UNIVERSITY OF CAPE COAST

ASSESSING THE ENABLERS AND CONSTRAINTS OF IMPLEMENTING TOTAL QUALITY MANAGEMENT IN THE UNIVERSITY OF CAPE COAST

MAVIS ANSU - MENSAH

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BY

MAVIS ANSU - MENSAH

Thesis submitted to the Institute for Educational Planning and Administration of the School of Educational Development and Outreach of the College of Education Studies, University of Cape Coast, in partial fulfilment of the requirements of the award of Master of Philosophy degree in Administration in Higher Education

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DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature..... Date.....

Name: .....

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature..... Date.....

Name: .....

Co-Supervisor's Signature..... Date.....

Name: .....

ABSTRACT

The purpose of the study was to assess the enablers and constraints of Total Quality Management (TQM) implementation at the University of Cape Coast (UCC). Specifically, the study sought to find out the management structures that favour the implementation of TQM, how the quality culture and physical structures of UCC support effective implementation of TQM and the challenges that constrain the effective implementation of TQM in the University. A case study research design was used for the study which allowed for careful and critical enquiry into the subject. Stratified and simple random sampling methods were used to draw 360 students, 320 senior staff and 260 senior members for the study. A survey questionnaire and a semi-structured interview guide were designed and used to collect data for the research. Quantitative data were analysed using frequencies, percentages, means and standard deviations and the results were presented in figures and tables. Qualitative data were also analysed under themes. The study revealed that UCC has a clear management structure that supports the implementation of quality policies. In addition, UCC has a quality culture and the physical structure of the university supports the implementation of TQM to some extent. However, insufficient resources of the university were the key constrain to the effective implementation of quality policies particularly TQM. More so, Directorate of Academic Planning and Quality Assurance (DAPQA) had no desks at the Colleges/ Faculties/School of the University. It is recommended that the University council should ensure that quality policies that affect the university as a whole should be established covering both academic activities and other services.

KEY WORDS

Quality

Quality Assurance

Total Quality

Total Quality Management

Enablers

Constraints

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DEDICATION

To my daughter Akosua Nyarko Amoakwah, my parents Mrs Margaret Appiah, Mr Charles Ansu-Mensah and Frank Owusu Appiah

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CHAPTER ONE

INTRODUCTION

Education is the bedrock of development in the world, as such a nation with low level of education is seen to be underdeveloped. Higher education in both industrialised and developing countries is a necessity to harness competent human resource all over the world. However, the world is experiencing a lot of changes that are affecting higher education positively and negatively. A few examples of the changes include population explosion, globalisation of economy, lack of resources, political instability, inconsistency in policies of various regimes, lack of qualified workers and inefficient educational management system (Haider, 2008).

Inefficient educational management systems pose diverse setbacks to students who are expected to carry their acquired knowledge to the outside world to cause a positive change in society. There is a lot going on in the bid to make higher education an effective catalyst for national development. This can be clearly deduced from McMillan (1998) statement that, in response to the need for quality higher educational system, many institutions have begun to explore various management processes. Okwakol (2009) posited that education is becoming increasingly competitive in terms of students, staff and resources. As such, quality is an issue that cannot be avoided in education at present.

Background to the Study

Total quality management (TQM) is one of the most popular management strategies adopted by many institutions to achieve improvement in service. It was first applied in industries to achieve improvement in

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services. TQM as a management approach to success has been widely applied in the satellite and air craft industries in the United States of America to prepare officer-performance report (Winn & Green 1998). Many researchers have since seen the applicability of TQM to education and have gotten attracted to it (Deming, 1986a; Dale, Lascelles & Boaden, 1994; Venkatraman, 2007 and Becket and Brookes, 2006). Institutions of higher education have now turned to TQM in order to improve their performance and provide quality programmes and services (Salameh, Alzyadat & Alnsour, 2011).

TQM is an all-embracing philosophy featuring all players, the organisational environment and culture to ensure continuous improvement geared towards customer satisfaction. Just as industries make sure that their products are of quality to their customers, the higher educational institutions see that the students are their customers, hence, the services delivered to them should be of high quality. To ensure quality in education, TQM can be a better option since it helps increase customer satisfaction and result in increased market share to the institutions.

In Africa, higher educational institutions are committed to ensuring quality service delivery, and have therefore subscribed to quality assurance programmes. To advance this commitment, the association of African Universities (AAU) developed a quality assurance programme (QAP) in 2000, and all have pledged their support to facilitate the establishment of national and sub-regional quality assurance systems for African higher education (Otoo, 2013). World Bank (2002) underscores the importance of establishing robust quality assurance systems as necessary instruments for addressing

today's challenges. The establishment of QA systems has become a necessity not only for monitoring quality in higher education delivered within the country, but also for engaging and delivery of higher education internally (UNESCO, 2005).

In Ghana, public universities have accordingly responded by strengthening and or putting in place quality assurance mechanisms and set up units/directorates to manage them. Moreover, the Vice-Chancellors in Ghana (VCG) took a step further by setting up an Inter-University Quality Assurance Committee as a harmonisation and experience-sharing platform (IQAC, 2007). The IQAC is to ensure quality and relevance in all aspects of University life, teaching, research and institutional mission and vision (Ankomah, Bosu, Koomson & Oduro, 2005).

The University of Cape Coast realising the essence of quality in achieving excellence subscribes to the principles of the Association of African Universities, which accordingly obliged member institutions to establish quality assurance units to harmonize the universities` activities. According to Quality Assurance Policy (2010), the university as with any other institutions of higher education must ensure that its educational provisions operate with appropriate academic standards. As a result, the university following the precepts of Quality Assurance Policy 2010 and Inter-University Quality Assurance Committee (2007) set up a directorate that is made up of the Quality Assurance unit and Academic Planning which has been redesigned as Directorate of Academic Planning and Quality Assurance (DAPQA) in 2001 (Otoo, 2013). The quality assurance unit in conjunction with academic planning was redesigned into directorate of academic planning and quality

assurance in 2010; this was to ensure that the institution provides an excellent service. The university since then has collaborated with sister universities in Ghana and made reasonable impact in the delivery of quality services. Up until now the university has tried to maintain the status quo by adopting strategies to assure clients that they can deliver quality services. An additional strategy that when applied can go a long way to enhance quality is TQM, according to Sila (2007) TQM helps in improving the quality of products and also reduces the scrap, rework and the need for buffer stock by establishing a stable production process. He argued that TQM will reduce the cost of production and time of production. In spite of the general benefits and efforts made by DAPQA, there seems to be paucity of information on the enablers and constraints of implementing TQM in UCC. There is therefore the need to critically assess the feasibility of implementing TQM in higher educational institutions, taking UCC as a case study.

Statement of the Problem

The arguments around the adoption of quality assurance depend on diverse perspectives on what counts as quality. Consequently, there seems to be no universally accepted conceptual framework of quality assurance in higher education. The conventional wisdom and common practices favour fitness for purpose quality assurance frameworks are mostly applied in schools.

However, a better model called total quality management can be applied to absorb all the loopholes that quality assurance comes with. Although TQM was used in early 1800's, a lot of authors have seen the

applicability and benefits of TQM in higher educational institutes. For example, a research by Sudha (2015)

The current UCC quality assurance framework seems not to demonstrate sufficient fit for purpose because certain critical components of quality assurance such as provision of facilities and monitoring, involvement of all relevant stakeholders especially people with disabilities and continuous improvement are inadequately captured (UCC, DAPQA, 2012). In order to fill this gap, TQM which is a comprehensive and all-inclusive model could be a more appropriate quality assurance framework for UCC. However, a feasibility study for a successful implementation of TQM in the context of UCC is required before recommendation for adoption. Currently such a study to assess the enablers and challenges of implementing TQM at UCC does not exist. This study therefore seeks to assess the enablers and constraints of implementing TQM in University of Cape Coast.

Purpose of the Study

The purpose of the study was to assess the enablers and constraints for total quality management implementation at the University of Cape Coast.

Research Questions

The following formulated research questions seek to guide this study:

1. What management structures at UCC are favourable for effective implementation of TQM?
2. How does the quality culture at UCC support effective implementation of TQM?
3. In what ways do the physical structures at UCC support effective implementation of TQM?

4. What can constrain the effective implementation of TQM at UCC?

Significance of the Study

The findings of the study would make a significant contribution to body of knowledge related to quality assurance practices in the university of Cape Coast and other sister universities. Also, it will inform the university to strengthen the adoption of TQM principles in key areas in order to improve performance. It will also help the university to use the best determinants in order to have an advantage over other universities. It will help to make an assessment of the total quality management and bring to light the best quality assurance determinants in ensuring quality in the university of cape coast.

Delimitations

In terms of content, this study was restricted to the assessment of the enablers and constraints of Total Quality Management (TQM) implementation in the university of cape coast. The unit of analysis encompassed personnel drawn from the Academic Planning and Quality Assurance Unit of the university, lecturers, administrators from the various colleges, faculties and departments as well as undergraduate students in the university.

Limitations

Many people have different understanding of TQM, to some, their answers were based on their concepts. For example, some thought TQM was linked or applied to only industries and not tertiary education institutions. The limitations of the study were a function of the generalization of the findings of the study and the instrument that was used to collect data from the respondents.

The researcher minimized the effects of the above limitations by ensuring a representative sample of the population was used for the study. The researcher also explained clearly what TQM is and further made it clear that TQM was applicable to educational institutions. Important and key persons such as some principal officers of the university of cape coast (Vice-Chancellor, Registrar, Director of Academic Affairs, Director of Academic Planning and Quality Assurance (DAPQA), provosts of colleges in the University) were interviewed to make up with the gaps that the questionnaire might not have addressed.

Definition of Terms

Total Quality Management: An effective system for integrating the quality development, quality maintenance and quality efforts of various aspects of a system/organisation so as to enable services at most economical level and derive full satisfaction.

Quality Assurance: Systematic review and redesign of educational programmes to ensure that acceptable standards of education, scholarship and infrastructure are maintained

DAPQA: Directorate of Academic Planning and Quality Assurance

Senior Staff: They members of the university staff who are usually known to done their national service in the university and were employed afterwards. They may either be academic or non-academic staff

Senior Members: They are members of the university academic staff with either second degree or doctoral degree in various subject areas.

Undergraduate Students: These are students in the university who are not offering postgraduate programmes and their levels range from Levels 100 to 400.

Management: They are the personnel occupying key positions in the university such as the vice chancellor, pro-vice chancellor, the human resource director, DAPQA director, training and development director and the pro-vost of all the colleges in the university.

Enablers: Conditions favourable for the implementation of TQM.

Constrains: The challenges that can hinder the implementation of TQM

Organisation of the Study

The study was organised into five major chapters. The first chapter consisted of background of the study, statement of the problem, purpose of the study, research questions, and significance of the study, delimitations of the study, limitation of the study and the organisation of chapters for the study. Chapter two entailed a review of the related and relevant literature on the general over view of the concept of quality, quality management and total quality management. The third chapter explained the methodological framework upon which the study was conducted. The interpretive theory of social constructive approach of using qualitative and quantitative research was adapted to explain this chapter. The rationale for choosing this methodology was discussed in this chapter. Chapter four was made up of the interpretation and discussion of the major findings of the research. The final chapter, chapter five took into account the summary of findings, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter focuses on the review of literature that relates to this study. The review of related literature permits comparison of the findings of this study and similar pieces of research to provide a basis for accepting or refuting earlier conclusions, and for situating the current research. The chapter also reviews literature relating to the various purposes stated for this research and the research questions formulated. For the purpose of the study literature will be reviewed under the following sub-topics: The concept of quality, types of quality assurance in higher education, external verses internal quality assurance, quality assurance models for higher education; The Transformative model, Comprehensive educational quality assurance model, The Engagement model of quality, The Responsive University model, The University of learning model, the Generic quality model and Massy's model of quality process, activities undertaken by directorate of academic planning and quality assurance, determinants of quality assurance in UCC; admissions, teaching and learning, student assessment and progression, research and postgraduate studies, governance(organisational and management structures), staff recruitment and development, support services/facilities, distance and continuing education, social integration and internationalisation, equal opportunity, and finance, understanding total quality management, conceptual framework for TQM (quality culture, management structure and commitment, employee involvement and training, teamwork, customer focus, physical structures, quality information, performance management and benchmarking,

continuous improvement and communication in TQM), importance of TQM, important factors in TQM (commitment and understanding from employees, quality improvement culture, continuous improvement in process, focus on customer requirements and effective control) ,advantages and disadvantages of TQM strategies (production disruption, lower production cost, employee resistance and employee participation), TQM in higher education, benefits of implementing TQM, barriers in implementing TQM, empirical studies and finally summary of literature review.

The Concept of Quality Assurance

There is a wide range of discussion on the concept of quality assurance in the literature concerned with higher education. The arguments around the adoption of quality assurance depend on diverse perspectives on what counts as quality. Consequently, there seems to be no universally accepted conceptual framework of quality assurance in higher education. To Vroeijenstijn (1995), quality assurance is 'a systematic, structured and continuous attention to quality in terms of quality maintenance and improvement. Most authors on the concept of quality assurance share this view. UNESCO (2006), for example, described quality assurance as a systematic review of educational programs to ensure that acceptable standards of education, scholarship and infrastructure are being maintained.

Similarly, Blackmur (2008) explains that quality assurance includes all those attitudes, objects, actions and procedures, which through their existence and use, and together with the quality control activities, ensure that appropriate academic standards are being maintained and enhanced in and by each programme. Wilger (1997) also shares similar views that quality

assurance is a collective process by which a university ensures that the quality of educational process is maintained to the standards it has set itself. Contained in these definitions are issues of maintenance and improvement of quality and standards, embedded in the demands for accountability. Other authors focus on learning in conceptualizing quality assurance in higher education. Centrex (2004), for example, emphasis that quality assurance is the means by which an organisation confirms that conditions are in place for students to achieve the standards set by the training organisation.

Green (1994) also maintains that quality assurance practice is considered important for it enables a university become a learning organisation. If this is so, underlying pedagogical assumptions concerning the teaching and learning relationships implicit in quality assurance come into focus. To Barnett (1992), quality assurance implies a determination to develop a culture of quality in an institution of higher education, so that everyone is aware of his own part in sustaining and improving the quality of the institution. Still others consider quality assurance in higher education as a process of establishing stakeholder confidence that provision (input, process, and outcomes) fulfils expectations or measures up to threshold minimum requirements (Harvey, 2002).

In the context of higher education, quality assurance is viewed as the on-going development and implementation of ethos, policies, and processes that aim to maintain and enhance quality as defined by articulated values and stakeholder needs (Boyle & Bowden, 1997). In line with this, Cheng and Tam (1997) noted that if higher education is considered as a system, then any quality assurance programme should concentrate on assessing input, process

and outputs. Quality assurance is also viewed as an all-embracing term covering all the policies, processes and actions through which quality of higher education is maintained and developed (Campbell & Rozsnyai, 2002).

In the same vein, Vlãsceanu, Grunberg and Parlea (2007) provide an extended description of quality assurance as follows:

> Quality assurance is an all-embracing term referring to an on-going, continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining, and improving) the quality of a higher education system, institutions, or programs. As a regulatory mechanism, quality assurance focuses on both accountability and improvement. Quality assurance activities depend on the existence of the necessary institutional mechanisms preferably sustained by a solid quality culture. Quality management, quality enhancement, quality control, and quality assessment are means through which quality is ensured (2007, p. 74).

The definitions given above illustrate that quality assurance is a generic term open to many interpretations. However, there seems to be a consistent thread that we could find across the varied perspectives. Some common elements are apparently highlighted through the vocabulary like systematic, planned and structured.

Accordingly, a quality assurance system in higher education institutions may be described as the totality of the policies, values/attitudes, procedures, structures, resources and actions devoted to ensure continuous improvement of quality of the educational processes. The definitions also

imply conceptions like accountability, improvement, or both. Advocates of quality assurance view accountability as necessary not only to satisfy external constituents, but also as a precondition for improvement, especially in undergraduate education (Wilger, 1997). Implicitly it can be said that improvement, arising from regular monitoring of the services offered, should be at the heart of any quality assurance process. This suggests that quality assurance has both intrinsic and extrinsic roles in effecting improvement, sustaining accountability and encouraging exchange between the system and its context. There is also a tension between improvement and accountability in quality assurance, which leads to the different types of quality assurance. This and related issues are further explored in the next section.

Types of Quality Assurance in Higher Education

As Brennan and Shah (2000) argue, how quality assessment is organised and managed is importantly a question of power. Moreover, the introduction of systems of quality assurance involves shifting the balance of power between the institutional and system levels. Conceptions of quality in particular higher education institutions and countries may entail several types of values. This suggests that the adoption of an approach is contingent upon quality conceptions and values of a certain type. Brennan and Shah (2000) identified four main forms of quality values that underlie different approaches to quality assurance, viz. academic, managerial, pedagogic and employment focus. In the academic, criteria of quality stem from the characteristics of the subject; the focal point. This type is associated with strong professional authority and academic values. Conceptions of quality are based on subject

affiliation and differ across the higher educational institutions, which have limited scope to define and assess quality.

The managerial category is based on the assumption that good management can produce quality. Hence it is associated with institutional focus of assessment. The institutional policies, procedures and structures are the spotlight of the assessment. Quality characteristics are regarded as invariant across the entire institution. According to the authors, the principles of TQM provided an underlying ideological justification for this type. In the pedagogic category, teaching skills and classroom practices of the faculty is emphasised. This is strongly associated with staff training and development. Quality characteristics are considered invariant across the institution. In this approach, a lot of emphasis seems to be given to the delivery aspect than to the content. In the employment-focused category, more attention is given to graduate output characteristics, standards and learning outcomes. This approach is normally associated to customer satisfaction in which employers of graduates are usually regarded as customers. It takes into account both elements of subject specific and core characteristics of high quality education.

Four categories are elaborated further and applied by Luckett (2006). Luckett argues that quality assurance systems are faced with power tensions; and thus, the focus in analysing any quality assurance system should not be so much on how quality is formally defined, as in identifying whose interest is served. Accordingly, key questions such as 'who is in control of the evaluation? Who initiates and owns it? Is the ownership internal or external to the academic community?' should be asked in analysing any quality assurance system. Adopting the four quality values, Luckett proposed four ways of

thinking to quality assurance in universities: 'collegial rationality, managerial rationality, facilitative rationality, and bureaucratic rationality' (Luckett, 2006). Each of these types of quality assurance is summarised hereunder.

Quality assurance in the collegial type is conducted within the norms and values of the academics since it indicates that academics are in control of the conditions of their professional work. The purpose of this quality assurance is enlightenment of academics and improvement in which academics learn more about their teaching and determine how to improve. The models of quality assurance in this type are therefore controlled and owned internally and locally. The academic staff would initiate and design the evaluation of their programmes and determine the criteria for making context-specific judgments about quality. The most utilised method in the collegial type is self-evaluation wherein the academics themselves are the key agents of the evaluation. Students are not considered as customers and their evaluations and opinions are subject to triangulation with opinion data from other sources such as external peers and staff themselves.

The academia owned the evaluation results and they are the primary audience of the findings. The results serve formative purpose never linked to any extrinsic reward or punishment. The effectiveness of this type is based on collegial agreement on improvements made. The conception of quality as excellence fits this type. This is appreciated, for it is most likely to lead to genuine improvement of quality. However, the evaluation may lack vital and indepty assessment hence, may become protectionist in nature. The critique can also be taken farther by suspecting that quality criteria may remain implicit and unclear to outsiders, hence, may not probably meet accountability

requirements. The managerial type to quality assurance is based on the belief that good management is the key factor in productivity of successful organisations. Corporate management, explicit systems and procedures, strategic planning and greater centralization and regulation by management characterize this category. As a response to external pressures, monitoring of academic work through the establishment of institutional quality management systems is believed to enhance efficiency and effectiveness of institutional organisations. Quality assurance is viewed as a management tool to strengthen the institution and the central authority at the expense of professional power. The purpose of quality assurance in this type is to enlighten the senior management.

The locus of control of quality assurance in this category is at the senior management level and usually devolved to the middle management level. The institution as a whole is the focus of evaluation in this type and the senior managers are the primary audiences as well as the owners of the model of quality assurance. The methods include self-evaluation, followed by validating findings by external peers and then using findings for summative purpose. The management in consultation with quality assurance experts determines the evaluation criteria. The definition of quality as fitness for purpose fits this type because the focus is on improving effectiveness and efficiency. The managerial approach may be useful in facilitating accountability culture in universities. However, it can be methodologically critiqued that this type is assumed that human achievement of goals can be objectively measured against standardised criteria. In this approach, students are considered as customers. In the facilitative type, external authorities or

agencies play a facilitative or supportive role in quality assurance. The quality assurance models are owned and controlled externally but are improvement oriented. The criteria used to measure quality would be internally owned. The typical method here is that quality assurance is external audit where the external agency validates the internal quality assurance system; but does not make judgments about quality as such. The evaluators are peer experts who operate on behalf of the external agency but their appointment is mostly approved by the evaluated. The results of evaluation are neither punitive nor linked to funding and the evaluation report is often confidential. This type of quality assurance is useful to stimulate systematic internal self-evaluation and improvement processes. It helps to make institutional quality assurance processes more explicit and institutionalized. One of the drawbacks of this type is that evaluations can be superficial and add little value to the institutional self-evaluation. The definition of quality as fitness for purpose also fits more to this type.

The bureaucratic type to quality assurance is based on norms and values that are external to the institutions and on which they are imposed. These norms and values are those related to governance and control such as administrative efficiency and system building priorities that are grounded in the instrumental view of higher education. Quality assurance models have accountability and compliance purposes and are externally controlled and owned by a government funded and appointed agency with legal status. The government usually initiates quality assurance, and reflects the interests of external quality agency. The quality assurance methods employed in this type are institutional audit of quality assurance systems (Harvey & Askling, 2003;

Woodhouse, 1999), the accreditation of institutions and programs, evaluation of research and external examination of students (Schwarz & Westerheijden, 2004).

Standardised criteria provided by government are used to measure performance and accountability with a focus on input, output and outcomes. Students are viewed in this type as customers. The results of evaluation are linked to sanctions in terms of running a program or institutions and funding. The strength of this type is that it asserts government control and institutes a standardized model of accountability across the system and uses quality assurance to steer the higher education system towards state defined goals. It is, however, likely to be a reduction of diversity in the higher education system and the process dimension is usually ignored in the evaluation processes. The quality assurance is unlikely to contribute to the improvement of the organisational practices. Consequently, this may drive the academics to a culture of compliance and conformity.

The definitions of quality as fitness for purpose and quality as value for money fit this type. The four types to quality assurance reviewed above underlie the notions of purpose and power tensions in the implementation of quality assurance systems in universities. The collegial type to quality assurance is based on the professional view of quality and its assurance. In this type, the assumption that the academics are governed by professional ethics, integrity and reasonableness may be true. But this by itself might not be a guarantee for the successful implementation of quality assurance in universities unless it is accompanied by some degree of transparency and objectivity. The other three types may not result in improvement of quality in

higher education institutions unless the participation and ownership of the academics is ensured. This suggests that a successful implementation of quality assurance in universities demands a balanced blend of the four quality assurance types.

External versus internal quality assurance

There is a continuous debate in the quality assurance literature on whether the emphasis of quality assurance should be on accountability or on improvement. How appropriate balance between these two purposes might be struck is also another point (Campbell & Rozsnyai, 2002). The difference between external (accountability-oriented) and internal (improvement - oriented) quality assurance exercises is a matter of how the exercise is initiated, who owns the practice and the resulting effect on higher education institutions. Internal quality assurance refers to those policies and practices whereby academic institutions themselves monitor and improve the quality of their education provision, while external quality assurance refers to supra-institutional policies and practices whereby external bodies assure the quality of higher education institutions and programs (Dill, 2007). It is argued that external quality assurance is in general more accountability-oriented, summative, and judgmental and that it provides only a picture of quality, while internal quality assurance is more formative in nature and likely to lead to continual quality improvement efforts and the development of quality culture in institutions (Barnett, 1994; Askling, 1997; Wiklund, Klefsjö, Sandvik, & Edvardsson, 2003).

External quality assurance assumes the conceptions of quality as fitness for purpose and value for money, whereas the transformation view of

quality is linked with internal quality assurance approach. Van Vught (1994) argues that, on the one hand, quality assurance systems that only emphasize on collegial peer review without reference to the needs of outside stakeholders like professional organisations, employers and other training organisations risk isolating higher education institutions from the rest of the world. On the other hand, the academic experts of the institutions may not take quality assurance systems seriously and are limited to merely providing accountability to the state. This suggests the need for the right balance between the two. As Boyd and Fresen (2004) put it, the internal and external approaches are not mutually exclusive opposites but are both essential, in relative proportions, for a successful quality assurance system at the higher education institutions. In this regard, the equilibrium between the internal and external mechanisms, mediated by the institutional quality culture, is necessary for the effective implementation of quality assurance in higher education institutions (Harvey, 2007).

There are, however, arguments that quality improvement is not easily achieved through external quality assurance whatever the official balance between quality improvement and accountability may be (Westerheijden, 2007). This suggests that external quality assurance cannot stand alone in effecting quality improvement in higher education institutions. In relation to this, Harvey and Knight (1996) argued that an external quality assurance approach in higher education has a high probability of leading to a culture of compliance in the end.

The academic staff may comply with external quality assurance mechanisms to minimise disruptions rather than to improving quality. External

quality assurance is also criticised for its inadequacy to address issues related to actual student learning experience. Genuine improvement, according to Barnett (1999), comes through self-understanding. This is what some educational institutions lack hence making them loose their grip on assuring quality. Other authors also had the opinion that academic quality is best guaranteed when the responsibility for it is located as closely as possible to the processes of teaching and learning (Wilger, 1997). The arguments above suggest that externally controlled quality assurance mechanisms may not necessarily lead to quality improvement, but that they can complement internally controlled quality assurance mechanisms. In this sense, it can be argued that a formal quality assurance system leads to continuous quality improvement when it is internally owned and controlled and the external quality assurance system plays a supportive and facilitative role to the internal practices. Continuous quality improvement requires organisational commitment for self-evaluation.

. We can also notice that the accountability versus improvement argument has implication to the nature of quality assurance systems. According to Westerheijden (2007), quality assurance schemes appear in a confusing multitude of forms, with different aims, scope, foci, levels, etc. There are differences in quality assurance systems ranging from the scope on education/teaching or research or community service to a focus on input or processes or output, from the level at national or institutional or program to the responsibility on government or buffer.

Quality Assurance Models for Higher Education

The active debate on the suitability and applicability of the industrially originated quality management models to the field of higher education sufficiently proves that no quality assurance model could be singled out for general acceptance and suitability. As Westerheijden (1999) puts it, there is no theory of quality per se, and it is necessary to link quality to its context and to the processes of which it is part. In the recent past, attempts have been made to propose and adopt quality assurance/management models/frameworks considered suitable and applicable to the nature and characteristics of higher education. These models along with the reflection underlying them could possibly enable one draw some elements of an ideal quality assurance practice.

The Transformative Model (TM)

This model is presented by Harvey and Knight (1996). It is rooted in the notion of qualitative change on the part of the learners. In this model, education is considered as a participative process and students as participants, as opposed to products, customers, service users or clients. Hence, education is not a service for customer but an on-going process of transformation of the participant (Harvey & Knight, 1996). This model is premised in the proposition that an effective model is one that develops a quality culture of continuous improvement. It shifted the primary emphasis on quality from external scrutiny to internal effective action. As summarised below, this model focuses on two main concepts: enhancing and empowering the participant; viz. the student.

First, quality education is one that effects changes in the participants and thereby enhances them. They call it 'Value-added measure'. It judges

quality in terms of the extent to which the educational experience enhances the knowledge, abilities and skills of students. The second major concept of this model is empowering participants. It involves giving power to participants to influence their transformation and thereby taking ownership of the learning-process. The transformation process itself provides the opportunity for self-empowerment through increased confidence, self-awareness, and so on. Empowering learners includes the development of students' critical ability. Students' capacity to transcend received ideas, preconceptions and prejudices are emphasised. The transformative view commits students to life-long learning, to critical reflection and to riding the continuous flow of change. According to this model, learning should be a transparent process that is based on dialogue between teachers and students, and also among teachers about the teaching and learning process. This contributes to a rich and relevant total student experience as well as to multifaceted dialogue. This model gives emphasis to the need to devise a quality system that drives improvement from the staff-student interface. Therefore, quality assurance systems, according to this model, should both be student centred and oriented towards the experience of the learner.

Comprehensive Educational Quality Assurance Model (CEQAM)

Boyle and Bowden (1997) propose this model based on their general knowledge of quality assurance and academic needs and culture. According to the authors, the requirements for comprehensive quality assurance approaches include:

1. An overarching vision or purpose of the organization.
2. Effective leadership and management.

3. People including policies and plan for human resource development and employee involvement and trust.
4. Customer focus that includes knowledge of needs and expectation and customer satisfaction.
5. Evaluation and continual quality improvement.
6. Structures, policy and procedures that support primary purposes and processes.

This model is grounded in the overall perspective that all support groups in an institution must develop quality assurance approaches that best enables them to achieve their goals. This model contains a number of enabling conditions, basic principles and values, and a set of related key elements integrated to form a quality assurance framework. According to the authors, the model should be interpreted in the light of its principal elements listed below;

Key Output Elements: contains evidence based quality improvements in student learning (programmes), and evidence for accountability requirements, including knowledge of quality.

Key Enabling/Process Elements: include vision, values and strategic goals (including plans); program quality assurance system and processes; faculty development programme; assessment of student learning (processes and information on outcomes) and faculty/personnel evaluation systems.

Key Support Systems: includes support groups, structures, policies and resources, and their quality assurance system.

The Engagement Model of Quality (EMQ)

This model, developed by Haworth and Conrad (1997), is grounded in the idea that students must be meaningfully engaged in learning activities through interaction with others and through conducting worthwhile tasks. In this perspective, 'high quality programs are those that contribute to the development and improvement of student learning experiences. This model emphasises on the engagement and interaction of academics, administrators, and students in mutually supportive teaching and learning. According to this model, teaching and learning should be based on critical dialogue, mentoring and cooperative.

As summarised by Srikanthan and Dalrymple (2002) the model maintains that in high quality programs the principal stakeholders: academics, students, and administrators invest in five separate clusters of program quality. These programmes include: participatory culture, interactive teaching and learning; adequate resources, faculty and basic infrastructure. Each of these contributes to enriching the learning experience of students. In this model, like the transformative model, program quality that enhances students learning experience is considered a primary purpose of higher education.

The Responsive University Model (RUM)

Tierney (1998) suggested this model based on the views of different authors. The main premise of this model is that quality relationships are characterised by mutuality and equality. Responsiveness of universities is required. This, according to the author, is viewed from different perspectives, namely, students, community and national points of view. The university should be student centred in programmes, community centred in outreach and

nation centred in research. This requires the academic staff to review regularly their academic programmes in line with the internal and external demands and changes. The focus is on customers based on internal and external partnerships. This model (cited in Srikanthan & Dalrymple, 2002) emphasises on communication, which requires new relationships and partnerships both internally and externally. It also requires the university to develop networking and partnership with government and the public. In this model, there is a clear focus on meeting the learning needs of students through communication and partnerships.

The University of Learning Model (ULM)

Bowden and Marton (1998) propose this model that shares similar ideas with the transformative model of quality in giving emphasis on 'enhancing students learning'. The authors (cited in Srikanthan & Dalrymple, 2002) argued that quality in a university context relates strongly to quality of learning. This model views higher education from a pedagogical perspective. The authors argue that the essential goal that underlies universities is learning and knowledge formation. Learning is the core process in all the functions of a university. Accordingly, teaching, research and service are considered as the means, not the aims of, the university system. Preparing the individual, the community, and the society to face future problems and opportunities based on current knowledge is the ultimate objective of a university system. Student learning in this context is not only, and probably not even mainly, a function of teaching. It however depends up on how each student experiences the learning opportunities. This model highlights a synergistic involvement of academics in course/research teams, in developing a holistic view of students'

competencies and a collective consciousness of what is common and what is complimentary. In this model, there is a shift from an input-oriented educational approach to a learning-focused approach. This in turn requires a shift in university organisations to focus on policies and activities centred on student learning.

The Generic Quality Model (GQM)

Srikanthan and Dalrymple (2002) developed this model based on a synthesis of other quality models and approaches previously discussed in the literature. It focuses on student learning experience and an active collaboration at the educational delivery level as a basis for quality. The authors argue that quality in higher education is related to quality of student learning. Hence, the focus has to be on enriching the learning experiences of students. The authors suggested that as learners are transformed in higher education, it would directly address and even exceed the 'value for money' criteria of the funding bodies and the community at large. The quality management process in this model integrates both the service aspects and the core areas of learning and teaching. The core features of the model include:

1. clear focus on 'transformation' of the learners (and of the institution); enhancing them through adding value to their capability and ultimately 'empowering' them.
2. a synergetic collaboration at the learning interface, which is grounded in the idea that high quality programs are anchored in collegial and supportive cultures that invite widespread involvement.

3. a significant commitment to improve learning that considers the critical importance of creating tangible mechanisms to preserve the commitment in order to stimulate progress.

The main elements of the model include institutional transformation of learning; teaching for transformation; assessment for transformation; quality improvement, and monitoring for quality. In this model, institutional transformation for learning involves development of a collective conscious and teaching as key performance indicators. According to this model, the focus of quality assurance is on improvement of students' learning. Learning improvement in turn should be informed by educational theory. In this generic model, emphasis is given to the role of the student. Empowerment of the course team across all boundaries to facilitate a dialogue cantered on learning is also another point of focus. Implementation of this model requires the development of collective consciousness and vision shared by all actors involved. The model carves a clear role for senior management to encourage and ensure collegial culture. Commitment of senior management, culture of continuous improvement, team interaction and shared vision within the academic community are also some requirements for the actualization of quality assurance. Similar to the preceding models, this model focuses on what and how students are learning and on how student learning can be improved.

Massy's Model of Quality Process (MMQP)

This is developed by Massy (2003) as a quality process model dealing with both the design and implementation of quality. In this model, design quality refers to the specification for the product or service, whereas implementation quality refers to how well production actually meets the

specifications. As Massy (1997) noted, focusing attention on teaching and learning, assisting institutions in their efforts to improve teaching and learning quality, and facilitating accountability for quality are the objectives of this model. The following five domains of activities are contained in this model:

Determination of desired learning outcomes: This domain deals with the intended outcomes of the educational programs expressed in terms of changes in students' capabilities and experiences.

Design of curricula: This refers to the content, sequence, organisation and relevance of the curricula including course materials. This domain deals with design quality.

Design of teaching and learning process: This domain deals with the organisation and selection of appropriate teaching methods as well as other resources. Some of these resources include roles and responsibilities of the faculty and feedback mechanisms.

Design of Student examinations and use of examination results: This deals with the selection and use of assessment measures and indicators to assess the students' learning, which includes the determination of long-term outcomes of educational experiences and the procedures to be employed.

Implementing quality assurance: This refers to the mechanisms employed by the academic community to assure to which extent content is delivered as intended, teaching and learning process is being consistently implemented, and assessments are effected and results effectively used. Putting more emphasis on desired learning outcomes, curricula, educational processes, student assessment, and implementation quality is the central theme in this

model. It also focuses on the quality of design of curricula, on outcomes and on the processes of teaching, learning and assessment.

Activities Undertaken by Directorate of Academic Planning and Quality Assurance (DAPQA)

The Directorate of Academic Planning and Quality Assurance (DAPQA) have implemented several activities since its inception in 2001 with the aim of ensuring higher standards of academic service delivery. These activities are clearly stipulated in its Quality Assurance Bulletins, volumes 1, 2 and 3. Recent activities undertaken by DAPQA are outlined below:

There were interactions between the Directorate with Senior Members and Faculty Officers of the various colleges and schools, as well as Senior Members in Administration, Directorate of Health Services in the various halls of university of Cape Coast (UCC). The interactions highlighted on quality assurance at UCC, the roles of QA implementation unit specified in the QA policy, presentations on quality evaluation guide document and results of some institutional surveys conducted by DAPQA.

In the beginning of every semester, DAPQA monitor the commencement of lectures. In addition, DAPQA, in conjunction with the Training and Development Section of the Division of Human Resource organise workshops for newly appointed teaching staff on the role of DAPQA in efficient and effective teaching. The workshops also highlight on research and extension services in the university, teaching methods (teacher-centred and student-centred), rights and responsibilities of lecturers, monitoring, educational assessments and the grading system of UCC. Moreover, the directorate conduct an evaluation study of the activities undertaken by the

Centre for Continuing Education; inspect course outlines and continuous assessment exercises in the various academic departments. Furthermore, the directorate conduct students' appraisal of courses and methods of teaching for both regular and sandwich programmes organised by UCC.

Recently the directorate trained newly appointed quality assurance directors from Takoradi Polytechnic and University of Development Studies. Lastly they also assisted the Academic and Management Committee in the preparation of quality assurance policy document for UCC (Otoo, 2013).

Determinants of Quality Assurance in UCC

The concept of quality assurance determinants in higher education is quiet complicated because there are so many stakeholders involved. Recently, much emphasis has been laid on quality assurance worldwide, and has over the years played a major role in the development of every nation. Higher education in the 21st century is seen to play pivotal roles in generating knowledge and acting as a key driver of global economy and economic enhancement. Invariably countries worldwide have recognised the critical role played by quality higher education and for that matter much investment and resources are channelled into the educational sector in their quest to realise quality education. Quality is currently assumed to be one of the major criteria for assessing the standard of higher educational institutions. To achieve these quality standards a number of institutions have set up internal mechanisms that adopt quality determinants towards ensuring comprehensive training and best practices.

The universities have come out with some performance areas under which the evaluation of the entire institution with respect to quality is pinned.

This was drafted in the Inter-University Quality Assurance Committee Document (2007). These performance areas include; the academic unit and programmes, the management unit, the institutional quality assurance structures and mechanisms, the university wide quality assurance desk as well as colleges, faculty/departmental college assurance desk. It is therefore under these performance areas that the determinants and scope of quality are itemised and discussed. The university is highly committed to maintaining and ensuring continuous improvement of quality academic standard by implementing the quality assurance determinants outlined below;

The university after a self-assessment exercise documentation of its findings that emanated from the exercise. These findings are presented in clear unambiguous statements and presented in tables, graphs, bar-charts, pie-charts, among others. The report of the assessment is also presented in the following headings; executive summary, overview, overall self-evaluation and conclusions. The university provides a code of practice for managing academic standards and quality. The code of practice provides a number of quality indicators that is used as the benchmarks for self-assessment. These quality indicators are; admissions, teaching and learning, assessment and progression, research and postgraduate studies, governance (organisation and management structure), staff recruitment and development, support services/facilities, distance learning, social integration and internationalisation, equal opportunity and finance (IQAC, 2007).

Admissions

The quality of inputs into the educational institutions holds quality implications. This quality indicator centres on the need to ensure fair and

consistently applied procedures and requirements and to demonstrate equality of access and opportunity for quality education. Admissions personnel are familiar with the admission process and procedures to ensure transparency in the selection process. Policies and any other information on admission are explicitly defined and made available to applicants. The code ensures that all admissions requirements are satisfied by validating applicant's entry requirement and each admission decision made should be by equipped and competent personnel (IQAC, 2007).

Teaching and Learning

The core business of Higher Educational institutions, such as UCC is teaching and learning. This is dependent on the efforts of highly committed and motivated personnel, available resources and quality governance and managerial structures. This indicator centres on the need to have courses that are clearly defined, outlining the aims, objectives and expected outcomes for each course.

Expected learning outcomes are tailored to match the course aims and objectives to help students achieve these learning outcomes. In the quest to provide quality teaching and learning, values and ethics are directly and indirectly incorporated into the curriculum to provide a holistic education to students to help them fit in their societies and solve the changing needs of their community. In designing the curriculum, tracer studies reports are used to design a review curriculum, in a manner that seeks to maintain workloads of students at levels that does not impede their learning.

The academic records of every student is readily available and actions taken to prevent or minimised undesirable trends. Tutorial support and

guidance and counselling services are provided for students. Academic staff are regularly trained and oriented in pedagogy and innovative way of teaching especially the application of ICT to their teaching. Teaching also takes into account new research findings and current developments in the discipline, profession or field. The university provides appropriate facilities to provide enhanced teaching and learning. A healthy student-teacher interaction and engagement exist and encouraged to enhance teaching and learning (IQAC, 2007)

Student assessment and progression

The university has strategies for assessing students' performance for adherence to the academic standards that the university has created for itself. The university has effectively designed procedures for approving, supervising and reviewing continuous assessment of students' performance.

This is done by ensuring that assessment instrument and processes are conducted fairly, varied and validated by external examiners and professional bodies. This makes the process credible and increase students' confidence in the integrity of the assessment process. A schedule of examination and duration of assessment are clearly defined, documented and appropriate feedback provided to students to give update of their performance and progression to promote learning and facilitate continuous improvement (IQAC, 2007).

Research and postgraduate studies

This section is intended to alert institutions offering postgraduate programmes to safeguard the academic standards of such programmes, and to put in place mechanisms that will enable them to meet national and

international standards. It will also ensure that the institutions provide support and guidance to enable research students to complete their studies successfully and also for supervisors, examiners and other staff involved in research programmes in the institutions to fulfil their responsibilities (IQAC, 2007)

Governance (Organisational and management structures)

An HEI governance system should exhibit an organisational structure indicating hierarchy and responsibilities which are geared towards the fulfilment of the vision, mission and objectives of the institution. This is done by periodically reviewing statutes, vision and mission statements and explicitly defining it to the understanding of all students, employees and other stakeholders. Management structure of the university promotes the achievement of institutional visions, mission and objectives by ensuring that credible and transparent procedures exist for appointment into leadership positions and other staff of the University to provide quality services to its customers (IQAC, 2007).

Staff recruitment and development

This is intended to help institutions to assure themselves and others that policies and procedures that they deploy to attract, recruit and develop their staff are clear, fair, explicit and consistently applied. Transparent qualifications and other requirements should be used to underpin judgements that are made during the selection process for recruitment to bring on board, good quality staff. Staffs is developed and their capacity built to equip them through scholarship, seminars, workshops to highly motivate them to work effectively to deliver their services with professionalism and to satisfy the customer (IQAC, 2007).

Support services/facilities

These are facilities and services required to enhance and sustain quality teaching, learning and research. Such facilities and services should be easily accessible. Effective and should meet current trends. The university provides modern and well- equipped library, laboratories, ICT facilities. Other services provided are health facilities, transport facilities, accommodation facilities, counselling services, cafeteria services, sports and recreational services. The university also provides Students financial support information office and Student handbook/Guide and Charter are made available to all students.

Distance and continuing education

In response to the ever increasing demand for quality in higher education, some of the well-established public universities have opened access through distance learning. The dual mode is currently used by many Ghanaian universities to provide continuing education culminating in the award of degrees, diplomas and certificate to various categories of workers. The distance and continuing education programme of the university give equal opportunity for admissions, progression including postgraduate education. The university has contracted staff with requisite to serve as facilitators. The modules and other learning materials used by the university are learner-friendly, regular feedback on academic performance is provided for students to make the necessary adjustments to enhance output to help promote effective and teaching and learning (IQAC, 2007).

Social integration and internationalisation

The outcomes of activities of universities should impact society locally, nationally and internationally. All stakeholders both on/off-campus

should be mobilised in a coherent manner to achieve this. There should therefore be sound policies and regulatory mechanisms to guide on-campus integration as well as integration with the immediate, national and international communities (IQAC, 2007).

Equal opportunity

Equal opportunity relates to the policy of non-discrimination on the basis of gender, age, physical status, race/ethnicity, political affiliation or creed. This global human rights provision should be highlighted and upheld by institutions of higher learning. The university has an affirmative action policy exist in favour of women and other marginalised groups which ensures that gender equity and advocacy units exist, gender equity is mainstreamed in the university, sexual harassment policy exist, physical facilities are provided with the physically challenge in mind and aid have access and move freely to conduct their business and to work (IQAC, 2007).

Finances

A vibrant HEI thrives on a sound financial footing and prudent financial management. Stringent financial control mechanisms are therefore necessary to keep the institution constantly solvent. All staff, under the directorate of finance are familiar with existing financial instruments such as the Financial Regulation Act, Audit Act and Stores and Procurement Act and comply with the same to effectively keep and manage the financial books of the university to give a true and transparent financial performance of the university (IQAC, 2007).

Understanding Total Quality Management

Total Quality Management has many definitions. The proponents of the TQM like Deming (1986), Juran (1989), Crosby (1979), and Ishikawa (1985) characterised the theory of TQM in diverse ways, however, the significance and soul of the theory still stays the same. According to Deming, "quality is a consistent quality development procedure towards anticipated degree of consistency and perseverance". Deming also expatiated on the 14 fundamentals of total quality management to enhance and facilitate project outputs and achievement of organisational deliverables. Juran (1989) identified quality as "fitness for use". According to him, each individual in organisation should actively participate in the execution of tasks and activities to make products or services that are fit for use by customers.

Evans & Dean (1999) also espouse total quality as consistent work procedures, beginning with customer necessities and finalising with customer's satisfaction. Crosby defines quality as a correspondent to demands. He focalizes on zero defects and setting things straight by doing it correctly the first time. Ishikawa (1985) also accentuated on the importance of total quality control to enhance organisational performance. According to him, quality does not only mean the quality of product, but also of the quality of management, or the reputation of the organisation, company or institution. Definitions of quality has changed with the transition of time, modification of customer's needs and demands. That notwithstanding, the vitality has more or less been progressed to resolve the issue, compliance to standards for customer needs and satisfaction. With management routine getting complicated with every facet of life, attacks to managing quality in operational areas in

organisations and institutions are becoming unmanageable. Institutions or companies which have victorious outcome with the implementation of TQM principles and theories have customer and quality integrated in their corporate scheme of work (Jha & Joshi, 2007). Any institution is a system of interconnected units that conglomerate to achieve a common purpose.

Therefore, for TQM to be successfully implemented to achieve set goals, all of the elements within the organisation must be conjointly engaged. Some peculiar features of TQM are considered to be fundamentally crucial: modification, customer preference, communication, consistent improvement, restorative measures, the organisational structure of network type in the process or case management, creativity, organisational culture, team and future orientation (Vinni, 2011). These fundamental factors are the basis for transformational preference to produce a substantial advancement culture for consistent competitive advantage relative to the production of goods and services. Basically, the main objective of TQM is to generate within the organisation or institution an environment in which all the assets are used ingeniously and effectively in order to provide quality service the institution needs to adapt in this competitive and fast paced world. TQM is a crucial way of managing resources to amend the efficiency, viscidity, adaptability and aggressiveness of a business in general. According to the British Standard Institution, TQM is composed of a management doctrine and company patterns which intent to rein the human and material resources of an organsation in the most efficient way to attain the goal of the organisation (Zakuan, Muniandy, Mat Saman, Ariff, Sulaiman, & Jalil, 2012).

Conceptual Framework for TQM

This framework was constructed by the researcher adopting the principles of TQM by Dale et al. (1994). According to Dale et al. (1994) the principles of TQM are Management commitment, employee training and development, employee involvement, culture change customer focus, continuous improvement. In line with the purpose of the study the researcher added other component such as benchmarking and physical structures to the conceptual framework for this study. Total quality management is an initiative which is aimed at involving every member of the organisation at all levels in improving the standard of products or services that they provide with the ultimate aim of satisfying the customer. TQM should be a way of life of a company, which means TQM should be incorporated in all aspects and areas of a company.

This whole concept is based on the organisation changing its philosophy, behaviour and attitudes through effective managerial structure and commitment, employee training and involvement customer focus policies, physical structures, providing adequate information and measurement mechanism and finding better ways of improving the process all with the ultimate goal of satisfying the customer.

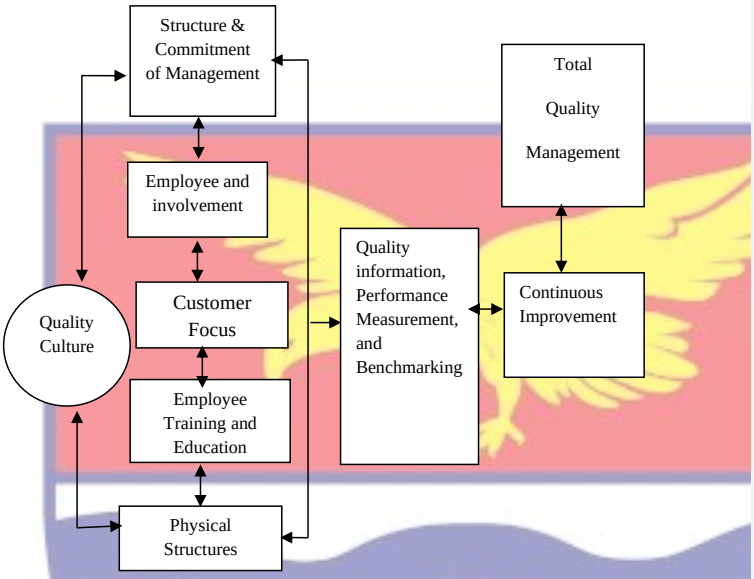

Figure 1: Framework of Total Quality Management

Author's Construct (Ansu-Mensah, 2017).

The elements of the Conceptual Framework of TQM in figure 1 are explained below:

Quality culture: TQM is regarded as the way of life of an organisation. For TQM to be the culture there should be a radical change of the life of an organisation. This implies that for effective implementation of TQM in an organisation there should be a change in the nature of management leadership style, organisational philosophy and the general behaviour of every employee of the organisation when that organisation decides to adopt TQM, the principles of TQM (such as Management Commitment, employee training and involvement, culture change, customer focus, benchmarking and continuous improvement) should be incorporated in every organisational decision. This will help management to clearly define its quality policies for employees to

translate into performance. That is TQM principles should be translated into every corporate decision so that TQM becomes a way of life or the culture of the organisation (Yong & Pheng, 2008).

Management structure and commitment: Management is referred to as "the corner stone of the organisation for successful implementation of TQM in an organisation (Loughlin, 2008). That is management is in the helm of affairs and that they have great influence on employees working for the company. Management formulates policies for employees to implement. The management style and Willingness to implement any policy in an organisation is based on the decisions and commitment of top management. This implies that the overall decisions and commitment of management affects its operations in general. The aim of TQM is to effectively involve all persons in the organisation to satisfy the customer. For effective implementation of TQM it becomes the responsibility of management to make TQM the way of life of the company. That is management should introduce TQM and lead its implementation. Management, in introducing TQM to the company should show commitment and be personally involved in its implementation. Management should ensure that there are clear quality values and goals which are consistent with the vision, mission of the organisation (Dale et al., 1994). Management after defining quality values, principles to staff of the organisation should also come up with methods, performance measures, and quality indicators to serve as standards to measure quality achievements. Loughlin (2008) is of the opinion that if management does not take the initiative to implement TQM policies then nothing much will be implemented and that TQM will not stand the test of time in the organisation.

Employee involvement and training: employees are the workers of an organisation that actually implement the policies of an organisation. It is therefore imperative for management to involve employees asearly as during the drawing board stage. This will encourage their participation in the implementation of the decisions of management. It is also the responsibility of management to see to employee development and training. This will make them competent and empowered to effectively accomplish duties entrusted to them.

Teamwork: TQM is an all-inclusive, all involved, all initiative system. Therefore, it is very important for management to emphasise the need for employees to work in teams. These teams can be formed within units/departments/centres of an organisation. Then each department also becomes a team and the combination of these teams becomes the organisation as a team. In working in teams, employees within these teams are able to build a culture to effectively accomplish the goals of the team. That is teams work in unionism to improve the quality of services rendered to customers (Dale, Van der Wiele, & Van Iwaarden, 2007).

Customer focus: Satisfying the customer is the ultimate goal of TQM. That is why employees should be adequately trained to be competent in addressing the concerns of customers. With this direction in mind, all activities of the organisation should be geared towards satisfying the customer. In satisfying the customer an organisation should give quick feedback to its customers. It is the responsibility of management to conduct customer surveys, external benchmarking and market surveys to ascertain how the customers of the organisation are satisfied. The reports of the above activities will also guide

management to plan how best to improve the services rendered to customers (Dale et al., 2007).

Physical structures: In recent times organisations are paying attention to its architectural/geographical arrangements of its physical structures. According to Kaya (2004), employees are affected by the nature of the buildings in which they work. Since TQM involves every individual in an organisation irrespective of their gender, race, believes. It is the role of management to provide working environments that are conducive for all categories of persons especially the physically challenged (Gibson, 1994). Pullen (2001) is of the opinion that the nature of the office building plays a very important role in the productivity of an organization. The physical and work place environment should be receptive, user friendly, safe and supportive to help the employees and other users to readily perform his/her duties without difficulties (Pinder, 2003; Kaya, 2004). Pinder (2003) suggests that for an employee to be comfortable in his/her workplace there should be availability of adequate space, adequate and required temperature controls. More so, certain essential features (wash rooms, pantry, cafeteria, staircases, and elevators among others) of the building should be present to help the employees to work effectively.

Quality Information, Performance Management and Benchmarking

Every organisation should have a pool of well-organised information, including well documented soft copy and hard copy information (Martinez, 2000). Prajago and Brown (2004) suggest that for effective implementation of TQM, management should provide all necessary information for employee use. Story and Sisson (1993) defined performance management as an

interlocking set of policies and practice which have their focus to enhance achievement of organisational objectives through a concentration on individual performance. Martinez (2000) is of the opinion that, for performance management to be effective there must be a shared vision of the goals and objectives of the organisation. That is employees should work as a team and each individual of the team should understand and recognizes his/her part in contributing to the achievement of the organisational goal. In view of the above it can be suggested that for performance management to be effective, there should be a shared and a common culture among management and employees (philosophy).

More so, management and employees should understand and recognize its roles to the achievement of the organisational goal. After every individual has identified his/her role and contributed his/her part to achieving the organisational goal, management should embark on benchmarking. This will allow the organisation to measure and quantify current levels of performance against those of the industry leaders with the best practices. The aim of benchmarking is to provide adequate information for management to improve the process. This also allows the organisation to identify performance gaps for management to improve the process by setting right goals and strategies to improve the competitive position of the organisation (Hellsten & Klefsjö, 2000).

Continuous improvement: TQM is a practical and strategic approach to effectively and efficiently manage an organisation with the aim of providing excellent services with the aim of satisfying the customer. TQM is an approach that encourages a philosophy of continuous improvement in the

process by coming up with strategies, innovations, and making conscious efforts to know the organisation's current state of quality and making plans to continually improve the system.

From the above it can be deduced from the framework that for effective implementation of TQM there should be a recognised relationship between the elements defined above. The whole philosophy of TQM is to satisfy the needs of the customer such that the perceived quality a customer is expecting to receive commensurate the actual quality of the service rendered to the customer. That is for effective TQM management should come up with a blueprint to ensure quality. The culture of the whole organisation should be fine-tuned such that every individual in the organisation understands the need to ensure quality. Management should be committed to ensure quality, by providing resources, encouraging employee involvement through their empowerment, establishing a control mechanism to measure actual quality with standards, providing corrective actions to deviances in the process and finally coming out with strategies to improving the process all with the ultimate aim of satisfying the customers.

Communication in Total Quality Management

Every organisation flourishes when all objectives are successfully achieved and for that reason, all the people in the organisation must be able to carry their messages properly. Communication is the effective carriage of information or news to and fro management and subordinates. Handy (1978) suggests that effective communication is the life wire of any organisation regardless of its size or nature. Moreover, if properly used it can be an

instrument for effective performance and serve as an index for employment, motivation and the resultant high productivity.

In TQM effective management is very vital sine managers need to be able to communicate effectively to get what they want out of employees. Chaudhary and Rathore (2013) explain that there is a strong relationship between good communication and successful quality implementation moreover TQM depends on communication that flows in all direction up down and external customers have to know too. In this regard internal customers cannot be left out.

Importance of Total Quality Management

In an aggressively competitive environment, organisations and institutions are compelled to develop and apply methods within global context in order to meet the ever increasing and dynamic customers' satisfaction. TQM has been identified and distinguished as a management principle and a belief that has supported the progress and success of many organisations and institutions towards reaching splendid business goals and objectives. TQM aids in creating a culture of trust, cooperation, teamwork, quality-mindedness, eagerness for consistent advancement, continuous learning and eventually, a working environment (Yusof & Aspinwall, 2000) that imparts to an institution's success and existence. Gaither (1996) argued that TQM is a process of modifying the essential culture of an organisation and channeling it towards superior product or service quality delivery.

It also focuses on customer satisfaction through a concept of "continuous improvement" that will lead to joyous and overwhelming achievement of goals and objectives. As a general management TQM is

identified as philosophy and a set of instruments which grants an institution to follow an outline of quality and a way for achieving quality with quality being a consistent development which is determined by customers' satisfaction with the services (Michael, Sower, & Motwani, 1997). Globally, TQM has been greatly acknowledged and successfully applied in many small and large organisations and institutions, and it has inured to their benefits relative to providing them the competitive advantage in international as well as local competence through the creation and delivery of high quality products or service to fulfill the customers demand (Dale & Plunkett, 1990). According to Lakha, Pasin and Limam (2006), comparatively, organisations with TQM systems in place coherently surpass the industry criterion for return on investment.

By implementing and enforcing TQM, organisations and institutions have the propensity to acquire in-depth discernment of the key element related with the quality supply chain function practices (Saad & Patel 2006) as supply chain is critical to ameliorate key elements such as quality service delivery and lead-time. Furthermore, Jun, Cai and Shin (2006) pointed out that firms with human resources that concentrate and implement TQM methods can raise employee satisfaction to boost and expand production possibility frontiers. The striking improvements in employee satisfaction resulted to a higher level of customer's devotion to assigned duties with a resultant effect in enhanced productivity.

Important Factors in Total Quality Management

TQM is a cooperative, standardised approach in administering a steady organisational and institutional improvement process. It is focused on meeting

customers' expectations, defining the issue, building trust and devotion, and advocating open decision-making among employees all geared towards the delivery of quality products. There are five major steps to TQM (Napierala, 2012), and each is key to having its successful implementation in organisations or institutions.

Commitment and understanding from employees

It is crucial to guarantee that all employees within organisations or institutions should be aware about the TQM rules and make them a critical component of their work and activities. Employees should be privy to corporate goals and identify the significance of these goals to the comprehensive achievement of organisational objectives. Employees should comprehend what is expected from them and why. It may sound like an easy-task but more often, this is not achieved by management of companies, institutions or organisations. When employees happen to be on the same wave length with management and understand and share the same perception as management of an organisation or institution, a world of possibilities is realised. Conversely, if employees are unaware of what is expected of them and are not in tandem with management, responsibilities and delivery of quality services are impaired and policies will not be triumphantly deployed.

Quality improvement culture

Organisational culture is required to be regenerated on a consistent basis to inspire and motivate employee evaluation. Invariably, employees pay attention to those administering managerial procedures that keep business running. Therefore, if employees have any concept on how to have and deploy

better managerial operations, they need to be encouraged in management courtesies to share their ideas so that these ideas can be harnessed and utilised.

Continuous improvement in process

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In the era of global competition in the delivery of quality services to customers, there is no room to be stagnant in every sphere of organisational management. If employees are not improving relative to service delivery and achievement of set deliverables, then they are moving backwards. TQM is a consistent advancement process and not a program. This therefore implies that TQM requires continuous progression of all the associated policies, procedures and controls organised by management of organisations or institutions. Institutions should be observant to the needs and satisfaction of customers and make an exertion to continuously modifying all angles of their operations to consistently deliver quality services. Therefore, there should be a consistent struggle to enhance competency which will culminate into achieving customer satisfaction.

Focus on customer requirements

In today's competitive market, customers potentially demand and anticipate perfect goods and services with virtually no defects. Concentrating on customers' demands is key towards building for close relationships with customers and expanding the customer base of an organisation or institution. Maintaining a happy and peaceful customer relationship by making sure that definite demands of all customers are well recorded and accepted by everyone is critical in boosting customer confidence in an organisation.

Effective control

It is important to oversee and evaluate the performance of the business. It is crucial to maintain proper documentation to enable employees to subjectively measure areas for advancement and concentrate on where they ought to give outstanding returns of both time and financial resources. Empirical literature opined that TQM is a combination of diverse procedures. Today's ever increasing and changing economic market demands organisation and institutions to continuously exceed expectations of customers, and workers require being more than an observer in decision making (Napierala, 2012). Since the main objective of this study is to know the enablers and constraints of the implementation of TQM in a higher educational institution (University of Cape Coast), it will be worthwhile to study its effectiveness on the components of service for students namely, physical environment and resources, human resources, process and products. Adams (1993) further introduced in an article at UNICEF that quality education encompasses the following elements:

1. Students are in good condition, sustained well, willing to cooperate and determined to study and are well supported by their families and society.
2. Methods in which skilled trainers apply result-oriented training techniques and competent evaluation to promote education and lessen discrepancy.
3. Outcome which comprises intelligence, competence, and philosophy that are associated to national aspiration for education and embrace positive cooperation in community.

Advantages and Disadvantages of TQM Strategies

Kelchner (2008) opined that TQM is a system of constant development that includes all workers from top management down to production line workers. The focal point of TQM is to upgrade customer service delivery and curtail waste in business. However, in every system or program there would always be pros and cons. Kelchner (2008) interpreted TQM strategies as follows:

Production disruption

Implementation of TQM system in an institution requires comprehensive training of employees. The employee training composes of information in problem solving techniques and the tools to appraise procedures and verify system deficiencies such as statistical process control and brainstorming techniques. During the training period, productivity can take a nose dive as workers will be taken away from their duties. Thus, the initial stages of implementing TQM in an organisation or institution can weaken the productivity of workers.

Lower production cost

The TQM program curtails defects and waste, which reduces the cost of production in a business. Quality development teams can do away with defects (zero defects), and verify redundancies in the production process that can significantly add to the profit margin the company earns.

Employee resistance

When management does not efficiently and effectively convey the TQM approach to employees, workers may become doubtful, which leads to employee resistance. When this happens, there is the tendency for workers

resist the implementation of the TQM program, and this has the potential to decrease employee confidence and productivity for the business.

Employee participation

Once employees figure out that their attendance and cooperation in TQM is vital to its successful implementation in an organisation or institution towards the realisation of set goals and objectives, self-confidence and productivity among workers increase.

Total Quality Management in Higher Education

Education plays a key role in a person's achievement, apart from an inherent talent. Education molds and guides a person to be what they want to be. In the 21st century, a time when technology and global competition for competent human resources are at their peaks, education faces a deep challenge to adopt approaches that have the potential to produce quality human resources in this fast paced world. Changes in global educational settings have compelled the higher educational institutions (HEIs) to their activities. Lecturers and management of HEIs must follow new techniques or methods in their teaching and managerial activities for the benefit of the students and society as a whole. The aggressive business environment in the outside world calls for more dependable, ingenious, and multi-skilled and knowledgeable human resources. These have compelled the HEIs to be more interested in quality educational system (Ariff, Zaidin & Sulong, 2007). Sangeeta, Banwet and Karunes (2004) opined that education system as a development process consists of observations of students, instructors, administrative staff, physical facilities and procedures.

The procedures encapsulate teaching, learning, and administrative approaches, whereas, the output consists of examination outcomes, employment, profit, and satisfaction. Because of an open competition, students are now turning more to customers as well as consumers (Roffe, 1998) and anticipate paying for a relatively exorbitant cost of education to get the quality services they deserve. TQM is a philosophy and system for continuously improving the services and/or products offered to customers (students) (Fitzgerald, 2004). With the ever increasing population and emergence of new and sophisticated technologies globally, nations and businesses that do not implement TQM can become globally non-competitive quickly. This potential non-competitiveness that can affect quality service delivery can be surmounted if societies are trained to become TQM advocates.

Therefore, the possible advantages of TQM implementation in educational institutions are very clear and include the following:

1. Implementation of TQM will support educational institutions to create an upgraded service delivery to its customers, namely the students and employers.
2. The consistent improvement focus of the TQM approach is an essential component for satisfying the accountability essential to educational reform.
3. Executing a no-fear TQM system offers more exciting challenge to students and lecturers to empower teamwork and cooperation with one another. In that way, each observation can be recorded and utilized to help each other for better advancement towards developing competent

and quality human resources to meet the market demands of the outside world.

Three generic approaches to TQM in higher education have been identified (Mohammed & Al-Kassem, 2014). The first approach is that, there is a customer focus where the ideas of services rendered to student are supported through staff coaching and development, which encourages student's preference and self-reliance. The second approach is staff focus which pertains to appraise and heighten the share of all members of staff to the potency of an institution's procedure, to the setting of rules and priorities in the institution. This implies a rigid and result-oriented management structure and the acceptance of obligation for action determined by working groups. The third approach focuses on service agreement positions and attempt to guarantee compliance to stipulation of the educational procedures. Evaluation of assignments by faculty within a stipulated period of time is an example (Harris, 1994).

Customer authorisation in education demands outstanding input from students as well as from business industry that will eventually hire them and this in term will contour education efficiently and extinguish any shadow of the esoteric academic "ivory tower" that is present in business school coursework (Durlabhji & Fusilier, 1999). It is urged that top and competent leadership is the way to any TQM platform and the compelling force behind success and failure of the implementation of TQM in an institution. The TQM approach must be accepted and not forcefully pushed on the employees in an organisation. Right communication, proper education using benchmarking and exploring TQM doctrines and programs can raise the success rate (Michael,

Sower & Motwani, 1997). TQM is a managerial instrument to resolve the issues associated to services as well as tactics in the academic industry and it can conform to the standard of the education industry (Venkatraman, 2007). The accentuation of quality maintenance in higher education has increased as the numbers of students are climbing up and their anticipation of quality services are getting high, as they have to settle their educational cost, so they are looking forward for a suitable result (Becket & Brookes, 2005). TQM method is considered as a suave beginning of quality procedures.

The vital note in here is to have a committed management to properly initiate and implement TQM in the institutions quality policy. Though its implementation requires quality time and effort to train and communicate it with the team members, it is truly essential, for the implementation of quality procedures in HEIs. If TQM techniques are well facilitated and thoroughly implemented by management of HEIs, while the basic principles and practices are accepted and executed, TQM methods will be a great help to have a successful development in upgrading the quality of education to make their students be more competent and competitive globally to face our fast progressing world (Mohammed & Al-Kassem, 2014).

Benefits of Implementing TQM

Total quality management is a management philosophy which emphasises the devolution of authority to the front line staff. It ensures the participation of everyone in the decision making process through activities such as quality cycles and team work. The question is, does this devolution of authority leads to employees' satisfaction or not? Motivations theories indicate that two major forms of motivation exist–the intrinsic and the extrinsic

motivation. While some will argue that the best form of motivation is monetary incentive, others argue for self-fulfilment and recognition.

The motive behind the intrinsic reward is to provide the employee with some autonomy which empowers him to take decisions that affects his job, thus making him responsible and accountable. This is said to increase the employee's level of job satisfaction (Dimitriades, 2000). The implementation of TQM ensures that every worker in the organisation does his work with quality the first time, thus improving the efficiency of operation and avoiding some cost associated with waste. This in turn will offer more value to customers in terms of price and service quality, thus making them satisfied.

Implementation of TQM further ensures that organisations change how they perform activities so as to eliminate inefficiency, improve customer satisfaction and achieve the best practice (Porter, 1996). Porter noted that constant improvement in the effectiveness of operation is essential but not a sufficient factor for organisation to be profitable. According to Sila (2007), TQM helps in improving the quality of products and also reduces the scrap, rework and the need for buffer stock by establishing a stable production process. He argued that TQM will reduce the cost of production and time of production. Continuous improvement which is a feature of TQM is said to reduce the product cycle time thus improving productivity (Huang & Lin, 2002). Many other TQM practices such as training, information system management, relationship with suppliers, etc., have a positive impact on operational performance. The efficient management handling of these practices will improve efficiency and no doubt affect the profitability of the

firm According to Sila (2007), TQM can minimise the total cost of production through 'sole sourcing'.

The cost in this case is reduced by limiting the number of suppliers used by the firm and providing them with necessary training and technology. The efficient functioning of an operation will then depend on how well the suppliers meet up with the expectations of the organisation. This is why the TQM principle emphasises the totality of quality in all facets which includes the suppliers. TQM endorses the total quality approach in creating customer satisfaction. The total quality approach creates an integrated method of analysing operation by focusing the processes of production on customer satisfaction. Thus, it requires that quality be built into all the processes so as to be efficient in the overall operation (Andrle, 1994). Kaynak (2003) suggested that the effectiveness of TQM organisations should be measured by the degree of integration with their supplier bases because supplier quality management is a critical component of TQM. Operational effectiveness is then a function of how well the various units of an organisation carry out their functions with quality.

People want to do their best and it is the management's job to provide environment through continuous improvement of the system, is the assumption, at which Total Quality Management is based. Total Quality Management (TQM) is an art of organising the whole to achieve excellence. It is enrichment to the conventional way of managing business. It helps for survival in the global antagonism. This is not only a philosophy but also a set of guide lines and regulations for on-going improvements for the services and/or products offered to customers. Human resources and quality methods

are utilised to improve all the processes to satisfy all the needs of the clients. It integrates fundamental techniques, prevailing efforts and practical gear, which are being operated under a disciplined approach of management.

This organisational management move is paying attention towards quality, which is due to the collaboration of members of organisation, and focusing on long range profitability through customers' contentment, including benefits to society. It is the integration of all functions and processes within an organisation in order to achieve continuous improvement of the quality of good services (Akhtar, 2000; Besterfield, Michna & Sarce, 2004). TQM has a strong impact on the values, culture, and mind-sets within an organisation by providing technological modifications (Boje & Winsor, 2005).

Application of Total Quality Management in education will give better results in all fields of the process of education as a good technique of management used and proved giving excellent results in other industrial and business organisations (Akhtar, 2000). It is the provision of extraordinary customer's satisfaction (Akhtar, 1999). It is based on the participatory management philosophy. It believes on never ending improvement through the collaborative efforts of members of the educational organization. TQM philosophy encourages the students, teachers and the employees for extraordinary performance (Akhtar, 2000). Being a potential paradigm we can get benefits of TQM in educational institutions (schools, college & universities) in both public and private, as Schmoker and Wilson (1993); Fitzgerald (2004) thinks: TQM can help a school or college providing better services to its primary customers; students and employers. The continuous improvement focus of TQM is a fundamental way of fulfilling the

accountability requirements common to educational reform. Operating a no-fear TQM system with a focus on continuous growth and improvement offers more excitement and challenge to students and teachers than a "good-enough" learning environment can provide.

Barriers to Implementing TQM

Oakland (1995) identified factors that hinder the implementation of TQM. These include the thought that its implementation can be time consuming, bureaucratic, formalistic, rigid and impersonal. Ugboro and Obeng (2000) in their research found out that the half-hearted implementation of TQM is a major reason for its failure in most organisations. According to them, organisations are only willing to implement just those aspects of TQM which is supported by existing organisational culture. Their findings revealed that employees did not feel as part of the decision making process and their ability to make contributions to quality improvement were restricted due to the limited authority granted them to carry out their activities. Smith (2004) explained that quality management programs have failed because they were 'programs of the month. According to him, implementing quality throughout an organisation is not the result of a formalised programme but requires a cultural change in the way activities is conducted. Andrle (1994) on his own assessment, claims that the adoption of incompatible quality approach by organisations results in the failure of TQM implementation, he further stressed that the delegation of quality leadership by managers might lead to the development of TQM bureaucracies that are ineffective like other functional departments. According to Wilkinson and Witcher (1991), the lack of commitment from any particular group within the organisation can be a

serious barrier in management of quality. Most especially the non-commitment by management to quality management is a major hindrance to the successful implementation of TQM. Asher (1996) observes that there is a need for management to drive the ideology of TQM process in order to encourage employees to follow and also to prove to them about management's commitment to quality.

Porter (1996) noted that TQM is essential for an organisation's productivity and effectiveness but will not necessarily give an organisation competitive advantage over her competitors. TQM does not address strategic business issues like differentiation and positioning strategies. Wilkinson and Witcher (1991) noted that the failure of TQM can be attributed to the inappropriate implementation method adopted by the firms employed and not because of the principles of TQM itself. They believed TQM could be successful if it is adequately planned for and implemented according to plan.

Another reason for the failure of TQM is the emphasis given to individual rewards for TQM effort. This negates the recommendation made by Deming (1986), who argued that rewards needs to be tied to team work or department rather than individual. The failure of organisations to implement the rewards to group might lead to internal competition amongst employee and this will have a negative impact on team performance which TQM promotes. High cost of providing quality service is a major hindrance to the implementation of TQM, in organisations. TQM is hard work. It takes time to develop a quality culture. By themselves hard work and time are two of the most formidable blocking mechanisms to quality improvement. TQM needs a champion in the face of the myriad of new challenges and changes facing

education. Quality improvement is a fragile process; all major changes are. Cultures are essentially conservative and homeostasis is the norm. Staffs are most comfortable with what they know and understand. However, to stand still while competitors are improving is a recipe for failure.

If TQM is to work it must have the long-term devotion of the senior staff of the institution. They must back it and drive it. Senior management may themselves be the problem. They may want the results that TQM can bring, but be unwilling to give it their wholehearted support. Many quality initiatives falter because senior managers quickly return to traditional ways of managing. Fear by senior managers of adopting new methods is a major barrier. This is potentially the most serious of blockages. If senior management do not give TQM their backing there is little that anyone else in the organisation can do. The sheer volume of external pressures also stands in the way of many organisations attempting TQM.

Although quality programmes are introduced with considerable publicity, too often they can be overtaken and submerged by other initiatives. There is a need to ensure that, despite other pressures, quality always has an important place on the agenda. This is where strategic planning plays such an important role. If TQM is firmly a part of the strategic role of the institution, and if there are good monitoring mechanisms in place, then there is a good chance that quality will keep a high profile. This makes it harder to ignore, and increases the chances of it being taken seriously. The strategic plan can help staff understand the institution's mission. It helps to bridge gaps in communication. There is a need for staff to know where their institution is going and how it will be different in the future. Senior managers must trust

their staff sufficiently to share their vision for the institution's future. Visions are often not shared because of a fear of a loss of status and disempowerment by managers. When coupled with a fear of delegation by managers, this can make quality development nearly impossible. Managers have to be able to let their staff take decisions and be willing to see them make honest mistakes.

A potential problem area in many institutions is the role played in it by middle management. They have a pivotal role because they both maintain the day-to- day operations of the institution and act as one of its most important communications channels. They can often block change if they have a mind to or they can act as the leaders of teams spearheading the impetus for quality improvement. Middle managers may not define their role as one of innovation unless senior management communicates to them their vision of a new future. Senior managers must be consistent in their behaviour when advocating and communicating the message of quality improvement. They cannot say one thing and do another and then expect to engender enthusiasm among their staff or loyalty and commitment in their middle managers.

They have to persuade others that new working methods will pay dividends. Barriers to quality are not the sole prerogative of managers. Many staff fear the consequences of empowerment, especially if things go wrong. They are often comfortable with sameness. They need to have the benefits demonstrated to them. For this reason, TQM must avoid being about nothing but jargon and hype. This can easily lead to a loss of interest and to scepticism and cynicism, and to the belief that nothing makes any difference. Many of the barriers to TQM involve an element of fear and uncertainty. Fear of the unknown, of doing things differently, of trusting others, and of making

mistakes, are powerful defences and resistance mechanisms. Staff cannot give of their best unless they feel that they are trusted and their views listened to. Deming (1986) argues that it is essential when undertaking the quality revolution to 'drive out fear', and it is imperative to take this message seriously when building a quality institution.

Empirical Studies

Abdul-Razak, Wumbie and Abdul-Razak (2014) assessed the effects of Total Quality Management on school performance in the Chereponi Education Directorate. Their study found demotion of students and suspension of teachers' salaries was the main factors school authorities institute to ensure quality management in the Chereponi district in Ghana. Also, PTAs played important roles in the collective management of schools to improve performance. 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, Abdul-Razak et al. (2014) stressed that inadequate teachers and finances were some of the key problems identified to be hindering the smooth management of schools for effective performance in the district. They suggested that for effective supervision, teachers and students' behaviour should be improved by school authorities to enhance quality education and efficient performance of schools in the district.

Sudha (2013) studying total quality management in higher education institutions in India concluded that a conceptual TQM model for excellence in higher education institutes is based on the five variables which lead to student satisfaction is proposed. Sudha (2013) outlined the variables as commitment

of top management, course delivery, campus facilities, courtesy and customer feedback and improvement. Sudha explained that top management, through their supervision of all processes should ensure that everybody is committed to achieving quality. Also, in terms of course delivery, expert knowledge must be matched with expert skill to transmit that knowledge – the fervour to acquire knowledge must be matched with fervour to transmit it. In addition, Sudha explained that utmost attention is to be shown in providing excellent infrastructure and physical facilities in the campus for student learning, co-curricular and extra-curricular activities. In terms of courtesy, Sudha opined that emotive and positive attitude towards students will lead to congenial learning environment. Finally, Sudha stressed that constant feedback from the students leading to continuous improvement in the process is the key to achieving excellence.

Altahayneh (2014) studying on the implementation of Total Quality Management in Colleges of Physical Education in Jordan concluded that Jordanian Colleges of Physical Education were some way off from implementing quality management principles. However, the colleges still have the potential to improve the TQM application. Altahayneh stressed that the top management of the physical education colleges need to be committed to TQM and should focus on spreading the quality culture and make it responsibility of everyone. Management also have to establish a quality unit to help spread the quality culture through training programs and workshops. He concluded that training was needed to enhance the awareness of TQM among the top management of the colleges, faculty members and administrative staff.

Summary of Literature Reviewed

The literature reviewed issues pertaining to the concept of quality assurance, types of quality assurance in higher education and quality assurance models. The determinants of quality assurance in UCC and activities undertaken by Directorate of Academic Planning and Quality Assurance (DAPQA) in UCC were reviewed to understand the conditions prevailing or otherwise for the implementation of TQM. Moreover, understanding TQM, conceptual framework for TQM, important factors in TQM, the benefits as well as challenges of implementing TQM, TQM in higher education and some empirical studies were extensively reviewed to ascertain what has been done relative to TQM in higher education in order to know the knowledge gap that ought to be filled.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter describes the methods used to undertake the research. Thus, the research design that was used, the population and the sample and sampling procedures employed in the study. The research instrument, data collection and data analysis procedures are also described in the chapter.

Research Design

According to Kothari (2004), decision regarding what, where, when, how much, by what means, concerning an inquiry or a research study constitutes a research design. It is considered imperative to choose a study design and this act requires understanding the philosophical foundation underlying the type of research, taking stock of whether there is a good match between the types of research. The case study method was used for the study. A case study is an approach to studying a social phenomenon through analysis of an individual case (Kumar, 2005). Kumar further affirmed that a case study allows for the extensive analysis of many specific details often overlooked by other methods.

A case study places more emphasis on a full contextual analysis of fewer events or conditions and their interrelations (Cooper & Schindler, 2001). Kumekpor (2002) sees the case study method as a careful and critical enquiry or investigation and examination, seeking the facts of a case, a problem, issue and a community, and following events or occurrences from the beginning to the end. Sparta (2003) stated that, a case study involves the in-depth investigation of an individual, family or institution. The case study method

was chosen to enable the researcher acquire greater insight and gain enough evidence for the study. Besides, the mixed research method (quantitative and qualitative) will be employed for the study. The choice of the case study design is appropriate for assessing total quality management in quality assurance in the ~~University~~ University of Cape ~~Coast~~Coast.

Population

The population in this study refers to the aggregation of people for which the researcher wishes to investigate. The population for this study comprises all senior members, senior staff and all undergraduate students. The afore mentioned units of UCC have been selected because they include officials involved in one way or the other in quality assurance and total quality management at the University. The total population of the respondents are 19,025 for the regular students 1,472 for the senior staff 686 for the senior members (UCC, 2015).

The sub-section for the senior staff would include: Chief Administrative Assistants, Principal Administrative Assistants, Senior Administrative Assistants, Administrative Assistants, Chief Technical Assistants, Principal Technical Assistants, Senior Technical Assistants, Chief Auditing Assistants, Principal Auditing Assistants, Senior Auditing Assistants, Auditing Assistants and Technical Assistants. The sub-section for the senior members include the lecturers, research fellows, the provosts, deans, heads of departments and registrars.

Sample Procedure

Sampling is a process of selecting the portion the researcher wants to study from a population. Literature on research method identifies two primary

methods of selecting a sample from a population (Fraenkel & Wallen, 2002). These are probability sampling and non-probability sampling. Each of these has different techniques for selecting its participants (Neuman, 2006). Two sampling techniques were employed. These were stratified sampling for the sampling for the senior members and senior staff and convenience sampling for the students.

Stratified sampling involves dividing the entire population into a number of homogeneous groups or strata (Amedahe, 2002). The researcher's use of this sampling procedure is because the sub-groups in a population would have an equal chance of being represented in the sample. The stratified sampling and the simple random sampling techniques were used to select Staff of the university. First, the staff of UCC was categorised into distinct groups such as Senior Staff, Senior Members. The random sampling method was also employed to draw sample from each category of staff. The methods of sampling were used because the researcher realized that there could be differences in the responses. More by nature of their categorisation, senior members are of a higher ranking than senior staff and by virtue of their positions; they are more likely to be directly involved with issues of quality. The random sampling method was also used to allow the researcher to draw a representative sample of the population and give each research entity (staff) the opportunity of being chosen for the study. Out of the 1,472, Senior Staff, 360 were selected and of the 686 Senior Members, 260 were selected.

Cohen, Manion and Morrison (2007) stated that convenience sampling involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained. It

also involves the use of members of the population who are most easily contacted and readily available to take part in the study (Ogah, 2013). A convenience sampling was used to select students. According to Krejcie and Morgan (1970), a total population of 19,025 will have a minimum sample size of 344, a population of 1,472 will have a minimum sample size of 306, and a population of 686 will have a minimum sample size of 248. As a result, the sample size of 360 students; out of this number of students, 63 were postgraduates, 320 senior staff, and 260 senior members; 10 of which are management personnel were selected to form the total population respectively.

Data Collection Instruments

From the review of related literature, a survey questionnaire was developed to collect data for the study. The rationale for using questionnaire is that it is a quick way of collecting data. Moreover, it is known to be quite valid and reliable if well structured (Sarantakos, 2005; Neuman, 2007). It was constructed by the researcher to investigate the assessment of TQM in quality assurance determinants in the University of Cape Coast. The questionnaire was developed in relation to the purpose of the study and research questions of the study. The questionnaire was made up of 5-point Likert scale (checklist) closed-ended and open-ended questions. The closed-ended questions were used to solicit the demographic data of the respondents as well as responses of the respondents on the research questions. The open-end were used give room for any other information that were not included in the close-ended as far the research questions were concerned. The response choices for the Likert scale (checklist) were: 1-Strongly disagree, 2-Disagree, 3-Uncertain, 4-Agree and 5-Strongly agree.

In addition to the questionnaire, an interview guide was used to gather information on the enablers and constraints of implementing total quality management in the University of Cape Coast. The interview guide was divided into four sections. Section 'A' focused on the type of Management Structure that is operated in the University. Section 'B' focused on how the quality culture at UCC support effective implementation of quality policies. Section 'C' focused on how the physical structures of UCC support effective implementation of quality policies. Section 'D' focused on what could constraint the effective implementation of quality policies.

Validity and Reliability of the Instruments

The instruments were subjected to validity and reliability tests. The questionnaire and interview guide were given to my supervisors to check their validity. They perused and critiqued the items and ascertained that they were valid by face and content. The suggestions as given by the supervisors were used to effect the necessary changes to improve upon the instruments. The questionnaires were pilot tested using 40 respondents from each category of respondents at the University of Ghana. The interview guide was also pilot tested at the University of Ghana using five Senior Members. University of Ghana was selected for the piloting because University of Ghana and University of Cape Coast share almost the same characteristics in terms of senior members, senior staff and undergraduate students and collegiate system. The reliability co-efficient of the questionnaire was determined to be .76 for students' questionnaire and .74 for the staff's questionnaire. Given the reliability co-efficient calculated, the questionnaires were deemed good enough to be used to collect data for the main study. To ensure the reliability

of the interview data, the interview recordings were played back to the respondents' hearing. The respondents approved of the recordings and the interviews were transcribed and used in the analysis.

Data Collection Procedures

The administration of the questionnaires was preceded by a letter of introduction from the director of Institute for Educational Planning and Administration to the various offices of the respondents of the University of Cape Coast for circulation. The distribution of the letters of introduction enabled the researcher obtained permission to collect data from the students, senior staff and senior members. When the permission was given the researcher administered the questionnaires which started on the 5th May, 2017. The Questionnaires were administered to the respondents. To maximise response level, the researcher re-emphasised the importance of the study and the fact that it was purely an academic exercise. The researcher was able to collect questionnaires administered to students on the same day. Staff, on the other hand, was given five working days to respond to the questionnaire.

On the fifth day (that is 12th May, 2017) about 60% of the filled-out questionnaires administered were collected. The rest, 40%, that is the respondents who were unable to respond to the questions were given three (3) days (that is 17th May, 2017) extra to respond to the questionnaires. On the 17th May, 2017 almost all filled-out questionnaires were collected. In all the questionnaires were administered and collected within 2 weeks. The interviews were conducted between 2nd May and 7th June, 2017. In all 10 persons were supposed to be interviewed (Vice-Chancellor, Pro-Vice Chancellor, Registrar, Director of Human Resource, All provosts of colleges,

Director, DAPQA). Nine out of the 10 persons occupying various managerial positions were available for the interviews (with the exception of the Vice-Chancellor).

Data Processing and Analysis

The data collected from the field was sorted, edited and coded to ensure accuracy and clarity before they were categorised. All items were entered into the SPSS (Statistical Package for Service Solutions) version 21. The software was used because it is the most used package for analysing data (Gravetter & Wallnau, 2004). In addition, the advantages of the software include (a) it is user friendly, (b) it can easily be used to analyse multi-response questions, cross section and time series analysis and cross tabulation; (i.e. relate two sets of variables) and (c) it can also be used alongside Microsoft Excel and Word. For the purpose of this study, research questions one, two and three were analysed using frequencies, percentages, means, mean of means and standard deviations.

Ethical Considerations

As this study required the participation of human respondents, it was necessary to consider these ethical issues for the purpose of ensuring the privacy as well as the safety of participants. Significant ethical issues that were considered in the research process include participants' consent and confidentiality. In order to secure the consent of the selected participants, the researcher relayed all important details of the study, including its purpose.

By explaining these important details, the respondents were able to understand the importance of their role in the completion of the research instruments. The respondents were also advised that they could withdraw from

the study even during the process. With this, the participants were not forced to participate in the research. The confidentiality of the participants was also ensured by not requesting for their names and not disclosing personal information in the research. Only relevant details that helped in answering the research questions were included.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The purpose of the study was to assess the enablers and constraints for Total Quality Management (TQM) implementation at UCC. Specifically, the study sought to: identify perceived conditions at UCC that are favourable for effective implementation of TQM; identify perceived conditions at UCC that could constrain the effective implementation of TQM.

The researcher used a case study research design, this allowed for extensive analysis of the data. It also allowed for careful and critical enquiry about the research topic and the area of study. The stratified and simple random sample methods were used to select 360 students, 320 senior staff, 250 senior members and 10 management members. A closed-ended questionnaire was designed to collect data from senior staff, senior members and students of the university of Cape Coast. An interview guide was also designed, and was purposively administered to management members of the university such as the Vice Chancellor, Pro Vice-Chancellor, the Registrar, the Director, Directorate of Human Resource, Director, Directorate of Academic Planning and Quality Assurance (DAPQA) and all college provosts. The data collected was analysed based on the research questions.

Demographic Characteristics of Respondents

This section presents information of the demographic characteristics of the respondents (senior members, senior staff and students) of the university.

Categorisation of staff respondents

The university staff were categorised into two groups, namely: senior staff and senior members. A little over half of the staff respondents (320 respondents representing 56.1%) were senior staff and the rest (250 respondents representing 43.9%) were senior members.

Categorisation of student respondents

The student respondents' academic levels are presented in Table 1.

Table 1 – *Academic Levels of Student Respondents*

Level	Frequency	Percentage
100	78	21.8
200	95	26.6
300	71	19.9
400	50	14.1
800	59	16.5
900	4	1.1
Total	357	100.0

Source: Field survey, Ansu-Mensah (2017).

The data in Table 1 is the distribution of 357 students who fully completed their questionnaires out of a sample of 360. About 17.6% of the student respondents were post graduate students (level 800- 59, level 900-4) and the remaining were undergraduate students (82.4%).

Research Question 1: What management structures at UCC are favourable for effective implementation of TQM?

Management Structure of the University

The focus of Research Question 1 was to find out the management structure of the university that may enable the implementation of TQM. The research question investigated management's commitment towards quality issues and their preparedness or otherwise for the implementation of TQM. Tables 2, 3, 4 and 5 support in addressing research question one. Moreover,

interviews from management complement the response to research question one. The responses of the staff are presented in Table 2 and discussed. The data from Table 2 reveals that 146 (25.5%) and 206(35.5%) respondents strongly agreed and agreed respectively that University of Cape Coast had an institutional statute. The mean and standard deviation values (M= 3.5; Std 1.36) signifies that the respondents agreed that University of Cape Coast has an institutional statute.

Table 2 further shows that 285(49.1%) respondents agreed that UCC has a clear management structure. Only 4(0.7%) respondents (staff) strongly disagreed that UCC has a clear management structure. The mean and standard deviation (M=4.1; Std= 0.79) reveals that the respondents agreed with the statement that there was a clear management structure in the university.

In relation to management of UCC supporting the implementation of quality policies, Table 2 shows that 307 (52.9%) agreed that, management of UCC supports the implementation of quality policies. The mean and standard deviation (M= 3.5; Std= 0.95) shows that respondents agreed to the statement that UCC management supports quality policies with little variations in the responses of employees.

Table 2 indicates analysis of the responses of the staff in percentages with respect to a strong managerial structure. The following were the responses: having an institutional statute (61%, i.e., SA=25.5, A=35.5), statute is reviewed regularly (62.9%, i.e., SA=12.4, A=50.5), have a clear managerial structure (76%, i.e., SA=27.8, A=49.1), management supporting quality policies (62%, i.e., SA=9.1, A=52.9), and the university having clear policies and procedures (63.5%, i.e., SA=20.2, A=43.3). This implies that the

Table 2 – *Staff Responses on Managerial Structure of UCC*

Statement (n= 580)	SD f(%)	D f(%)	U f(%)	A f(%)	SA f(%)	NR f(%)	M f(%)	Std f(%)
There is an institutional statute	73(12.6)	71(12.2)	73(12.6)	206(35.5)	146(25.5)	11(1.9)	3.5	1.4
The statute is reviewed regularly	54(9.3)	73(12.6)	87(15.0)	293(50.5)	72(12.4)	1(0.2)	3.4	1.1
There is a clear management structure	4(0.7)	4(0.7)	104(19.7)	285(49.1)	161(27.8)	12(2.1)	4.1	.79
Management supports quality policies	20(3.4)	64(11.0)	132(22.8)	307(52.9)	53(9.1)	4(0.7)	3.5	.94
Effective channel of communication	57(9.8)	72(12.4)	110(19.0)	203(50.5)	47(8.1)	1(0.2)	3.4	1.1
DAPQA is functional	44(7.6)	75(12.9)	128(22.1)	223(38.4)	106(18.3)	4(0.7)	3.5	1.1
UCC has clear policy and procedure	22(3.8)	48(8.3)	128(22.1)	251(43.3)	117(20.2)	14(2.4)	3.7	1.0
Strategies for effective implementation of quality issues	47(8.1)	68(11.7)	218(37.6)	149(25.7)	92(15.9)	6.1.0)	3.3	1.1
Effective Plan and committed to change	41(7.1)	68(11.7)	193(33.3)	144(24.8)	132(22.8)	2(0.3)	3.5	1.2
Mean of Means; Standard Deviation							3.5	1.02

Source Field survey, Ansu-Mensah (2017)

Note: 'Strongly Disagree'[SD], 'Disagree'[D], 'Uncertain'[U], 'Agree'[A], 'Strongly Agree'[SA], 'Mean'[M], 'Standard Deviation'[Std]

university does have the structures in place for a successful implementation of TQM. The managerial structure which is in place in UCC is in consonance with Loughlin's (2008) assertion that for effective implementation of TQM, it is the duty of management to define quality values, set up principles and structures for staff to implement as well as have indicators to measure the performance of policies and procedures in assessing quality.

According to Dale et al. (1994), the whole concept of TQM is based on the organisation changing its philosophy, behaviour and attitude through effective managerial structures and commitment. This presupposes that, there should be effective strategies for implementation and plan for change if TQM can be effectively implemented in the university. The responses on these items show that strategy for implementation and plan for change are in place in the university and that is a good condition for TQM implementation.

Employee involvement and training

In addition to the management structure, the study also sought staff responses on the training and employee involvement issues of quality in UCC. One of the key principles of TQM in relation to management commitment is to train employees to be equipped with all relevant skills and knowledge. Table 3 represents staff responses on training and employee involvement on issues in quality. The items that had the most agreement were; employees' interest is considered in quality policy formulation (49.2%, i.e., AS=21.2, A=28.0) and employees are empowered by giving them the needed logistics and materials for work (48.5%, i.e., AS=23.3, A=25.2) with the means of 3.5 and 3.4 respectively with standard deviations in the neighbourhood of 1.1 and 1.2. The responses indicate that, UCC does consider employees' interest

during policy formulation as well as empowering them by providing them with the needed logistics to facilitate their work.

However, there is the need to continuously improve upon these indicators if the university wants to reap the benefits of implementing TQM. This is so because at least a third of the staff (30.3% - 42.4%) were uncertain about these statements on employees' involvement and trainings (Table 3). This can be deduced from Deming's (1986) statement that there is the belief that employees want to do quality work and this will be possible if managers listen to them and create a congenial workplace based on their ideas.

It can also be seen from Table 3 that in terms of gender equity being mainstreamed in the activities of UCC and counselling services available to employees, 43.3% and 41.5% of the staff respondents respectively concurred to the statements. Gibson's (1994) position regarding getting all stakeholders (e.g., gender) on board in TQM is very crucial and for that matter management of UCC should endeavour to create a gender responsive institution.

However, a significant number (42.4%) were uncertain of the availability of counselling services and 15.9% disagreed to its existence. Counselling services is an essential ingredient of TQM and for UCC to embrace and sustain TQM concerted effort should be carried out to realise its full potential (The Inter-University Quality Assurance Committee Documents, 2007).

Table 3 - *Staff Responses on Employee Involvement and Training*

Statement	SD	D	U	A	SA	NR	M	Std
	f(%)	f(%)	f(%)	f(%)	f(%)	f(%)		
Employees' interest in quality policy formulation	39(6.7)	74(12.8)	176(30.3)	164(28.0)	123(21.2)	4(0.7)	3.5	1.2
Employees are recognised and rewarded	41(7.1)	74(12.8)	213(36.7)	125(21.6)	126(21.7)	1(0.2)	3.4	1.2
Employees are trained and developed	39(6.7)	67(11.6)	207(35.7)	135(23.3)	130(22.4)	2(0.3)	3.4	1.2
Employees are empowered by giving them logistics	39(6.7)	70(12.2)	188(32.4)	146(25.2)	135(23.3)	2(0.2)	3.5	1.1
Employees are encouraged to work in teams	36(6.2)	69(11.9)	214(36.9)	139(23.3)	121(20.9)	1(0.2)	3.4	1.1
There is continuous appraisal of employees Performance	42(7.2)	74(12.8)	212(36.6)	130(22.4)	121(20.9)	1(0.2)	3.4	1.2
Employees are involved in decision making	37(6.4)	77(13.3)	197(34.0)	159(27.4)	109(18.8)	1(0.2)	3.4	1.1
Gender equity is mainstreamed in the activities of UCC	23(4.0)	82(12.1)	223(38.4)	138(23.8)	113(19.5)	1(0.2)	3.4	1.1
Counselling services available to employees	33(5.7)	59(10.2)	246(42.4)	115(19.8)	126(21.7)	1(0.2)	3.4	1.1
Mean of Means; Standard Deviation							3.4	1.08

Source; Field survey, Ansu-Mensah (2017)

Note: 'Strongly Disagree'[SD], 'Disagree'[D], 'Uncertain'[U], 'Agree'[A], 'Strongly Agree'[SA], 'Mean'[M], 'Standard Deviation'[Std]

Customer focus

Table 4 presents staff's responses on customer focus services. Employees are trained to be customer focus and the organisational culture of UCC is customer focused recorded 51.7% and 44.5% in agreement to the statements respectively. With regard to custom focus; UCC has shown some commitment in the areas of training employees to be custom focus as well as exhibiting organisational culture that is customer focus. Nonetheless, significant proportions of staff respondents (33.4% - 44.7%) were uncertain to these statements (Table 4). UCC should endeavour to improve on prompt feedback to customers and conduct regular customer surveys so as to improve on its quality services to its clientele.

This is explained by Dale (2001) that since satisfying the customer is the ultimate goal of TQM; employees should be adequately trained to address the concerns of customers. He says that management should have a well-structured organisational structure that focuses on the customer and there should be prompt feedbacks to and from the customer. Again, benchmarking and market surveys should be done to ascertain how customers of the organisation are satisfied; this is in agreement with Yong and Pheng (2008) that the principles of TQM (such as Management Commitment, employee training and involvement, culture change, customer focus, benchmarking and continuous improvement) should be incorporated in every organisational decision.

Table 4 - *Staff Responses on Customer Focus Services*

Statement	SD	D	U	A	SA	NR	M	Std
	f(%)	f(%)	f(%)	f(%)	f(%)	f(%)		
UCC recognises quality as key in its service delivery	42(7.2)	72(12.4)	221(38.1)	123(21.2)	121(20.9)	1(0.2)	3.4	1.2
Employees are trained to be customer focus	12(2.1)	74(12.8)	194(33.4)	177(30.5)	123(21.2)	-	3.5	1.0
The organisational culture of UCC is customer focused	24(4.1)	57(9.8)	240(41.4)	141(24.3)	117(20.2)	1(0.2)	3.5	1.0
Employees are able to meet customer expectation in service delivery	23(4.0)	90(15.5)	222(38.3)	123(21.2)	121(20.9)	1(0.2)	3.4	1.1
UCC ensures customers receive prompt Feedback for enquiries	19(3.3)	62(10.7)	259(44.7)	119(20.5)	120(20.7)	1(0.2)	3.5	1.0
Customer surveys are conducted regularly	22(3.8)	73(12.6)	244(42.1)	119(20.5)	121(20.5)	2(0.3)	3.4	1.1
Mean of Means; Standard Deviation							3.4	1.09

Field survey, Ansu-Mensah (2017)

Note: 'Strongly Disagree'[SD], 'Disagree'[D], 'Uncertain'[U], 'Agree'[A], 'Strongly Agree'[SA], 'Mean'[M], 'Standard Deviation'[Std].

Students' responses on services rendered in UCC

Table 5 depicts students' views about the various services rendered by the university that promote or inhibit quality services. The responses show that 37.7% respondents agreed that the teaching staff apply modern and innovative methods to their teaching. More so 37.7% respondents agreed that the university conducts students' appraisal of courses and methods of teaching for all level of students. This presupposes that the university is seen to be doing well in these two areas however much needs to be done by management in showing commitment to students. This is because most of the students disagreed to some of the items: e.g. 42.2% respondents disagreed that students are involved in decisions that affect them as well as 37.5% respondents disagreed that there is effective channel of communication between management and students. Besides, 21.4% to 32.5% of the student respondents were uncertain on all the services rendered by UCC (Table 5). This means that a lot needs to be done the management in terms of orienting the students regarding the various services rendered by the university.

Weaver (1992) opined the central role that students play both in the process of quality management and as beneficiaries of quality management by indicating that the roles of students must be recognised 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. This implies that the university must do more in conducting appraisal of courses and methods of teaching so that the students can be guaranteed of professional and marketable course or programmes of study.

Table 5 - *Students' Responses on Services Rendered by UCC*

Statement	SD	D	U	A	SA	NR	M	Std
	f(%)	f(%)	f(%)	f(%)	f(%)	f(%)		
Students are involved in decision that affects them	75(20.8)	77(21.4)	77(21.4)	75(20.8)	47 (13.1)	9(2.5)	2.8	1.46
There is effective channel of communication between management and students	57(15.8)	78(21.7)	91(25.3)	64 (17.8)	69 (19.2)	1(0.3)	2.9	1.4
The university has worked out strategies for meeting students' requirement and concerns	61(16.9)	78(21.7)	96(26.7)	77(21.4)	47(13.1)	1(0.3)	2.9	1.2
The university has developed professional and marketable programmes for students	51(14.2)	68(18.9)	116(32.2)	56(15.6)	67(18.5)	2 (0.6)	3.0	1.3
The university conducts students' appraisal of courses and methods of teaching for all levels of students	44(12.2)	62(17.2)	117(32.5)	93(25.8)	43(11.9)	1(0.3)	3.0	1.2
Teaching staff apply modern and innovative methods to their teaching	41(11.4)	74(20.6)	91(25.3)	79(21.9)	74(20.6)	1(0.3)	3.2	1.3

Field survey, Ansu-Mensah (2017)

Note: 'Strongly Disagree' [SD], 'Disagree' [D], 'Uncertain' [U], 'Agree'[A], 'Strongly Agree'[SA], 'Mean'[M], 'Standard Deviation'[Std].

Weaver (1992) draws attention to the central role that students play both in the process of quality management and as beneficiaries of quality management. He indicated that the roles of students must be recognized by involving them in their own learning process. Weaver further indicated that, students' evaluation in TQM is very important and should be carried out throughout their studies so that corrective measures may be enforced continuously. Analysis of students' responses indicates that UCC is not doing well in terms of involving students in the institution's quest to successfully implement TQM. The students felt left out of the process of ensuring quality in the system, and this could potentially hamper quality service delivery by UCC.

The interview session with management of the university in relation to the management structure of the university and quality assurance revealed that the management structure of UCC is complex. The structure begins with the Council of the University, the Vice-Chancellor, the Pro Vice-Chancellor, the Registrar, Provosts, Deans, Directors of Institutes, Heads of Departments, Co-ordinators of Centres and Units as the academic managerial structure of the university. Whiles the administrative structure starts from the Council, the Vice Chancellor, the Pro-Vice Chancellor, the Registrar and the Administrative Directorates such as the Directorate of Finance, the Directorate of Internal Audit, the Directorate of Development and Estate Management, the Directorate of University Health Services, Directorate of Human Resources, Directorate of Public Affairs as well as the Directorate of Legal Counsellor and General Services.

Some responses of management members who responded to interview on the structure of the university in relation to TQM issues have been captured. To protect the identity of the respondents in accordance with the ethics of qualitative research, pseudonyms have been used in place of their real names. A management member was of the view that:

> *The University of Cape Coast is committed to issues of quality, since every activity of the university is done according to laid down procedures, controls, checks and balances. Also, there is unity of command and clear hierarchical structure that shows clearly who reports to whom and there is clear communication between the levels of management through to all employees and students (MM1).*

Management is that there a clear cut managerial structure which is committed to quality issues hence the establishment of DAPQA to spearhead quality issues in the university. This is in agreement with the responses from staff and student respondents (Tables 2 and 3) so Andrle (1994) explains that for a feasible and operational implementation of TQM, there should be a clear and long-term management commitment.

Research Question Two: How does the Quality Culture at UCC Support Effective Implementation of TQM?

For effective implementation of Total Quality Management, there is the need for an organisation to have a quality culture. Every individual in the organisation should have a clear understanding that, the reason for the existence of an organisation is the customer. In addressing the issue of quality

culture Tables 6, 7, 8 and 9 represents the responses of staff and students to help address the issue.

Table 6 presents responses of staff on the existence of quality culture that supports customer oriented activities. Responses from the staff indicate 53.6% of the staff agreed that quality issues are not compromised in UCC as well as 47.3% of them were in agreement that staff clearly understands the quality culture of UCC. This indicates that the university is in the right direction of implementing TQM and it is in line with Yong and Pheng (2008) explanation that for TQM to be the culture, there should be radical change of the life of the organisation and this change should involve the nature of management leadership, organisational philosophy and total behaviour of every employee. Although a significant number of respondents agreed that the university has quality culture, quite a number of them (32.6% to 43.4%) were uncertain about some of the items (Table 6). In this respect management need to do more with respect to effective communication as explained by Chaudhary and Rathore (2013) that there is a strong relationship between good communication and successful quality implementation and that TQM depends on communication that flows in all direction.

Table 6 - *Staff Responses on Quality Culture*

Statement	SD	D	U	A	SA	NR	M	Std
	f(%)	f(%)	f(%)	f(%)	f(%)	f(%)		
UCC has a quality philosophy	17(2.9)	70(21.1)	252 (43.4)	179(30.9)	61(10.5)	1(0.2)	3.3	0.9
Quality issues are not compromised in UCC	16(2.8)	62(10.7)	189(32.6)	198(34.1)	113(19.5)	2(0.3)	3.6	1.9
Staff is always reminded about the quality culture of UCC	25(4.3)	71(12.2)	225(38.8)	123(21.2)	135(23.3)	1(0.2)	3.5	1.1
Staff clearly understand the quality culture of UCC	12(2.1)	87(15.0)	206(35.5)	200(34.5)	74(12.8)	1(0.2)	3.4	0.9
All organisational changes are clearly communicated to staff	5(0.9)	88(15.2)	250(43.1)	174(30.0)	62(10.7)	1(0.2)	3.4	0.8
Mean of means; Standard Deviation							3.3	0.88

Field survey, Ansu-Mensah (2017)

Note: 'Strongly Disagree'[SD], 'Disagree'[D], 'Uncertain'[U], 'Agree'[A], 'Strongly Agree'[SA], 'Mean'[M], 'Standard Deviation'[Std].

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Table 7 shows the responses of students on quality culture at UCC. The responses indicate that although some students disagreed to the items, others agreed to some items. The student respondents of about 74.2% (i.e., SA=28.1%, A=46.1%) agreed that students' handbook (on the statutes, vision and mission of UCC as well as students conduct) is available and 57% (i.e., SA=23.9%, A=33.1%) agreed that there is an effective security service provided for staff and students. On the contrary, 46.4% and 32.6% respectively, indicated disagreement and uncertain regarding the statement that the university monitors the commencement of lectures at the beginning of every semester. About 66.1% of the respondents (i.e. SD=17.5%, D=21.4%, U=27.2%) gave responses that connote that they did not have confidence in the integrity of the assessment process of the university.

With regard to quality culture, UCC is performing well in the area of providing students with handbook containing the university's statutes as well as providing effective security services for students nonetheless more need to be done by the university in terms of monitoring lectures at the beginning of every semester and making students have enough confidence in the assessment processes. The following are the interview responses of the management in UCC with respect to issues concerning the quality culture that is put in place for all to follow and observe in order to create an atmosphere of quality service delivery. Respondents during the interview session confirmed that the university has a quality culture which is vividly described in its vision and mission.

Table 7 - *Students' Responses on Quality Culture*

Statements	SD f(%)	D f(%)	U f(%)	A f(%)	SA f(%)	NR f(%)	M	Std
Students handbook is available on statutes, vision and mission as well as conduct	6(1.7)	4(1.1)	75(20.8)	166 (46.1)	101(28.1)	8(2.2)	4.0	0.87
There is continuous improvement to the services rendered to students	22(6.1)	70(19.4)	136(37.8)	100(27.8)	29(8.1)	3(0.8)	3.1	1.0
Students' academic results are readily made Available before or on deadlines	48(13.3)	81(22.5)	100(27.8)	57(15.8)	72(20.0)	2(0.6)	3.0	1.3
Academic guidelines and counselling services exist for students	24(6.7)	53(14.7)	79(21.9)	108(30.0)	89(24.7)	7(1.9)	3.5	1.2
The University monitors the commencement of lecturers at the beginning of every semester	51(14.2)	65(32.2)	118(32.6)	93(25.8)	32(8.9)	1(0.3)	2.9	1.2
Expected outcomes and its implications for the task to be performed are known to students	52(14.4)	63(17.5)	113(31.4)	97(26.9)	34(9.4)	1(0.3)	3.0	.2
Students are given the chance to evaluate lecturers	49(13.6)	73(20.3)	101(28.1)	77(21.4)	59(16.4)	1(0.3)	3.0	1.3
Students' have confidence in the integrity of the assessment process of the University	63(17.5)	77(21.4)	98(27.2)	69(19.2)	52(14.4)	1(0.3)	2.9	1.3
Students workloads are maintained at levels that do not impede learning	46(12.8)	67(18.6)	113 (31.4)	70(19.4)	61(16.9)	3(0.8)	3.1	1.3
There is healthy student lecturer interaction and Engagement	52(14.4)	59(16.4)	107(29.7)	81(22.5)	58(16.1)	3(0.8)	3.1	1.3
Effective Security Services is provided for staff and students	23(6.4)	50(13.9)	76(21.1)	119(33.1)	86(23.9)	6(1.4)	3.6	1.2
Mechanisms for continues assessment exist	46(12.8)	62(17.2)	111(30.8)	81(22.5)	57(15.8)	3(0.8)	3.1	1.2

Source; Field survey, Ansu-Mensah (2017)

Note: 'Strongly Disagree'[SD], 'Disagree'[D], 'Uncertain'[U], 'Agree'[A], 'Strongly Agree'[SA], 'Mean'[M], 'Standard Deviation'[Std].

This is clearly seen in the activities of UCC such as: students' assessment/appraisal of lecturers, ensuring there are adequate lecturers for the various programmes designed by the university as said by a member of management. Generally, all management members opined that the university ensures that the right knowledge is impacted to students by ensuring that the lecture sessions are not only teacher-centred but also involving students in the lecture sessions to make it more interactive.

The discussion reveals that UCC to some extent has a quality culture which is in agreement with Dale et al., (1994) statement that TQM emphasises the need for quality culture and quality culture nurtures high social relationship and respect for individual. This ensures that the core values or quality philosophy of the organisation is decentralised to the lowest cadre with the ultimate aim of satisfying the customer. This view is shared by staff respondents (Table 6) and quite a number of the student respondents (Table7). However, much need to be done to achieve a holistic total quality management since there are some variations in responses from the management, staff and students.

Quality information, performance measurement and benchmarking

Total Quality Management requires that management collects information about the organisation, having a quality self-assessment strategy, taking corrective action when actual performance deviates from standard (expected) performance, having internal audit control systems and practicing benchmarking to find gaps with the aim of improving the process. The study therefore considered respondents' views on quality information, performance measurement and benchmarking in UCC.

Table 8 – *Staff Responses on Quality Information, Performance Measurement and Benchmarking*

Statements	SD f(%)	D f(%)	U f(%)	A f(%)	SA f(%)	NR f(%)	M	Std
Conducting quality self-assessment	4(0.7)	82(14.1)	250(43.1)	182(31.4)	61(10.5)	1(0.2)	3.4	0.88
UCC has effective corrective actions strategies	5(0.9)	84(14.5)	239(41.2)	197(34.0)	54(9.3)	1(0.2)	3.4	0.87
Quality strategies are periodically communicated all units	13(2.2)	99(17.1)	218(37.6)	124(21.4)	125(21.6)	1(0.2)	3.4	1.0
There is internal quality audit control system	4(0.7)	104(17.9)	219(37.8)	126(21.7)	126(21.7)	1(0.2)	3.5	1.0
UCC has documentations of all audit control Measures	2(0.3)	98(16.9)	218(37.6)	136(23.4)	125(21.6)	1(0.2)	3.5	1.0
UCC has documentations of procedures for Implementing corrective and preventive actions	3(0.5)	84(14.5)	219(37.8)	147(25.3)	126(21.7)	1(0.2)	3.5	1.0
UCC practices benchmarking processes to find gaps with the aim of improving the process	3(0.5)	76(13.1)	219(37.4)	158(27.5)	123(21.2)	1(0.2)	3.5	0.98
Mean of Means; Standard Deviation							3.5	0.88

Source; Field survey, Ansu-Mensah (2017)

Note: 'Strongly Disagree'[SD], 'Disagree'[D], 'Uncertain'[U], 'Agree'[A], 'Strongly Agree'[SA], 'Mean'[M], 'Standard Deviation'[Std].

From Table 8, it can be seen that 48.7% of staff respondents agreed that UCC practise benchmarking processes to find gaps for improvement and 47% respondents agreed that UCC has documentations of procedures for implementing corrective and preventive actions. This indicates some strides that the university is chalking up but there is more room for improvement by management because generally less than 50% of the respondents in total were in agreement to the statements (Table 8). This explains why the university need to do more in terms of providing quality information, measuring performance and benchmarking in order to improve the system as a means of implementing TQM. This is in agreement with what Martinez (2000) as well as Hellsten and Klefsjo (2000) espoused that for effective TQM implementation, every organisation should have a pool of well organised information including well documented soft and hard copy information for employees to use, moreover the management should embark on bench marking to allow the organisation to measure and quantify current levels of performance against those of the industries with best practices.

Continuous improvement practices of the University of Cape Coast

The study also sought to find out if the University of Cape Coast sets specific targets for themselves, gives high performing platform units to share their success strategies, conducts periodic assessment to identify areas that need improvement, and continually reviewing operations and resources for improvement. The responses of staff in relation to their views of continuous improvement practices of the University of Cape Coast are presented in Table 9 and subsequently discussed.

From Table 9, it was indicated that significant number of respondents agreed to the items with respect to continues improvement practices in UCC. For example, 50.6% of the respondents agreed that specific targets are set for all departments and units in the university. Again, 46.5% of staff respondents agreed that there is continual review of operations of quality with the aim of improving the process. In this respect UCC seem to be doing well but must do more since an average of 48.1% (Table 9) respondents were uncertain about the issues such as the university conducts periodic assessments to identify areas that need improvement. Again, 41.1% were uncertain as to whether UCC ensures continuous assessment of structures and resources for improvement. It can be implied that most staff are not aware of issues pertaining to continuous improvement practice.

However, TQM is a philosophy that embraces continuous improvement in all processes by coming up with strategies, innovations and continuously improving the current quality status. In a nutshell, UCC must make a conscious effort to analyse what they are doing and plan to improve it. By so doing, management can take cue from Juran (1989) who says that to improve the system; managers have to trust their staff and delegate decision to the appropriate level to give the staff the responsibility of delivering quality within their own space.

Table 9 – *Staff Responses on Continuous Improvement Practices of University of Cape Coast*

Statements	SD	D	U	A	SA	NR	M	Std
	f(%)	f(%)	f(%)	f(%)	f(%)	f(%)		
Specific quality targets are set for all Departments and Units in the University	2(0.3)	71(12.2)	213(38.7)	169(29.2)	124(21.4)	1(0.2)	3.5	0.97
Platforms are set for high performing Units to share their success strategies	-	77(13.3)	237(40.9)	211(36.4)	54(9.2)	1(0.2)	3.4	0.84
UCC conducts periodic assessment to identify area That need improvement	2(0.3)	49(8.3)	279(48.1)	195(33.6)	54(9.3)	1(0.2)	3.4	0.79
There is continual review of operations of quality	-	84(14.5)	225(38.7)	216(37.2)	54(9.3)	-	3.4	0.83
UCC ensures continual assessment of structures and Resources for improvement	-	77(13.3)	239(41.1)	209(36.0)	55(9.5)	-	3.4	0.83
Mean of Means; Standard Deviation							3.5	.82

Source; Field survey, Ansu-Mensah (2017)

Note: 'Strongly Disagree'[SD], 'Disagree'[D], 'Uncertain'[U], 'Agree'[A], 'Strongly Agree'[SA], 'Mean'[M], 'Standard Deviation'[Std].

Research Question Three: How do the physical structures at UCC support effective implementation of TQM?

Research question three sought to know if the physical structures such as the buildings (offices, laboratories, and libraries), road networks and transportation, health facilities, and security services are provided for students and staff among others. The responses of staff and students in relation to the research question are presented in Tables 10 and 11 as well as management's interview responses.

Table 10 shows that, an average of 49% of the staff respondents generally agreed to the fact that UCC has physical structures that support TQM implementation. Specifically, 52.9% of the staff respondents agreed that health facilities exist to serve staff and students. Also 52.6% staff respondents agreed that the university has modern and well quipped library and laboratories as well as 52.4% also agreed that facilities are provided for the physically challenged staff and students in the university. This a good indication that UCC is paying attention to its architectural arrangements of physical structures. According to Kaya (2004), employees are affected by the nature of the buildings in which they work. It is therefore the role of management to provide working environment that are conducive for all category of persons especially the physically challenged. However, between 33.4% and 46% of the respondents were uncertain about whether the university has modern and ~~well-equipped~~well-equipped infrastructure as well as whether the facilities for the physically challenged do exist.

Table 10 - *Perception of Staff on the Physical Structure of the University of Cape Coast*

Statement	SD	D	U	A	SA	NR	M	Std
	f(%)	f(%)	f(%)	f(%)	f(%)	f(%)		
UCC has modern and well-equipped infrastructure	1(0.2)	44(7.6)	267(46.0)	209(36.0)	58(10.0)	1(0.2)	3.5	0.8
UCC has modern and well equipped library and Laboratories	1(0.2)	42(7.2)	232(40.0)	246(42.4)	58(10.2)	1(0.2)	3.4	0.8
Health facilities exist to serve staff and students	-	26(4.5)	246(42.5)	250(43.1)	57(9.8)	1(0.2)	3.6	0.7
Effective security is provided for staff and students	-	82(14.1)	229(39.4)	213(36.7)	55(9.5)	1(0.2)	3.4	0.8
Institutional and private accommodation system is available for staff and students	-	81(13.9)	210(36.2)	239(41.2)	49(8.4)	1(0.2)	3.4	0.8
Effective road network and transportation system is available for staff and students	-	79(13.4)	250(43.0)	196(33.8)	54(9.3)	-	3.3	0.8
Facilities are provided for the physically challenged	-	81(13.8)	194(33.4)	253(43.6)	51(8.8)	1(0.2)	3.4	0.8
Mean of means; Standard Deviation							3.5	0.76

Source: Field survey, Ansu-Mensah (2017)

Note: 'Strongly Disagree'[SD], 'Disagree'[D], 'Uncertain'[U], 'Agree'[A], 'Strongly Agree'[SA], 'Mean'[M], 'Standard Deviation'[Std].

This indicates that the management can do more by providing more infrastructure especially for the physically challenged staff and students in the university. The following is the interview of management with respect to the physical structures of the university. Respondents during the interview session were asked about the general physical structures of the university and how they affect the delivery of quality services to its customers (staff and students). There was a general view that there are physical infrastructure for both staff and student but are not enough. For example, one of the management members stated that:

> *There are physical structures that support the running of the university, but these are not enough considering the number of staff and students. Office space for staff is insufficient so most of the lecturers share office space. Lecture theatres and laboratory space is not adequate for the large classes. The university has not expanded its physical structures even though there has been an increase in the student population...because of the financial commitments involved which is a key constraint of the University.... (MM6).*

The researcher was also interested to know if these available structures were safe for use by physically challenged students and staff. A respondent explained that:

> *Not all structures are safe for use by the physically challenges students and workers or for persons with other special needs such as the visually challenged.*

However, the university in its quest to provide equity for opportunities and services is taking steps to ensure that most of its physical structures are made safe for all persons with special needs especially all infrastructures developed from 2006 and beyond should provide walk ways and pavements... (MM7).

The responses agree with Pullen (2001) who is of the opinion that the nature of the office building plays a very important role in the productivity of an organisation. Pinder (2003) also suggested that the physical and work place environment should be receptive, user friendly, safe and supportive to help the employees and other users to readily perform his/her duties without difficulties.

Students also responded to a number of statements on physical structures at the university. Their responses are presented in Table 11. About 53.6% of the student respondents agreed that well equipped libraries and laboratories exist to support teaching and learning. Again 39.5% student respondents agreed that institutional and private accommodation facilities are provided for students however about 60.8% (U=30.8%, SD=12.8%, D=17.2%) of the student respondents were uncertain about the availability of enough lecture rooms for teaching and learning (Table 11). There seem to be a general view from staff respondents (Table10), student respondents and management members that UCC have some of the structures in place but a lot more needs to be done in terms of upgrading or modifying the existing structures and adding on to their numbers to meet the ever increasing student population, staff and the physically challenged in the university.

Table 11 – *Students' Responses on Physical Structure Requirements for Quality Assurance*

Statement	SD	D	U	A	SA	NR	M	Std
	f(%)	f(%)	f(%)	f(%)	f(%)	f(%)		
	46(12.8)	62(17.2)	111(30.8)	81(22.5)	57(15.8)	3(0.8)	3.1	1.3
Well-equipped libraries and Laboratories exist to support teaching and learning	26(7.2)	54(15.0)	81(22.5)	106(29.4)	87(24.2)	6(1.7)	3.5	1.3
Health facilities exist to serve both staff and students	43(11.9)	63(17.5)	108(30.0)	79(21.9)	64(17.8)	3(0.8)	3.2	1.3
Institutional and private accommodation facilities are provided for students	45(12.5)	71(19.7)	101(28.1)	82(22.8)	60(16.7)	1(0.3)	3.1	1.3
Teaching and learning aids are provided for students irrespective of their needs especially for the physically challenged	51(14.2)	72(20.0)	97(26.9)	76(21.1)	63(17.5)	1(0.3)	3.0	1.3

Source: Field survey, Ansu-Mensah (2017)
Note: 'Strongly Disagree'[SD], 'Disagree'[D], 'Uncertain'[U], 'Agree'[A], 'Strongly Agree'[SA], 'Mean'[M], 'Standard Deviation'[Std].

Research Question Four: What could constrain the effective implementation of TQM at UCC?

This research question covers challenges that may constrain the implementation of Total Quality Management in the University of Cape Coast. The responses of employees in relation to research question four are presented in Table 12 and subsequently discussed. About 52.3% staff respondents agreed that TQM cannot be implemented effectively in UCC if employees are not supportive and lack interest in the implementation of quality. Moreover, 51.5% respondents agreed that absence of customer focused vision and mission can affect TQM implementation as well as 50.5% staff respondents agreed that if employees do not show commitment to change, TQM implementation in UCC not be achieved. However quite a few staff respondents (29.1%) were uncertain regarding adequate training for employees affecting TQM implementation while about 51.2% staff respondents disagreed that absence of sufficient resources for organisational operations can pose a challenge to TQM implementation (Table 12). This presupposes that UCC need to do more education for all staff and management to really understand TQM and its requirements before implementing it.

Following up the responses to the questionnaires with interviews, management members who responded to the interview enumerated some of the challenges that constrain implementing quality policies in the university to be insufficient resources to support the operations, DAPQA not having representatives at Colleges and Faculties/Schools and the function of DAPQA not being holistic. Moreover, lack of commitment by management and staff is

among the challenges facing the university. Some quotations from the interview are:

> *.... the key constrain of the university is insufficient resources, especially, human resources and this affects the students to lecturer ratio in that a lecturer in some cases handles a class of about 500 to 1000 students. This does not promote student centred teaching/learning. More so, other resources such as funding ... are a challenge for the university (MM1).*

The responses from management have some similarities with that of the staff respondents however while management believe that insufficient resources can hinder TQM implementation, 51.2% of the staff respondents (Table12) believe otherwise. This show that much needs to be done in terms of education for the staff to really understand TQM and all the necessary requirements for its implementation. Wilkinson and Witcher (1991) explain that lack of commitment from any group within the organisation can be a serious barrier in management of quality especially non – commitment from management.

Table 12 – *Staff Responses on Challenges that may Constraint the Implementation of TQM in the University of Cape Coast*

Statement	SD	D	U	A	SA	NR	M	Std
	f(%)	f(%)	f(%)	f(%)	f(%)	f(%)		
There is customer focused vision and mission	-	36(6.2)	244(42.1)	245(42.2)	54(9.3%)	1(0.2)	3.5	1.75
Employees are adequately trained	-	25(4.3)	299(51.5)	201(34.7)	54(9.7)	1(0.2)	3.4	0.73
Employees are supportive and have interest in the implementation of quality policies	-	14(2.4)	261(44.6)	251(43.2)	53(9.1)	1(0.2)	3.6	0.6
Sufficient resources to support organisational operations	-	297(51.2)	169(29.1)	98(16.9.0)	15(2.5)	1(0.2)	2.7	0.84
Employees show commitment to change	-	14(2.4)	271(46.6)	239(41.2)	54(9.3)	1(0.2)	3.6	0.74
There is effective corrective action for organisational operations	-	14(2.4)	260(44.8)	249(42.9)	53(9.1)	4(0.7)	3.6	0.71
Mean of means; Standard Deviation							3.5	0.76

Source: Field survey, Ansu-Mensah (2017)

Note: 'Strongly Disagree'[SD], 'Disagree'[D], 'Uncertain'[U], 'Agree'[A], 'Strongly Agree'[SA], 'Mean'[M], 'Standard Deviation'[Std].

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter covers the summary of the study, conclusions drawn from the findings and recommendations. The purpose of the study is to assess the enablers and constraints for Total Quality Management (TQM) implementation at the University of Cape Coast (UCC). The study sought to find out the management structures that favours the implementation of TQM; how the quality culture and physical structures of UCC supports effective implementation of TQM and the challenges that may constrain the effective implementation of TQM in the University of Cape Coast.

Summary of Study

A case study research design was used for the study which allowed for careful and critical enquiry about the study. Stratified, simple random and purposive sampling methods were used to draw 360 students, 320 senior staff, and 250 senior members and 10 management members respectively for the study. A closed-ended questionnaire and an interview guide were designed to collect data. The researcher analysed the data using the SPSS module based on the research questions. Frequencies, percentages, mean and standard deviation were computed and further presented in Tables. The qualitative aspect of the data were analysed thematically.

Key Findings

The study revealed that majority of respondents (employees) stated that UCC has a clear structure that supports the implementation of TQM. The study revealed that management is committed to the implementation of TQM in the sense that the university has established the Directorate of Academic

Planning and Quality Assurance; this directorate is charged to oversee all issues relating to providing quality services to customers. However, the directorate has no sub-units or representatives at the Colleges, Faculties/Schools of the university. More also the university has put in place systems, procedures and processes that clearly defines the management structure and levels. The management structure is such that it allows free flow of communication through all the levels, which clearly shows who reports to whom. Management of the university have also ensured that workers of the university have the requisite skills and qualification to effectively perform their duties.

Employees are adequately trained, empowered and actively involved in the decision making process of the university. Management also encourages employees to work in teams. The vision and missions of the university is clearly defined and communicated to all units such that every employee understands that the core value of the university is to provide quality services to its clients. Thus the university provides customer focused services to its clients. Management of the university have also provided key information such as strategies, and standards to measure performance. They have also provided checks and controls to ensure that employees follow due process and procedures, to improve employee performance. The university sets performance target, regularly assess the system with the set targets with the ultimate aim of improving the system.

The study also revealed that the university has quality culture. The statements under quality culture showed that majority of respondents stated that the extent to which they agreed with statements in relation to quality

culture were moderate. That is; the University of Cape Coast has a quality philosophy, this philosophy is clearly defined and communicated to all staff and they are continuously reminded of the quality culture of UCC. It was also revealed that, generally quality issues in the university are not compromised. This is clearly seen in the admission of students where cut-off grades are set for admissions. To check the performance of students', performance indicators such as the Cumulative Grade Point Average have been adopted by university to ensure that all students are graded accordingly.

The study also sought to know if the physical structures of the university support the implementation of TQM. That is the general infrastructure of the university, such as offices, libraries, lecture rooms, hospitals, transport services and accommodation. The study revealed that the university has modern and well-equipped infrastructure such as office buildings, laboratories, libraries, hospital, roads and accommodation facilities for staff and students. However, these physical structures are not adequate compared to the population of staff and students. These facilities are maintained regularly but quite a number of them are not disability friendly.

This research also revealed that insufficient resources such as human resource and funding are some constrains to the implementation of quality polices in the university but key challenge is the support and interest of employees to change. The university is understaffed especially in the area of academics such that the lecturer-student ratio is so high that in some cases a lecture handles about 500-1000 students. It also showed that DAPQA had no sub-unit or representative at colleges and this makes it very difficult for the directorate to effectively monitor issues of quality in the university. Another

challenge that may constrain the implementation of TQM in the university is the fact that the activities of DAPQA are not holistic in that its activities are narrowed towards ensuring academic quality assurance. That is its activities mainly includes assessing of courses/programmes and lecturers to ascertain if performance of lecturers is inconformity with performance indicators. The directorate also evaluate courses and programmes to determine its marketability and how it satisfies the needs of industry/profession.

Employee performance is monetary motivated and this can affect effective implementation of TQM, which requires active employee involvement which should be more inherently motivated. In addition, student respondents disagreed that they were involved in decisions that affect them and there is no effective channel of communication between management and students.

Conclusions

The following conclusions are drawn from the finding of the study:

1. The University of Cape Coast has a clear management structure that supports the implementation of quality policies. That is the management structure of the university is highly committed to implementation of quality and particularly TQM.
2. University of Cape Coast has a quality culture, in that quality is the way of life of every unit of the university. That is the university ensures that the provision of quality services is not compromised.
3. The physical structure of the university supports the implementation of TQM to some extent.

4. Insufficient resources of the university are a key constrain to the effective implementation of quality policies and particularly TQM.
5. DAPQA has no representatives at colleges, Faculties/School of the University.
6. The activities of DAPQA are not holistic but rather narrowed towards ensuring academic quality.
7. For successful implementation of TQM, all internal stakeholders should be fully committed.
8. A successful implementation of TQM is feasible in the University of Cape Coast. The university has a highly committed management that has formulated quality policies, instituted structures, strategies, and process that has encouraged active employee involvement through participatory decision making and fostering team work, empowered employees, a good quality culture, the provision and effective documentation of information and measuring performance and continuously seeking to improve the system.

Recommendations

The following recommendations are made from the above conclusions drawn:

1. For effective implementation of TQM in the University of Cape Coast, quality should be a holistic and an all-embracing phenomenon. In that quality policies should cover all aspects of the university. The university should seek to ensure that quality policies should affect the university as a whole (that is covering both academic quality and all other areas such as support services). To achieve total quality,

management should come up with policies and strategies that include other areas of the university to its quality programmes.

2. The university should seek external funding (apart from government subvention and internally generated funds) to provide funding for general operations of the university, expand its infrastructure to provide more office space, expand laboratories, among others.
3. The Directorate of Academic Panning and Quality Assurance should have sub-units at least in every college of the university to coordinate all issues relating to implementing quality policies in colleges. This will allow for decentralisation of the activity of DAPQA to the colleges to help to effectively evaluate the activities of these colleges.
4. There should be mass and sustained awareness for the need for every employee of the university to be inherently driven to perform effectively and efficiently by management.

Suggestions for Further Research

The following are suggestions for further research in relation to the study:

1. Total Quality Management and Quality Service Delivery in Higher Educational Institutions;
2. The determinants for implementing Total Quality Management in Higher Educational Institutions;
3. Application of TQM in pre-tertiary educational institutions.
4. TQM and practices of the College of Distance Education, UCC

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APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

QUESTIONNAIRE FOR STAFF OF UNIVERSITY OF CAPE COAST

This is a simple and brief instrument meant to solicit data on 'The enablers and constraints of implementing Total Quality Management in the University of Cape Coast (UCC)". The researcher is an MPhil student of the Institute for Educational Planning and Administration. Please be assured that this questionnaire is purely an academic exercise and all your responses will be kept strictly confidential. Please be at ease in providing clear, accurate and objective responses to the questions contained in this questionnaire.

Total quality Management: an effective system for integrating the quality development, quality maintenance and quality efforts of various aspects of a system so as to enable services at most economical and derive full satisfaction. In the context of this research, it is the integration of all activities of the university by systematic review and redesign of educational programmes, providing support services for staff and students and ensuring that acceptable standards of education, scholarship and infrastructure are provided with the core aim of providing services that satisfy the customers (internal customer: staff and students) of the University.

Please tick (√) the responses applicable to you

1. Rank, Please specify……

SECTION B: ELEMENTS OF TQM

2. Use the scale below to answer the following statements on Total Quality Management. Indicate the extent to which you agree with the following statements:

1 Strongly Disagree
2 Disagree
3 Uncertain
4 Agree
5 Strongly Agree

Structure and Management Commitment of Management	**1**	**2**	**3**	**4**	**5**
1. UCC has an institutional statutes					
2. The statutes of UCC is reviewed periodically					
3. The university has a clear management structure					
4. Management of UCC supports the implementation of quality policies					
5. There is an effective channel of communication between management and staff					
6. The Directorate of Quality Assurance is functional and has quality assurance desk at all colleges in the University					

7. The university has a clear policy and procedures on quality and are committed to its implementation					
8. There is continuous feedback to and from Quality Assurance representatives of Colleges in UCC					
9. There are strategies for effective implementation of quality in the University					
10. Management effective plan for and committed to change					
Training and Employee Involvement	**1**	**2**	**3**	**4**	**5**
1. Employee interests and concerns are considered in relation to the formulation of quality policies					
2. Employees are recognized and rewarded for their successes					
3. Employees are trained and developed to give their best					
4. Employees are empowered by giving them all logistics and materials for work					
5. Employees are encouraged to work in Teams					

6. There is continuous appraisal of employee performance					
7. Employees are involved in decision making					
8. Gender equity is mainstreamed in the activities of UCC and is constantly monitored					
9. Guidance and counselling service exist for staff					
Customer focus	**1**	**2**	**3**	**4**	**5**
1. The University recognizes quality as key in its services delivered to its internal customers (Staff and Students)					
2. Employees are trained to be customer focus					
3. Management ensures that the organisational Culture of UCC is customer focus					
4. Employees are able to recognize and meet customer expectations in service delivery					
5. Fellow-ups with customer or client on services to receive prompt feedback					

6. Customer surveys are conducted regularly to assess customer satisfaction					
Culture Change	**1**	**2**	**3**	**4**	**5**
1. The University has a quality philosophy that has been clearly defined to employees.					
2. The University ensures that quality issues are not compromised					
3. There is continuous efforts to remind staff about the quality culture of the university					
4. Staff clearly understand the qualify culture of the university					
5. All organisational changes are clearly communicated to staff					
Quality Information, Performance Measurement and Benchmarking	**1**	**2**	**3**	**4**	**5**
1. UCC conducts regular quality self-assessment and evaluation					
2. UCC has effective corrective actions strategies.					
3. Quality strategies adopted by UCC are periodically communicated to all units					

4. There is internal quality audit control system in UCC					
5. UCC has documentation of all audit control measures					
6. UCC has documentation of procedures for the implementation of corrective and preventive actions					
7. UCC Practices benchmarking process to find gaps with aim of improving the process					
Continuous Improvement	**1**	**2**	**3**	**4**	**5**
8. Specific quality targets are set for department/units to meet periodically					
9. Platforms are set for high performing units/departments to share their strategies with other departments of the University					
10. UCC conducts periodic assessment to identify areas of quality that needs improvement					
11. There is continual review of the operations of quality with the aim of improving the process					
12. UCC ensures a continuous					

assessment of structures and resources for improvement					
Physical Structures					
1. UCC has modern and well equipped infrastructure for teaching and learning					
2. UCC has modern and well equipped library and laboratories.					
3. Health Facilities exists to serve both staff and students					
4. Effective Security Services unit is provided for students and staff					
5. Institutional and private accommodation facilities are provided for students and staff					
6. Effective transport system for staff and students					
7. Facilities for physically challenged are provided for staff and students					
Challenges (Challenges that could constraint the implementation of quality policies such as TQM)	**1**	**2**	**3**	**4**	**5**
1. There is customer focus vision and mission					
2. Employees are adequately trained					

and developed to attend to the needs of customers					
3. Employees are supportive and have interest in the implementation of quality policies					
4. Sufficient resources to support organisational operations					
5. Employees show committed to change					
6. There is effective corrective action for organisational operation					

APPENDIX B

UNIVERSITY OF CAPE COAST

QUESTIONNAIRE FOR STUDENTS OF THE UNIVERSITY OF CAPE COAST

This is a simple and brief instrument meant to solicit data on 'The enablers and constraints of implementing Total Quality Management in the University of Cape Coast". The researcher is an MPhil student of the Institute for Educational Planning and Administration. Please be assured that this questionnaire is purely an academic exercise and all your responses will be kept strictly confidential. Please be at ease in providing clear, accurate and objective responses to the questions contained in this questionnaire.

Please tick (√) the responses applicable to you

1. Level

   100

   200

   300

   400

   800

   900

2. Department of Study……

SECTION B: ELEMENTS OF TQM

3. Use the scale below to answer the following statements on Total Quality Management. Indicate the extent to which you agree with the following statements.

   1. Strongly Disagree
   2. Disagree
   3. Uncertain
   4. Agree
   5. Strongly Agree

Statement	**1**	**2**	**3**	**4**	**5**
1. Students are involved in decisions that affect them					
2. There is an effective channel of communication between management and students					
3. Students handbook/is available					
4. There is continuous improvement to the services rendered to students.					
5. The University has worked out strategies for meeting students requirements and concerns					
6.Students' academic results are readily made available before or deadlines					

7. Academic guidelines and counselling for students exists					
8.The University has developed professional and marketable programmes for students					
9.The University monitors the commencement of lectures at the beginning of every semester					
10. The university conducts students' appraisal of courses and methods of teaching for all categories of students					
11. Expected learning outcomes and its implications for the task to be performed are known to students					
12. Students are given the chance to evaluate lecturers					
13. Teaching staff apply modern and innovative methods to their teaching					
14. Mechanism for continuous assessment exist					
15. Students have confidence in the integrity of assessment process of the University					

16. Well-equipped laboratories and libraries exist to support teaching and learning					
17. Students workloads are maintained at levels that do not impede learning					
18. There is health student lecture interaction and engagement					
19. Health Facilities exists to serve both staff and students					
20. Effective Security Services unit is provided for students and staff					
21. Institutional and private accommodation facilities are provided for students					
22. Teaching and learning aids are provided for students irrespective of their needs especially for the physically challenged					
23. The physical structures in UCC are user friendly especially for the physically challenged					

APPENDIX C

UNIVERSITY OF CAPE COAST

INTERVIEW GUIDE

A. Describe the type of Management Structure that is operated in the University.

1. How does this structure supports the achievement of the quality goals of the University?

B. How Does the Quality Culture at UCC support effective implementation of quality policies?

1. Culture is a way of life. What is the way of life of the University with respect to quality?
2. How is quality practiced and who are involved in the quality practice?
3. Do you think the Quality Culture of UCC helps us achieve our Mission and vision?
4. Is the quality culture of UCC customer focused? Please give reasons for answer.
5. How can UCC improve its quality culture?

C. How do the Physical structures of UCC support effective implementation of quality policies?

1. What is the nature of quality of the physical structures of the University of Cape Coast?
2. Is the physical structures provided by UCC adequate to support the implementation of quality policies, please explain further……

3. The physical structures satisfy or cater for all categories of individuals for example, the physically challenged.
4. Is the physical structures provided by the university safe for use by staff and students? Please explain further

D. What could constraint the effective implementation of quality policies?