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COMPARATIVE ANALYSIS OF PRINCIPALS' APPLICATION OF PERCENERS SATISFACTION ASPECT OF TOTAL QUALITY MANAGEMENT FOR ADMINISTRATION IN PUBLIC AND PRIVATE SECONDARY SCHOOLS IN ANAMBRA STATE

Prof. Vivian Ngozi Nwogbo & Ezeh, Sampson Okwudili
Department of Educational Management and Policy
Faculty of Education
Nnamdi Azikiwe University, Awka, Anambra State

ABSTRACT

This work determined principals' application of perceners satisfaction aspect of total quality management for administration in public and private secondary schools in Anambra State. One research question guided the study and one null hypothesis was tested at 0.05 level of significance. Descriptive survey research design was adopted for the study. Out of a population of 263 public secondary schools principals and 686 private secondary schools principals in the six education zones in the State, 40 and 104 principals of both categories of schools respectively were sampled through take-a-pick lottery method of simple random sampling technique. Data were collected using one instrument titled "Principals' Application of Total Quality Management (TQM) for Administration in Secondary Schools in Anambra State (PATQMASSASQ)" which was validated by three experts: two from the Department of Educational Management and Policy and one from Department of Educational Foundations (Measurement and Evaluation Unit). The internal consistency of the instrument was determined using Cronbach alpha method. The reliability index of 0.79 was obtained for the instrument. Data analysis was done using mean score, standard Deviation and t-test. The findings revealed among others that there is no difference in principals' application of perceners satisfaction aspect of total quality management in secondary schools in Anambra State. Based on the findings of the study it was recommended among others that Ministry of education in collaboration with secondary school Post-Primary Commission (SSPPC) should organize seminars, workshop and conferences for principals with particular reference to application of perceners satisfaction aspect of total quality management principles to enlighten them on the indicators of total quality management principles and the best way to apply them especially the perceners satisfaction aspect.

Keywords: Comparative Analysis; Principals' Application; Perceners; Satisfaction; Total Quality Management; Administration.

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Introduction

The onus of achieving quality education in public secondary schools lie on the school administrators as superintendents of schools who oversee the day to day running of school affairs to ensure that schools function effectively and efficiently (Amie-Ogan and Sunday, 2021). The same responsibility of purpose is expected of private secondary school administrators; hence they share in the same policy objective of education goals/objectives. Mukhopadhyay (2020:25), analyzing Deming, Juran, and Crosby's principles of quality management asserted that "poor quality indicates a failure of the management … a large number of problems of quality in an organization is due to management failure at the top (by few) as they control the 80 per cent of the organization. Hence quality management is squarely in the hands of the leadership in the organization … It is the top management that is responsible for poor quality, not the craftsmen at the bottom of the work pyramid". The roles played by school administrators in the improvement of quality cannot be overlooked. They hold the upper role for its success. In that case, where education at the secondary school level can no-longer provide the desired education outcome – change in human behaviour of the learner for self-reliant and contribution towards national development is perceived to be a fallen quality/standard and the school principals may not be exonerated from blame. This suggests the application of total quality management (TQM) in the schools for quality product.

Deming cited in John and John (1992) noted that TQM is holistic in that it can only be conceived if it includes all the functions in the organization, all the people who work there, and all the other organizations and individuals supplying and receiving goods and services. In other words, the central ideology of TQM is customers focus, involvement of other stakeholders i.e. the concept of quality; a responsibility of every member of the organization, though top management has more influence in their decisions than anyone else in the organization. There are elements or components that make TQM applicable in school organizations. Onuka in Ejionueme and Oyoyo (2015) identified five major components of TQM namely; total commitment to quality, total commitment to students' satisfaction, total commitment to continuous quality improvement, effective communication, and teamwork. The focus of this study is on customer satisfaction otherwise known as perceners satisfaction.

Customer's satisfaction is key in sustaining any organization including secondary schools. According to Abdul-Razak, Bawa and Abdul-Razak (2014), TQM rests on two tenets. The first and most important is that customers are vital to the operation of the organization. Without customers, there is no business definitely, and without business, there is no organization. In education, the customers in view are students, pupils, employers of labour, and so on. However, 'customers' satisfaction' is a business or commercial language not totally appropriate for

education. Perceners satisfaction is more preferable by the present researcher.

In TQM according to Mukhopadhyay (2020:101), percener is a person who takes equal share with another. "But education is a team game, a game of partnership and collaboration where everyone – parents, teachers, state and employer – have a stake in the education of the students". Percener is synonym to partnership which means a person who takes equal share with another. Perceners are both internal and external in kind. Internal perceners are teachers, non-academic staff, principal, educational managers or management committee as well as the students while external perceners are parents, employers, immediate community and the state (government and the society at large) as well as the students who double as internal and external perceners. The fundamental issue in percener satisfaction in TQM is building education around the needs of all involved in the process of education such as learner, teaching and non-teaching staff, parents, employer, community, the State and so on. From mere observation, private secondary schools have keen interest in retaining external perceners such as parents and students hence they are their primary source of income. On the other hand, public secondary schools seems to pay more attention to the internal perceners like teachers and other staff hence a common knowledge in Anambra State, that public secondary schools teachers are well paid than their private schools counterparts. Apart from perceners satisfaction, another intriguing element of TQM is on the processes. As noted earlier, Abdul-Razak et al (2014) asserted that the theory of TQM rests on two tenets. The first and most important is that customers are vital to the operation of the organization. Without customers there is no business definitely, and without business, there is no organization. Consequently, it should be the primary aim of any group to keep customers satisfied by providing them with quality product (Deming in Abdul-Razak et al., 2014). To satisfy the customer is the major goal of many organizations.

Bergquist, Fredriksson and Svensson (2005) depicted students, pupils, their parents, the next school or educational level, future employees or others as the customers. While teachers are the suppliers, students, parent labour market are constituent of external customers and teachers/staff (employees) constituent the internal customers or suppliers (Svensson, 2004). Pineda (2013:36) also laid more emphasis on the description of the customers/suppliers discussed by saying that "in one sense, the student is the teacher's customer, as the recipient of educational services provided for the student's growth and improvement. View in this way, the teacher and the school are suppliers of effective learning tools, environment, and systems to the student who is the school's primary customer". Thus, it is fitting to address students and teachers as the customer and suppliers respectively and a questionnaire on customer satisfaction should include such as satisfaction of both internal and external customers. As noted earlier, percener is used intead of customers in this study.

On the basis of percener orientation in TQM, there is a paradigm shift in focus: from providers of education in the conventional system to TQM scenario. In the conventional system, the highest importance is given to the principal and members of the board of governors. Their decisions percolate down to teachers who implement, the students are on the receiving end, often passive. In the words of Mukhopadhyay (2020:107), the fundamental issue in percener focus in TQM is building education around the needs of all involved in the process of education – learner, parents, employer, community and the state. However, the needs of the external perceners cannot be met without meeting the needs of the internal perceners. This implies that focus on perceners satisfaction should include if not all, some elements of both internal and external perceners satisfaction, to which this research work is keen to uphold. The private secondary schools in Anambra State can be said to be of more external perceners satisfaction's focus than their public secondary schools' counterpart in Anambra State, however, how true that statement is, will be reveal through investigation. The private secondary schools seems to have keen interest in keeping the interest of the parents and students (external perceners/customers); they do all they could in order to retain their customers/perceners. On the other hand, the public secondary schools seem to lose focus on the external perceners/customers with their lackadaisical attitude of assuming, after all, at the end of the month payment alert will come from the government. They seem to pay more attention on the internal customers/perceners like teachers and other staff. The teachers in public secondary schools are comparatively more paid than in the private secondary schools with few exceptions where they are more paid in the private's secondary schools. This has resulted in private secondary schools' staff seeking for employment opportunities in the public secondary schools and can leave their work in the private schools at any slight provocation. With this kind of approaches to education administration, one begins to question the processes adopted by the schools in progressing quality education.

In public secondary school education in Anambra State, often decisions are made by managers at the top level like education policy makers and school boards, leaving the principals to implement what was handed down to them. It is a known fact that principals of public secondary schools in Anambra State have no hands in the employment of the school staff/teachers and cannot guarantee the proficient and qualifications of staff made available to them to work with. This is a challenge because it will often take time to build confidence between the principal and staff. On the other hand, principals of private secondary schools in Anambra State have great input to make if not all on whom to be employed as a staff. He/she is part of the selection interview of the staff and has firsthand information of staff working at the school. This is just one example out of many decisions needed evidence before making and where such is not available becomes a problem.

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Research Question:
What is the mean score of application of perceners satisfaction aspect of total quality management by principals in public and private secondary schools in Anambra State?

Null Hypothesis:
There is no significant difference in the mean score of principals in public and private secondary schools on the application of perceners satisfaction aspect of total quality management in Anambra State.

Research Method
Descriptive survey research design was adopted for the study. The research investigation was conducted in Anambra State. Anambra State is a State in South-East Geo-political region in Nigeria. The population of the study comprised 949 secondary school principals of whom 263 principals are from public secondary schools and 686 principals from private secondary schools within the six education zones in Anambra State namely: Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha. The sample for this study was 144 secondary school principals of which 40 are from public secondary schools and 104 from private secondary schools. In drawing the sample, 15% sample size of the schools from each education zone were drawn. 15% sample size is considered appropriate for the study because of its suitable representation of the population and is above 10% minimum sample size for descriptive research sample (Postgraduate Diploma in Education 110, nd:152). A researcher-developed questionnaire titled ‘‘Principals’ Application of Total Quality Management (TQM) for Administration in Secondary Schools in Anambra State” (PATQMASSASQ) was used for data collection. The instrument was developed by the researchers based on review of related literature and consultation of experts. The PATQMASSASQ has two sections: ‘A and B’ Sections. A has two items on the demographic data of the principal. Section B of PATQMASSASQ has twelve (12) items on perceners satisfaction and was structured on a four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D); Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively. The instrument was subjected to face validation by three experts: two in the Department of Educational Management and Policy, and one in Measurement and Evaluation in the Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe University Awka. The experts’ suggestions were applied in producing the final instrument. Cronbach alpha was used to determine the reliability of the instrument. The data used for computing the reliability index were obtained from the single administration of 50 copies of the questionnaire to twenty (20) principals of public and thirty (30) principals of private secondary schools in Ebonyi State. Direct method of data administration was utilized by the researcher and five research assistants who are secondary school teachers in Anambra State were used for the data collection. Mean and standard deviation were

used to answer research question. The decision for the research question is that any item with a mean score that falls below 2.50 were taken as disagreement while any with means' score of 2.50 and above were taken to indicate agreement. Standard deviation was used to ascertain the homogeneity or otherwise of the respondents mean scores. The t-test statistic was used to test the null hypothesis. In testing the null hypothesis, where the t-calculated is equal to or greater than t-critical at 0.05 level of significance at certain degree of freedom, the null hypothesis was rejected and the difference taken to be statistically significant, but if otherwise, the null hypotheses was not rejected and the difference was taken to be statistically not significant.

Presentation of Results

Research Question 1: What is the mean score of application of perceners satisfaction aspect of total quality management by principals in public and private secondary schools in Anambra State?

***Table** 1: Mean Score and Standard Deviation Scores of Public and Private Secondary School Principals on their application of Percener's satisfaction.*

S/N	ITEMS	Public School Principals (n = 40)			Private School Principals (n =104)		
		Mean	SD	Decision	Mean	SD	Decision
1	Check with students what do they want to achieve through schooling	3.28	0.71	Agree	3.46	0.54	Agree
2	Give students opportunity to get guidance for their learning difficulties so as to improve their academic performance	3.70	0.46	Agree	3.74	0.46	Agree
3	Ensure that students achieved their objectives set for their learning	3.53	0.61	Agree	3.62	0.50	Agree
4	Consider co-curriculum activities necessary in the school	3.45	0.55	Agree	3.61	0.44	Agree
5	Ensure that students are treated with respect	3.58	0.63	Agree	3.42	0.58	Agree
6	Have enough classroom and spare rooms in case of student's population explosion in the school	3.40	0.70	Agree	3.18	0.78	Agree
7	Testify that infirmary/sick room, water and sanitation, health management facilities are available in the school	3.53	0.71	Agree	3.29	0.62	Agree
8	Discuss in details about new developments in education and emerging career opportunities with parents	3.10	0.89	Agree	3.30	0.52	Agree

9	Ask parents about their expectations from their wards or children	3.05	0.74	Agree	2.93	0.78	Agree
10	Ask staff about their expectation from the school	3.20	0.84	Agree	3.31	0.68	Agree
11	Usually help my teachers in solving their personal problems	3.05	0.74	Agree	3.14	0.85	Agree
12	Make sure that teachers are motivated in order not to leave at any opportunity or provocation	3.40	0.73	Agree	3.53	0.81	Agree
	Cluster Mean	**3.36**		**Agree**	**3.38**		**Agree**

As shown on Table 1, the mean scores of public and private secondary schools' principals for the 12 items (1-12) were above 2.50 (cut of mean score) indicating agreement with the items as principals application of perceners satisfaction aspect of total quality management.

The pooled standard deviation scores indicated that there is homogeneity amongst mean scores. The cluster mean scores of 3.36 and 3.38 for public and private secondary school principals respectively which are above 2.50(cut of mean score) indicated that they apply percerners satisfaction aspect of total quality management in their schools.

Testing the Null Hypothesis

Ho_1: There is no significant difference in the mean score of principals in public and private secondary schools on the application of perceners satisfaction aspect of total quality management in Anambra State.

Table 2: Summary of t-test Comparison of Mean Score of Public and Private Secondary School Principals on Application of Perceners Satisfaction

S/N	ITEMS	Respondents	N	Mean	SD	t-cal.	t-crit.	Remark
1	Check with students what do they want to achieve through schooling	Pub. Sch. Principals Priv. Sch. Principals	40 104	3.28 3.46	0.71 0.54	1.29	1.97	Not Sig.
2	Give students opportunity to get guidance for their learning difficulties so as to improve their academic performance	Pub. Sch. Principals Priv. Sch. Principals	40 104	3.70 3.74	0.46 0.46	0.29	1.97	Not Sig.
3	Ensure that students achieved their objectives set for their learning	Pub. Sch. Principals Priv. Sch. Principals	40 104	3.53 3.62	0.61 0.50	0.64	1.97	Not Sig.

4	Consider co-curriculum activities necessary in the school	Pub. Sch. Principals Priv. Sch. Principals	40 104	3.45 3.61	0.55 0.44	1.14	1.97	Not Sig.
5	Ensure that students are treated with respect	Pub. Sch. Principals Priv. Sch. Principals	40 104	3.58 3.42	0.63 0.58	1.14	1.97	Not Sig.
6	Have enough classroom and spare rooms in case of student's population explosion in the school	Pub. Sch. Principals Priv. Sch. Principals	40 104	3.40 3.18	0.70 0.78	1.57	1.97	Not. Sig.
7	Testify that infirmary/sick room, water and sanitation, health management facilities are available in the school	Pub. Sch. Principals Priv. Sch. Principals	40 104	3.53 3.29	0.71 0.62	1.71	1.97	Not Sig.
8	Discuss in details about new developments in education and emerging career opportunities with parents	Pub. Sch. Principals Priv. Sch. Principals	40 104	3.10 3.30	0.89 0.52	1.42	1.97	Not Sig.
9	Ask parents about their expectations from the school	Pub. Sch. Principals Priv. Sch. Principals	40 104	3.05 2.93	0.74 0.78	0.86	1.97	Not Sig.
10	Ask staff about their expectations from the school	Pub. Sch. Principals Priv. Sch. Principals	40 104	3.20 3.31	0.84 0.68	0.79	1.97	Not Sig.
11	Usually help my teachers in solving their personal problems	Pub. Sch. Principals Priv. Sch. Principals	40 104	3.05 3.14	0.74 0.85	0.29	1.97	Not Sig.
12	Make sure that teachers are motivated in order not to leave at any opportunity or provocation	Pub. Sch. Principals Priv. Sch. Principals	40 104	3.40 3.53	0.73 0.81	0.93	1.97	Not Sig.
	Overall	**Pub. Sch. Principals** **Priv. Sch. Principals**	**40** **104**	**40.27** **40.53**	**8.31** **7.40**	**0.17**	1.97	**Not Sig**

Result on Table 2, revealed that there is no significant difference in the mean scores of public and private secondary school principals for all items on the table (1-12) on their application of perceners satisfaction aspect of total quality management. The overall t-calculated value of 0.17 is less than t-critical value of 1.97. Thus, the null hypothesis is not significant. Therefore, there is no significant difference in the mean scores of public and private secondary school principals on their application of perceners satisfaction aspect of total quality management in Anambra State.

Summary of the Findings

Based on data analysis, the summary of the findings are presented as follows:

The principals of public and private secondary schools in Anambra State are similar in their application of perceners satisfaction aspect of total quality management in areas of checking with students what do they want to achieve through schooling, giving student opportunity to get guidance for their learning difficulties so as to improve their academic performance, ensure that students achieved their objectives set for their learning, consider co-curriculum activities necessary in the school, ensure that students are treated with respect, have enough classroom and spare rooms, provision of sick room, water and sanitation and health management facilities are in school, discuss in details about new developments in education and emerging career opportunities with parents, inquire from parents their expectation from their wards or children, ask staff about their expectations from the school, help teachers in solving their personal problems and motivate teachers in order not to leave the school at any given opportunity.

Discussion of Findings

The result of this study shows that there is no significance difference in principals' application of perceners satisfaction aspect of total quality management in secondary schools in Anambra State. The principals of public and private secondary schools do not differ in their opinion on their application of perceners satisfaction as both categories of schools met the cut of mean score of 2.50. Although there are some areas one can identify extent of utilization. For example, private secondary school principals place more value on their consideration of co-curriculum activities necessary in school with mean score of 3.61, whereas public secondary schools has 3.45. On the other hand public secondary schools have enough classrooms and spare rooms in case of student's population explosion in the school with 3.40 mean score as compared to 3.18 mean score of their private schools counterparts. Nevertheless, this finding is in agreement with assertions of Abdul-Razak et al (2014) that the theory of TQM rests on two tenets. The first and most important is that customers (perceners) are vital to the operation of the organization. Without customers there is no business definitely, and without business, there is no organization. Consequently, it should be the primary aim of the schools to keep customers/perceners satisfied by providing them with quality services / products. Further, results indicated that there is no significant difference in the mean scores of public and private secondary school principals on their application of perceners satisfaction aspect of total quality management in Anambra State as established by the t. calculated over the t. critical value. In this case the hypothesis is retained.

Conclusion

Based on the findings of this study, it was concluded that there is no difference exists in the principals': application of perceners satisfaction aspect of total quality management in public and private secondary schools in Anambra State.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. The Ministry of education in collaboration with Secondary School Post-Primary Commission (SSPPC) should organize seminars, workshop and conferences for principals and teachers with particular reference to application of perceners satisfaction aspect of total quality management principles in schools.
2. Conducive school atmosphere must be put in place by secondary school administrators/principals to enable mutual relation among staff members for effective application of perceners satisfaction aspect of total quality management in the schools.
3. Principals should be fully committed in application of perceners satisfaction aspect of total quality management (TQM) for effective school administration; especially making sure that adequate preparation is made for perceners satisfaction.
4. The officials of State Post Primary School Service Commission (PPSSC) and school proprietors should pay regular visits to secondary schools for continuous monitoring and supervision of the application of perceners satisfaction aspect of total quality management in secondary schools in the State.

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