

## **Application of Total Quality Management in Administration of Business Education Programme in Colleges of Education in South Nigeria**

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### **Abstract**

This research investigated application of total quality management in Business Education. Continuous complaints of underachieving of Business education programme against the laudable objectives for the introduction of Business Education for living, self-reliance and job creation has necessitated this research endeavor. Four Research questions and two hypotheses guided the study. The study was a descriptive survey design. The population which also served as sample consisted of 164 lecturers in colleges of education in south south geopolitical zone of Nigeria. A questionnaire containing 48 items which was validated by experts was used for data collection. The internal consistency of the instrument was determined using the cronbach alpha with reliability coefficient of 0.84. Mean and standard deviation were used to analyze the research questions. Z-test was used to test the hypotheses at .05 level of significance. The findings are total quality management is moderately applied in Business Education, total quality management principles are emphasized, there are inadequate instructional facilities, inadequate lecturers, inadequate lecture halls/classrooms among others. Recommendations of employing more qualified lecturers, provision of physical facilities and instructional facilities among others were made for the study

**Keywords:** Total Quality Management, Administration, Business Education, Colleges of Education, Nigeria.

### **Introduction**

Business Education is that part of the total educational process that provides the knowledge, skills, understanding and attitudes needed to perform in the business world as a producer and/or consumer. Okoro (2012) opined that Business Education is a programme of vocational training designed to equip students with the knowledge, skills and attitude that are essential for gainful employment so that the students may learn to live as useful and acceptable members of their communities. Okwuanaso (2004) also opined that Business Education is the education that makes somebody to know his skills, understand and modify his attitudes so as to do whatever is needed to be done in Business transactions and situations, whether as a maker of goods or user of goods and services. Business Education exposes the students to various careers in life after the completion of the programme of study (Esene, 2012). Okoro (2012) stated that Business Education mean education for and about Business, or training in

Business skills and competencies required for use in Business offices, clerical occupations and Business policy analysis, Esene (2012) summarized the two philosophy of Business education as:

1. Business Education offers to every individual an opportunity to develop those skills, abilities and understanding that will enable him to handle competently his personal business affairs, to develop an understanding of vocational opportunities available in the broad field of business, and to assume his citizenship responsibilities through enlightened participation in and an understanding and appreciation of the Nigeria enterprise system.
2. Business Education offer to the students who wish to pursue a career in Business an opportunity to develop those skills, abilities and understanding that will enable him enter, perform and progress in a business occupation after graduation from senior school or to enter a post secondary vocational programme and it provides him with occupational intelligence to enable him to fit into and find satisfaction in the labour market force.

Business Education includes education for office occupation, distribution and marketing occupation, business, teaching, administration and economic understanding. Business education as a course is offered in secondary school as Business Studies, colleges of education and in the universities. Subjects such as Book keeping, Commerce, Office practice, Shorthand and Typewriting are taught as Business Studies, in junior secondary schools. In Colleges of Education and Universities, Accounting, Management, Marketing and Secretarial Studies are the major options of specialization.

Business Education was introduced in Nigerian schools with the hope that it will provide the students with appropriate skills for employment, abilities and competencies that will enable them after graduation to be self-employed. Unfortunately, many graduates of Business Education are not self employed and those of them that set up their own businesses came out with failure (Ukor, 2009). In the same vein, Okwuanaso (2004) observed that research findings seem to indicate that the expectations for introducing Business Education in Nigerian schools have not been fully met. Odesanya (2012) study also revealed that there are inadequate instructional facilities, student have no interest in Business Education, facilities are not regularly maintained, dearth of qualified teachers in Business Education Nwafor (2003) emphasized on dearth of physical facilities in the teaching of Business education.

In order to fulfill the laudable objectives of Business Education as education for skills acquisition which prepares an individual for useful living in a society and self-reliance, it is of paramount importance to apply the philosophy of Total Quality Management (TQM) in Business Education programme. Total Quality Management was introduced by Deming in 1986. The Japanese success story in Business made Deming's management concept which some called Total Quality Management (TQM) a phenomenon that is getting renewed attention in America. American brought the idea of Total Quality Management but this was popularized by Japan. This concept focused on customer's satisfaction, employee empowerment and product quality. It has stirred interest among American managers, car manufacturers, hospitals administrators and most recently educators (Tyler, 2004).

Quality is an important issue in all human endeavors as such, all organizational transformation efforts and activities focus on quality (Umoeshet, 2012). All business organizations strive to ensure that quality is obtained and maintained. Hornby (2000) sees quality as the standard of something when it is compared to other things like it; how good or bad something is. Babalola, Adedeji and Erwat (2007) opined that quality is the totality of features and characteristics of a product to satisfy stated or implied needs. These definitions show that the quality and standards can be used interchangeably; implying that standard

depicts quality and that there is a direct responsiveness between standard and quality (the higher the standard, the higher the quality and vice versa). Juran (1989) also defined quality as fitness for purpose or use. Quality should be aimed at meeting the needs of the customers, present and future. Crosby (1979) described quality as the piece of instrument conforming to standard for use. Total Quality Management (TQM) is a management tool which emphasized on zero model for management. It is people based approach to quality management. The philosophy of zero defects is firmly entrenched in the Japanese business culture and it is the study of Japanese economics miracle that brought the total quality management concept to the rest of the world. Total Quality Management is people based approach to quality management. Total Quality Management is a continuous improvement concept that tends to drive an organization towards optimal utilization of resources. Oakland and Porter (1999) opined that total quality management system should among other things go for the absolute excellence and nothing but that.

To ensure total quality management in Business Education, Ukor (2002) observed that there is need to have adequate lecturers, facilities, monitoring of content delivery, workshop and training of staff and so on. Total Quality management is strongly based on theory Z as this theory concentrates on the organizational and behavioural side of management. The theory was propounded by Ouchi (1981). Its basic premise is that involve workers are the keys to increase performance in an organization. Theory Z is an approach to management, an approach to motivation and participative decision making techniques (Peretomode, 1991).

## **Statement of the Problem**

Business Education, which is education for business and about business, is capable of imparting the prerequisite skills to students. These skills enable the students to function effectively in the office occupation and be self-reliant. No school can be better than the quality of its teachers at its disposal, quality of its laboratories, which is adequately stocked with the necessary and requisite instructional facilities/equipment to facilitate the teaching and learning to achieve the mission and vision of Business education. It is disheartening to observe that many higher institutions such as the universities and Colleges of Education, which offer Business Education in Nigeria are faced with dearth of instructional facilities, inadequate skilled teachers, low incentives given teachers to improve quality of teaching such as sponsoring of conferences, seminars, workshops and field trips (Odesanya, 2012). These have affected negatively the quality of teaching and learning which hinder the achievement of the laudable philosophy of Business education. There is a problem of under achieving of business education programme in most tertiary institutions. Can the application of Total Quality Management help to improve the quality of teaching and learning in Business education programme?

## **Purpose of the Study**

The purpose of the study was to assess the application of total quality management in administration of Business Education programme in Colleges of Education in south south geo-political zone of Nigeria. Specifically, the study seeks to:

- assess the extent of application of TQM in Business Education,
- assess the instructional facilities/teachers in Business Education,
- assess the inhibitions affecting the application of total quality management in Business Education,
- proffer strategies for the successful realization of TQM in Business Education.

## Research Questions

The following research questions were raised to guide the study.

1. What is extent of the application of Total Quality Management in the administration of Business education programme?
2. What are institution system tasks which Total Quality Management principles are most emphasized?
3. What are inhibitions affecting the application of total quality management in Business education in tertiary institutions?
4. What are the strategies for successful implementation of Total Quality Management in Business Education programme.

## Hypotheses

The following hypotheses were tested at 0.05 level of significance.

1. There is no significant difference between male and female lecturers' mean rating of the extent of the application of total quality management in Business education.
2. There is no significant difference between male and female lecturers mean rating of the institutional system tasks in which Total Quality Management principle are most emphasized.
3. There is no significant difference between male and female lecturers mean rating of the inhibitors on the application of Total Quality Management in the administration of business education programme.
4. There is no significant difference between male and female lecturers mean rating of the strategies for successful implementation of Total Quality Management in the administration of business education programme.

## Scope of the Study

This study assessed the factors associated with the teaching and learning of business education and how the application of total quality management will help to solve these above-mentioned constraints in colleges of Education in south south geopolitical zone of Nigeria. This study was restricted to lecturers in business education at the Colleges of Education Warri, Agbor, Mosogar, Ekiadolor, Igbueben, Port Harcourt, Omoku, Asaba, Afaha-Nsit and Obudu.

## Method

The design of the study was a descriptive survey, which investigated the constraints facing the teaching and learning of Business Education and the extent of the application of total quality management in the administration of Business education programme at south south geopolitical zone of Nigeria. The population comprises all lecturers in Business education. There are 93 male and 71 female lecturers making a total of 164 lecturers. A questionnaire containing 48 items was used for the study. Section A contained 4 items of demographic variables. While section B has 44 items which are the main statement that form the research question. The instrument was validated by experts. Cronbach alpha was used to determine the internal consistency of instrument, it has reliability coefficient of 0.84. The data collected were analyzed using mean and standard deviation were used to compute the scores obtained from the questionnaire items. The answers given to the questionnaire items were weighted using type 4-points rating scale of Strongly agree-4 points, Agree-3 points, Disagree-2 points while Strongly disagree-1 point. In discussing the questionnaire items, the mean score which fall below 2.5 was rejected while the mean score above 2.50 was accepted. Z-test was used to

test the hypotheses at 0.05 level of significance. If the calculated z-value (zv) is less than table value (tv) null hypothesis is accepted while the calculated z-value (zv) greater than table value (tv) null hypothesis is therefore rejected.

## Result

**Research Question 1:** To what extent is total quality management applied in Business education programme?

The data collected are presented and analyzed in the table

**Table 1:** Mean and SD of male and female lecturers mean rating of extent of TQM application in Business Education. (N = (164)

S/N	Extent of TQM Application in Business Education	X	SD	RMK
1	School administration ensure collective involvement in problem solving	3.07	0.66	Accepted
2	School administration recognize the system personnel to achieve quality	3.17	0.72	Accepted
3	The administration adopts modern techniques in the collection of information	2.91	0.70	Accepted
4	The administration encourages teamwork in task performance	3.14	0.68	Accepted
5	The administration emphasizes the need for staff commitment	3.28	0.76	Accepted
6	Innovative ideas, creative thinking are highly encouraged	3.06	0.65	Accepted
7	Objectives, tasks and schedules for school activities, tasks and schedules for school activities are clearly stated.	3.05	0.64	Accepted
8	The school administration is quick to admit errors and steps to correct it.	2.96	0.70	Accepted
9	Administration is geared towards achieving continuous improvement on performance	3.10	0.80	Accepted
	<b>Grand mean</b>	<b>3.08</b>	<b>0.70</b>	<b>Accepted</b>

The responses of the male and female lecturers indicates that higher institutions moderately apply TQM in school administration, this is as a result of the mean for the nine items variables ranges between 2.84 and 3.36 which are above 2.5 (accepted) in response ranking.

**Research Question 2:** What are the school system tasks in which TQM principles are most emphasized in Business education?

**Table 2:** Mean and SD of male and female lecturer, Mean rating of school system tasks in which TQM principles are most emphasized

S/n	School System Tasks	X	SD	RMK
10	Administration takes actions to ensure accountability for school resources	3.00	0.70	Accepted
11	Instructional supervision of instructions is always carried out	3.01	0.76	Accepted
12	Staff are encouraged to update their skills for	2.91	0.84	Accepted

13	better performance Staff are encouraged to update their skills for better performance	2.29	0.72	Rejected
14	Classroom instructions are constantly monitored	3.01	0.68	Accepted
15	Students evaluation are constantly monitored	2.91	0.66	Accepted
16	The institution always tailor the content of the curriculum to met the needs of the students	3.14	0.68	Accepted
17	The institution ensures that the right students are placed in the right classes	2.86	0.82	Accepted
18	Adequate instructional facilities are provided to teachers	2.47	0.81	Rejected
19	Lecturers are adequately encouraged through rewards of welfare and incentives	2.43	0.78	Rejected
	<b>Grand mean</b>	<b>2.81</b>	<b>0.75</b>	<b>Accepted</b>

The responses of the male and female lecturers indicate that higher institutions emphasized on school system tasks. Mean ranging 2.5 and above.

**Research Question 3:** What are inhibitors on the application of TQM in administration of Business Education programme?

**Table 3:** Mean and SD of male and female lecturers mean rating of the inhibitors on application of TQM in the administration of Business education programme. N = 164

S/N	Inhibitors on the Application of TQM	X	SD	RMK
20	Unqualified lecturers	2.44	0.85	Rejected
21	Inadequate lecturers in business education	2.68	0.82	Accepted
22	Lecturers have excess workload	2.84	0.79	Accepted
23	Inadequate typewriters	2.66	0.81	Accepted
24	Inadequate stop watches	2.62	0.77	Accepted
25	Inadequate computers	2.84	0.80	Accepted
26	Computers are not regularly maintained	2.60	0.88	Accepted
27	Typewriters are not regularly maintained	2.82	0.90	Accepted
28	Lack of departmental library	2.73	0.78	Accepted
29	Students have no interest in Business education	2.65	0.84	Accepted
30	Lecturers are not sponsored for further training	2.60	0.88	Accepted
31	Lecturers are not sponsored for conferences, workshops and field trips	2.74	0.82	Accepted
32	Insufficient offices for staff	2.70	0.86	Accepted
33	Inadequate lecture halls	2.83	0.72	Accepted
34	Over crowded classrooms	2.62	0.74	Accepted
	<b>Grand mean</b>	<b>2.69</b>	<b>0.84</b>	<b>Accepted</b>

From the data presented and analysed, the result indicates that all the above statements fall within the range of accepted responses. These are major inhibitors in the application of TQM in Business Education programme.

**Research question 4:** what are the strategies for the successful implementation of TQM in Business Education programme?

**Table 4:** Mean and standard deviations of male and female lecturers mean rating of strategies for the successful implementation of TQM in business education. (N = 164)

S/N	Strategies for successful implementation of TQM in Business Education	X	SD	RMK
35	Employing more qualified lecturers can improve the quality of teaching	2.98	.92	Accepted
36	Sponsoring of lecturers to attend conferences, seminars, workshops and field trips can improve the quality of teaching	3.11	1.02	Accepted
37	Provision of adequate typewriters can improve the quality of teaching and learning	2.90	0.89	Accepted
38	Provision of library stocked with relevant textbooks and journals can improve the quality of teaching and learning	3.03	.84	Accepted
39	Provision of more lecture halls can improve the quality of teaching and learning	2.85	.90	Accepted
40	Regular given of assignments to students can improve the performance of students	3.11	.99	Accepted
41	Regular marking of students tests and assignments can stimulate students interest in business education	3.11	.99	Accepted
42	Lecturers creating more awareness of the relevance of business education can change negative attitudes of students	2.98	.87	Accepted
43	Reducing workload of lecturers can improve the quality of teaching	3.08	1.01	Accepted
44	Provision of more seats to students can improve the quality of teaching and learning	3.12	0.98	Accepted
	<b>Grand mean</b>	<b>3.02</b>	<b>0.86</b>	<b>Accepted</b>

The data presented and analysed in the table above, reveals that all above statement are the strategies to improve the application of TQM in Business Education. The mean responses ranges from 2.85 and 3.12 which falls within accepted responses.

### Testing of Hypotheses

The Hypotheses formulated for the study are presented in tables and tested.

1. There is no significant difference between male and female lecturers assessment of the extent of the application of TQM is business education programme.

**Tables 5:** Z-test of male and female lecturers on the assessment of the extent of application of TQM in Business education programme

Variable category	N	X	SD	DF	Le of Sig	Cal. Value	Z.val	Decision
Male	93	2.86	1.01	162	0.05	0.98	1.960	Accepted
Female	71	2.74	0.98					

\*P<.05

The data presented and analysed in the table clearly indicates that there is application of TQM in Business Education. The calculated value (CV) 0.98 less than z-value (zv) 1.960 at .05 level of significance hence the null hypothesis is therefore retained.

- There is no significance difference between male and female lecturers assessment of the institutional system tasks in which TQM principles are most emphasized.

**Table 6:** Z-test of male and female lecturers on assessment of the institutional system tasks in which TQM principles are most emphasized

Variable category	N	X	SD	DF	Le of Sig	Cal. Value	Z-val	Decision
Male	93	3.02	1.06	162	0.05	0.810	1.960	Accepted
Female	71	2.98	1.08					

The data presented and analysed in the table clearly indicates that institutional system tasks emphasized TQM principles. The calculated value (CV) 0.810 less than z-value (zv) 1.960 at .05 level of significance hence the null hypothesis is therefore retained.

- There is no significant difference between male and female lecturers mean rating of the inhibitors on the application of Total Quality Management in the administration of business education programme.

**Table 7:** Z-test of male and female lecturers on assessment of the inhibitors on the application of TQM in the administration of business education programme

Variable category	N	X	SD	DF	Le of Sig	Cal. Value	Z-val	Decision
Male	93	3.18	1.24	162	0.05	1.03	1.960	Accepted
Female	71	3.01	1.15					

The data presented and analysed in the table clearly indicates that there are inhibitors on the application of Total Quality Management in the administration of business education programme. The calculated value (CV) 1.03 less than z-value (zv) 1.960 at .05 level of significance hence the null hypothesis is therefore retained.

- There is no significant difference between male and female lecturers mean rating of strategies for successful implementation of Total Quality Management in the administration of business education programme.

**Table 8:** Z-test of male and female lecturers on assessment of strategies for successful implementation of TQM in the administration of business education programme

Variable category	N	X	SD	DF	Le of Sig	Cal. Value	Z-val	Decision
Male	93	3.15	0.98	162	0.05	1.17	1.960	Accepted
Female	71	2.99	1.06					

The data presented and analysed in the table clearly indicates that there are strategies for successful implementation of Total Quality Management in the administration of business

education programme. The calculated value (CV) 1.17 less than z-value (zv) 1.960 at .05 level of significance hence the null hypothesis is therefore retained.

## **Discussion**

The study revealed that school administration ensure collective involvement in problem solving, school administration recognize the system personnel to achieve quality, the administration adopts modern techniques in the collection of information, the administration encourages team work in task performance, the administration emphasizes the ended for staff commitment, innovative ideas, creative thinking are highly encouraged, objectives, tasks and schedules for school activities, tasks and schedules for school activities are clearly stated, the school administration is quick to admit errors and steps to correct it, administration is geared towards achieving continuous improvement on performance. The study also revealed the following inhibitions on the application of total quality management, there are inadequate lecturers, lecturers have excess workload, there are inadequate typewriters. There are inadequate stop watches, inadequate computers, computers are not regularly maintained, typewriters are not regularly maintained, students have no interest in business education, lecturers are not sponsored for further training. This study is consistent with the earlier studies of Odesanya (2012) and Nwosu (2003), who have earlier identified the following as constraint facing the teaching of business education.

The study also revealed the following as strategies for the successful implementation of total quality management in business education. These are employing more qualified lecturers, sponsoring of lecturers to attend conferences, seminars, workshops and field trips, provision of adequate typewriters, provision of library stocked with relevant textbooks and journal provision of adequate typewriters can improve the quality of teaching and learning in business education. Others are provision of library stock with relevant textbooks and journal, provision of more lecture halls, regular given of assignment to student, regular marking of students test and assignments, lecturers creating more awareness of the relevance of business education, reducing workload of lecturers, provision of more seats to students. This study is consistent with the study of Ukor (2002) who has earlier identified these strategies for improving the application of total quality management in business education.

## **Conclusion**

For the survival of Business education programme in tertiary institutions and for the purpose of achieving its philosophical tenets of skills acquisition attitude and abilities, the provision of adequate instructional facilities/equipment and employing more qualified teachers and commitment now that competency - based in Business Education training is being emphasized.

## **Recommendations**

The following recommendations are made for the study.

1. There should be employment of more qualified lecturers in Business education to all the higher institutions by the school/authorities to facilitate quality teaching.
2. There should be provision of adequate instructional facilities/equipment made available to lecturers to improve method of instruction by school authorities. Such as computer, typewriters and stop watches fro shorthand dictation by school authorities.
3. Lecturers should be sponsored financially to conferences, field trips and in service training in business education.
4. Lecturers should be more committed to duties.
5. Students should have positive attitude towards business education programme.

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