenbaum, 1991).

Figure 2: Movement from Quality Management to Total Quality Management Drift Chart



(Source: Researcher's Compilation for study, 2012)

TQM Elements

Most quality experts divide TQM into a number of elements. Manno and Kehoe (1990) identify in TQM the following elements: supplier improvement, process control and improvement, internal customer focus, measurement and reporting, leadership, quality system, participation, recognition, education, training and external customer focus. Saraph

et al. (1989) propose the following factors of quality management, which are the role of management leadership and quality policy, the role of the quality department, training, product/service design, supplier quality management, process management, quality data and reporting, employee relations. After a comprehensive review of quality researches, quality award models, and other existing literature are identified as the most primary TQM elements.

These elements can be distinguished as:

- Customer Focus;
- Leadership;
- Vision and plan statement;
- Supplier quality management;
- Evaluation;
- Process control and improvement;
- Quality system improvement.

2.9.2 Education Processes

A process is the transformation of a set of inputs into outputs that satisfy customer needs and expectation. The inputs can be such things as actions, methods and operations and the outputs are in the form of products, information, services, etc., and are transferred to someone – the customer (Oakland, 1994, 14). The education process, then, provides inputs in the education of students who emerge out of the education system as graduates, the final product.

To produce an output that meets the requirements of the students or any customer in the process, it is necessary to define, monitor and control the inputs in the process, which in turn may be supplied as an output from an earlier process. For example, print materials may be the output from the printing department, but they are inputs to the actual student learning activities.

Examples of processes in high education include:

1. Admission – the process of student's matriculation
2. Teaching – the process of didactic inculcation of knowledge and skills
3. Curriculum development – the process of subject content definition
4. Print materials preparation – the process of educational literature expansion
5. Print materials distribution – the process of teaching material delivery
6. Computer and information services – the communication and information flow
7. Student support services – the process of student accommodation and acculturation

2.10 Continuous Improvement and Capacity Management

"Continuous improvement (CI) is the relentless pursuit of improvement in the delivery of value to customers" (Maguire and Heath, 1997, 27). Continuous process improvement of quality (CI) is concerned with organizational transformation. By refocusing organizational attention on the quality aspects of its product or service, many of the ingrained "business as usual" norms start to collapse and the transformation is set in motion.

The key concepts of continuous improvements are:

1. Planning the process and its inputs
2. Providing the inputs
3. Operating the processes
4. Evaluating the outputs

5. Examining the performance of the processes

6. Modifying the processes and their inputs (Oakland, 1994, 431)

From this list, it is evident that defining and implementing the process is an important element of continuous improvement. Once a process has been defined, established and proved capable of meeting the requirements, the next thing to do is to continuously improve that process. However, improving a process requires first acknowledging that there is room for improvement. Further, it must be a vision shared by all in the organization: that processes can be improved and, in turn, similar improvements will be realized in design, output and cost. Improving the process may include eliminating steps that do not add value and generally cause unnecessary complexity. In this regard, CI drives out scrap, discarded work; removing the need to discard and start over work already done; and CI also drives out rework, which means eliminating the necessity to fix mistakes made earlier in the process. However, to eliminate scrap and rework, which are major goals of total quality management (TQM), CI requires the adoption of a philosophy of zero errors and zero defects and changing the institutional culture to 'do it right the first time'. The desire to enhance quality must of necessity inspire the drive toward continuous improvement. CI in the quality of services in distance education can often be obtained without major capital investment, if the organization marshals its resources prudently, thoroughly understands the processes involved and the linkages of these various processes. As these improvements are made, changes are in effect being made by the organization or organizational transformation is taking place.

2.10.1 Process Improvement – Tools and Techniques

The moment management embraces the concept of continuous improvement, it is in fact embarking on the principles of TQM, since the foundation upon which TQM is built is that of "continuous improvement in quality, productivity, and effectiveness" (Hanks, 1993). In attempting to improve processes in the CI drive within the framework of TQM, there are certain tools and techniques that can be adopted. But one need first bear in mind that "in the never ending quest for improvement in the ways processes are operated, numbers and information will form the basis for understanding, decisions and actions; and a thorough data gathering, recording and presentation system is essential", which constitutes the basic elements of a quality system (Oakland, 1994, 215).

2.10.2 Education and Training

Training refers to the acquisition of specific skills or knowledge. Training programs attempt to teach employees how to perform particular activities or a specific job. Education, on the other hand, is much more general, and attempts to provide employees with general knowledge that can be applied in many different settings (Cherrington, 1995).

Cherrington suggested that education and training require a systematic approach. The development of a sound education and training program requires systematically gathering data about the employees' or the firm's needs. A good assessment includes an analysis of: How well the firm is achieving its goals; the skills needed by the workforce to accomplish these goals; and the strengths and weaknesses of the current workforce. A careful analysis of these items provides valuable information to design effective training activities. Investment in education and training is vitally important for ensuring the success of education and training programs.

According to Hackman and Wageman (1995), training is the second most commonly used TQM implementation practice in the United States. Firms that implement TQM invest heavily in training for employees at different levels. Deming (1986) spoke often of the importance of properly training workers in performing their work. Otherwise, it is difficult to improve their work. The cross-functional quality teams among the characteristics of TQM firms stack the cards in favor of learning by the simple fact that they are cross-functional; individual members are exposed to more and more diverse, points of view than would be the case if they worked mostly by themselves or in within-functional teams (Hackman and Wageman, 1995).

Learning is the ability and willingness of the firm to engage in learning or knowledge seeking activities at the individual, group or team, and organizational levels (Anderson et al., 1994). In order to have effective learning activities, a firm should continually encourage employees to accept education and training.

The TQM aspiration of continuous improvement in meeting customer requirements is supported by a thorough learning orientation, including substantial investments in training and the widespread use of statistical and interpersonal techniques designed to promote individual and team learning (Hackman and Wageman,1995). According to Deming (1986), Japanese firms obviously regard their employees as their most significant competitive assets and provide good general orientation as well as training in specific skills. Note that investment in employee education and training is to pursue long-term overall business excellence. In fact, employees are valuable resources worthy of receiving education and training throughout their career development.

Ishikawa (1985) advocated that employees accept training for the seven QC tools. According to Feigenbaum (1991), a brief and general course for first-line supervision is modern methods of planning and controlling quality, concentrating essentially upon the physical elements affecting product quality. In order to use various quality tools or methods effectively, employees should be trained in these methods. More training should be given to employees such as quality inspectors, supervisors, and production operators. It is important to provide training to employees just at the time they need it; namely, just-in-time training.

In order to perform their work well, employees at different levels should accept specific work-skills training. Such training can improve employees' skills. In addition, employees should accept quality consciousness education in order to improve their commitment to quality. Newly recruited employees should accept more education on quality awareness. Newsletter, poster slogan, and quality day are commonly used for educating and/or training employees (Zhang, 2000). Education and training have failed if they do not result in a change of behavior (Juran and Gryna, 1993).

2.10.3 Customer Focus

Customer focus can be defined as the degree to which a firm continuously satisfies customer needs and expectations. A successful firm recognizes the need to put the customer first in every decision made (Philips,1995). The key to quality management is maintaining a close relationship with the customer in order to fully determine the customer's needs, as well as to receive feedback on the extent to which those needs are being met. The customer should be closely involved in the product design and

development process, with input at every stage, so that there is less likelihood of quality problems once full production begins (Flynn et al., 1994). Deming (1986) suggested that the customer is the most important part of the production line; product should be aimed at the needs of the customer.

Obtaining customer complaint information is to seek opportunities to improve product and service quality. Quality complaints have different problems that require different actions. Based on customer complaint information, it is important to identify the "vital few" serious complaints that demand in-depth study in order to discover the basic causes and to remedy those causes (Juran and Gryna, 1993). To improve customer focus efforts, customer complaints should therefore be treated with top priority. Records and analyses of customer complaint reports from the field furnish useful product-control information. Such information reflects the effectiveness of control programs and highlights those nonconformities upon which more aggressive corrective action must be initiated (Feigenbaum, 1991).

Obtaining customer satisfaction information is essential for pursuing customer focus efforts. Intensive examination of finished products from the viewpoint of the customer can be a useful predictor of customer satisfaction. Such information includes data on field failures and service-call rates, and analysis and reporting of customer attitude trends regarding product quality. Such information is valuable for new product development (Feigenbaum, 1991).

The results of customer satisfaction surveys can be used to take immediate action on customer complaints, identify problems requiring generic corrective action, and

provide a quantitative measurement of customer satisfaction (Juran and Gryna, 1993). Customer satisfaction may very well predict the future success or failure of a firm (Kanji and Asher, 1993). Thus, it is very important to find customer satisfaction and perception of quality. The insights gained can clearly help the firm improve quality.

In-depth marketing research can identify suddenly arising customer needs. The attainment of quality requires the performance of a wide variety of identification activities of quality tasks such as the study of customers' quality needs, design review, and field complaint analysis (Juran and Gryna, 1993). To achieve quality, it is essential to know what customers need and provide products that meet their requirements (Ishikawa, 1985). According to the review results from Hackman and Wageman (1995), obtaining data about customers is one of the most commonly used TQM implementation practices. Deming (1986) suggested that firms understand what the customer needs and wishes now and in the future, so that products and services can be designed to satisfy those needs and wishes.

In order to pursue customer focus, firms should always provide warranties on their products sold to customers. Thus, customers will reduce their risk in buying products. In addition, firms should pay sufficient attention to customer services. In a word, pursuing customer focus efforts should be a long-term business strategy; it is never ending (Juran and Gryna, 1993).

2.7 Conclusion

The literature above reviewed covered some key relevant areas in quality management in high or secondary institutions and took into account the theories and some

models and dimensions of quality in the education sector. It is important to note also that there still remain other relevant literature that focus on other dimensions of quality management that future researchers could explore to broaden and give more insight to this concept.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology used to carry out the study. It discusses the research design, the population and sample, as well as the instruments used. The procedure for data collection and data analysis has also been discussed.

3.1 Research Design

The study is a sample survey to obtain information about the target population. The survey strategy enables a large amount of data to be collected in a highly economic way from a sizeable population based on questionnaires and interviews Sanders et al (2000). Both qualitative and quantitative research paradigms were employed for this study. The choice of both paradigms was informed by the fact that while qualitative methods are more intrusive, quantitative methods are well structured, hence combining the two would yield the desired results.

3.2 Population

Furlong et. al (2000) described the population of a research as the study of a large group of interest for which a research is relevant and applicable. The Management, staff and students of Ghana Senior High School constitute the target population for this research. The population size for the study is made up of 75 teaching and 82 non teaching staff totaling 157.

3.3 Sample and Sampling Technique

The sample population is a subset of the entire population, and inferential statistics is to generalize from the sample to the population (Furlong et. al, 2000).

For the purpose of this study a sample size of 150 respondents was used for the study. The sample will comprise both teaching and non teaching staff. The stratified sampling technique was employed to separate the various groupings into different strata (that is, teaching staff- for example, Management members, heads of department and actual teachers and non teaching staff – heads of department and other essential office and kitchen staff respectively). The simple random sampling method was adopted in actual selection among the categories chosen for the study. A combination of these techniques is more efficient because it improves accuracy of estimates.

3.4 Research Instruments

The study employed the use of questionnaires and interviews in addition to observations made. The open and closed-ended questionnaires were designed for the respondents. The questionnaires were divided into various sections to capture the critical success areas spelt out in the objectives for the study. The questionnaires before they were administered were pre-tested for content and validity. The questionnaires were administered personally by the researcher and the contents explained to some staff who requested to be guided. In addition, interviews that were used in the conduct of the study helped to clarify and gain a deeper understanding of some of the responses of respondents on the concepts of quality management.

3.5 Data Presentation and Analysis

In analyzing the data, frequency distribution tables of responses were used. These frequencies were converted to percentages to standardize the distribution and make interpretation easier. General overview of the answers on the open ended questions and interviews conducted was undertaken so that a manual of all the answers could be derived. Descriptions, discussions and interpretations of the main issues of the findings were entirely based on simple frequency distribution tables, bar graphs and pie charts. The data was analyzed using SPSS (version 16) and Microsoft Excel.

3.6 Institutional Overview – Ghana Senior High School

The birth of Ghana Senior High School, Koforidua popularly referred to as GHANASS was preceded by the establishment of a couple of colleges that ultimately metamorphosed into what we currently acclaim as the Beacon of the East.

In 1943, Messrs Fred Addae and Francis Adjei Tetebo established a school with an initial population of sixteen (16) boys called Phoenix College in a private temporal building. By 1950, an increase in student population necessitated the movement of the school into a new location which currently houses the Normal Technical Institute, Koforidua. The change of location led to a change of name from Phoenix College to Christ College and finally in 1957 after independence Osagyefo Dr. Kwame Nkrumah on a visit to Koforidua requested for a change in the name to Ghana Secondary School and Mr. Daniel Dankwah was made the first headmaster of the School.

The vision of the School is to be a Co- Educational institution that holistically trains students to believe in themselves and be responsible citizens. These are backed by the under listed mission statements:

- Provision of quality teaching and supervision.

- Provision of strategic planning and implementation of policies by all stakeholders.
- Organising other academic and non-academic programmes that would be student centred.
- Provision of pastoral services such as guidance and counselling, clubs and societies etc. to direct,shape,supervise and nurture students to achieve their aims and aspirations.
- The adoption of innovative ways and methods to enhance teaching and learning.
- The motivation of both staff and students to engender efficiency, achievement and greater success.

-The development of a learning culture (Headmaster's Report, 2011).

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter presents the analysis of the data collected. The responses are categorised to suit the objectives of the study and the various research questions which this research sought to find answers to in addition, some relevant variables were discussed in the study. The major themes considered in the analysis include the demographic analysis, highest level of education, rank of respondents, knowledge on quality, quality recognition, assurance and control as well as an assessment of staff performance. The retrieval rate was 75.3% which can support the conclusion of the study as it represents a greater proportion of the sample.

4.1 Demographic Analysis

4.1.1 Gender of Respondents

Table 1 Gender of Respondents

Gender	Frequency	Valid Percent (%)
Female	38	33.6
Male	75	66.4
Total	113	100

Source: Field Survey, 2012

The gender of the respondents is presented on Table 1 above. A greater proportion approximately 66% of the respondents were males while the 34% of represented females. This is significant for the study as it gives an almost balanced representation of both

gender in expressing their respective opinions to reduce any bias in the responses of the respondents. In most senior high schools this phenomena is characteristic as more males are able to move higher generally in the educational sector.

4.1.2 Highest Level of Educational/Professional Qualification

Table 2 Level of Educational/Professional Qualification

Qualification	Frequency	Valid Percent (%)
Post Graduate	8	7.1
Graduate (1st degree)	67	59.3
Diploma	16	14.2
"A"/ "O" Level/ SSS	9	8.0
MSLC/JHS	13	11.5
Total	113	100

Sources: Field Survey, 2012

Table 2 above shows the disaggregation of respondents by their highest educational/professional qualification. It came up that majority 67 (59.3%) of the respondents had first degree whiles 8 (7.1%) were post graduate degree holders. In addition, 16 (14.2%) and 9 (8.0%) possessed Diploma and "A"/ "O" Level/ SSS respectively. Lastly, 13 (11.5%) respondents possessed MSCL/JHS which is a basic level

of education qualification. This is significant as respondents have the ability to articulate, understand and respond to the various themes the researcher had captured in the questionnaires in order to give meaning to the survey exercise.

4.1.3 Rank of Respondents

Table 3 Rank of Respondents

Qualification	Frequency	Valid Percent (%)
Asst. Head (1, 2)	2	1.8
HODs	11	9.7
Teaching Staff	62	54.9
Non Teaching Staff	38	33.6
Total	113	100

Sources: Field Survey, 2012

Table 3 above indicates the categorization of rank of respondents. A greater proportion of respondents 75 (66.4%) teach; including Assistant Headmasters/Mistress and HODs. The rest of the respondents 38 (33.6%) fall within the non teaching staff category. This is significant for the study as it captures a cross section of all categories of staff and provides a fair and balanced representation of both the decision makers and implementers of such decision.

4.1.3 Knowledge on Quality

Table 4 Respondents Understanding of Quality Management

Definitions	Frequency	Valid Percent (%)
Ability to recognize and meet customer/ client wants requirement.	26	23.0
Rendering services in conformance to the set standards	46	40.7
When customers/ client experience the service provided and become satisfied	41	36.3
Total	113	100

Source: Field Survey, 2012

The knowledge of respondents on quality management was assessed by the researcher. It was found out that a greater number of them, 46 (40.7%), claimed that quality management meant rendering services in conformance to the set standards. Another 41 (36.3%) defined it as when customers/ client experience the service provided and become satisfied and only 26 (23.0%) respondents understood it as the ability to recognize and meet customer/ client wants or requirement. The latter confirmed the definition by Goddard and Leask (1992) which said quality management involved meeting the requirement of the customer. Finally one could observe from the responses that the respondents have demonstrated an appreciation in recognizing the meaning of quality management from different dimensions.

4.1.3 Quality Recognition

Table 5: Distribution of Respondents' Responses on Recognition of Quality Management

Quality Theme	Strongly Agree (SA)	Agree (A)	Neither Agree/ Disagree (NAD)	Disagree (D)	Strongly Disagree (SD)
The School has a quality philosophy/ culture that is known and practiced by all members of staff.	14(12.4%)	76(67.3%)	9(8.0%	3(2.7%)	11(9.7%)
The School recognizes quality as key in its service delivery.	64(56.6%)	48(42.5%)	1(0.9%)	0(%)	0(%)
Quality management principles and practices have been institutionalized to ensure improved performance among staff.	29(25.7%)	61(54.0%)	18(15.9%)	4(3.5%)	1(0.9%)

Source: Field Survey, 2012

As shown in table 5, a higher proportion of respondents, 67.3%, agreed that the School has a quality philosophy/ culture that is known and practiced by all members of staff as against 2.7% who disagreed with this assertion. This affirms the school of thought posited by Feigenbaum (1991), that Total Quality Management is a philosophy that

involves everyone in an organization on continual effort to improve quality and achieve customer satisfaction.

Again, the study showed that 42.5% of respondents agreed to the assertion that the School recognized quality as key in its service delivery however none of the respondents, 0% disagreed with this with 1% neither agreeing nor disagreeing with that statement.

In addition, higher number of respondents, 79.6% (25.7% and 54.0%) strongly agreed and agreed respectively to the notion that quality management principles and practices had been institutionalized to ensure improved performance among staff as opposed to 4.4% (3.50% and 0.9%) who strongly disagreed and disagreed respectively on the issue.

4.1.4 Quality Assurance

4.1.4.1: Respondents Responses on conformance to laid down policies in the discharge of duties

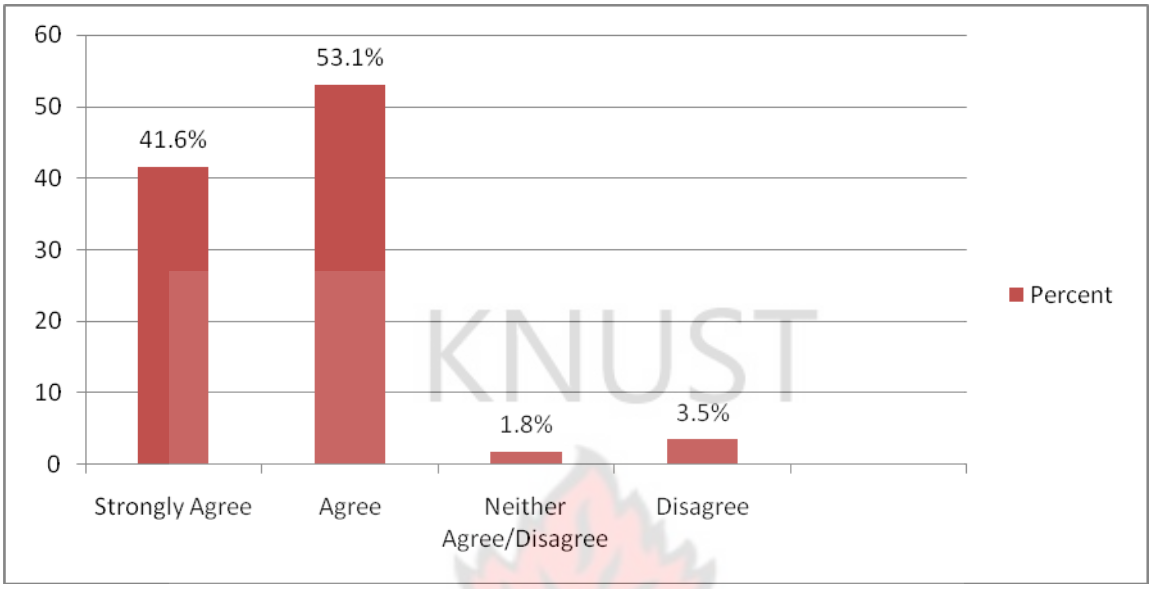


Figure 3 : A bar chart showing Respondents Responses to Conformance to laid down policies

The studies revealed in the bar chart in figure 3 above that there are laid down policies that ensure that departments conform to specific quality standards with regards to the discharge of their duties/responsibilities. It came up that most respondents 53.1% agree to the above phenomena with 3.5% of respondents who disagree with it. Knowledge and practice with such policies as made known by the majority of respondents helps to improve School governance. This trend according to the EFA Global report (2005) forms one of the components of the Enabling School Governance inputs which underpins and intrinsically ensures interrelatedness to teaching and learning processes.

4.5: Quality Improvement

Table 6: Distribution of Respondents' Responses of Quality Improvement

Thematic Area	SA	A	NAD	D	SD
Specific targets are set for the department/division to meet periodically.	-	42(37.2%)	27(23.9%)	44(38.9%)	-
Platforms are created for high performing departments to share their strategies with other departments to learn from them.	8(7.1%)	93(82.3%)	6(5.3%)	6(5.3%)	-
The dept/division's working environment is conducive to support effective work to be done.	24(21.2%)	17(15.0%)	55(48.7%)	16(14.2%)	1(0.9%)

Source: Field Survey, 2012

The information on table 6, gives a breakdown of responses on quality improvement in the School. In all, an overwhelming 38.9% disagreed that specific targets are periodically set for departments by managers with another 37.2% sharing a different opinion that such targets are set periodically. It can be inferred that the latter though confirmed the conduct of such a practice, fall in the minority as compared with the former. This trend deviates from standard practices in quality management which stipulates that quality manuals be

made available to provide details of the quality policy and procedure for performing such activities – the target/scope, what should be done, by whom, where and how it should be done (ISO 10013; 1995). Furthermore, Randall (1995) ; Mirams and McElheron (1995) , reinstated the same argument that work instructions consist of detailed work documents which guide people (teamwork) in conducting specific work to bring about consistent and improved performance.

In ensuring that there is an improved performance in the discharge of duties, the respondents, 82.3% agreed that platforms were created for high performing departments to share their strategies with other departments and added that this normally took place during staff meeting sessions, while 10.6% (5.3% per category respectively) neither agreed nor disagreed as well as also disagreed that such platforms were provided for information sharing. There is the need for departments to learn from each other so as to benchmark the best practices to ensure improved performance of departments that are not performing too well in terms of achieving their objectives.

On the issue of whether the working environment is conducive to support effective work 36.2% (21.2% and 15%) of the respondents strongly agreed and agreed respective to it while 48.7% which formed a higher proportion of the respondents could neither agree nor disagree with this.

4.6 Quality Control

Motivational packages are available for staff whose performance consistently meet set standards.

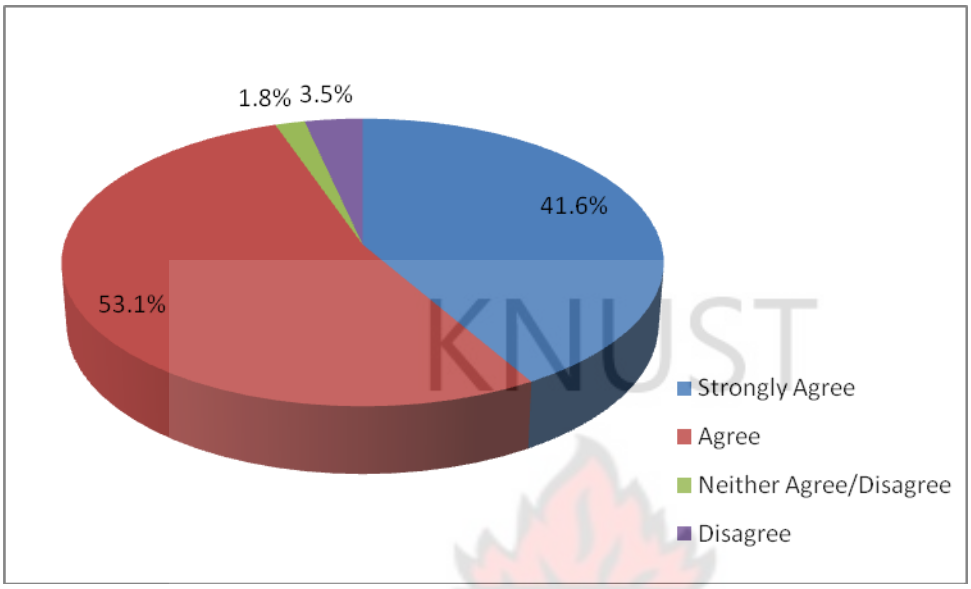


Figure 4: A pie chart showing responses on availability of motivation to staff

According to the analysis as shown in figure 4 above, the respondents were asked of their opinions on whether there are motivational packages available for staff whose performance consistently meet standards. It came up that most respondents, 94.7% (41.6% and 53.1%) strongly agreed and agreed respectively that the School provided such packages and incentives to motivate staff who performed creditably. They added in interviews to give more information that such awards are given during speech days as well as end of year diners. In addition, 3.5% respondents disagreed that such incentives existed while another 1.8% of them neither agreed nor disagreed. The provision of motivation for staff is important because it forms part of the six key characteristics that ensured quality and competitive advantage in organisations (Wheelwright, 1989).

4.6.1 Responses on Assessment of Staff Performance

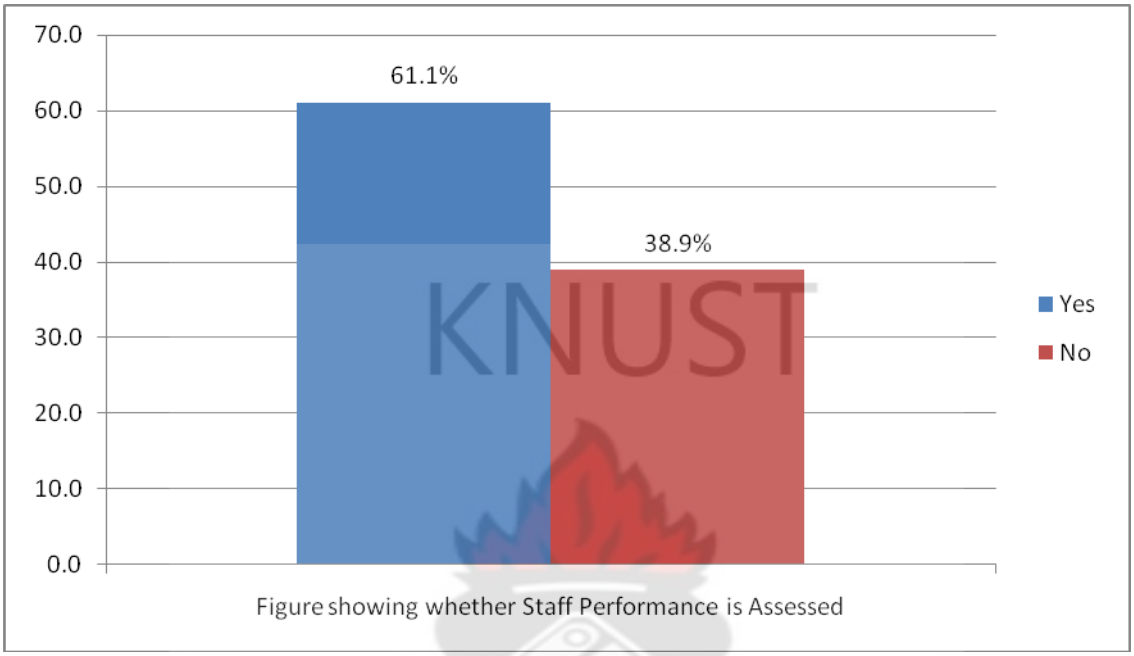


Figure 5: A bar chart showing responses on Assessment of Staff Performance

From the figure 5 above, 61.1% who formed the majority of respondents affirmed that staff performance was assessed with 38.9% responded in the negative. The assessment mostly was evident during the presentation of terminal results and most especially the outcome of the West African Senior Secondary Certificate Examination (WASSCE) results.

4.6.2 Use of Quality Guides

None of the respondents during interviews could point out what quality manual or guideline was available and used in the School to ensure consistency in the performance by staff. The management respondents confirmed that there was a teacher's guide

prescribed by the Ghana Education Service but it was the only known guideline. They emphasised the need to document a step by step guide to approaching tasks and responsibilities to consistently improve performance. They cited that the use of written down action plans could help the respective departments.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter is final part of the study. It comprises of the summary of the major findings, conclusions and recommendations based on the findings of the study.

5.1 Summary of Findings

This study mainly was to assess the impact of quality management on staff performance at Ghana Senior High School. Various Interactive from varying perspective have been considered on the issue of quality Schonberger (1990), posits that if quality becomes a philosophy and practiced within the organizational set up, customers will be better served at a lower cost and enhanced flexibility in service delivery which is of a high quality.

On the whole, the study revealed that 41% respondents demonstrated a high level of understanding on the concept of quality management. They attributed it as being the rendering of services in conformance to set standards. Furthermore, they cited that in the school, to attain and maintain high academic performance, teachers were allotted additional teaching hours which they term as 'crash programmes' and were expected to complete the syllabus for the term in consideration. The offer of cash rewards or incentives are given to departments which have their students excelling in the final external exams.

In addition to respondent's knowledge on quality, it came up from the study that the school had a quality culture/philosophy that is known and practiced by all members

according to a majority 79.7% of respondents. This is evidenced also in the confirmation made by 53.1% of the respondents that there are laid down policies purposely to ensure that staff (teaching and non-teaching) discharge their duties. These could be likened to the EFA global report (2005) which highlights such practice as part of the enabling school Governance inputs which ensures interrelatedness to teaching and learning process.

It was severally observed from the responses during the interviews that ought provides a platform for high performing departments information on to share their best practices with other departments. This they claimed usually took place during staff meetings to appraise results during academic board meetings. It was also observed that the heads of various departments are encouraged to imitate these practices. This practice of benchmarking according to Erdil and Kitapci (2007) increase productivity, focuses on customers and speeds up responses.

Another interesting fact from the study was that a majority of respondents, 94.7%, agreed that motivational packages/incentives were provided to staff who performed creditably. Most of the teachers in the School according to the respondents, made it to the final regional nomination for the best teacher awards anytime they applied to contest for such laurels. They attributed motivation as one of the elements which kept them performing, citing that depending on their overall performance, management annually sponsors all staff to a 2 to 3 day retreat at some popular and exotic resort. This complements studies by Bryk and Schneider (2003) and Darling-Hammond(1997) that teachers are likely to stay in schools where they feel they can succeed, gain learning opportunities; build stronger relations that promote trust, motivation, commitment and collective efficacy.

5.2 Conclusion

This study based on the findings from respondents leads to the conclusions that staff recognized quality as key in ensuring improved performance. A dominant feature which is significant in staff performance was the provision of motivation for staff whose output were consistent to set targets.

Another critical thematic area in quality management practice which was a prominent practice in the school was the use of benchmarking principles. Staff stressed that high performing departments were made to share their success stories and other heads of departments were encourages to do same in their respective departments.

Interviews conducted to triangulate responses on the questionnaire of management measures indicated that although staff performance was high, written targets were not given out to departments; however, each department had its own plan to improve on its previous performances. The use of peer departmental support also helped to sustain such performances.

5.3 Recommendations

In this section, recommendations have been made by the researcher based on the findings of the study. These recommendations include the following:

Management as a matter of improving sustained performance should come up with a quality manual to spell out what is expected from each department. It will in addition guide and harmonise staff performance to bring about consistent growth and development of the school. This should be done with inputs from all stakeholders to ensure ownership of the manual and to make it realistic to current situations on the job.

In order to ensure that motivation is sustained, non monetary forms of motivating staff should be embraced. This would bring about a healthy balance in expectations and provide new avenues to boost staff morale. The funds could be channelled to expansion of infrastructure and improve on the working environment.

There should be a multi stakeholder platform where parents, teachers, non teaching staff and students would be involved in drawing up strategic plans to cover a period of time to ensure that respective priorities are well harmonised towards the total vision of the School. This would lead to attainment of group goals in a well coordinated manner to ensure consistency and high performance at all times.

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CODE NO……..…..

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

INSTITUTE OF DISTANCE LEARNING

QUESTIONNAIRE FOR THE SOLICITATION OF INFORMATION ON ASSESSING THE IMPACT OF QUALITY MANAGEMENT ON STAFF PERFORMANCE AT GHANA SENIOR HIGH SCHOOL

Dear Respondent,

This research is being conducted on the Assessing the Impact of Quality Management on Staff Performance at Ghana Senior High School

Your assistance is kindly being sought to participate in this exercise by completing this questionnaire as frankly as possible.

You are assured that the responses will be treated as **CONFIDENTIAL**.

Thank you.

SECTION A : PERSONAL DATA

Please tick (√), in the appropriate box and provide comments where necessary.

1. Position/Rank

   1. Headmaster ☐ 2. Asst. Head (1,2,3) ☐

      3. Head of Department ☐ 4. Teaching Staff ☐

   5. Non Teaching Staff ☐

2. Highest Educational/Professional Qualification

   1. M.S.L.C./J.H.S. ☐ 5. Undergraduate ☐

   2. "O" level/S.S.S/WASSCE ☐ Post Graduate ☐

   3. "A" level ☐ 7. Other (s), specify…… ☐

   4. Diploma

SECTION B

3. How do you understand the term quality with regards to staff performance?

   1. Ability to recognize and meet customer/client wants and requirements. ☐
   2. Undertaking duties within acceptable costs. ☐
   3. Rendering services in conformance to set standards. ☐
   4. When customers/clients experience the service provided and become satisfied ☐

Please rank the following by ticking (√) in the respective columns the degree to which you agree to or otherwise to the statements made according to how the various aspects of quality and staff performance pertain to the various departments.

No.	Thematic Area/ Question	Strongly Agree (SA)	Agree (A)	Neither Agree Nor Disagree (NAD)	Disagree (D)	Strongly Disagree (SD)
Quality Recognition						
4.	The School recognizes quality as key in its service delivery.					
5.	The School has a quality philosophy that is known by all staff and has become its culture.					
6.	Quality management principles and practices have been institutionalized to ensure improved performance among staff.					
7.	The School will be confronted with problems if quality management principles and practices are initiated by Management.					
	Quality Assurance	**S.A.**	**A**	**N.A.D.**	**D**	**S.D.**
8.	There are laid down policies that ensure that departments conform to specific quality standards with regards to the performance of their duties/responsibilities.					
9.	These policies are known to staff working in those departments. **(If you Agreed with Question 8)**					
10.	Policies are available to purposely train and develop staff to improve on their performance.					
11.	There are periodic schedules that seek to ensure					

	that all staff in their respective departments are trained.					
12.	The application of quality policies can bring about system efficiency.					
13.	Standardized procedures/processes are followed by departments when dealing with its clients.					
14.	This department is able to meet the demands/requests by its clients (internal/external).					
15.	Clients (internal/external) served by this department are aware of our operational process and know exactly what to expect.					
16.	The department is well equipped with the requisite facilities to deliver services expected by clients.					
	Quality Improvement	**S.A.**	**A**	**N.A.D.**	**D**	**S.D.**
17.	Specific targets are set for the department/division to meet periodically.					
18.	Platforms are created for high performing departments to share their strategies with other departments to learn from them.					

19.	Best practices as pertains in other tertiary institutions are replicated to ensure efficiency.					
20.	The department/division's working environment is conducive to support effective work to be done.					
21.	Members of the department who return from training programmes are afforded the opportunity to share and apply their new knowledge with colleagues in the department.					
22.	Clients are aware of the turn-around time for tasks/jobs to be completed by the department.					

23. Who initiates changes in the operational processes of the department?

1. Management ☐
2. Head of Department ☐
3. Staff of Department ☐
4. External Assessors (GES etc.) ☐
5. Other(s), specify……

24. Mention any quality practices that could be adopted by your department to ensure efficient staff performance.

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25. List some of the regular client (internal/external) complaints that your department is not able to satisfy.

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	Quality Control	S.A.	A	N.A. D.	D	S.D.
6.	Staff are always available at their posts to discharge their duties within the approved working hours.					
27.	There are clearly spelt out indicators by which the department/division's work is measured or assessed					
28.	Management composes teams to of employees from different departments to solve problems that confront the work of various departments.					
29.	Motivational packages are available for staff whose performance consistently meet set standards.					

30.	Clients served by the department are allowed to assess the level of service satisfaction given them.					
31.	Suggestion boxes are available for clients to make comments to improve service delivery.					

32. Is staff performance assessed on a regular basis? 1. Yes ☐ 2. No ☐

33. Is feedback from staff performance assessment shared with staff to help them improve their performance?

1. Yes ☐ 2. No ☐

34. Does the department obtain feedback from clients on services rendered?

1. Yes ☐ 2. No ☐

35. Is there an official record for lodging various client complaints?

1. Yes ☐ 2. No ☐

36. Any additional comment(s) on any quality issue(s) which was (were) not highlighted in which your department actively involved in?

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Thank you.