



Influence of Quality Management on Goals Achievement of Ignatius Ajuru University of Education, Rivers State

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ABSTRACT

The study investigated the influence of quality management on goals achievement of Ignatius Ajuru University of Education, Rivers State. Two research questions corresponding with two hypotheses were used. The study adopted a descriptive research design. The population of the study consisted of 110 staff (64 senior academic and 46 senior administrative staff). The sample size consisted of 72 staff (44 senior academic and 28 senior administrative staff); balloting 65% of the population size. The stratified random sampling technique was adopted. A self-structured questionnaire titled “Quality Management Goal Achievement Questionnaire (QMGAQ)” with 20 questionnaire items on a modified validated four-point rating scales response. The Cronbach Alpha value 0.83 was also obtained. Data obtained was analyzed using the mean and Z-test. Specifically, the mean was used to answer the research questions while the Z-test was used to test hypotheses at 0.05 level of significance. Findings showed that the roles of academic and administrative staff on employees’ involvement and creative thinking enhanced achievement of goals to a great extent in Ignatius Ijuru University of Education, Rivers State. Conclusively, the aim of tertiary institutions is structured on school master plan that can be actualized through quality management for goal achievement and quality management is virtually indispensable in the administration in Ignatius Ajuru University of Education, Rivers State. While it was recommended that and employees’ involvement signifies productivity of staff and students, progress, etc. Hence, the institutions’ management should have such culture to drive its master plan to be actualized and resources (financial and materials) that would enhance creative thinking and continuous improvement should be provided and not allowed to be a hindrance to effective functioning of the institution.

Keywords: Quality Management; Goals’ Achievement; Employees’ Involvement; Creative Thinking; Schools’ Master Plan and Continuous Improvement.

INTRODUCTION

Quality management (QM) is a management strategy aimed at creating awareness for quality in all organizational processes. Quality management is a technique widely used in manufacturing, education, government; and service industries, and science programmes. It is therefore, a management approach for an organization, centred on quality, based on the participation of all its members and aiming at long-term success through customer satisfaction and benefits to all members of the organization and to society. Now that technologies of transportation and communication have replaced nation’s economic systems with a global economy, nations and businesses that do not practice Total quality management can become globally non-competitive rather rapidly.

This march towards non-competitiveness can be avoided if citizens are helped to become quality management practitioners. Therefore, the potential benefits in a tertiary institution are very clear in Barry (2016) viewed that;

- a) Quality management can help a tertiary institution provide better service to its primary customers - students and employees.
- b) Operating a no-fear quality management 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; therefore, the climate for learning is improved.

- c) Quality management is the act of overseeing all activities and tasks needed to maintain a desired level of excellence; this includes the determination of a quality policy, creating and implementing quality planning and assurance, and quality control and quality improvement.

In managerial manner, however, there are tools for coach training, to measure managerial effectiveness of an individual, starting from recognizing one's personality type, achieving goals effectively while synchronizing. Leadership relationships, dealing with difficult colleagues while maintaining healthy team training atmosphere, facilitating ownership by exploring alternatives and generating solutions and demonstrating sensitivity while retaining objectives.

Enaohwo (2016) stated that in designing organization for high performance makes the statement, "All educational institutions are perfectly designed to get results, to get better results, and you need to improve the design of the system". As the primary teaching and research arms of most professions and disciplines, it is incumbent, even mandatory that tertiary institutions design, model and communicate effective educational systems and leadership strategies which will optimize the resources entrusted to meet the needs of their students and other constituents. To this end tertiary education administration and faculty must rethink on rules roles and responsibilities, while there have been numerous attempts to improve the accountability indicators, or measures of various sorts, most initiatives have been directed simplistically at functional components of what is a highly complex and interdependent system.

National development is a process that can be enhanced through quality management of education (Kinanee, 2001), and quality education is very vital in every human existence and societal development. Quality management facilitates the rate of development and increases the standard of living, paving way for national growth. Further, quality tertiary education can only lead to national growth and development with the recognition of the teachers, the school management or administrators and the roles they play in the teaching-learning process.

To achieve excellence, to remain competitive, and "to manage the dynamics of the change, it is essential to improve continuously through training" (PHCC Educational Foundation, 1996). "Training strives for continuously improving the quality of products or services in response to continuous feedback" (Simon, 2014). "Continuous improvement is indeed equally applicable to each and every field including higher education; continuously better teaching, better training, better learning, better methods of teaching, improved curricula, better teaching learning environment, producing better citizens, better intellectual, social and professional development and many more. Formative and continuous assessment can provide feedback for continuous improvement in higher education" (Asiyai, 2014 & Yate, 2009).

Employee involvement or teamwork is also an important QM element which requires everyone to individually work and collectively as a team (Cotton, 2015). Teams are constantly providing different processes and activities for the organization. Traditional management means that each department has to deal with its problems and affairs (Yowell, 2015) that will on the long run enhance the whole organisation. In education, it is believed that group or peer learning is more likely to enhance creative learning and academic performance of students than working in isolation (Vinni, 2011). In team learning, they feel more comfortable sharing and finding solutions to problems related to their course of study. Team learning also helps develop mutual trust among team members. Thus, "to build an effective QM culture, employees' involvement and cooperation should be extended throughout the school" (Salami, 2012). "One of the most prominent features of QM concerns the restructuring of the school into semi-autonomous or self-directed work teams", that communicate laterally while remaining connected to internal and external stakeholders (West-Burnham, 2015).

Employee involvement according to Juran (2016) connoted co-operation, using their different individual skills and talents to provide constructive feedback despite the fact that individuals communication is the operation, which re-produces social systems, it is the central casement (specific operation) for the definition and the retention of society, a change of communication possibilities by a new medium also changes society.

According to Seymour (2015), creative thinking is a way of looking at situations from a fresh perspective that suggests unorthodox solution. Creative thinking can be stimulated both by an unstructured process such as brainstorming, and by a structured process such as lateral thinking. Simon (2014) continued improvement on creative thinking consistently strive to improve your students or service to the highest standards.

It is a process which, in the long term, achieves:

- a) Teachers' focus
- b) Enhance quality of service delivery
- c) Attitudinal changes
- d) Recognition of teachers, both internal and external by the management.

Quality management approach in education involves not only achieving high quality but also influencing all segments of the educational process such as organization, management, interpersonal relations, material and human resources, etc. The introduction of quality management requires a number of changes in educational institutions (Reynolds, 2016). The first changes have to occur in the attitudes and activities of the management, in the organization and monitoring of the educational process, in the evaluation of its results, in the culture of communication, in the school atmosphere, and especially in the area of interpersonal relations and most importantly the learners.

Employees' Involvement

Employee involvement requires trust and boundary less co-operations. This kind of expression of trust in the organization creates harmony which increases output. Bassey (2011) defined employees' involvement as that which allows one staff to compensate with his or her strength for another staff weakness, in other word, employee involvement enables organizational members to view work as a corporate enterprises that require collaboration and co-operation. That explains the dose fit between individuals, unit and departments in those organizations that practice QM. Enaohuo (2016) viewed employee involvement as collaboration between educational managers and non-managers, between functions and between students and school management. It includes identifying the needs of all groups with solutions which will be beneficial with shared responsibilities and credit. This can be achieved by forming teams (cross-functional problem solving teams) which brings together various units within the organization. Role clarification and feedback are important features of teamwork.

Successful employee involvement relies upon synergism existing between all team members creating an environment where they are willing to contribute and participate in order to promote and nurturing a positive, effective and efficient team environment. Team members must be flexible enough to adapt to cooperative working environment where goals are achieved through collaboration and social interdependence rather than individualized competitive goals. Bassey (2011) defined employee involvement as a group of people interacting and co-operating in work-related action. It involves hands-on working together as well as processes of organizational planning, decision making and development.

According to Edward, Mohaman & Ledford (2016) for a successful team, the following points should be borne in mind;

- a) A team needs its role to be clearly defined; it is important to know who is leading a team and who is a facilitator; the leader is the person who provides the mission and vision statement and the drive to the team.
- b) A team needs clear purposes and goals:
- c) A team needs to know where it is going and to have clear goals to achieve. It is important that the team has a say in its mission and see it as being workable.
- d) A team needs the basic resources to operate: The basic resources are people, time, space and energy. It is important to harness the energy of a team and not to over-extend its life.
- e) A team needs to know its accountability and the count of its authority.
- f) A team needs a plan: the plan will contain the terms of reference, the mission perhaps a flow chart on the steps required to tackle a project and the resources at the team's disposal.
- g) A team needs a set of rules: rules are an integral part of the forming stage. Their importance is to set high standards of behaviour and to keep the team on course.
- h) A team needs to use the appropriate tools to tackle problems and to arrive at solution; such tools include brainstorm, flowcharting, and force field analysis.
- i) A team needs to develop beneficial team behaviour

Accordingly the Edward at el (2016) believed that the team members should be able to:

- a) Initiate discussion
- b) Seek information and opinion
- c) Suggest procedures for reaching goals, etc.

Three types of employee involvement practice as identified by Lecioni (2011) are:

- i. Those based on the assumption that non-managerial employees can make improvement contributions to institution when they have the power and necessary preparations.
- ii. Those functions are based on the notion that the educational institutions are systems.
- iii. Those with students and management based on perceived benefit of partnership.

Components of Effective Employees' Involvement

Sutcliffe & Pollock (2015) revealed that there are four essential components to an effective team which include the following:

1. Positive Corporate Culture. Thus, as a manager, you are required to establish a good climate that will foster accomplishment in several ways;

- (a) The manager should always make the expectation of the team members clear, through detailed job descriptive and personal discussion for clarification
- (b) During delegation the manager should always empower each team member with the authority to make and carry out decision that is required.
- (c) The manager should always support and back up decision made by the team member.

2. Give Recognition. Recognition is vital to an employee's success. There are three important elements that you should consistently recognize.

- (a) Outstanding performance: for those who exceed then goals and what is expected of team.
- (b) Continued performance: for those who are consistent producers who fulfill their responsibilities and commitment, even though they may not be your star employees.
- (c) Improve performance: for those who have made an effort to increase their performance and demonstrated progress.

3. Positive Feedback. Without feedback, team members are unable to measure their performance.

4. Provide New Opportunities. Thus, effective team members can be attracted through the following;

- (a) To help team members to plan their long-term career plan based on projected organizational needs.
- (b) To help team members to identify their existing and desired talents and strength to meet the needs of each other.
- (c) By creating an organizational environment rich in creativity, openness, and energy in order to attract and keep vital team members that are major part of the "key to success."

Characteristics of Effective Employees' Involvement

Effective employee involvement is built-on the "STAR" team models. The "STAR TEAM MODEL" suggested that effective teamwork in the workplace happens when four elements (strength, Employee Involvement Alignment and Results) are in place (Happy Manager cited in Davis & West-Bunham, 2015). The "STAR" team model revealed that;

- i. Individuals flourish as they use and develop their strengths.
- ii. People come together building relationships that result in effective employee involvement.
- iii. The team leader aligns the team through effective communications of purpose, so that individual strengths combine with work to deliver the teams results.
- iv. Together evermore achieves more as performance flows and results that are meaningful and rewarding to the team are achieved

According to Oakland and Porter (2015) the team approach is recognize and even labeled more often men with different personalities represent different aspects of the same institution and regard each other. Team work attempts to solve this problem by creating group atmosphere and thereby allowing the various members to better understand one another's problems and needs as well as the organization's problems and needs. It results in changes in behaviour and when successfully created it leads to the achievement of institutional goals. It is the responsibility of tertiary institution managers to ensure that they provide an environment, which will encourage involvement and initiative from everyone. The involvement of everyone in teams is central to the success of total quality management in achieving educational goals.

Happy Manager cited in Davis & West-Bunham (2015) opined that tertiary is described as an institution where students are educated in all higher branches of learning. The professors and other lecturers are usually engaged in providing the knowledge which culminates in the conduct of examinations and the conferment of degrees. They also conduct research and engage in community service, university is a complex institution guided by the apex board or committee systems. It is also

good to have seasoned administrators to man or handle the management of higher institutions of learning. This observation buttressed Addis Ababa University (2013) assertion that management is to put into practice all the policies and programmes of the institutions. Hence for result oriented team management, the following activities must be performed by the management.

They are:

1. The senior management of each institution will be responsible for the implementation and initiation of policies agreed upon by the apex board.
2. Create an effective and efficient organization and management of the work of the institution.
3. Execute the elements of strategic plan and adhere to its periodic review.
4. Enlist good communication within the institution and with stakeholders outside the institutions.
5. Continue to monitor all aspects of works of the institution.

Creative Thinking

QM should be students centred and required students total involvement, Shikawa cited in Oku (2013) opined that tertiary institutions will get nowhere if all the thinking is left to management. Everybody in the sector must contribute; their contributions must be more than just manual labour. QM insists that all sectors contribute their intellectual minds and sees people increasing performance in the institution. Indeed for quality management (QM) to work, institutional management must be motivated and encouraged to employ creative thinking so as to be fully and completely involved. All the human resources that make up the work force, the involvement means that all staff have to adopt quality management (QM) as a way in which they do their work in the institution (Oakland and Porter, 2015). Quality management (QM) empowers the staff to make suggestions, employ creative thinking, participate in quality groups and delegate assignments to them.

Barry (2016) observed that obviously tertiary institution empowers man in generic terms to understand himself, how his body functions and his relationship with his environment. It empowers man economically, morally and socially. It offers him more opportunities for self-actualization and makes him know his right and privileges. An educated man has greater occupational mobility that without a well-trained, well developed, well appreciated, and well managed human resources, most States/Countries cannot meet the challenges of change, growth and technological advancement in the globe. It is quality education through creative thinking that helps a human being to derive knowledge. This engine of social life in the tertiary education system has the feature of life — networks, norms, and trust that enable participants to act together more effectively to pursue shared objectives. In the words of a renowned Chinese Human Resource Expert and Reformer, Kaunchung cited in Henderson (2015), if you wish to plan for a year, sow a seed, if you wish to plan for ten years, plant trees! If you wish to plan for a life time, develop a creative thinker. This is why education plays an important role in sustaining the future of this country, in other words, total quality sustainable development tertiary management is the development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It is therefore believed that education is an engine of growth of any nation. It is only quality and functional education system that is necessary in this present dispensation that can improve the production capacity of a nation's work force.

The type of education that is tagged "functional" today goes beyond the traditional goal of literacy and numeracy. It is the type of education that is able to liberate, stimulate and inform the individual and teaches him how to live right in the work force. This fact is further buttressed by Imai (2016) when he noted that education has proven to be the single and most potent factor for social development and transformation. High quality education that will foster high human capital value and sustainable development requires a curricular which addresses the challenges of the sustainable development goals in the education sector in Rivers State, Nigeria and focuses attention on practical skills, knowledge and competencies which help to actualize the growth of the nation.

Development of the nations' economy revolves around management of tertiary education since it is the engine room that provides input resources into the nation's economy and production systems. When the tertiary education system functions well, its products will move to be useful and productive member in the society. The quality of the education can be checked through assessment with which decisions about management and their performance can be made and the quality of these lecturers also gives student the confidence to compete amongst themselves, to take on difficult tasks so as to discover and develop their real mettle as thinkers (Leroy, 2011).

Resources are pivotal to the achievement of the aim and objectives of the school. Consequently, Mukhopadigay (2016) revealed that resources operationally can be grouped into; human resources, physical facilities/equipment and financial resources which can gainfully be employed in the process of providing education so as to produce quality delivery needed for national development while Abraham (2013) further projected that the management of educational resources (human and material) is very important because of its roles in the attainment of educational objectives. As tertiary schools in Rivers State re-organize to gain competitive edge, quality management plays a key role in helping learners to deal and adapt to, with a fast-changing environment and the greater demand for quality education.

The Goal Achievement of Tertiary Institution

The goals of Tertiary Education according to the National Policy on Education (FRN, 2014) includes among others to:

- (a) Contribute to national development through high level manpower training;
- (b) Reduce skill shortage through the production of skilled manpower relevant to the needs of the labour market;
- (c) Promote and encourage scholarship, entrepreneurship and community service.

These goals if pursued vigorously and implemented can produce the required manpower increase our per capita income and bring about the desired development which is the major goal of education. Our educational curriculum like that of developed nation is good enough to address our needs and provide relevant manpower to work different sectors of our economy. The problem is not the curriculum or the goals of education but its implementation. It is worthy of note that entrepreneurship education is not promoted and carried out at any level of our educational system as provided by the National Policy on Education.

Statement of the Problem

Tertiary institutions represent the pinnacle of education and quality in its operation is very vital. Quality management can only be effective at the strategic level down to the operational level of management in Ignatius Ajuru University of Education, Rivers State. For decades now, the quality of undergraduates' academic performance in tertiary institutions in Rivers State and Nigeria has generated a lot of controversies among stakeholders in the education sector; there are complaints on both the quality of inputs and outputs (Yowell, 2015). As a result, the problem of the study is anchored on the fact that tertiary institutions condole managerial practices that are not result-oriented; among the managerial factors of interest to this study which constitutes the institutional strategic conflicts and lesser faire approach to critical academic and administrative issues at the expense of employees' involvement, lack of creative strategic thinking and the breakdown of continuous improvement on positive managerial structures in the institutions that have led to the fallen of tertiary education vis-à-vis quality management (Fadipe, 2016). Further interest of this study is fastened on the apparent difficulty in managing tertiary institutions effectively by the governing council, senate and other related body that man Ignatius Ijuru University of Education, Rivers State so as to ensure qualitative education at all levels. In addition to these concerns is the lack of or poor implementation of quality management and negligence towards students' activities and welfare in tertiary educational system. Hence, the study investigated the influence of quality management on goals achievement of Ignatius Ajuru University of Education, Rivers State.

Purpose (Objectives) of the Study

The purpose of the study is to examine the influence of quality management on goals achievement of Ignatius Ajuru University of Education, Rivers State. This study, however, aimed at achieving the following specific objectives.

1. Examine the extent employees' involvement influence quality management of Ignatius Ajuru University of Education, Rivers State.
2. Find out the extent creative thinking influence quality management of Ignatius Ajuru University of Education, Rivers State.

Research Questions

The following research questions guided the conduct of the study:

1. To what extent does employee involvement influence quality management of Ignatius Ajuru University of Education, Rivers State?
2. To what extent does creative thinking influence quality management of Ignatius Ajuru University of Education, Rivers State?

Hypotheses

The following hypotheses were formulated to guide the study and were tested at 0.05 level of significance.

1. There is no significant difference in the means responses of senior academic and administrative staff regarding the extent to which employee involvement influence quality management of Ignatius Ajuru University of Education, Rivers State.
2. There is no significant difference in the means responses of senior academic and administrative staff regarding the extent to which creative thinking influence quality management of Ignatius Ajuru University of Education, Rivers State.

METHODOLOGY

The study adopted a descriptive research design. The population of the study consisted of 110 staff (64 senior academic and 46 senior administrative staff). The sample size consisted of 72 staff (44 senior academic and 28 senior administrative staff); balloting 65% of the population size. The stratified random sampling technique was adopted. A self-structured questionnaire titled “Quality Management Goal Achievement Questionnaire (QMGAQ)” with 20 questionnaire items on a modified validated four-point rating scales response options such as: Very High Extent (VHE) = 4 Points; Low Extent (LE) = 3 Points; Low Extent (LE) = 2 Points and Very Low Extent (VLE) = 1 Point. The Cronbach Alpha value 0.83 was also obtained. Data obtained was analyzed using the mean (\bar{X}) and Z-test. Specifically, the mean (\bar{X}) was used to answer the research questions while the Z-test was used to test hypotheses at 0.05 level of significance.

RESULTS

Research Question 1: *To what extent does employee involvement influence quality management of Ignatius Ajuru University of Education, Rivers State?*

Table 1: Mean responses on the extent to which employees’ involvement influence quality management of Ignatius Ajuru University of Education, Rivers State.

S/N	Statements	Academic (N=44)			Admin. (N=28)		
		M	S.D.	RMK	M	S.D.	RMK
1	Employee involvement with respect to QM is institutional problem-solving oriented	3.41	0.49	GE	3.40	0.49	GE
2	Employee involvement connotes effective, efficient or sufficient commitment to work by staff	3.62	0.49	GE	3.47	0.50	GE
3	Employee involvement contribute to QM that lead to goal attainment in the tertiary institutions	3.55	0.50	GE	3.28	0.45	GE
4	Institutions where innovative ideas from academic and administrative staff are not encourage, ineffective QM becomes the order of the day in the tertiary institutions	3.61	0.49	GE	3.27	0.44	GE
5	The management of the institutions do not seek advice nor take suggestions to achieve QM in the tertiary institutions	3.46	0.50	GE	3.60	0.49	GE
6	Employee involvement in QM is not a product of unity in sincerity of purpose	1.63	0.48	LE	1.51	0.50	LE
7	Employee involvement in QM is an integration of all units, departments, faculties and colleges in the institutions	3.44	0.50	GE	3.30	0.46	GE
8	Without effective teamwork QM will be ceremonial in operation	3.38	0.49	GE	3.46	0.50	GE
9	The problem in various institutions in Rivers State is not QM alone but leadership issues (leaders that will drive the process to goal attainment)	2.99	1.02	GE	3.28	0.83	GE
10	Employee involvement is not effective because of ethnic and religious differences characterized even in employment in the institutions	3.57	0.50	GE	3.50	0.50	GE
	Grand Mean	3.27		GE	3.21		GE

Field data, 2019 (GE=Great Extent; LE=Low Extent; RMK=Remark)

Table 1; shows the finding of the extent to which employee involvement influences quality management with regard to goals achievement of Ignatius Ajuru University of Education, Rivers State. As shown in the Table, grand mean responses of 3.27 and 3.21 for academic and administrative staff respectively indicate that both academic and administrative staff in Ignatius Ajuru University of Education, Rivers State perceived that employee involvement influences quality management with regard to goals achievement of Ignatius Ajuru University of Education, Rivers State to a great extent.

Research Question 2: *To what extent does creative thinking influence quality management of Ignatius Ajuru University of Education, Rivers State?*

Table 2: Mean responses on the extent to which creative thinking influence quality management of Ignatius Ajuru University of Education, Rivers State.

S/N	Statements	Academic (N=44)			Admin. (N=28)		
		M	S.D.	RMK	M	S.D.	RMK
11	Creative thinking in task performance is not core to managerial effectiveness for goal achievement	2.16	1.02	LE	2.11	0.77	LE
12	Through creative thinking human resource is developed alone for effective institutional goal achievement	1.50	0.50	VLE	1.44	0.50	VLE
13	Creative thinking promotes strategic institutional planning and is also goal oriented	3.51	0.50	GE	3.53	0.50	GE
14	There is sentimental quality assurance and control in school planning	3.45	0.50	GE	3.40	0.49	GE
15	Creative thinking negates the conspiracy of silence or indifference attitude in the tertiary institution	3.48	0.50	GE	3.41	0.49	GE
16	Creative thinking aims at institutional goal achievement	3.35	0.48	GE	3.47	0.50	GE
17	The various institutions teach the students how to be creative in their thinking to be useful citizens after education	3.52	0.50	GE	3.52	0.50	GE
18	Management creative thinking gears toward goal achievement	3.32	0.47	GE	3.44	0.50	GE
19	Creative thinking is a product of effective management vis-à-vis goal achievement	3.51	0.50	GE	3.40	0.49	GE
20	Creative thinking negates the cognitive, affective and the psycho motive domains in the institutions	1.55	0.50	VLE	1.41	0.49	VLE
Grand Mean		2.93		GE	2.91		GE

Field data, 2019 (GE=Great Extent; LE=Low Extent; VLE=Very Low Extent; RMK=Remark)

Table 2; shows the finding of the extent to which creative thinking influences quality management with regard to goals achievement of Ignatius Ajuru University of Education, Rivers State. As shown in the table, grand mean responses of 2.93 and 2.91 for academic and administrative staff respectively indicate that both academic and administrative staff in Ignatius Ajuru University of Education, Rivers State perceived that creative thinking influences quality management with regard to goals achievement of Ignatius Ajuru University of Education, Rivers State to a great extent.

Hypothesis 1: There is no significant difference in the mean responses of senior academic and administrative staff regarding the extent to which employees' involvement influence quality management of Ignatius Ajuru University of Education, Rivers State.

Table 3: Z-Test for senior academic and administrative staff on employees' involvement

Staff	N	M	S.D.	α	DF	Z-cal	Z-crit	Decision
Academic	44	3.09	0.03	0.05	70	-6.80	1.96	Rejected
Admin.	28	3.19	0.04					

Field data, 2019

The finding of hypothesis 1 is presented in Table 3. As shown in the Table, the academic staff have mean and standard deviation scores of 3.09 and 0.03 respectively while administrative staff have mean and standard deviation scores of 3.19 and 0.04 respectively with a degree of freedom of 70 at an alpha level of 0.05. Since the calculated Z-value of -6.80 is greater than the critical Z-value of 1.96 with 70 degrees of freedom at 0.05 level of significance, the hypothesis is rejected. Therefore, there is no significant difference in the means responses of senior academic and administrative staff regarding the extent to which employees' involvement influences quality management on goals achievement of Ignatius Ajuru University of Education, Rivers State.

Hypothesis 2: There is no significant difference in the means responses of senior academic and administrative staff regarding the extent to which creative thinking influence quality management of Ignatius Ajuru University of Education, Rivers State.

Table 4: Z-Test for senior academic and administrative staff on creative thinking

Staff	N	M	S.D.	α	DF	Z-cal	Z-crit	Decision
Academic	44	2.93	0.03	0.05	70	1.80	1.96	Accepted
Admin	28	2.91	0.02					

Field data, 2019

The finding of hypothesis 2 is presented in Table 4. As shown in the Table, the academic staff have mean and standard deviation scores of 2.93 and 0.03 respectively while administrative staff have mean and standard deviation scores of 2.91 and 0.02 respectively with a degree of freedom of 70 at an alpha level of 0.05. Since the calculated Z-value of 1.80 is less than the critical Z-value of 1.96 with 70 degrees of freedom at 0.05 level of significance, the hypothesis is accepted. Therefore, there is no significant difference in the means responses of senior academic and administrative staff regarding the extent to which creative thinking influences quality management on goals achievement of Ignatius Ajuru University of Education, Rivers State.

DISCUSSION OF FINDINGS

Research question 1 sought to find out the extent employee involvement with respect to QM facilitates goals achievement of Ignatius Ajuru University of Education, Rivers State. From the research questions presented in Table 1: it was observed that employee involvement with respect to QM is institutional problem solving oriented; employee involvement connotes effective, efficient or sufficient commitment to work by staff; employee involvement contribute to QM that lead to goal attainment in the tertiary institutions; innovative ideas are not encourage, hence, ineffective QM; the management of the institutions do not seek advice nor take suggestions to achieve QM; employee involvement in QM is an integration of all units, departments, faculties and colleges in the institutions; without effective employee involvement QM will be ceremonial in operation; the problem in various institutions in Rivers State is not QM in employee involvement alone but leadership issues and employee involvement is not effective because of ethnic and religious differences in the institutions. On the other hand, employee involvement in QM is not a product of unity in sincerity of purpose.

Besides, hypothesis 1 Table 3: revealed that there is no significant difference in the response of senior academic and administrative staff regarding the extent employee involvement enhances QM toward goals achievement of Ignatius Ajuru University of Education, Rivers State.

Oakland and Porter (2015) stated that a successful employee involvement will have the attributes of clear objectives and agreed goals, openness, support and trust in undertaking institutional task. Employee involvement defined by Lecioni (2011) as a co-operative process that allows ordinary people to achieve extra-ordinary results. An employee involvement has a common goal on purpose where team members can develop effective mutual relationship to achieve team goals.

Research question 2 sought to establish the extent creative thinking with respect to QM philosophy improves goals achievement of Ignatius Ajuru University of Education, Rivers State. From the research questions presented in Table 2: it was discovered that creative thinking promotes strategic institutional planning and is also goal oriented; there is sentimental quality assurance and control in school planning; creative thinking negates the conspiracy of silence or indifference attitude in the tertiary institution; creative thinking aims at institutional goal achievement; the various institutions teach the students how to be creative in their thinking to be useful citizens after education; management creative thinking gears toward goal achievement and creative thinking is a product of effective management vis-à-vis goal achievement. However, creative thinking in task performance is not core to managerial effectiveness for goal achievement; through creative thinking human resource is developed alone for effective institutional goal achievement and creative thinking negates the cognitive, affective and the psycho motive domains in the institutions negate creative thinking with respect to QM philosophy improves goals achievement of Ignatius Ajuru University of Education, Rivers State.

Besides, hypothesis 2 Table 4: revealed that there is no significant difference in the response of senior academic and administrative staff regarding the extent creative thinking enhances QM toward goals achievement of Ignatius Ajuru University of Education, Rivers State.

From the aforementioned views, quality education produces trained entrepreneurs that can practically harness the natural resources that will propel our nation to a greater advancement in technology. All these can only be achieved by attracting employees with good formal education to reduce costs in training and retraining of employees to increase their performance on their jobs (Barry, 2016).

The changes therefore, that have taken place in the secondary education can only be achieved with the help of these management; hence the government have to come up with strategies for managing these change (UNESCO, 2012). Noble professionals could be creative, resourceful and enterprising, result-oriented if they are contented and satisfied with the environment in which they work. Human resource is a very important input and is regarded as the ultimate basis for the wealth of nations.

CONCLUSION

The aim of tertiary institutions is structured on school master plan that can be actualized through quality management for goal achievement. Quality management is virtually indispensable in the administration in Ignatius Ajuru University of Education, Rivers State. Therefore, based on the findings, it is evident that quality management has contributed immensely in employees' involvement and creative thinking.

RECOMMENDATIONS

The following recommendations were made based on the findings and conclusions of the study.

- 1.) Employees' involvement signifies productivity of staff and students, progress, etc. Hence, the institutions' management should have such culture to drive its master plan to be actualized.
- 2.) Resources (financial and materials) that would enhance creative thinking and continuous improvement should be provided and not allowed to be a hindrance to effective functioning of the institution.
- 3.) The governing council and the senate should make adequate provisions for adequate security for learning and lecturing to drive. This can be attained through active involvement of making the undergraduates' welfare priority not management centred.

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