


ASSESSING THE EDUCATIONAL QUALITY GAP IN GHANA EVIDENCE FROM THE ASHANTI REGION

Samanhya, Solomon 

Ghana Technology University, College-Kumasi, Ghana

ssamanyia@gmail.com; ssamanyia@gtuc.edu.gh

Arhin-Larbi, Loretta

Mathematical Association of Ghana (MAG), Ghana

loretta1050@gmail.com

Adusei, Charles

Department of Accounting and Finance, Garden City University College-Kumasi, Ghana

charles.adusei@gcuc.edu.gh

Donbesuur, Francis

Ghana Technology University College-Kumasi, Ghana

yuorkuu26@gmail.com

Abstract

This study mainly assessed the educational gap model and the relationship between Total Quality Management (TQM) practices and second cycle students' academic performance in the Ashanti Region of Ghana. Primary data through survey questionnaires were collected from 20 management members, 85 staff members and 200 students. Students were randomly selected whilst management and staff were purposively selected. The study concluded that there is a positive relationship between TQM practices by management and staff and academic performance. Students' expectations of the quality of service in the Region was met albeit lack of quality educational facilities. The study therefore recommends the enhancement of TQM practices in educational institutions through training of staff and management on TQM practices. Broader stakeholder involvement and participatory approach is also recommended to provide infrastructure and other resources needed for the smooth running of the schools.

Keywords: Total Quality Management, SERVQUAL, Educational Quality Gap, Ghana

INTRODUCTION

The globalization affecting our societies presently has brought about an increase in economic competition and a growing awareness of the importance of Total Quality Management (TQM) to success (Krüger, 2001). In view of this, quality improvement has turned out to be one of the most important organizational tactics for achieving competitive advantage (Gharakhani *et al*, 2013). In furtherance, Gharakhani *et al* (2013) suggests that TQM is not just a different management fad; it is able to bring about real competitive advantage. Jabbarifar (2009) also emphasized on the importance of TQM for continued existence and growth, as it enhances capacity utilization, decrease cost per unit of output and enhance economic rate of return on outlay. Similarly, Ejumudo (2008) pointed out that the importance and resulting benefits of TQM is clear in its philosophy and conscious approach to quality in the light of the dynamic total customer (internal and external) expectation and satisfaction, cost reduction strategy and corporate renewal. The benefits derived from the use of TQM includes fulfilled customers, enhanced financial performance and cutting edge advantage, improved employee morale and motivation as well as reduced inter-departmental disagreement.

The application of TQM theories in the educational sector has attracted the interest of many theorists such as Ho and Wearn (1995), Shroff and Dave (2012) and Tribus, 1993). Quality has become an essential characteristic of the education system all over the world (Bua and Ada, 2013). Khan (2012) also stated that the future prospect of a country and the people depends on the quality of education made available. Put differently by Shroff and Dave (2012) that the long-standing success and well-being of both nation and their people is produced by the quality of education they receive. According to Hungerford and Wassmer (2004), school quality has a positive effect on economic development, post school earnings and local housing values. Ghana sees education as a tool for national development, hence investing heavily in education. Over the last decade, an average of 25% of government expenditure goes into education (WDI, 2014). The inspectorate division of the Ghana Education service is authorized to work towards ensuring quality delivery in pre-tertiary schools in the country through the maintenance of maximum educational standards. Ghana's education is not without challenges despite the enormous progress made over the years in improving the quality of education. This study therefore sought to examine the gap in the quality of education and the impact of TQM practices on academic performance. It is expected that the result would aid in policy formulation.

The rest of the paper is organized as follows; section two discusses extensive literature on the subject matter. Section three presents the data and methodology used. Section four presents the results and discussions whilst section five concludes the paper with summary of findings and some policy recommendations.

LITERATURE REVIEW

Following the seminal work of Deming, Juran, Ishikawa, Cosby and Feigenbaum, Gharakhani *et al* (2013) defined TQM as a logical quality enhancement approach for firm-wide management for the purpose of improving performance in terms of quality, productivity customer satisfaction and profitability. Hashmi (2010) also states TQM as a management philosophy that seeks to amalgamate all organizational functions (marketing, finance, customer service etc) to focus on meeting customer needs and organizational objectives. TQM sees organizations as a collection of processes that must be continuously improved by incorporating the knowledge and experience of workers. Shroff and Dave (2012) argued that TQM is an approach to improving the effectiveness and flexibility of the organizational design to discharge the needs of the client (student).

According to Tribus (1993) the aim of every school, or university, should be to provide, for every student, chance to develop in four categories; knowledge, which facilitates understanding; know how, which enables us to do; wisdom, which enables us to set priorities; character, which enables us to cooperate, to persevere and to become respected and trusted members of society. These four components are referred to as the *contents* of the education. A theory of management for education should consider not only the contents, but also the system, environment, style and processes required to deliver the contents since the contents will vary from school to school and community to community, the theory addresses how the contents are determined.

General Conception of Education Quality

According to Wang and Wu (2005) education quality is often mistaken as teaching quality. The education procedure is portrayed by teaching, learning and interaction between teacher and student. The teacher's qualification and professional power affect teaching quality; while the student's quality and study ambition affect learning quality. The rapport between the teacher and student has a larger outcome on quality of teaching and learning. Some procedures of student performance may be amplified by fear, by competition for grades or by prizes, but the connection to learning will not be healthy. It calls for a quality experience to build an independent learner. What is exciting at one age is infantile at another. As pointed out by (Tribus, 1993), teachers ought to be ever alert to employ the students in a discussion of what comprise a quality experience. The negotiations and deliberations are never done. It takes continuous engagement to wed a student to learning. Quality for Deming(1986) is a positive concept signifying how useful or valuable a product is to the person who purchases it rather than a negative notion being the absence of defects. Deming emphasizes that schools no

longer need to rely on examinations to guarantee quality. Provided sufficient attention is paid to the quality of teaching system, examining every student on everything they have learned will, therefore be pointless. One way of improving quality is through education and training. According to Cherrington (1995), training refers to the acquisition of definite skills or knowledge. Training attempts to teach staff how to carry out particular activities or a specific job. Education on the other hand attempts to provide employees with broad knowledge that can be applied in many diverse situations.

Characteristics of TQM in Education

Tribus (1993) identified some things which characterize TQM in the classroom: First, the student as co-manager of the teaching/learning process. According to him the instructor and learner should, at the opening of every session, and especially at the beginning of the term, evaluate and talk about their common objectives. The teacher should evaluate and build up class compromise on the *knowledge, know-how, wisdom* and *character traits*, expected to be developed. Second, the use of internal motivators rather than external motivators. One of the most difficult aspects to let go in the older paradigms in education is the use of external motivators to make the children do what is desired. Teachers who pioneer in quality management in the classroom, and rely on intrinsic motivation, will have to deal with disapproval from well-meaning colleagues, parents, school boards and even some unenlightened employers. Internal motivators are called into action when a learner understands what it means to do something very well, has had a hand in coming out with the rules whereby an excellent job is to be recognized, knows that there is someone who shares in the joy of knowing that the job is well done and is taught to self-assess the work as it is ongoing.

According to Jabbarifar (2009), the most crucial factor in ensuring excellence in teaching, learning and evaluation is the quality of the staff members. Management should play a role in recruiting and if no other influences are involved, it will automatically guarantee great performance. The quality of student's learning will improve when education is well-managed; if aims and objectives are clear, resources that aid the achievement of those aims are properly circulated and if other matters that bear on relationships, self-evaluation and assessment, planning and reporting are thought out and carefully put into practice, students will be educated.

Measuring Service Quality

Defining quality is a bit challenging as it can be defined in different contexts and perspectives. Hoffman and Bateson (2008) defines service quality as an attitude formed by a long-term, overall evaluation of a firm's performance. Lovelock *et al.* (2009), said that service quality is the

customers' long-term, cognitive evaluations of a firm's service delivery. They went ahead to discuss the four common perspectives on quality which include, the transcendent view of quality as where people learn to recognize quality through the experience gained from their exposure again and again. The manufacturing-based approach looks at quality from the operations perspective in meeting internal developed standards. The user-based definitions see that quality lies in the eyes of the beholder which is subjective and demand-oriented view of the customer need and wants. The last which is the value-based defines quality in terms of value and price. These different views of quality sometimes lead to disagreements between superiors and subordinates, departments against departments. This study adopted the definition of service quality from the user's perspective as consistently meeting or exceeding customer expectations. It is difficult to measure customer's satisfaction because it involves many intangible factors. Also, service quality may extend beyond the immediate encounter because as in education, it may impact on a person's future quality of life. The SERVQUAL instrument is an effective tool for surveying customer satisfaction that is based on the service gap model. The authors of the service gap model developed a multi-item scale called SERVQUAL for measuring the five dimensions of service quality; reliability, responsiveness, assurance, empathy and tangibles (Fitzsimmons and Fitzsimmons, 2011) This gap is found on the difference between a customer's expectation of a service and the perceptions of the service that is delivered. Measuring the gap between expected service and perceived service is a routine customer feedback procedure that is done by leading service companies. The SERVQUAL has been found as effective instruments for measuring the quality of service. Carrillat et al (2007) in their study on the validity of the SERVQUAL scales: a meta-analytic view of 17 years of research across five continents found out that the SERVQUAL is suitable predictors of general service quality.

Dimensions of Service quality

According to Fitzsimmons and Fitzsimmons (2011) researchers of dimensions of service quality identified five principal dimensions that the customer use to judge service quality; reliability, responsiveness, assurance, empathy and tangibles. First is reliability which measures the ability to carry out a pledged service both consistently and accurately; that is on time, in the same method, and devoid of faults every time. Second is responsiveness which examines the readiness to help customers and offer prompt service. It also determines the ability to recover rapidly with professionalism if a service failure occurs can create positive perceptions of quality. Assurance is the third dimension of the gap model. Assurance measures the knowledge and courtesy of employees as well as their capability to communicate trust and confidence. Assurance comprise the following features; ability to perform the service, politeness and respect

for customers, effective communication with customers and the general attitude that the server has the customer's best interest at heart. Empathy constitutes the fourth component. Empathy according to the gap model is the provision of caring, individualized attention to customers. Empathy also consist of features as; approachability, sensitivity, and effort to recognize the customer's requirements. The last component is tangibles which measures the appearance of physical facilities, equipment, personnel, and communication resources as well as conditions of physical surroundings (e.g. cleanliness). It also extends to the behaviour of other customers in the service.

TQM and Performance

According to Joiner (2007) there is a strong positive relationship between the extent of TQM practices and organizational performance. Prajogo and Sohal (2003) made a study on the relationship between TQM practices, quality performance and innovative performance. The results showed that TQM has strong positive relationship with product quality resulting in better performance. Mashagba (2014) study on the impact of TQM on the efficiency of academic performance and the results also showed that there is a positive impact of application of TQM principles on academic performance in Jordanian universities.

Performance Measurement

The factors that affect knowledge and comprehension include: teacher qualification, student quality, and learning attitude; hardware facilities and resources; software measures; school or education practices; management support services; external competition and social environment etc. The hardware facilities and resources are the tangible elements while all the others are intangible quality elements (Wang and Wu, 2005). According to Hungerford and Wassmer (2004), factors such as student, parent, and neighborhood characteristics which are outside the control of teachers, school and administrators also influences students' results. According to Ehiemetator (1990), to enhance students learning, teaching should be followed by assignment. He stated that one problem students face is that they seem to understand a specific skill when the teacher is in class teaching but when they are left on their own they find it difficult to solve similar problems. Hence assignments should be set after teaching so that teachers can assess students' area of strength and weakness. Furthermore, Ehiemetator (1990), pointed out that the learning environment is an important factor in the achievement of learning objectives as students can have effective learning in a conducive atmosphere. The learning environment which includes lecture rooms, laboratories, and social space can become a surrogate indicator of the institution's capacity to offer service in a structured and professional

manner (Bitner, 1992). In other words and as stated by Oldfield and Baron (2000) cited in Sakhivel *et al* (2005), students are likely to be influenced by the physical facilities in an educational establishment as they spend much of their time having contact with physical elements of their educational experience. Also, campus facilities are complementing to the teaching and learning process and lead to student's satisfaction.

Verma and Shah (2013) conducted a study on Total Quality Management in Education: Perception of Senior High School Teachers, most of the respondents commended customer focus as the critical success factor in the implementation of TQM in schools. They emphasis is on the improvement and satisfaction of external customers, mainly the students, parents, society etc. A few saw it as costly and recommended that the curriculum should be updated, power point presentations, physical education, computer orientations, workshops organization, extensive reading sessions, lecturers of experts, etc. should be used as tools and techniques of implementing a customer focus Total Quality Management.

RESEARCH METHODOLOGY

A case study design and quantitative approach were adopted for the study. The choice of this paradigm was informed by the fact that quantitative methods are well structured, hence would yield the desired results.

Sampling

The target population for this study consists of selected senior high schools (second cycle schools) in the Ashanti Region of Ghana. We targeted four high schools of which two were private owned and the other two were public institutions. Probability sampling procedure was used. Students from each of the four selected schools were stratified according to classes (forms). These classes were further stratified according to programs (i.e., Science, General Agric, General Arts, Business, Home Economics, Visual Arts, and Technical skills) to give a more inclusive representation of the general students' population. Fifty (50) students were selected from each of the selected schools. About five (5) students were randomly selected from each programme and form. Teachers and management of the schools were purposively sampled. In all, eighty-five (85) teaching staff members, twenty (20) management members and two hundred (200) students were sampled.

Analytical Strategy

A likert scale was used to indicate the responses from the respondents to measure the academic performance and the TQM indicators that influences academic performance. The

results were presented using percentages, mean values, standard deviations and relative importance index (RII). The mean values, standard deviations as well as the RII were calculated using the five point Likert scale (1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5=strongly agree). However, for easy presentation, the percentages for strongly disagree and disagree were combined and strongly agree and agree were also combined.

Average of responses to TQM practices were used to represent TQM practice/indicators. The regression equation was stated as: $\sum_{i=0}^n P_i = \beta_0 + \sum_{i=0}^n TQM_i + \varepsilon_t$ where $\sum_{i=0}^n P_i$ represents academic performance and $\sum_{i=0}^n TQM_i$ represents TQM practices, β_0 is the intercept and ε_t is the error term. It was expected that TQM practice will positively influence academic performance.

RESULTS AND DISCUSSIONS

The Relationship between TQM and Academic Performance.

This section investigated the relationship between TQM practices and academic performance. The first section identified the management and staff perception about academic performance whilst the second section looked at TQM practices which accounts for the academic performance. The results of management and staff perception of academic performance is outlined in table 1 below.

Table 1 Academic Performance

Variable	Frequency	Percentage
Students' Performance (Management)		
• Very Good	7	35%
• Good	10	50%
• Fair	3	15%
• Total	20	100%
Students' Performance (teaching staff)		
• Excellent	1	1.2%
• Very Good	18	21.2%
• Good	50	58.8%
• Fair	14	16.5%
• Poor	2	2.4%
• Total	85	100%

From table 1 above, in general, the result depicts that the academic performance of the schools is good from management's perspective. 10(50%) of the management members agreed that academic performance is good and 7(35%) agreed that academic performance is very good. Also, 3(15%) agreed that academic performance is fair.

On the part of the staff, majority of 50(58.8%) agreed that students' performance is good whereas 18(21.2%) and 1(1.2%) agreed that students' academic performance is very good and excellent respectively. Totalling the responses, it can be concluded that students' academic performance is good for the selected schools in the Regional.

Table 2 The Relationship between TQM Practices and Academic Performance

Performance Indicators							
Management	Agree	Neutral	Disagree	Mean	SD	RII	Rank
• Staff qualification	19 (95%)	1(5%)	-	3.7	0.696	0.87	1st
• Student Quality	14(70%)	4(20%)	2(10%)	4.1	0.587	0.74	8th
• Students learning attitude	18(90%)	1(5%)	1(5%)	3.95	0.801	0.82	2nd
• School facilities	17(85%)	3(15%)	-	4.0	0.718	0.79	4th
• Management support services	14(70%)	6(30%)	-	3.65	0.510	0.8	3rd
• External/Internal competition	13(65%)	5(25%)	2(10%)	3.75	0.795	0.73	9th
• Social environment	15(75%)	3 (15%)	2 (10%)	3.9	0.813	0.75	7th
• School/Education practices	18(90%)	1(5%)	1(5%)	3.2	0.786	0.78	6th
Teaching Staff							
• Teacher qualification	62(73%)	1(1.2%)	22(25.9%)	3.612	1.431	0.7675	5th
• Student Quality	61(71.7%)	8(9.4%)	16(18.8%)	3.71	1.143	0.7875	2nd
• Students learning attitude	62(72.9%)	5(5.9%)	18(21.2%)	3.65	1.131	0.775	4th
• School facilities	53(62.4%)	8(9.4%)	24(28.2%)	3.45	1.150	0.7325	6th
• Management support services	49(57.6%)	5(5.9%)	31(36.5%)	3.26	1.146	0.6925	7th
• External/Internal competition	42(49.5%)	9(10.6%)	34(40%)	3.25	1.318	0.69	8th
• Social environment	58(68.3%)	6(7.1%)	21(24.7%)	3.66	1.181	0.7775	3rd
• School/Education practices	64(75.3%)	7(8.2%)	14(16.5%)	3.78	1.117	0.8025	1st

This section examined the TQM attributes of academic performance outlined in table 2 above. The result depicts that staff qualification, the quality of the student, student's learning attitude, availability of existing facilities, management support services, the existence of internal/external competition among students, the social environment and the school/educational practices from management perspective accounts for academic performance outlined above. The high mean values corresponding to "agree" on the Likert scale and low standard deviations explains the degree of consensus to the factors outlined. Student's quality had the highest mean of 4.1 and a relatively low standard deviation of 0.587. However, the qualification of the management was regarded as the most important factor which accounts for student's academic performance as it had the highest RII of 0.87. This implies that, a school with management members with high

educational qualifications are expected to perform well. The student's learning attitude and management support services were respectively rank second and third most significant contributor of academic performance as shown in their respective RIIs.

From the staff's perspective, the quality of the student ranked as the most significant contributor of academic performance. This was closely followed by student's learning attitude and the qualification of the teacher. However, all the factors outlined were identified as important contributors of academic performance except external or internal competition as only 42(49.5%) agreed that it contributes to academic performance. In line with the findings above Jabbarifar (2009) cited that the most crucial factor in ensuring excellence in teaching, learning and evaluation is the quality of the staff members. Management should play a role in recruiting and also prevent /avoid external influence in the recruitment process ensure outstanding performance. This implies that the high educational qualification of the teachers which most of them had first degree (was part of the demographic data but not shown) contributes greatly to the performance of students.

Regression Result

We tried to capture the effect of TQM on academic performance using regression. The regression was done with respect to staff and management. The teaching staff results are presented in the table below. The regression result for the staff and management are represented as follows;

Table 3: The effect of TQM Practice on Academic Performance

Variable	Staff	Management
TQM	0.222 (2.47)**	0.203 (2.67)**
Constant	1.233 (2.93)**	2.303 (5.26)***
\bar{R}^2	0.9482	0.985

*Note: Academic Performance is the dependent variable. *, **and *** represents 10%, 5% and 1% significance levels respectively whereas t-values are in parenthesis.*

The adjusted \bar{R}^2 shows that changes in academic performance is explained about 95% by changes in TQM practices from the perspective of teaching staff and about 99% from the perspective of management. The regression result above shows that TMQ practice in educational institutions is positively related to academic performance and has significant influence on academic performance. The result shows that a unit improvement in TQM practice will have between 0.203 to 0.222 improvements in academic performance. This result is not

surprising as the result in table 3 shows that TQM is practiced among management and staff and therefore expected to influence academic performance. As pointed out by Shroff and Dave (2012) that TQM is an approach to improving the effectiveness and flexibility of the organizational design to fulfill the needs of the client (student). Also in line with this finding, Joiner (2007), Prajogo and Sohal (2003) found a strong positive relationship between the extent of TQM practices and organizational performance. More specifically, Mashagba (2014) made a study on the impact of TQM on the efficiency of academic performance and the results showed that there is a positive impact of application of TQM principles on academic performance in Jordanian Universities.

Assessing the Quality Gap

This section looked at the quality gap in education in the Region. 200 students were asked to measure their expectations against the perception of the quality of service offered by the schools. The result are presented in table 3 below.

Table 4 Assessing the Quality Gap

Dimension	Statement	Perception	Expectation	Gap Score	Average` for Dimension
1. Reliability	• Bills/fees are normally accurate (No errors)	4.675	3.61	1.065	
	• Teachers give exercises frequently.	4.64	3.785	0.855	
	• Teachers always mark exercises	4.82	4.055	0.765	
	• Teachers' presentation inspire me to be interested in the course	4.805	4.015	0.79	
	• Teachers are clear and understandable during teaching	4.81	3.03	1.78	
	• Teachers link teaching to practical situations where applicable.	4.785	3.595	1.19	1.074
2. Responsiveness	• Teachers are punctual in class	4.78	3.82	0.96	
	• Exercises are marked on time	4.82	3.575	1.245	
	• Teachers are willing to explain further when I have difficulty in understanding a concept.	4.865	4.36	0.505	
	• School authorities address students' concerns promptly	4.84	2.82	2.02	1.183
3. Assurance	• Staff shows some level of courtesy to students	4.825	3.62	1.205	
	• Able to confide in my teachers when I have problems	4.8	3.385	1.415	
	• There is good relationship between students and teachers	4.89	4.035	0.855	

4. Empathy	• There is good bottom-up communication in my school	4.83	3.29	1.54	1.254
	• Teachers are easily approachable	4.825	3.57	1.255	
	• Teachers give individual attention to students when teaching	4.88	4.06	0.82	
	• Staff members are interested in students' welfare.	4.83	3.59	1.24	1.105
5. Tangibles	• Buildings and classrooms are clean and attractive	2.675	4.81	-2.135	
	• Facilities in the school are in good shape.	2.375	4.85	-2.475	
	• General conduct of students is good	3.395	4.885	-1.49	-2.033
Unweighted Average SERQUAL Score					0.5166

This section is subdivided into five parts. The first part looked at the reliability of the service rendered by the educational institutions. The result shows that the services rendered is reliable. That is shown in the positive gap scores for all the statements under reliability. More specifically, majority of the students agreed that the bills given to them are normally accurate, teachers give exercises frequently, the teacher's presentation inspires them, the teachers are clear and understanding, and teachers link teaching to practical situations where applicable. Among the reliability factors envisaged, teachers' been clear and understandable ranked as the most reliable as it scored the highest positive gap score of 1.78. Ehiemetator (1990) also made similar assertion that to enhance students learning, the presentation of the subject should be clear and followed by assignment and exercise. Overall positive gap score of 1.074 for reliability indicates that the educational standard in the Region is reliable even beyond the expectations of the students.

Another factor envisaged to analyze the quality of education was responsiveness. The responsiveness examined how the school reacts to issues. In other words, it examined the willingness of management and teachers to help and provide prompt services. The result depicts that school management and teachers help and offer prompt services as a positive gap score of 1.183 was recorded.

Majority agreed that teachers are punctual, exercises are marked on time, teachers explain further when students find it difficult to understand, and school authorities address students' concern promptly as all recorded a positive gap score. School authorities addressing students' concerns promptly recorded the highest positive gap score implying the most responsive variable staff and management perform.

Again, the result shows that there is assurance as staff shows some level of courtesy to the students, students are able to confide in teachers, good relationship between students and

teachers, etc. as a positive gap score was recorded. In furtherance, the result shows that staff shows empathy to the students as a positive gap score of 1.105 was recorded. Teachers been easily approachable scored the highest positive gap score therefore making it most well performed empathy variable envisaged.

Finally, this section examined the tangibles of the educational institutions. It is shown that majority of the students agreed that the buildings and classrooms are not clean and attractive, facilities in the school are not in good shape. This is reflected in a negative gap score for all the statements and overall negative gap score of 2.033 for tangibles. From the assertion of Ehiemetator(1990) that the learning environment is very important in achieving educational objectives, there is the need to improve on educational facilities in the Region as students' expectations about facilities are not met. If the atmosphere is conducive and better facilities are provided then students are more likely to learn effectively.

In all, an overall positive unweighted average SERVQUAL score of 0.5166 as seen in table 3 indicates a significant quality of educational delivery in meeting students' expectations across all service areas and dimensions except tangibles. The summary scores for each dimension as shown in Table 3, with the unweighted average scores per dimension having been totaled to achieve the overall SERVQUAL score. As can be seen from Table 3, negative gap scores for tangibles is real cause for concern and provides a definite starting point for service improvements.

CONCLUSIONS AND POLICY RECOMMENDATIONS

Holistically, the study examined the relationship between TQM and academic performance and the gap model in educational delivery. Both management and teaching staff concluded that the academic performance of students is good. Among the factors identified as contributing factors to the good academic performance are the qualifications of the teacher, availability of school facilities, management support services, etc. Among the indicators of academic performance, staff/teacher qualification ranked as the most influential TQM practice that influences academic performance from management perspective. However, this was not the case with respect to teaching staff as the schools/educational practices was regarded as the most influential TQM practice on academic performance.

It was also revealed that students have good assessment of the quality of education. Students concluded that educational delivery in the Region is reliable, management and staff are responsive to issues, high level of assurance and empathy albeit lack of attractive classrooms and buildings, bad shapes of resources and inadequate resources.

Based on the findings of the study, it is therefore recommended that TQM practices should be enhanced in educational institutions since it was found to positively influence academic performance. This can be done through the provision of adequate resources and funds to facilitate training of teaching staff and management on TQM practices.

It is also recommended that modern buildings and resources should be provided for schools to facilitate teaching and learning. This can be done by appealing to Philanthropists, old students associations, non-governmental agencies and PTA to raise funds for such projects as government alone cannot do it.

However, it is possible that inclusion of more schools as study samples and for that matter increasing the sample size would alter the findings of the study. It is therefore suggested that future studies should include more schools as study samples to authenticate the validity of the result.

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