

UNIVERSITY FOR DEVELOPMENT STUDIES, TAMALE

AN ASSESSMENT OF THE IMPACT OF TOTAL QUALITY
MANAGEMENT ON SCHOOL PERFORMANCE IN THE CHEREPONI
EDUCATION DIRECTORATE

BY

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DECLARATION

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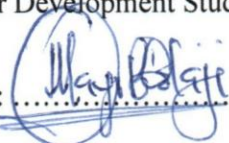
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ABSTRACT

Education is the bedrock of every nation's economy and the need for quality management in the educational sector, especially at the basic level for improved performance, cannot be overemphasised. As a way of identifying possible ways to improve students' performance in the Ghanaian basic schools, this study assesses the effects of total quality management on school performance in the Chereponi district. The key issues the study examines include: factors responsible for quality management in schools; impact of total quality management on school performance; and the roles that education stakeholders play in improving school performance. The study adopts descriptive survey of non-experimental research method involving the use of both qualitative and quantitative techniques in analysing views of respondents. The study also uses purposive sampling technique of non-probability for selection of respondents with questionnaire as the research instrument. The study identifies that demotion of students and suspension of teachers' salaries are the main factors school authorities always institute to ensure quality management in the Chereponi district. The study further establishes that the school PTAs play important roles in the collective management of schools to improve performance. In addition to this, is the effective supervision of teachers, monitoring of students' behaviour and the effective and efficient leadership styles of school heads as being important factors to ensuring total quality management of schools in the district. However, inadequate teachers and finances are some of the key problems hindering the smooth management of schools for effective performance in the district. It is recommended that the effective supervision of teachers and students behaviour should be intensified by school authorities to enhance quality education and efficient performance of schools in the district.



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DEDICATION

I dedicate this work to my children, Adjoa Dahimatu and Jambara Muyasir.



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LIST OF ABBREVIATIONS

TQM	-	Total Quality Management
GES	-	Ghana Education Service
BECE	-	Basic Education Certificate Examination
TLMs	-	Teaching and Learning Materials
CQI	-	Continuous Quality Improvement
SQM	-	Strategic Quality Management
QMS	-	Quality Management Software
HMIE	-	Her Majesty's Inspectorate of Education
JHS	-	Junior High Schools
SHS	-	Senior High Schools
SPSS	-	Statistical Package for Social Sciences



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is the bedrock of every nation's economy as it produces the human resource needs for the country. Hence, the need for quality management in the educational sector especially at the basic level cannot be overemphasised. The system of basic education provides the foundation for the academic future of every nation and this could only be possible when the principles of quality management of basic schools are ensured (Murad and Rajesh, 2010).

According to Etsey (as quoted in Amenumey, 2007:120) "the low academic achievement of Junior high School pupils in the rural areas of Ghana has been one of the greatest challenges facing the educational system in the country. He added that several students recorded between zero and five percent (0-5%) in 2003 which is used as admission criterion to the Senior High Schools." He also identified lack of teaching and learning materials as well as poor tuition by the teachers in the schools as some of the factors responsible for the low performance in the basic schools. Other factors include inadequate government financing, poor parental care, absenteeism of both teachers and students from school and lack of effective supervision by Circuit Supervisors. This therefore threatens the government's effort of reducing illiteracy and poverty levels especially in the rural areas as contained in Ghana's Poverty Reduction Strategy policies I and II.





Many stakeholders of education such as government, parents and other development partners in the educational sector also attribute low students' performance in the basic schools in the rural areas in particular to lack of effective human resource management policies such as regular in-service of Head Teachers on school management and other training programmes for teachers to sharpen their skills for effective teaching. Michael Harris (2000) describes human resource management as programmes, policies and practices for managing an organisation's workforce. It encompasses a set of direct and indirect policies and programmes with detailed activities which are capable of transforming the institutions' human resource base into modernised productive force.

The challenges associated with the country's educational performance especially at the basic rural schools calls for a concerted effort to identify both immediate and remote management techniques that are needed to improve the situation. This could become possible if total quality management is taken seriously and mainstreamed into the educational development policies and programmes in the country. Oakland (1989:15) argues that "Total Quality Management (TQM) needs to gain ground rapidly and become a way of life in many organisations". However, time for people's awareness of total quality and human resources are important for TQM success in our educational sector. For Crosby (1984), quality awareness is not just promoting quality within an organisation, but it is also spreading information around.

What is the impact of total quality management on school performance? Therefore, the purpose of this study is to examine the impact of total quality management on school performance in the Chereponi district.

1.2 Problem Statement

Education is the key pillar for development as it remains the only medium through which human resource needs are obtained and achievement of quality education remains a major goal of every country and Ghana in particular (Starr, 1997). Many stake holders of education such as government, parents and teachers are continually grappling with the causes of low quality education in Ghana which the three northern regions are the hardest hit. This phenomenon is exacerbated by the continuous downward trend of school performance in our educational institutions over the years (Amenumey, 2007).

According to the Ghana Education Service's (GES) Annual Reports on Basic Education Certificate Examination (BECE) results for 2009, out of the 400 candidates registered for the BECE in the Chereponi district, only 9.5% of the students passed the examination (GES, 2009). Similarly, only 6.6% of 286 candidates who sat for the BECE in the district recorded pass during the 2010 academic year. This, therefore, presents a worrying trend which calls for attention of stake holders of education in the district to look into the issue of poor performance of students in the district and the factors responsible for it. As a result, the issue of total quality management has become a major concern to government, parents, teachers and other stakeholders who have strong interest in the educational system of Ghana (GES, 2009).

Agodzo and Songsore (2005:99) maintained that the success of any contemporary based learning programme depends on new approach to curriculum and teaching and learning material development, re-orientation of teaching staff, purposefully staff recruitment and development. Others also include equipping the educational institutions with the basic tools and instituting a framework of quality assurance. The



absence of these in many schools in the district undoubtedly poses a great challenge to achievement of quality education.

It is for this reason that the study seeks to assess the impact of total quality management on school performance in Chereponi district. Specifically, the study will seek to ascertain factors responsible for quality management in schools and how they impact on school performance.

1.3 The Research Questions

The study seeks to find answers to the impact of total quality management on school performance in the Chereponi Education Directorate. Specifically, the study aims at answering the following questions on total quality management on school performance in the district.

1. What are the factors responsible for quality management in schools in the Chereponi District?
2. How does total quality management impacts on school performance in the Chereponi District?
3. What are the roles education stakeholders play in improving school performance in the District?

1.4 Aim of the Study

The main aim of the study is to assess the impact of total quality management on school performance in the Chereponi Education Directorate. Specifically, the study aims at examining total quality management on school performance in the following specific objectives:



1. To ascertain factors responsible for quality management in schools in the Chereponi district;
2. To find out how total quality management impacts school performance; and
3. To identify the roles that education stakeholders play in improving school performance.

1.5 Significance of the Study

The study is significant on the background of the numerous stake holders such as the government (including Ministry of Education and Ghana Education Service), teachers, parents and other researchers as well as development partners in education who work closes with development of education in Ghana. To the best knowledge of the researcher, no in-depth study has been carried out on impact of total quality management on school performance in Chereponi district. The study will, therefore, add to the existing stock of knowledge on issues of education in Ghana by helping to unearth the fundamental factors that are responsible for total quality management of basic schools in the district.

Teachers, students and parents constitute major stake-holders of education. The study will help identify the roles that these stake-holders need to play in order to improve school performance especially in the district. Also, the study will serve as a policy guide to the Ghana Government, Ministry of Education, the Ghana Education Service (GES) and the Chereponi District Assembly on measures needed to be put in place to ensure effective management of schools for enhanced school performance in the district.



Another issue of significance of the study stems from the backdrop that it will discover how total quality management impacts on school performance especially in the district. To this end, the results will inform stakeholders of education on measures needed to be put in place to streamline the educational systems especially at the basic level for an improved performance. It will also reveal areas that need further studies by students and researchers.

1.6 Limitations and De-limitation of the Study

A study of this nature could hardly be carried out without challenges. The researcher encountered a number of challenges in carrying out the study and key among them is the extension of the number of days earmarked for the field work. At the time the field work was being undertaken, schools were on vacation and this made it very difficult for the researcher to contact the respondents who were mostly students and teachers and this led to the extension of the numbers of days for the field work from one week to six weeks. Another limitation encountered was unwillingness to share information. That is, many of the respondents were very sceptical about the rationale behind the study, though the researcher had already explained the motives of the study to them. Owing to this, it took time for some of the respondents to accept to be participating in the study. Besides these limitations, the study also involved huge financial expenditure. For example, a lot of money was spent in training Field Assistance, transportation, allowances for Field Assistants. Expenditure on phone calls to reach up to some of the respondents was also very high. However, these limitations could not negatively affect the outcome of this study as the researcher managed to solve them.



The study sought to find views of respondents on impact of total quality management on school performance in Chereponi district. The study considers subjective views of teachers and students of basic schools, parents and staff of Ghana Education Service on factors responsible for total quality management in schools, role of stakeholders for improved school performance and impact of total quality management on school performance in the district. The study does not extend to teachers in second cycle or tertiary institutions.

1.8 Profile of the Study Area

The study was conducted in the Chereponi district in the Northern Region of Ghana. The district is one of the 20 administrative districts in the Northern Region. It covers an area of 1,675 square kilometres and has a population of 62,781 with one third being adolescents (GSS, 2011). There are mainly three ethnic groups in the district namely; Anufo, Konkombas and Bimobas. The district is largely rural with 89% of the people living in dispersed settlements and has a very good soil fertility is good and rainfall is unpredictable for agricultural purposes (Chereponi District Assembly, 2011). The people depend on rain-fed subsistence farming and rearing of animals for their livelihood.

The Chereponi district has a total of 43 pre-schools, 43 primary schools, 9 Junior High Schools (JHS) and 1 senior High School and 1 Vocational School (Chereponi District GES, 2011). These educational institutions are mostly run by Ghana Education Service and the District Assembly. As regards the religious lives of the people, Christianity, Islam and Traditional religion are the three main religious groupings in the Chereponi district. Islam is the dominant of the three, with over two-thirds (2/3) of the population claiming affiliation to the Islamic faith. This is followed



by Christianity, and the Traditional Religion constituting the minority religious groups in the district (Chereponi District Assembly, 2011).

1.9 Organisation of the Chapters

The study was organised into five chapters comprising chapters one (1) to five (5). The first chapter was made up of the background of the study, the problem statement which informs the need for the study and the study objectives. This was followed by the research questions, the significance of the study, the limitations and the delimitations. The chapter concludes with profile of the study area where detailed information about Chereponi district including, population, number of educational institutions, geographical location as well as religious lives of the people were presented

The second chapter was also made up of literature review where the researcher examined and critiqued works of other researchers on similar studies. The key issues discussed under this chapter include overview of management, overview of quality and total quality management. Further in this chapter was a presentation of literature on school performance, factors responsible for quality management in schools, total quality management and school performance. The chapter concluded with literature on role of stakeholders on school performance and summary of the literature.

The forth chapter involved presentation of the findings and discussions of data and concludes with the presentation of chapter five which was mainly on major summary of findings, conclusions and recommendations which were made in line with the findings of the study.



CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This section presents theoretical and empirical review of the literature on works of other researchers and writers of quality management and performance especially on school performance. A critique of each work is made by taking into consideration views of other writers in a related work. In this regard, the chapter begins with overviews of management, quality, school performance and total quality management. Further in this chapter is a detailed presentation of empirical literature on factors responsible for quality management in schools, total quality management and school performance and roles of stakeholders in school performance.

2.1.1 Overview of management

The term 'management' is commonly used in everyday conversation. Though it is commonly and simply used, it appears to be a complex and ambiguous concept. "The emergence of management as an essential, a distinct and a leading institution is a pivotal event in social history (Ducker, 1989:3). That is, management as a concept has become a very important and acceptable tool around which efficient day-to-day running of an organisation evolves.

In attempt to write on management, Mullins (2005) asserts that it is a generic term and subject to many interpretations. Schneider and Barsoux (2003) similarly argue that an attempt to define the meaning of management shows up differences in beliefs and values. Scholars like Mullins (2005) and Cramer (2003) indicate that at its most basic sense, management could be defined as making things happen through a practical way



of influencing the behaviour of employees in an organisation. Crainer (2003) further comments that management is about developing people, working with them, reaching objectives and achieving results. He concludes that all the research works on how managers spend their time reveals that they are creatures of moment, perpetually immersed in the nitty-gritty of making things happen.

Commenting further on the meaning of management, Mullins (2005:195) argues that 'managing' is an everyday activity that involves interactions between people that are not unrelated or entirely dissimilar to other spheres of life, except in the rhetoric and hype that surround management. In other words, this could be interpreted to mean that management involves daily activities. The functions of management depend on the people who discharge those functions. However, these authors failed to describe management distinctively from leadership perspectives in organisational environment. Management focuses on the institutional goal attainment through strict application of rules on the people working in that organisation.

Mullins (2005:195) suggests that a set of well-established principles would help concentrate general discussion on management theory. He emphasizes that these principles must be flexible and adaptable to changing circumstances. He identified the following principles of management: division of labour, authority and responsibility, discipline, unity of command, unity of direction, subordination of individual interest to the general group interest, remuneration of personnel, centralization, order, equity and initiative. In putting Fayol's management principles into practice, division of labour calls for allocation of specific job schedules to individuals at the workplace with the aim of achieving a holistic goal in the end. His second principle of





management, authority and responsibility, ensures a clear cut hierarchical reporting system in an organisation so as to avoid insubordination and contradictory decisions likely to be taken at all levels of management. Such a perfect system in place in an organisation leads to discipline, unity of command, unity of direction, subordination of individual interest to the general group interest, remuneration of personnel, centralization and orderliness in the organisation.

In describing the nature of managerial work in organisations, Mintzberg (1990) suggests some basic purposes of the manager and that every organisation needs a manager. According to him, one basic purpose of a manager is to ensure that the organisation serves its purpose. By this, the manager is to ensure that employees are guided by the core objectives of the organisation in attempt to work towards their achievement.

Mintzberg (1990) further asserts that another basic purpose of a manager is to design and maintain the stability of the operations of the organisation in a controlled way to changes in its environment. By this, the manager is expected to design policy programmes with detailed activities that are adaptable to the organisational environment so as to achieve its strategic vision. The adequate utilisation of these basic principles of a manager in an organisation ensures that the organisation serves the needs of those people who control it and also brings about the key informational link between the organisation and the environment and also act as formal authority to operate the organisation's status system.

On the basis of the foregoing conceptualisations of management, one could describe management as a governance strategy which aims at efficient utilisation of organisations' resources in order to achieve its objectives. Management focuses on

efficiency through strict compliance with design policies and structures that are capable of realising essential administrative functions in an organisation.

Leadership and management are often used interchangeably by many people. However, Torrington, Hall and Taylor (2005) argue that managers may or may not be leaders. According to Berdahl (1996), leadership is conceptualized as the behaviour of individuals who are formally appointed to direct, manage, or supervise groups of people engaged in some collective activity. Bennis (1959) similarly argues that leadership is the process by which an agent induces a subordinate to behave in a desired manner. The inducement of subordinates' behaviour motivates them to work towards the realisation of organisational objectives.

Effective leadership is needed to ensure efficient management of a school and Bennis and Nanus (1985) maintain that there are four basic characteristics for effective leadership strategies. The first basic characteristic, according to them, is attention through vision. This encompasses the core objectives and aspirations which direct the activities of the leaders to bring about total development in their respective organisations.

The second basic characteristic for ensuring effective leadership in an organisation is meaning through communication. In other words, effective communication helps in information dissemination with the mind of conveying the strategic mission and vision of the organisation to the employees. This will then lead to trust through positioning as the third basic characteristic for effective leadership in an organisation. The fourth basic characteristic for effective leadership, according to Bennis and Nanus (1985), is confidence through respect. That is, by gaining respect of followers and putting confidence in them, a leader could achieve his or her objectives by communicating the organisation's vision to the followers. Effective leadership



especially in basic education could help develop a system of efficient performance (Murad and Rajesh, 2010). These four basic characteristics of effective leadership could serve as guides to school heads and other key officers who are directly involved in school management for quality performance in their respective institutions.

2.1.2 Overview of quality

Quality as a concept has been variously explained by many quality assurance scholars in different ways. According to Jie and Idris (2009), 'quality has a variety of ambiguous and contradictory meanings'. They further argue that many quality scholars present different theories of quality and quality management. Quality consists of product features which meet the needs of the customers and thereby provides product satisfaction (Juran 1988; and Jie and Idris, 2009). In another debate, Crosby (quoted in Jie and Idris, 2009:53) postulates the four "absolutes to quality". According to their view, quality has to be defined as conformance to requirements, not as goodness or excellence. This is to suggest that quality is only achieved when the product or the outcome is in line with the set standard. For example, in the educational circles, quality could be said to have been realised when students perform satisfactorily in their examinations.

The second 'absolute to quality' as postulated by Crosby is that the system for causing quality is prevention and not appraisal. By this, the best way to achieve quality in a system is to remove the challenges that are likely to endanger the realisation of the institutional goals. He further postulates that the performance standard must be Zero Defects, not 'that's close enough', meaning that quality in any way possible should be closed to perfection. Crosby then concludes with his four "absolutes to quality" that



the measurement of quality is the price of non-conformance, not indices. This could also be interpreted to mean that quality must be real and not abstract. His ideas seeks to close a gap between policy formulation and policy implementation as often witnessed in most educational environments.

In the view of Ishikawa (1985:45), 'quality means quality of product'. Broadly interpreted, quality means quality of work, quality of service, quality of information, quality of process and quality of people, including workers, engineers, managers and executives. Deming (1986:49) also comments that quality must be built at the design stage. He added that the quality desired starts with the intent, which is fixed by management and that the intent must be translated into plans, specifications, tests, in an attempt to deliver to the customer the quality intended, all of which are management's responsibility. In addition, Divine et al. (2006) conclude that quality is easier to identify and measure in some endeavours than in others and that in a manufacturing, quality may be measured by whether a finished component has a diameter within certain dimensions or whether the viscosity of a fluid has desired properties.

It can be concluded that it is difficult to assign a single definition for quality as a concept as different researchers and writers have expressed divergent views on its definition. One can, therefore, describe it as the efficient and effective efforts the individual puts in work to achieve an excellent output.



2.1.3 Total quality management (TQM)

Ensuring total quality management in organisations has become a major concern to the actors including employees, customers and business owners who are directly or indirectly involved in the running of the organisations. TQM is a general management philosophy and a set of tools which allow educational institutions to pursue a definition of quality and a means of attaining it (Murad and Rajesh, 2010). They also asserts that TQM can be applied to higher education, but it must be modified to fully recognize some unique aspects of education which are tailored towards the needs of the industry. A baseline technical definition of what TQM is all about has been given by the American Federal Office of Management Budget Circular (Milakovich, 1990:209), "TQM is a total organisational approach for meeting customer needs and expectations that involves all managers and employees in using quantitative methods to improve continuously the organisation's processes, products and services."

Pike and Barnes (1996) argue that organisations are not only technical systems, but also human systems. In addition, Oakland (1993) states that TQM attempts to improve the whole organisation's competitiveness, effectiveness, and structure (Dale, 1999:9) so as to ensure mutual co-operation of everyone in the organisation. This therefore has the tendency of influencing the associated business processes to produce products and services, which meet the needs and expectations of customers.

Other scholars like Weller and Hartley (1994) who developed unflinching interest on issues of quality management explains that quality philosophy and its principles have become central to international educational reform efforts in many nations. Jie and Idris (2009) further comments that the attraction of this philosophy is mainly due to





its successful record in the world of business in producing quality products and services. It provides a structured and comprehensive delivery system which may lead improvements in education (Weller and Hartley, 1994). Total Quality Management is described as management methods used to enhance quality and productivity in organisations, particularly businesses. They also assert that TQM is a comprehensive system approach that works horizontally across an organisation, involving all departments and employees and extending backward and forward to include both suppliers and clients/customer. This requires talented leadership personnel, though they remain the scarcest resource in the world today (Tichy and Cohen, 1997).

Weaver (1992) has drawn our attention to central role that students play both in the process of quality management and as beneficiaries of quality management. He indicates that the roles of students must be recognized by involving them in their own learning process. Furthermore, students' evaluation in TQM is very important and should be carried out throughout their studies so that corrective measures may be enforced continuously (Weaver, 1992).

By the definition, it is obvious that TQM is applicable to all types of business, and it requires total involvement of all parties which have either direct or indirect contact within or outside the organisation. In the context of education, Harris (quoted in Jie and Idris, 2009:33) defines three common approaches to TQM, namely, "customer focus, staff focus, and service agreement stance". On his part, Weaver (1992) also asserts that the theory of TQM rests on two tenets. The first and most important is that customers are vital to the operation of the organisation. Without customers there is no business definitely, and without business there is no organisation. Consequently, it should be the primary aim of any group to keep customers satisfied by providing them

with quality product (Deming, 1986). The second tenet is that management needs to listen to sources of information in order to institute quality. This is based on the belief that employees want to do quality work, which will be possible if managers listen to them and create a workplace based on their ideas (Deming, 1986).

2.1.4 Overview of school performance

The concept 'performance' has been differently used by many writers. Torrington, Hall and Taylor (2005) and Gaither (1996) similarly hold the view that a variety of different definitions of performance have been used ranging from bottom line financial performance (profitability), through productivity measures, to measurements of outcomes such as wastage, quality and labour turnover. Performance is defined as how well or badly a person or company does a particular job or activity (Longman Dictionary of Contemporary English, 2003). It further explains performance the act of doing a piece of work or duty. In another perspective, performance in relation to management is described as the process for assessing the overall performance in the context of the individual's job description and occupational standards.

On school performance, educational institutions often equate adequate performance of students to the success of the institution. In his book 'Change Forces' Fullan (1993) maintains that an organisation's performance is a factor of its success and Bennis, (1997) comments that problem facing almost all leaders in organisations such as in school setting will be how to develop their organisation's social architecture so that it actually generates intellectual capital or quality student products it is working for. The importance of sound performance in education for the development of excellence, expertise and knowledge leading to overall development of a country's economy



cannot be undermined and this has necessitated a sound strategy for the development of education in almost all countries of the world (Murad and Rajesh, 2010). However, the realisation of quality performance in education cannot be achieved without commitment of substantial financial resources.

2.2 Factors Responsible for Quality Management in Schools

The role of quality assurance policies in enhancing quality education cannot be overemphasised. Quality in schools focuses on the inputs rather than on outputs (Sims and Sims 1995). They maintain that quality of products of educational institutions is determined primarily by its structural characteristics. The indicators of a school's quality with regards to performance include average entrance examination scores, acceptance rates, faculty qualifications, endowments, library holdings and student/faculty ratios (Sims and Sims 1995). Divine, Miller and Wilson (2006) argue that proponents of Total Quality Management (TQM) in education have challenged this traditional view by suggesting that quality needs to focus more on the outcomes of the educational process than on the inputs. They conclude that quality should be defined as the extent to which the needs of a school's stakeholders are satisfied by the outcomes of the educational process.

According to Allen (2004:5), assessment is defined as "an ongoing process designed to monitor and improve student learning." Assessing students' performance involves definition of clear objectives in academic programmes for students, by ensuring that these objectives are incorporated in their curriculum, measure the extent to which their students have attained these objectives and then make adjustments to their



curriculum in order to improve the learning as well as performance of future students (Allen 2004).

In likening school to normal business organisation, de Jager and Nieuwenhuis (2005) hold the view that employers are a very important customer of business school outputs (graduates) and therefore schools need to look for ways to more effectively interject employers' needs and perceptions into the continuous improvement process. On their article on "the empowered classroom", Durlabhji and Fusilier (1999) identified that the surest way to ensure efficient performance in a school environment is to ensure that the necessary materials for teaching and learning are made available. That is, TLMs including textbooks and other requisite materials for teaching and learning. They also comment that a well-resourced library with competent teachers as well as adequate funding from state agencies and other stakeholders could be additional factors for improved school performance.

2.3 Total Quality Management and School Performances

Issues of total quality management in educational institutions have been taken seriously as it may help to add values to products of these institutions. This has led to establishments of quality assurance units in higher academic institutions. Total quality researchers such as Murad and Rajesh (2010) are of the view that quality of education takes into account external environment in which institutions operate: internal environment where teaching learning takes place and home environment of learners. They also argue that systems approach to education comprises inputs, processes and outputs, all encompassed in an arbitrary boundary, and the environment and these



inputs are acted on within the transformation/ production process and finally released from the system back into the environment as outputs.

As noted by Tavena (2003), the quality of students and their academic performance are key indicators in appraising university teaching activities. Ideally, one should seek to measure the “added value” of university provision, meaning the difference between the quality of students at the outset of their chosen programme and the quality of graduates Tavena (2003). He added that unfortunately, such overall measurement of “added value” for an entire student population is not readily possible at the current stage of knowledge about measurement and evaluation. Commenting further, Tavena (2003) asserts that without any such global measurement of “added value”, no possible performance indicators can offer anything more than a partial representation of the activity under consideration. He then concludes that they therefore have to be used with caution and, preferably, in clusters of related indicators to obtain a “pointillist picture” of the activity concerned, with the understanding that the selection and range of different indicators have a direct impact on the quality of the picture obtained. Tavena’s (2003) views are similar to that of Osseo-Asare and Longbottom (2002) where they asserts that the image of an academic institution largely depends on quality of its students’ academic performance and how they function in the industry.

Also, a study conducted by Jie and Idris (2009) indicated an encouraging feedback on the implementation of TQM in Malaysian educational institutions. The study provides empirical evidence that can help institutions to better understand the need of TQM and how TQM can improve institutional performance. The findings show that students place a high importance on an institution’s quality performance. Thus more



effort should be taken to enhance the practice of TQM in every component of the institution, and embed it as an organisational culture.

The study further revealed that educational institutions have an important role to play in determining the success of TQM in the education system, besides providing training and courses for staff. Constant monitoring should be carried out on its progress and problems encountered as these might hinder its implementation. Commitment from every level of the organisation is essential for a successful TQM implementation. The study concluded that customer participation is also important as it provides measures of the actual performance, which completes the feedback loop in the strategic management process (Jie and Idris, 2009).

In examining the perception of secondary school teachers on total quality management in education, Pour and Yeshodhara (2011) reveal that more than half secondary school teachers exhibited average level of perception about TQM in education. However, the percentage of teachers with above average level of perception about TQM was more (24.3%) than that of teachers with below average level of perception about TQM (19.9%). The study revealed that there was significant difference found between male and female teachers in the perception of total quality management. Female teachers had higher mean score than male teachers. Pour and Yeshodhara (2011) again indicated that there was no significant difference between Arts and Sciences secondary school teachers in the perception of TQM in education.

What is great for one may not be great enough for another (Mukhopadhyay 2006:22). There are numerous definitions of quality. Crosby (1979) defines quality as



“conformance to requirement” while Juran and Gryna (1980) define quality as “fitness for use”. Deming (1986) defines quality as “a predictable degree of uniformity and dependability at low cost and suited to the market”. Many organisations found that the old definition of quality which dwells very much on “the degree of conformance to a standard”, was too narrow, hence they now prefer using a new definition of quality in terms of “customer focus”(Pour and Yeshodhara, 2011).

They also indicated that it is reported that many companies had initially concentrated all their efforts on improving internal processes with little or no regard for the relationships between those processes and the organisation’s ultimate customers. According to Fincher (1994), quality perspectives have evolved in education over the years by going through a shift from experience to technique and from style to process. A number of researchers have formulated frameworks for quality improvements (Johnson 1993; Susan 1995). Pour and Yeshodhara (2011) describe these frameworks as Continuous Quality Improvement (CQI), Strategic Quality Management (SQM) or Total Quality Management (TQM). Even though there might be some differences among these approaches, the term TQM is considered to be more general to capture the essence of quality improvements. TQM has been defined as a strategic architecture requiring evaluation and refinement of continuous improvement practices in all areas. According to Kaufman (1992), total quality management provides what is required as judged by the client. Pour and Yeshodhara (2011) also argue that total quality management is accomplished through everyone in the organisation being committed to achieve results, a passion for quality and decisions based on performance data.





Researchers maintain that TQM in education surfaced in 1988 at Mt. Edgecombe High school in Sitka, Alaska, when David Langford, the school's technology teacher/coordinator, applied Total Quality concepts in his classes (Pour and Yeshodhara, 2011). They further assert that it has also spread into mainstream of educational organisations. From the contingency school, Fiedler (1967) identified three potential focus areas of the leader for an organisation that wants to achieve total quality and maximise output. These include: task focus; people focus; and power focus.

From the charismatic school, Bass (1990) also identified two types of leadership necessary for efficient management of an organisation, namely transactional, primarily task-focused, and transformational, primarily people-focused. Mäkilouko (2004) showed that project managers are primarily people-focused, with 40 out of 47 project managers in his sample being purely people-focused. On the other hand, Lee-Kelley, Leong, and Loong (2003) found that half of their sample was relationship-oriented. Keegan and den Hartog (2004) predict that a project manager's leadership style needs to be more transformational than transactional, but found no significant link. What they did find is that, whereas for line managers there is a significant correlation between the manager's leadership style and employees' commitment, motivation, and stress, there was no such correlation for project managers.

Total quality management in educational institutions comes with some challenges. According to Srivanci (2004) critical issues in implementing TQM in higher education includes leadership, customer identification, cultural and organisational transformation. Unlike business organisations, chancellors and heads of higher

educational institution do not enjoy ultimate authority in hiring and firing of personnel and allocating resources (Murad and Rajesh, 2010). They further comment that lack of necessary authority makes it difficult to deploy their values and goals through layers of higher education institutions.

Owlia and Aspinwall (1997) concludes that customer orientation is a more problematic principle of TQM when applied to universities because of special nature of many academics whose motivation to work is often independent of market issues as the effectiveness of leadership is adversely affected by individualism among academic staff and due to absence of team working. The impact of TQM in higher education is small due to organisational inertia to change, failure to focus on important questions, of academic culture to TQM (Koch, 2003).

The basic principles for the Total Quality Management (TQM) philosophy of doing business are to satisfy the customer, satisfy the supplier, and continuously improve the business processes (Kurtus, 2001). The first and major TQM principle is to satisfy the customer and if the user of the product is different from the purchaser, then both the user and customer must be satisfied, although the person who pays gets priority (Kurtus, 2001). He concludes that a company that seeks to satisfy the customer by providing them value for what they buy and the quality they expect will get more repeat business, referral business, and reduced complaints and service expenses.

In a similar view, Harris (2011) also asserts that Total Quality Management (TQM) is an approach that organisations use to improve their internal processes and increase customer satisfaction and that when it is properly implemented, this style of management can lead to decreased costs related to corrective or preventative



maintenance, better overall performance, and an increased number of happy and loyal customers. Harris (2011) maintains that while there is a number of software solutions that will help organisations quickly start to implement a quality management system, there are some underlying philosophies that the company must integrate throughout every department of the company and at every level of management. Whatever other resources you use, you should adopt these seven important principles of Total Quality Management as a foundation for all your activities.

It is imperative to state the essence of these principles in ensuring quality management. First, quality is dynamic and not static and companies must put in place mechanisms that will work with customers' complaints. Second, quality is a process. Therefore, attention must be paid to tasks that cause bottlenecks. Third, quality management requires effective monitoring and evaluation. In addition, quality control is an ongoing and enduring activity. Moreover, quality control requires continuing input of time, money and efforts, and it is designed to help you find long-term success.

2.4 Stakeholders Roles and School Performance

School performance hinges on the roles of individual stakeholders and the way those roles are played. Scholars have made attempts to identify who stakeholders of an organisation are and the roles they are expected to play to ensure efficient performance of the organisation. According to Spanbauer (quoted in Murad and Rajesh, 2010) there are two types of customers in an educational system: (i) external customers-students, employers, taxpayers and community at large, other educators from different institutions; and (ii) internal customers-other instructors, service department staff. Srivanci (2004) reports that students as customers take four roles: (i)

the product in process; (ii) the internal customers for many campus facilities; (iii) the labourers of learning process; and (iv) the internal customers for delivery of course material need is determined by education mix. viz teaching, research and extension activities. In a related study on “Quality Management in Education in Scotland”, HMIE (2000) reports that stakeholders of education include parents and families, staff within the council who receive care, support, training and opportunities for involvement in decision-making and career development and members of the community as well as the wider national and international community.

Worthington and Britton (2003) also asserts that stakeholders of an organisation are those individuals or groups who have an interest in an organisation and are affected by the goals, operations or activities as well as behaviours of members of that organisation. They identify the following individuals as key stakeholders of an organisation. They include: employees; providers of finance; consumers; community and environment; government; and other organisations or groups that might have direct or indirect interest on the activities and objectives of the organisation.

Each stakeholder is expected to efficiently perform its role to ensure the survival and efficient functioning of the organisation. The stakeholders of schools include students, parents of students, employers (GES/Government), donors and alumni (Sims 1995; Sims and Sims 1995). On this perspective, Divine, Miller and Wilson (2006) add that quality of school performance is determined by the extent to which a school's graduates learned the things that their stakeholders believe they needed to learn.



Each authority aims to develop a clear picture of its main stakeholders and a protocol for engaging them in ongoing, focused discussion regarding its performance in key areas (Her Majesty's Inspectorate of Education, 2006). It further comments that evidence shows that there is a strong link between effective leadership and management, robust self-evaluation, and development of the capacity for further improvement. There has also been wide-spread acknowledgement that addressing the problems in low-performing high schools is necessary if that goal is to be met. As educators, leaders, and policymakers seek systemic solutions to stem the dropout crisis and prepare all students for college and careers, there is increasing recognition that more and better data is critical to both identifying the problems and addressing them (Pinkus, 2009).

In another perspective, Morris (1988) looks at success factors and failure factors of organisational performance and assumes that different factors identified at successive stages of the organisational management life cycle. Among those mentioned include poor leadership as a failure factor during formation, build-up and close-out, but not in execution. Similarly, Baker, Murphey, & Fisher (1988) again produced a list of success factors responsible for effective school performance and these factors are similar to those identified by Hartman and Ashrafi (2002). People, including leadership and management, overtly appear as success factors, as do many of Barnard's (1938). Other researchers hold the view that it takes several initiatives by management of organisations to improve performance of their entities.

Torrington *et al.* (2005) and Thamain (2004) show that the working environment within the project team has a significant impact on project success, and therefore



suggests that the project manager has a significant leadership role in fusing the team. Kloppenborg and Petrick (1999) similarly suggest that project leaders have a role in developing team characteristics into a collective set of virtues including ethics, respect and trust for others, honesty, prudence, courage and responsible use and sharing of power. Relating these postulations to school performance, Meyer (2011) explains that the typical indicators used to assess a school's performance - average and median achievement test scores - are highly flawed and that simulation results indicate that these indicators provide a severely misleading portrait of changes in school performance over time and differences in performance across schools, particularly if students change schools a lot or school performance varies significantly over time.

According to Meyer (2011), these indicators provide schools with the incentive to cater to students who score high on achievement tests, and they tend to be biased against schools that serve a large number of academically disadvantaged students. He concludes that in order to implement valid school performance indicators, schools should test students every two years, if not annually, beginning with kindergarten; collect better data on student and family characteristics; and develop tests that are sound and attuned to their educational goals.

Total Quality Management began infiltrating corporate culture in the United States in the early 1980s, when faltering American industries were struggling to compete with a dominant Japanese market (Adrienne, 1999). In 1993, six pilot school districts in North Carolina, including Johnston County Schools, were chosen to participate in the Total Quality in Education initiative, sponsored by the North Carolina Business Committee for Education and the governor's office (Adrienne, 1999). Still, many teachers and administrators say they see Quality as more permanent.

2.5 Conclusion

The literature basically looked at total quality management on school performance in the Chereponi district. The main focus of this chapter is to examine the key issues in the literature, which include overview of management, quality, total quality management and school performance, the factors responsible for quality management in schools on school performance and the role of stakeholders on school performance. With regards to the sources of the literature used in the study, it was imperative to note that much of the literature reviewed was of foreign background. However, it has direct bearing on the Ghanaian setting of total quality management on school performance since factors identified in the literature are can be linked to pertinent issues of education in Ghana. For this reason, the views expressed by various TQM researchers on: factors responsible for quality management in schools; how total quality management impacts school performance; and the roles that education stakeholders play in improving school performance are likely to reflect the purpose for which this study was carried out.



CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

The study examined the impact of total quality management on school performance in Chereponi district in the Northern Region of the republic of Ghana and this chapter present description of the methodology that the researcher has used in conducting the research. The key areas that were looked at included the research design, which served as a programme guide for the researcher. It included target population, sample size determination and sampling techniques. The chapter also discussed the research instrument used in the study, procedure for data collection and ethical issues that were considered in the study. This was followed by pre-testing of the instrument and concludes with data processing and presentation.

3.2 Research Design

The researcher used a research design to serve as a programme guide for the entire process of data collection, analyses and interpretation. The study used descriptive survey method of data collection, analyses and interpretation. In this regard, the researcher does not control factors that may influence the behaviour of subjects under study and report the outcomes as they are (Marshall and Rossman, 1989). This study adopted qualitative method to assess the impact of total quality management on school performance in the Chereponi district. However, quantitative analytical method was not ignored completely. It was employed to complement the former to explain measurable variables in the study.





3.2.1 Target population and sample size

Chereponi district is one of the twenty (20) districts in the northern region of Ghana with a population of 62,781 (GSS, 2011). The district has 43 primary schools, 9 Junior High Schools (JHS) and 1 Senior High Schools (SHS) (GES, 2010). The study will focus on 5 JHSs out of the 9 JHSs. The choice of JHS over primary schools and SHS for the study was informed by its unique nature as it serves as the stage where students are introduced to external examination for the first time.

Target population involves the total number of all units from which the researcher selects the sample for investigation in the area of investigation (Bryman, 1989). This includes the entire elements found in the geographical area of the study with which the researcher selects and investigates. Since logistical constraints confront every researcher, a section of the population is often selected and studied as a reflection of the entire population (Obeng, 2003). A sample is a portion of the total population the researcher deals with as a true representation of the entire population (Bernett, 1991). If properly selected and handled, the outcome of the study can be generalised to be a true situation of the entire elements in the study area (Yin, 1994).

This study was conducted among JHSs in Chereponi district where selected students, parents, teachers and staff of GES was sampled to obtain in-depth information on how total quality management impacts on school performance in the district. A sample of one-hundred and twenty (120) respondents was selected from the target population for the study.

3.2.3 Sampling technique and procedure

A multistage sampling procedure was used to select five (5) JHS from the total of number 9 JHS in the district. The 5 schools were deemed representative enough to



provide adequate data to address the objectives of this study. The selection of these 5 schools was taken into accounts the spatial distribution and spread of the JHS in the district to ensure that variability in terms of location of schools was catered for. The researcher selected the schools based on the following procedure. A list of all JHS in the district was obtained and used as the sampling frame. In addition, a quota of 5 was allotted to the sample frame. Following this, a list of these schools was obtained and numbered from 1 to the last digit. A simple random sampling procedure was then used to select the required number of schools from the list. The schools selected from the list were then listed and used as selected sites for data collection.

The next stage of the sampling procedure was on the selection of respondents from the schools selected for the data collection. In this regard, purposive sampling technique was applied to select thirty (30) parents who currently have their wards in the schools selected and ten (10) GES staff. In addition, forty (40) teachers and students each were selected from the 5 schools using the purposive sampling technique, bringing the total number of respondents to one-hundred and twenty (120). This technique was deemed suitable for the selection of these respondents because of the convenience.

3.2.4 Research instrument

Research involves the use of clear guides for obtaining of information from respondents. This is done through the use of appropriate research instruments to collect data and analyses (Yin, 1994). Research instrument is the tools that guide the researcher to obtain information from elements under study (Bryman, 1989). These include questionnaire, interview schedule, observation or other forms of data collection. The study was conducted with the use of questionnaire as the research

instrument. Questionnaires are formal questions written down for respondents to provide answers on for the ultimate purpose of producing information that would help the researcher to make informed statements (Bernett, 1991).

The choice of questionnaire as an instrument for the study was motivated by its suitability. For example, it has the following advantages:

- Respondents are more likely to answer sensitive questions as they are left alone to think through questions;
- Open-ended questions reduce researcher bias and enables respondents to provide information that are not known by the researcher, hence unanticipated findings can be discovered; and
- Questionnaires permit adequate answers to complex issues (Obeng, 2003).

The questionnaire was structured to elicit respondents' views on total quality management on school performance in the Chereponi district. Other specific issues will include factors responsible for quality management in schools, impact of total quality management on school performance and roles that education stakeholders play in improving school performance.

3.2.5 Procedure for data collection

Two field assistants were trained for two days on how to conduct interview and complete survey questionnaires. They were also trained on how to identify eligible respondents. The researcher used semi-structured questions and administered them to all respondents. The open-ended questions provided an opportunity for respondents to elaborate and provide further details while the closed ended questions gave them time to provide appropriate answers to the questions by choosing from possible options



made available to them. This helped in minimizing researcher bias. Due to the diverse nature of the respondents, the researcher also placed unique identification numbers on the questionnaires to keep track of questionnaires retrieved from respondents so as to avoid losses. Also, the objectives of the research were made known to respondents and their consents sought. Once the consent is given by the respondents, the field assistant went ahead to administer the questionnaire by asking the respondents questions as contained in the questionnaire.

3.2.6 Types of data

In this study, the researcher will make use of data from primary and secondary sources. The former includes information from respondents through the field data and this constituted the main source of data to be used in the study. In addition, secondary data or data from archival source of data in the form of demographic figures and other statistical data from relevant sources including books, journals, internet, magazines and news papers were used in the study. By this, the researcher examined the sources of these data before using them for the study.

3.2.7 Pre-testing

The instrument was pre-tested in a school within the same district but was not to be selected for the actual study. Pre-testing the questionnaire provided an opportunity to check for clarity, consistency and acceptability of questions posed to respondents. It also helped ensure suitability and that the questionnaire addresses all relevant questions around the subject area. After the pre-test, all relevant corrections were made before the actual data collection.





3.2.8 Data Analysis

Quantitative and qualitative data were analyzed by means of elementary statistical analysis. Frequency distribution, percentages and bar-chart/pie-chart were used for simple reporting purposes and easy understanding by readers. A coding manual was designed after knowing the nature of responses. Both open and closed-ended questions were coded. Data was then analyzed with the use of gross tabulation to establish relations between total quality management and school performance in the district. Also, data was coded and analyzed using Statistical Package for Social Sciences (SPSS version 16). This software dealt with analysis of the field data by grouping the key variables that are identifiable.

3.2.9 Ethical Considerations

Care was taken to adhere to all ethical procedures before conducting the study. Clearance was sought from the Chereponi District Education Director before the actual commencement of the research in the selected schools in the district. The questionnaires were explained in the local language of the area to some of the respondents who could not speak English. Verbal consent was sought from respondents before administering the questionnaire. Participation was purely voluntary and consents were sought from respondents who included pupils, teachers, members of Parents Teachers Association of the selected schools and some community members in the area. Respondents were assured of strict confidentiality by explaining to them that their identity were not be used during the analysis stage.

3.3 Conclusion

In summary, this chapter contains the methodology that is used to study the impact of total quality management on school performance in Chereponi district in the Northern Region of the Republic of Ghana. The main areas the Chapter 3 contains include the research design, which served as a programme guide for the researcher. Also in the presentation under this chapter include target population, sample size determination and sampling techniques. The chapter also discusses the research instrument used in the study, procedure for data collection and ethical issues that were considered in the study. The last key areas the Chapter 3 discusses include pre-testing of the instrument and data processing and presentation techniques.



CHAPTER 4

RESULTS, FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents the results, findings and discussions on the data obtained during the field work in selected JHS in the Chereponi District in the Northern Region of Ghana. The results are based on the views of the students, parents, teachers and GES staff who were selected as respondents for the study. The presentation in this section begins with the demographic information of the respondents, factors responsible for quality management in schools and total quality management and school performance. The chapter concludes with detail analysis and discussions of data roles of stakeholders in school performance.

4.1 Demography of Respondents

This section presents the demographic data of the respondents. It includes gender of the respondents, noting the age and the level of their education. This section concludes with the presentation of detail information on professions of the respondents. As part of identifying the demographic characteristics of respondents to aid in the examination of the effects of total quality management on school performance in the district, the study took into consideration the sex of the respondents. Respondents were asked to indicate their sex and the data obtained revealed that there were more male respondents than there were females. For example, as seen in Table 4.1 below, 80 respondents were males whilst the remaining 44 of them were females, representing 67% and 33% respectively.



Table 4.1: Sex of Respondents

Variables (Sex)	Frequency	Percentage (%)
Male	80	67
Female	40	33
Total	120	100

Source: Field data, 2011, n=120

The reason for this gender disparity is attributable to the low female staff representation at the Ghana Education Service (GES) Office in the district and low female teachers as well. That is, there were more male leaders and male GES staff available for the study than females.

As part of the demography, views of ages of respondents were also elicited to help inform the age structure and distribution of the respondents. Out of the 120 respondents selected for the study, the data obtained indicated that 40 of them were below age 18 and 3 respondents were also between ages 18 to 23, representing 33% and 3% respectively (as seen in the Table 4.2).



Table 4.2: Respondents by Age

Variables (Age)	Frequency	Percentage (%)
Below 18 yrs	40	33
18-23 yrs	3	3
24-29 yrs	25	21
30-35 yrs	38	31
42 yrs +	14	12
Total	120	100

Source: Field data, 2011, n=120

Similarly, 25 respondents were also found to be between ages 24-219 whilst 38 of them were 30 to 35 years, representing 21% and 31% respectively. The remaining 14 respondents were 36 years and above. The study showed that none of the students selected for the study were up to 18 years old whilst most of the parents, teachers and the GES staff were above age 24 years. However, the data indicated youthful teachers and GES staff in the district.

The researcher also sought opinions of respondents on their level of education as a link to their demographic data including sex, age and gender as indicated in the tables above. Out of the four objective variables presentenced, 48 respondents indicated that they had only basic education and 7 reported that they had secondary education, representing 40% and 6% respectively. The results of the filed data on the educational levels of the respondents are illustrated in Table 4.3.

Table 4.3: Level of Education

Variables (Levels of education)	Frequency	Percentages (%)
Basic Education	48	40
Secondary education	7	6
Tertiary	53	44
None	12	10
Total	120	100

Source: Field data, 2011, n=120

In another view, 53 (44%) respondents said they had tertiary education and only 12 (10%) indicated that they did not have any form of education. From the data, it was observed that majority of the respondents had some forms of education and the few who could neither read nor write were the parents selected for the study. The indication is that these respondents could adequately understand the issues considered in the study thereby being able to provide in-depth information that could help realise the aspirations of the study.

In addition to the above demographic characteristics was respondents' occupation as this could help in the analyses of their contribution to total quality management of schools in the district. It was therefore found that most of the parents selected for the study were farmers and petty traders. For example, as shown in the Table 4.4, the field data revealed that 34% of the respondents chose 'student' whilst another 34% also chose teaching as a profession.



Table 4.4: Respondents by Profession

Occupation	Frequency	Percentages (%)
Student	40	34
Teaching	40	34
Office staff	10	8
Farming	18	15
Other	11	9
Total	120	100

Source: Field data, 2011

Alternatively, respondents who indicated that they were office staff at the GES office were 8% and 15% indicated that farming was their profession. However, the remaining 9% of the respondents chose 'other' to suggest that they did not belong to any of the occupations identified in the study. The above analysis is conclusive that majority of the respondents were major stakeholders in the schools operating in the district. Owing to this, they could offer ample information on total quality management on school performance in the district.

4.2 Respondents' Views on Factors Responsible for Quality Management in Schools

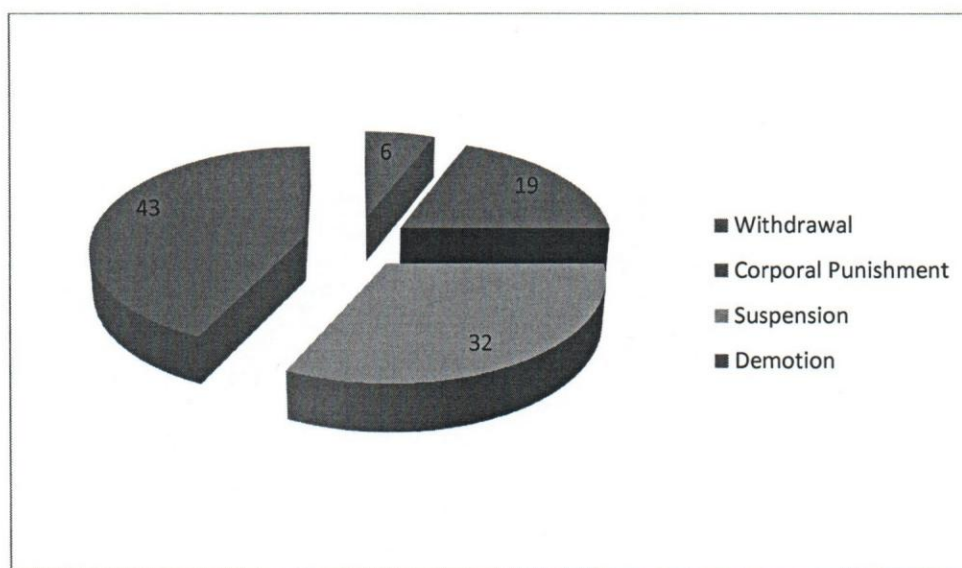
This section presents detailed data, analysis and discussions of views of respondents on possible factors responsible for quality management of schools in the Chereponi district. The key issues presented include respondents' views on forms of disciplinary actions taken by schools against non-performing teachers and students and whether these actions are deterring enough. The section concludes with presentation on other factors responsible for efficient school performance in the district.





As part of ways to identify factors responsible for quality management of schools in the district, the study took into consideration views of respondents on the forms of disciplinary actions taken by school authorities against non-performing students. Analysis of the data revealed that respondents expressed divergent views on the four objective variables presented. For example, 7 respondents indicated that withdrawal was the main disciplinary action taken against non-performing students and 23 respondents also indicated that corporal punishment was applied to non-performing students, representing 6% and 19% respectively. The results are illustrated in Figure 4.1 below.

Figure 4.1 Forms of Disciplinary Actions Taken against non-performing students by School



Source: Field data, 2011, n=120

Commenting further, 90 respondents revealed that non-performing students were demoted to serve as a deterrent to the affected students and to other non performing students. However, none of the respondents indicated suspension. On the basis of this, it is conclusive that non-performing students were often demoted by school authorities in the district.

The study also looked at disciplinary actions taken by school authorities against non-performing teachers. With the analysis of data obtained from the field, it was revealed that suspension of salary was the main disciplinary action taken by school authorities against non-performing teachers in the Chereponi district. Statistically, respondents who represented 2.5% indicated that non-performing teachers were withdrawn from schools by school authorities (as illustrated in Table 4.5 below). On a more significant note, 60 respondents who represented 50% of the sample population revealed that non-performing teachers often had their salaries suspended to serve as a punishment for their actions.

Table 4.5 Disciplinary Actions taken against non-performing teachers by School

Variables	Frequency	Percentage (%)
Withdrawal	3	2.5
Suspension of salary	60	50
Transfer	35	29.2
Other	22	18.3
Total	120	100

Source: Field data, 2011, n=120

In addition, 35 respondents indicated that transfer is the main disciplinary action whilst the remaining 22 respondents indicated 'other', representing 29.2% and 18.3% respectively. The findings therefore conclude that non-performing teachers always faced a disciplinary action of having their salaries suspended. From the analysis, one could observe that school authorities could not take enough disciplinary actions

against non-performing students and teachers in the district. This is likely to have a negative impact on quality management of schools in the district. The net effect is that, students' performance could also be lower due to lack of effective disciplinary actions in the schools.

The study tried to find from respondents whether they were satisfied with the disciplinary actions taken by school authorities. This was to ensure whether enough measures were being put in place to ensure quality teaching and learning in schools in the district. Out of the 120 respondents Selected for the study, 46 of them indicated 'yes', whilst the remaining 74 of them indicated 'no', representing 38% and 64% respectively. The field data are shown in the Table 4.6.

Table 4.6: Enough disciplinary actions taken by school authorities

Variables	Frequency	Percentages (%)
Yes	46	38
No	74	64
Total	120	100

Source: Field data, 2011, n=120

In all, the study also revealed a number of general factors necessary for efficient performance of schools in the district. One key factor the study revealed was the need for all stakeholders of education in the district to play their part to ensure collective development of schools. That is, students, parents, teachers, Ghana Education Service, the District Assembly and the communities where these schools are located should endeavour to contribute their quota towards the improvement of performance situations of schools in the district. By this, adequate classroom infrastructure could



be provided and teachers motivated to put up their best. Respondents also suggested that parents should assist in ensuring regularity and punctuality of their wards to schools so as to improve their performance.

4.3 Total Quality Management and School Performance

This section presents detailed data, analysis and discussions of views of respondents on ways schools could ensure total quality management to improve their performance in the Chereponi district. Key issues under this section include whether there is the need to involve PTAs in school management and ways to ensure effective school management system. Further in this section also looks at school heads' leadership styles, monitoring and supervision of students' behaviour and problems faced by schools as determinants of total quality management and school performance in the district.

In this regard, respondents were presented with two objective variables to indicate whether it is necessary to involve school PTA in school management so as to ensure total quality management and efficient performance. Out of the 120 respondents selected for the study, 108 of them indicated 'yes', representing 90% as illustrated in Table 4.7 below.

Table 4.7: Work of school PTA and quality management

Variables	Frequency	Percentage (%)
Yes	108	90
No	12	10
Total	120	100

Source: Field data, 2011, n=120



On the contrary, only 12 respondents who represented 10% disagreed with the assertion that PTA involvement was necessary to ensure total quality Management and performance of schools in the district. In brief, the study revealed from the discussion that the role of school PTAs was relevant in the collective management of schools to improve performance.

Another key area the study considered was the use of teachers' supervision as an effective school management strategy. Analysis of the results obtained indicated that 89 respondents answered 'yes' and the remaining 31 of them chose 'no', representing 74% and 26% respectively. Graphical illustration of the field data are shown in the Table 4.8.

Table 4.8: Supervision of Teachers as a Way of Ensuring Effective School Management

Variables	Frequency	Percentage (%)
Yes	89	74
No	31	26
Total	120	100

Source: Field data, 2011, n=120

The results indicate that this was an effective way of ensuring effective school management system of most schools in the district. The second indication is that effective supervision of teachers in the district could help improve the total quality management for efficient school performance.

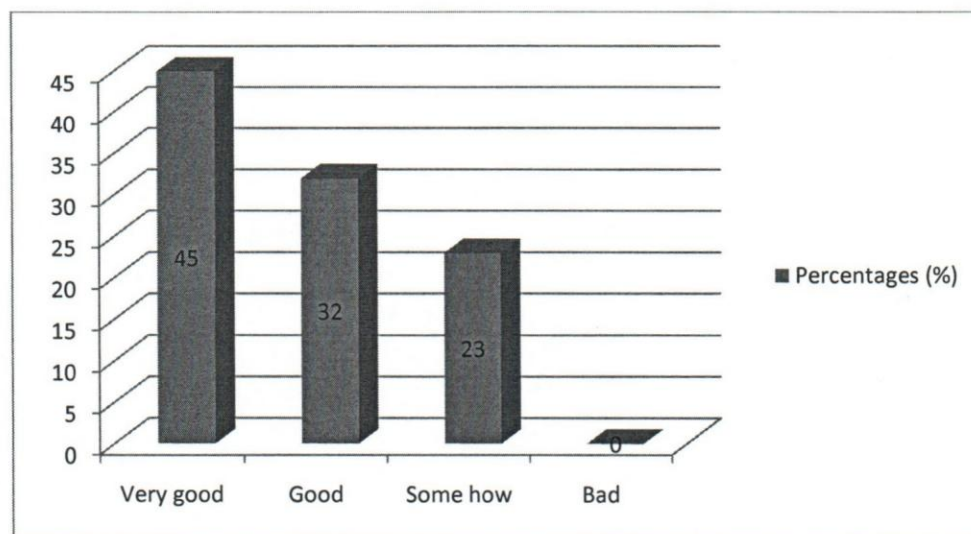
The study took into consideration the leadership styles of school heads and their implications on quality management of schools as well as their efficient performance.





Responses obtained revealed that the leadership styles of school heads were important factors to ensuring total quality management of schools in the district. For example, on the ranking of importance of school heads' leadership styles on school management and performance, 54 respondents indicated 'very good' representing 45% of the total sample size as seen in Figure 4.2 below. In addition, 38 respondents indicated 'good' whilst 28 of them indicated 'somehow', representing 32% and 23% respectively. However, none of the respondents indicated 'bad'. This was to suggest that the leadership styles of head teachers were important factors for quality management of schools in the district.

Figure 4.2: Head teachers' leadership styles and school quality management

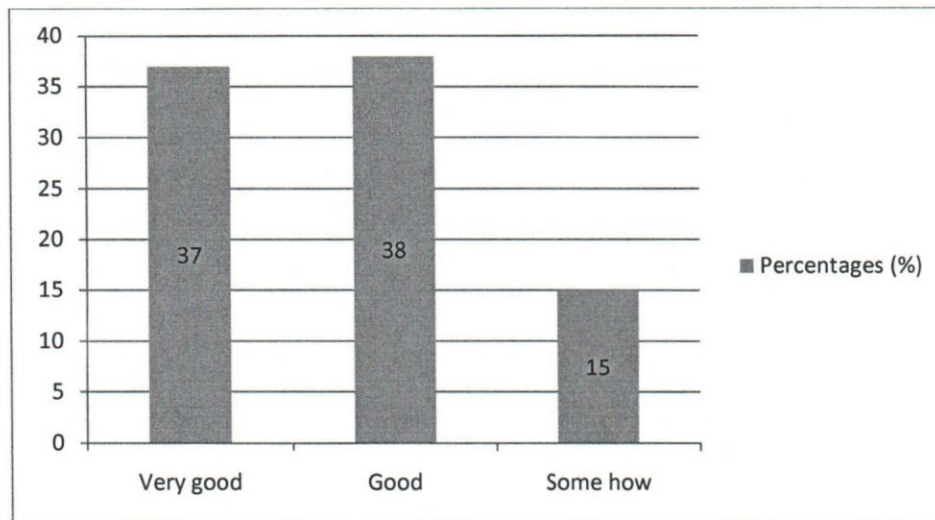


Source: Field data, 2011, n=120

The study considered the supervision of students' behaviour on school quality management and performance in the Chereponi district. Analysis of the results revealed that this was an effective way of ensuring total quality management and school performance in the district and the results are shown in Figure 4.3. In all, 58 respondents indicated 'good' whilst the remaining 18 of them indicated 'somehow'

representing 38% and 15% respectively. This therefore suggests that effective supervision of students' behaviour help in improving quality management and performance of schools in the district.

Figure 4.3: supervision of students' behaviour on school quality management and performance



Source: Field data, 2011

In addition, respondents were also asked to identify the problems faced by school managements in the running of their institutions in the district. Information obtained revealed that inadequate teachers and finances as some of the key problems hindering the smooth management of schools in the district.

4.4 Roles of Stakeholders in School Performance

This section presents detail discussions and analysis of respondents' views on the individual roles of stakeholders of education on the school performance in the Chereponi district. The stakeholders include school management committees, teachers, GES and students among others. The study tried to establish the roles played



by stakeholders towards the performance of schools in the district. The role of one key stakeholder of schools the study considered was school management committees. The study showed that school management committees played crucial roles towards the performance of schools in the district. The field data on the work of school management committee as a factor of quality management of schools are illustrated in Table 4.9.

Table 4.9: Work of school management committee as a factor of quality management of schools

Variables	Frequency	Percentage (%)
Yes	95	79
No	25	21
Total	120	100

Source: Field data, 2011, n=120

By indication, 95 respondents agreed that school management committees played crucial roles in school performance and the remaining 25 of them disagreed with the assertion, representing 79% and 21% respectively. In sum, it is convenient to state that school management committees are helping in ensuring effective quality management of schools in the Chereponi district. This, therefore, serves as an important factor in quality management delivery in schools.

The study elicited the views of the respondents regarding the role of quality management of schools on their performance. It was revealed that quality management lead to better performance of schools in the district. Statistically, 45 of the respondents strongly agreed with the assertion whilst 66 of them only agreed,



representing 37.5% and 55% respectively. In order to ensure easy understanding of the phenomenon under discussion, the field data are presented in the Table 4.10.

Table 4.10: Quality management of schools as a factor of better performance

Variables	Frequency	Total (%)
Strongly agree	45	37.5
Agree	66	55
Disagree	9	7.5
Strongly disagree	0	0
Total	120	100

Source: Field data, 2011, n=120

On the other hand, only 7.5% respondents indicated 'disagree'. However, none of the respondents indicated 'strongly disagree'. This therefore suggests that management of schools played important roles in quality management and performance of schools in the Chereponi district. It was further revealed that students as stakeholders of education also had the role of being punctual and regular to school and also taking their lessons seriously so as to enhance school performance in the district.

Teachers also remain key stakeholders in schools in the district and play important role in this regard. The study sought the views of respondents on the teachers' participation in extra-curriculum activities on school performance. It was found that this was not an important factor in ensuring efficient school performance in the district. For examples, the data revealed that only 15 respondents indicated 'strongly agree' whilst 20 respondents chose 'agree', representing 12.5% and 16.7% respectively (as illustrated in the Table 4.11 below).



Table 4.11: Teacher's participation in extra curriculum activities as a factor of school performance

Variables	Frequency	Percentage (%)
Strongly agree	15	12.5
Agree	20	16.7
Disagree	64	53.3
Strongly disagree	21	17.5
Total	120	100

Source: Field data, 2011, n=120

Reading from the analysis, it was deduced that the participation of teachers in extra curriculum activities could not serve as an important factor for effective school performance. This could be as a result of the fact that teachers in most schools in the district often do not engage themselves in extra curriculum activities, hence the inability of the respondents to realise the important roles it could play in ensuring efficient school performance in the district.

Another important role of teachers the study evaluated in relation to efficient performance of schools was lesson notes preparation. With this, four objective variables were presented to the respondents and the responses obtained revealed that this role of teachers was an important factor for quality management of schools in the district. For example, analysis of the data shown in the Table 4.12 revealed that 54 of the respondents indicated 'strongly agree', representing 45%. Similarly, 38 (32%) of the respondents chose 'agree' to suggest that lesson notes preparation by teachers was an important factor for the efficient performance of schools in the district.



Table 4.12: Preparation of lesson notes as a factor of school performance

Variables	Frequency	Percentage (%)
Strongly agree	54	45
Agree	38	32
Disagree	28	23
Strongly disagree	0	0
Total	120	100

Source: field data, 2011

On the other hand, only 28 of the respondents indicated 'disagree', representing 23%. However, none of the respondents indicated 'strongly disagree' the results therefore suggest that lesson notes preparation by teachers as stakeholders help in the performance of schools in the Chereponi district. By indication, the results suggest that lesson notes preparation help in ensuring quality performance of schools in the district since majority of the respondents were on the affirmative.

4.5 Conclusion

In summary, the thematic areas of the analysis included the demographic data of the respondents, factors responsible for quality management in schools and total quality management and school performance. It also examined data on roles of stakeholders in school performance. Each of the thematic areas involved effective examination of the field data with the results being illustrated in figures and tables for easy understanding.



CHAPTER 5

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.1 Introduction

This chapter involves the presentation of summary of the major findings as outlined in Chapter Four and also in accordance with the objectives of the study. The chapter presents the recommendations for the stakeholders such as the Ghana Education Service, the government and the research organisations as well as students and ends with the conclusions drawn from the main findings and this is followed by recommendations for the stakeholders such as the industry, the government and the research organisations as well as students.

5.2 Summary of Findings

The study critically examines total quality management on school performance in the Chereponi district. As a result of the detailed analysis and discussions of the data presented in Chapter Four of this study, the following key findings were unearthed.

First, the study identified that demotion of students and suspension of teachers' salaries are the main factors school authorities always institute to ensure quality management of schools in the Chereponi district. Other factors such as withdrawal and transfer of none-performing teachers as well as award of corporal punishment and withdrawal of none-performing students are not frequently applied by school authorities in their quest to ensure total quality management of schools in the Chereponi district.





Second, the study further established that the role of school PTAs was relevant in the collective management of schools to improve performance. In addition to this is the effective supervision of teachers, monitoring of students' behaviour and the effective and efficient leadership styles of school heads were important factors to ensuring total quality management of schools in the district. However, inadequate teachers and finances were identified as some of the key problems hindering the smooth management of schools for effective performance in the district.

In addition, the stakeholders include school management committees, PTAs, teachers, GES and students among others. It was established that school management committees and PTAs played crucial managerial roles towards the performance of schools in the district and that the role of teachers in ensuring effective teaching and learning also help to ensure total quality management and efficient performance of schools in the district.

5.3 Recommendations and Conclusion

The analyses of the views of the respondents on effects of total quality management on school performance in the Chereponi district called for the following recommendations:

- It is recommended that the effective supervision of teachers and students behaviour should be intensified by school authorities to enhance quality education and efficient performance of schools in the district.
- It is also recommended that school management committees and PTAs should be strengthened by each school in the district. In addition, these bodies should be allowed to ensure grass-root participation in the governance process of schools in the district.



- It is the recommendation of the study that the heads of schools in the district be given further trainings on leadership styles to help improve their leadership skills. By this they will be able to exhibit quality leadership styles that could promote harmony among stakeholders of schools and also promote conducive atmosphere for effective teaching and learning.
- The government in collaboration with the District Assemblies and the GES should also help to provide adequate classroom infrastructure, learning materials and adequate financial resources to help meet the learning needs of schools in the district.

5.4 Areas for further study

- In order to expand the frontiers of quality management and school performance, the study also that further research be conducted on the prospects of girl-child education-the role of school authorities in the district.
- It is the recommendation of the study that further research should be conducted into the effects of total quality management on effective school administration in the district. This will help enrich literature on quality management and school performance to help ameliorate poor performance of schools in the district.

The study has made an attempt to examine the effects of total quality management on school performance in the Chereponi district. The key areas the study examined include the factors responsible for quality management of schools, effects of total quality management on efficient school performance and the role of stakeholders of

education in improving school performance in the district. Disciplinary actions against teachers and students, effective supervisions of schools and effective leadership styles of schools heads are key to ensuring quality management of schools in the district. In addition, stakeholders of education such as school management committees, PTAs, teachers, GES and students direct and in-direct roles to ensuring effective teaching and learning as well as total quality management and efficient performance of schools in the district.



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APPENDIX A: Questionnaires

RESEARCH QUESTIONNAIRE

AN ASSESSMENT OF THE IMPACT OF TOTAL QUALITY MANAGEMENT ON SCHOOL PERFORMANCE IN THE CHEREPONI EDUCATION DIRECTORATE

The research is for academic purpose. It is being conducted to assess the impact of total quality management on school performance in the Chereponi District in the Northern Region of the Republic of Ghana. The study guarantees anonymity and confidentiality of all respondents.

Please answer the questions below:

SECTION A: DEMOGRAPHICS OF RESPONDENTS

1. Sex of respondent

☐ Male ☐ Female

2. Age of respondents

☐ below 18

☐ 18- 23

☐ 24-29

☐ 30-35

☐ 36-41

☐ 42 and above

3. Level of education

- ☐ Basic education
- ☐ Secondary education
- ☐ Tertiary education
- ☐ None

4. Profession of respondent

- ☐ Student
- ☐ Teaching
- ☐ Office staff
- ☐ Farming
- ☐ Other (please specify)

.....

.....

.....

5. Name of school/work place (if applicable)

.....

.....

SECTION B:

6. What are the forms of disciplinary actions taken against non-performing students to ensure sanity in the school? (Please choose as many as applicable)

- ☐ Withdrawal of non-performing students
- ☐ Corporal punishment against offended students
- ☐ Suspension of pupil found guilty of the crime
- ☐ Other (please specify)

.....





7. What are the forms of disciplinary actions taken against non-performing teachers to ensure sanity in the school? (Please choose as many as applicable)

- ☐ Withdrawal of non-performing teachers
- ☐ Suspension of teacher's salary
- ☐ Suspension of teacher found guilty of the crime
- ☐ Other (please specify)

.....

.....

8. Does the school instil the necessary discipline on both teachers and students to your satisfaction?

- ☐ Yes
- ☐ No

SECTION C:

9. Do you think it is necessary to involve the school PTA on decision making process to ensure effective management of the school?

- ☐ Yes
- ☐ No

10. What are the ways the school management can do to ensure its effective management? (Please list as many as possible)

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.....

.....



11. Do you consider effective supervision of teachers by School Management Committee as a way of enhancing effective management of the school?

☐ Yes

☐ No

12. If yes, please explain

.....
.....

13. Does efficient leadership style of the Head Teacher of your school lead to improvement in the school performance?

☐ Yes

☐ No

14. Does effective monitoring and supervision of students' behaviour enhance school performance?

☐ Yes

☐ No

15. What are the problems faced by the school management in running the school?

☐ Lack of adequate finance

☐ Lack of infrastructure

☐ Lack of adequate teachers

☐ Lack of adequate furniture

☐ Other

☐ Yes

☐ (No)

16. Please, what are the possible ways the school can do to minimise some of the problems identified in question 15 above in order to enhance efficient performance of the school?

.....

.....

.....

SECTION D: TOTAL QUALITY MANAGEMENT OF SCHOOLS

17. Do you consider the work of the school management committee as a way of helping to ensure quality management of schools?

☐ Yes

☐ No

18. Quality management of a school helps to improve its overall performance

☐ Strongly disagree

☐ Disagree

☐ Agree

☐ Strongly agree

19. What roles should students play to ensure an improvement in the school's performance? (Please choose as many as possible)

☐ Take their studies seriously

☐ Be punctual to school

☐ Be regular to school



☐ Other

20. Teachers' participation in extracurricular activities enhances school performance.

☐ Strongly disagree

☐ Disagree

☐ Agree

☐ Strongly agree

21. Adequate preparation of lesson notes and effective delivery in class by teachers are ways of ensuring an improvement in school performance.

☐ Strongly disagree

☐ Disagree

☐ Agree

☐ Strongly agree

22. What other roles should teachers play to ensure an improvement in the performance of the school?

.....

.....

24. Effective supervision of schools by Circuit Supervisors helps to ensure efficient school performance.

☐ Strongly disagree

☐ Disagree

☐ Agree

☐ Strongly agree





25. What other roles should GES and its staff in the district play to ensure an improvement in the school performance? (Please indicate as many as you can)

.....

.....

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26. Please, indicate the roles parents should play to enhance the school performance.

.....

.....

.....

27. Please, indicate the roles the community should play to enhance the school performance.

.....

.....

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