

Awareness of Total Quality Development Model in Ebonyi State University

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Abstract

Awareness of Total Quality Development Model (TQM) in Ebonyi State University is a system for achieving institutional excellence of staff and students. TQDM is a departure from Total Quality Management (TQM), and the system re-engineers institution towards quality continuous improvement, increase in efficiency, effectiveness and survival of staff and students in a competitive global society. Mostly, TQDM focuses on the poor student performance and the altitudes of the staff towards the delivery of educational services and culture. The adoption of TQDM as a development technique will play critical roles in improving. The institutions academic excellence, which depends on gradual implementation and persistent improvement. Finally it recommends that the implementation process should take cognizance of environmental and cultural peculiarities of the institution through creating awareness designing of training and orientation models that will be crucial elements in successful re-engineering of human development in Ebonyi State University (EBSU).

Keywords: Awareness, Total Quality Development Model, Institution, Re-engineering, Efficiency.

INTRODUCTION

1.1 Background of the Study

Total Quality Development Model (TQDM) is an offshoot of Total Quality Management (TQM) and is based on human services through change in an environment and culture as a way of establishing man in society. Therefore, change involves human acts processed through service delivery methods applied to ancillary institutional processes such as human resources, machines, research, etc. Again, the change in an institution or group, association, cultural norms and value and belief systems, reflect how institutions function, which has a determinant influence on change in the political system, economic patterns and social base. For substantive change to occur, these factors must be aligned. Total Quality Development Model (TQDM) is a cultural change process based on successful social, economic and power bases (Tichey, 2003).

Basically, every human being is a resource system involving creative design, selection processes, compensation and records, performance appraisal, training and development, which must align with and support the new culture. And, information systems will be redesigned to measure and track new things such as development quality which must tackle the real institution needs and conditions, hence, meeting both staff or workers and students or subjects. Total Quality Development Model (TQDM) is therefore, problem solving oriented as staff feel the need to make the institution more effective through result orientation. In this case, development focus is presumably the concern of both staff and students, based on methods of improvements, and creating more human resources or potential in society.

To achieve this in an institution, existing culture and environment play dominant roles to successful of Total Quality Development Model (TQDM) adoption for prosperity and survivals (Bounds *et al.*, 2004). Hence, culture has been defined by Scholars of development in different patterns to suit their activities (Kuhn, 2002; Brown, 2006; Deed and Kennedy, 2002; James and James, 2009). But some scholars define culture based on values and beliefs that cause certain behaviours, while other focus on behaviour itself.

Bounds *et al.* (2004) defines culture, taking into account the two contrasting (the outward and the inward) views as:

"A pattern of artifacts, behaviours, values, beliefs and assumptions that a group develops as it learns to cope with internal and external problems of survival and prosperity (2002)."

Culture can also be viewed from the holistic system as consistent with the idea of (Scheirn, 2005). Scheirn observes culture as working at three stages: the first stage consists of artifacts such as technology, language, physical structures, behaviours, norms, rites and rituals which are easily seen. The second stage involves the moral codes, ideologies and philosophies that guide decision-making. The last stage consists of the assumptions, which develop from fundamental values and beliefs.

From the above expression of culture, it can be observed as a totality of visible and invisible elements, including physical and technologies factors, beliefs and norms that are shared by members of the institution

to solve both internal and external work related problems.

Really, institutional culture is closely related to the environment. Roodey (2013) defines environment as:

"All the physical, social and cultural factors and conditions that influence the existence or development of an institution or group assemblages (p. 286)".

In the context of human development, environment is defined as the study of the totality of all the physical, social, political, culture and religious factors that directly or indirectly affect individuals in groups or institutions. There is a distinction here between internal and external environment. The internal environment deals with the physical structures, installations and layout, operational and technological facilities, social and human relation factors that are prevalent within institution. The external environment means the collectivity of all the factors of politics, economy, social which enable the institution to cope with challenges of society.

Levitt (2002) postulates that institutions must be responsive to their environment, constantly creating changes in response to environmental changes in order to renew and increase their viability. Also, to ensure institutional survival and prosperity organisations must not only adapt to changing environment but must change those cultural values that are dysfunctional to their growth strategies. Indeed, institutional culture places emphasis on maintenance of established standards and problem detection should be replaced with one that is proactive, anticipative and preventive.

Spector and Whiteman (2002) postulate a model for renewal or redefinition of roles responsibility and patterns. The approach addresses the structure for training or building and process interventions at the individual and group level. Eisenstat (2012) states that:

"Total Quality Development Model is concerned, with moving the focus of control from outside the individual to within; the objective being to make everyone become productive for his own performance and, to get them committed to attaining quality in a highly motivated fashion with commitment to continuous improvement" (P. 140).

According to Eisenstat (Ibid), TQDM is mainly concerned with changing attitudes and skills so that the culture of the group or institution becomes one of the motivations for individuals in society. And, the new culture must be successfully adopted and implemented. The system involves cultural consistent transformation and the focus on root causes of problems rather than on the problems themselves, the importance of continuous improvement at every level and the need to achieve performance improvement through comprehensive personal processes and operating systems.

Therefore, the growing intense challenges in the universities call for the adoption of this developmental culture and since environments cannot change suddenly, there is need to create quality models to sufficiently monitor activities for continuous improvement and achievement.

Total Quality Development Model (TQDM) is a performance-enhancing weapon, which enhances the chances of humanity and Ebonyi State University is included in that global environment. It involves the various elements of institutional structures like human resources, strategic planning, work processes, leadership, development system and aligns them towards achieving excellent institutional results and human skills development in society.

1.2 Statement of the Problem

Based on the dynamics of society, culture and environment, Nigeria Universities should adapt to changes and meet up with the international standard of the global society. The uncertainties in Nigerian universities in relationship to the quality of the staff and students manifest in negative effects in the country.

Indeed; the distress in the universities resulting from lack of capital, incessant strikes, cultism, riots, fees increase, non-payment of Staff salaries, lack of infrastructure etc; these have left universities in deep crisis conditions every year. In this case, academic work "has become totally unpredictable in the country. Therefore, the appropriate response is for the Nigeria Universities to look inwards, by adopting the Total Quality Development Model (TQDM) to deal with the realities of capital change in the culture and environment.

Basically, the major problem of this research is to investigate the poor students' performance and attitude of staff towards the delivery of educational services and culture. To solve this problem, there is need for Ebonyi State University to create a conducive culture and environment that can develop the skills of every staff to adopt and recognize the development model of students with dedication and focus on society for result orientation.

1.3 Research Questions

- (1) To what extent can Nigerian institutions effectively implement Total Quality Development Model (TQDM) to meet up with the global standard?
- (2) How do the socio-cultural and environmental factors influence an institution's response to Total

Quality Development Model (TQDM)?

- (3) To what extent will the adoption of Total Quality Development Model (TQDM) positively improve institutional performance in relation to staff and students?

1.4 Objectives of the Study

The general objective of this study is the evaluation and assessment of the vital issues of applicability of the Total Quality Development Model (TQDM) in a Nigerian University and to identify aspects of the model that are suitable for the Ebonyi State University, through the establishment of quality culture and environment which are responsive to our internal and external students' needs and expectations. Moreover, the development of a culture which would eliminate waste of manpower, material and time, and which every staff can accept, is another objective of the study. The system requires quality Staff who are aware and motivated, as well as disciplined. In general, the specific objectives are as follows:

- (1) To determine the need for the implementation of Total Quality Development Model (TQDM) in Nigeria.
- (2) To assess the future benefits accruable from the adoption of Total Quality Development Model (TQDM) in the university system (Ebonyi State University).
- (3) To determine some of the problems associated with implementing Total Quality Development Model (TQDM) in a university organisation.
- (4) To establish the relationship between TQDM and Universities.
- (5) To examine the effect of culture and environment factors on TQDM.

1.5 Significance of the Study

The study has both theoretical and practical relevance. The challenging factors of the institution notwithstanding, the strategies adopted will strongly depend on what happens in the institution (Tichy and Radcliff, 2003) and the extent to which the standard of education will be responsive and play active roles on Nation building. Education is a bedrock for National development and progress, (Radford and Brown, 2008).

This study therefore, hopes to:

- (1) Supply baseline data for rudimentary application of TQDM to enable the case study institution develop or build the model to adopt to the societal, cultural and environmental dynamics.
- (2) Provide information for the case study institution to prepare the students for personality skills, attitudes, knowledge and values change, to prepare the society for proper functioning from one generation to another.
- (3) Produce findings that will guide universities to employ staff that can play roles in the provision of appropriate training to enhance the Students' ability to play their roles in society.

1.6 Scope of the Study

The work is based on Ebonyi State University Abakaliki, Ebonyi State, Nigeria. The institution has four campuses. The first campus called Collage of Agricultural Science (CAS) is located at Azugwu, Abakaliki Local Government, where the administration block is situated. Two faculties of the institution are located there, namely, the faculty of Agriculture and Natural Resources Management and Faculty of Law. The next campus is located at Mgbodo Community called Presco campus, where two faculties are located namely: The faculties of Applied Natural Sciences and Health Sciences. Another campus is located at Ishieke community called faculty of Education. Finally at the main campus are the faculties of Arts, Management and Social Sciences.

LITERATURE REVIEW

2.1 Overview of Concept of TQDM

Really, different scholars and researchers have various views on Total Quality Development Model (TQDM). Thus, Deming (2006) in his 'Development Model' emphasises that commitment to TQDM is a background to success growth. Feigenbawn (2005) in his pattern development model expressed the need for staff skill commitment and the need for the individual (student) orientation towards quality development based on inter departmental and Cross functional relationship.

Juran (2004) views TQDM as a continuous standard of commitment improvement for individual satisfaction. Ishikawa (2000) focused on a person centred model, which place emphasis on development of institutional human resources and the focus of investigative effort on individual factors. Crosby defines TQDM as a quality system ideology concerned with individual doing things right, first time and always which makes the individual to live a perfect life in society.

Oakland (2010) defines TQDM as an approach-involving individuals at all levels in planning, organizing, controlling and understanding group activities and improving on competitiveness and flexibility of an institution. Furthermore, TQDM is concerned with moving the focus of control from outside the individual to

within, in a bid to ensuring accountability/commitment. Therefore, Oakland believes with Mead (2000); Collard (2002); Crosby (2004) and Bounds *et al.* (2004) that TQDM is culture driven, concerned with changing attitude and skills so that the culture of the institution becomes doing the right things, first time, every time but preventing waste of man in society.

The origin of TQDM has been traced to the poor quality culture and environment surrounding man. The general misconception about quality in a typical traditional development setting is that there are some areas of defect in the quality concept, which TQDM came particularly to correct. There are determining criteria of quality on the basis of the development design and conformity to the design. The service is perceived to be of high standard if it meets certain specific design characteristics.

The traditional approach of quality system is mainly of service inspection, only to correct individuals. This approach is defective based on seeking fault on individuals. TQDM came to offer an alternative, which motivate, creativity in man. The traditional approach to quality had been that of the responsibility of quality being individualized and this approach gives a worm-eye view and a departmentalized perspective to quality model in institutions. TQDM believes that various individuals within the institution should share the same concept of quality. It brought the system of the bird's eye view to quality thinking in the work environment of institution.

Thus, Total Quality Development Model (TQDM) is used to refer to the institutional development of the system in the modern era. Schmidt and Finnigan (2004) viewed TQDM as rooted in development and practices in America, which involve scientific development, group dynamics, training and achievement motivation, staff involvement, strategic planning, culture and environment, adaptable institutional development, individual empowerment etc.

Juran (2004) viewed Total Quality Development Model (TQDM) as a system of doing things or enabling individuals to plan and consistently achieve continuous improvement in the quality of all human activities and processes and have results for the purpose of satisfying or attaining goals in society. A close look at this definition will reveal that Total Quality Development Model (TQDM) rests on four arms known as

- i. continuous quality development
- ii. a commitment to improvement,
- iii. a commitment to quality and
- iv. commitment to the individual customer, (Students).

The commitment to improvement means that each and every staff can influence the process or system at any stage through active involvement and participation.

Total Quality Development Model (TQDM) as a comprehensive approach to improving competitiveness and flexibility through planning, organizing and understanding the activities and participation of each individual at every level. He observed the development model as a continual increase of an individual's skill to a useful standard in society. For an institution to be truly effective, each part of it must work properly together towards the same goals, recognizing that each person and each activity affects and in turn is affected by the other. TQDM is another method of ridding people's lives of wasted efforts by bringing every individual into the process of improvement so that results are achieved in man. The models and techniques used in TQDM can be applied throughout any institution. This involves more than shifting the responsibility of detection of failures from the students to the institution.

Helliegal (2009) defines Total Quality Development Model as a development orientation that is concerned with quality improvement, quality strategy and quality maintenance that aims at full development of individuals in society. He says that TQDM has a broad focus and its goal is to structure the entire institution in a manner that allows it to improve individual skills for the development of society. In other words, TQDM is a systematic approach for enhancing an individual's potential in a system that allows people to excel in society. This definition has the view that the focus of any institution that aspires to be a quality institution must be to achieve a model culture of quality in everything to ensure development of individuals in all the groups within and outside the institution. TQDM is a culture and a total way of life; an enhancing culture which drives the entire institution. In this case, this definition perceives TQDM as a model for driving skills in institutions.

2.2 An Overview on Quality

Scholars, authors and researchers believe that Quality is dynamic in nature and its meanings often conflict in society. Kate (2008) defines Quality as fitness for purpose or usage, meaning the purpose for which the term is used. Deming (2006) views quality as the demand of the client but agrees that both the present and future needs of the individual must be satisfied.

Crosby (2005) sees quality as a process of conformance to requirement standards. According to Bounds *et al.* (2006), quality is an innate excellence, which implies a high standards of timeless and enduring characteristics, rising above individual styles.

However, Oakland (2010) agrees with Deming (2006) and Kate (2008) that the definition of quality

must deal with the needs and expectations of the qualitative needs of individual life. Really, individual requirements involve access and availability to resources, reliability, maintainability and effectiveness in society. Oakland (2010) in his contribution identifies two distinct but related aspects of quality (design and conformance). The quality of design measures how well the individual can work to achieve his required objective, while the quality of conformance is the measurement of the service of individual in society.

Bounds et al. (2004) view quality in terms of three dimensions: service based, institution based and result based. The service based observes quality as a precise and measurable variable whose differences reflect differences in the quality of an attribute of the societal services. The service based translates requirements to specific components and physical dimensions of result. But, the service quality does not differentiate the individual taste and preferences. However, the institution-based outlook of quality depends on the degree of excellence and achievement in the pattern of an institution's guidance requirement. And, the result based, defines the standard of individuals or their impact in society.

Ishikawa (2005) offers both the narrow and broad explanations of quality. Narrow concept of quality means quality of result orientation, but broadly his interpretations involve quality of work, quality of service, quality of process, quality of improvements system and objectives. Roots (2010) agrees with Ishikawa's (2005) broad explanation of quality but expresses that quality deals with quality of people's involvement.

In a nutshell, quality is the component of the physical structure and result orientation or services designed for standard satisfaction, functionally and psychologically, of reliability, delivery and effectiveness in society.

2.3 TQDM as a Product of Development

Indeed, we have to examine TQDM as a development product that is concerned with the continuous improvement and rise of quality materials, functions and processes aimed at achieving higher skills and performance of students through focus orientation, total commitment of students, staff and coordination. Total Quality Development Model (TQDM) has focus and drives; hence the main ideas are based on students' focus, continuous improvement and coordination.

The institution's focus on TQDM is based on the ability of individuals being the best in society. Moreover, TQDM is based on achieving quality of students in all ramifications in the institution. This method has adopted the secret of individual success through brainstorming. Brainstorming is a model used to generate a large number of ideas quickly and used in various situations. Individuals are expected in society to form ideas concerning a problem under consideration with the best solutions centred area.

Therefore, development means that no individual is beyond continuous improvement. Everyone in the institution must be encouraged to be involved in improving the society (Ewurum, 2007), and such development must be innovative, involving large dramatic to incremental changes. Hence, development as reflection of TQDM relates to individuals who have the benefit of the environment and activity or actions of institutions. TQDM process has succeeded in changing the position of institutional stages by inverting them and placing the students on the upper most stage as shown in the figures below:-

Inverted Institution Stages

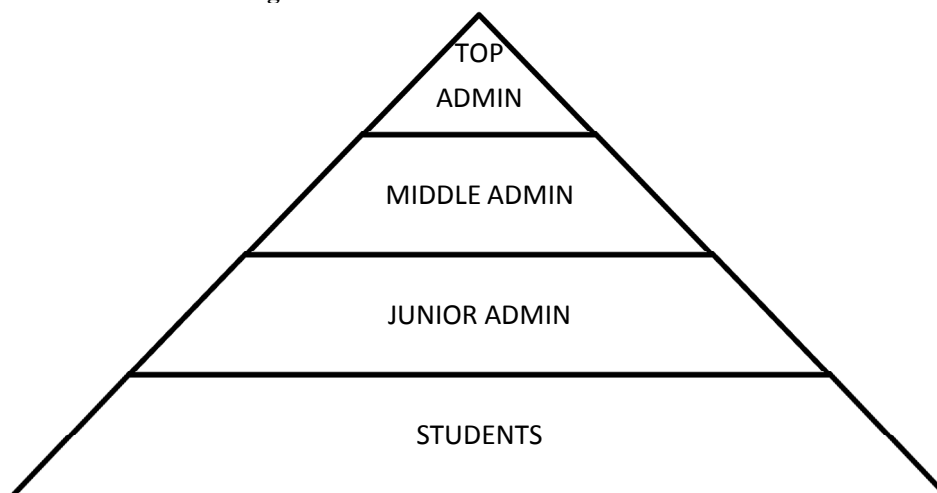


Figure 1: (A) Old Institutional Structure

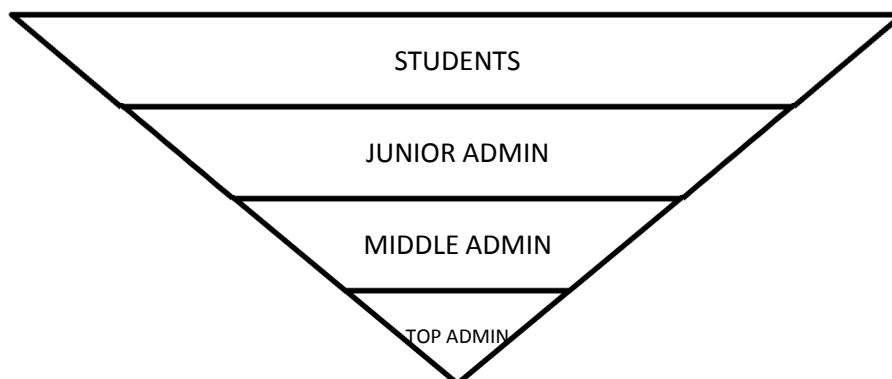


Figure II; (B) Modern Institutional Structure based on TQDM

- (i) Re-defining the position of students in an invented institutional model by placing students on the upper most position,
- (ii) It enables the institution to embrace total commitment and development of students
- (iii) Reduction of failure of students
- (iv) It makes everyone in an institution to be students' focused and activity involves academic quality or service to the student.
- (v) Continuous improvements of staff and development of students in the institution.

2.4 Theoretical Framework

TQDM is based on a dynamic system of change model (structure). The effectiveness of this model is a function of the socio-cultural and environmental background. It relates to the ability to identify the major influences or the correct model for socio-cultural and environmental setting for effectiveness in the institutional society.

Total Quality Development Model (TQDM) is associated with the philosophy of never ending incremental improvement, which manifests a major breakthrough based on the background of continuous development improvement skills approach (Juran, 2003; Imai, 2006; Bounds *et al.* 2004).

Continuous improvement theory emphasized the never ending effort by every member of the institution to continuously improve on the quality of skills, which dictated the development of individuals. Continuous improvement is the most powerful guidance of institutional goals. Basically, the theory focused on the individuals' (Students) understanding the approach and the staffs' attitude to quality improvement on development. The theory involves improvement and requires a systematic approach to quality development whose components include process of planning, providing the logistics processes, evaluating the skills, examining the performance of the processes and modifying the processes of individual development patterns.

The theory focused on the effective adaptation of continuous improvement on varying environmental and cultural backgrounds to achieve successful development of individual skills in any institution through high capability of staff, properly internalizing or socializing students of institutions of learning and the serious coordination of staff patterns. Again, proper orientation of both staff and students on persistent incremental improvement of developmental skills is very critical. And, institutions" must emphasize the cultural restructuring or improvement of the types of models that can eliminate the Western, Japanese and American backgrounds of current developmental models.

Every individual in the institution sees himself as an integral part of the institution, able and willing to contribute in successful organisation development through effective and efficient role performance. The cooperation and collaboration among members of an institution promotes motivation and empowerment of skills. And, it creates a sharp commitment to individual development orientation, which change the society (Ajayi, 2006).

2.4.1 TQDM Coordination in Institution

The successful implementation of TQDM in an institution is traced to proper coordination (Wilkinson and Goodman, 2006). Coordination is defined as organizing of groups or members for teamwork which coordinates their activities enthusiastically to achieve the institutions objectives (Goodman, 2006). Coordination is working together with institutional members who share common goals and strive by combining human resources to solve environmental problems for the benefit of society.

Whiteman and Scott (2009), states that the role of coordination is the involvement of staff and students as institutional partnership that creates societal change. To realize the full aspect of coordination, .Whiteman and Scott maintained-that coordinators must genuinely facilitate the participation and involvement of groups, overcome hierarchical institutional structure and involvement in actual developmental results.

Coordinators must build trust, improve, cross-functional communication and foster skills development. Oakland (2010) points out that the coordination approach to solve problems in the institution is through engaging talent experts and resources, and by using greater varieties of complex problems that can be solved as such problems are exposed to greater diversity of knowledge, skill and expertise. By effective participation in problem solving and decision-making through coordination, staff morale and sense of belonging are boosted, as cross functional or staff and student conflicts are easily resolved. He further emphasized that the quality of decision-making involves effective coordinating which is higher than staff decision and recommendations and are more likely to be implemented with greater sense of participation and commitment. This can manifest strong spirit of personality in man for improvement of skills or talent.

Tuckman (2006) postulates four main stages of coordination development. This involves forming, storming, norming and performing stages. The forming stage relates to a totally agreed behaviour of the members of the institution. Every person's feelings, weaknesses and mistakes are carried along by established norms which confine people to the value system. Then, the storming relates to internal members conflict, emergence of personally and power struggle factors. The coordinator becomes more inward looking with major concerns for the values of the members in the group. Indeed, the coordinator becomes more open, oriented towards confidence building, unification acts, efficient and effective. The storming stage creates the cooperative spirit among members through the attitude of trust. The storming stage determines the culture of the institution through members' patterns of behaviour. The coordinator encourages members' systematic culture of working together towards creativity methodologies. The coordinator achieves greater appreciation of individual differences of members as group objectives become more apparent. And, cooperation and collaboration are achieved with coordination of constant review of progress to make more improvement. Finally the performing state creates the opportunity for great development. Efficient coordinating manifest strong spirit of personality in man for improvement of skills or talent. This is the result of the social aspects of man in any institution, which manifest in the development of society.

Consequently, the successful implementation of human resource and coordination manifest the TQDM in man. Oakland (2000) views that the system of Total Quality Development Model needs the coordination at all levels. The coordinating level is the steering committee, which takes responsibility for providing strategic direction on TQDM, establishes, review and close TQDM plan for implementation. In this case, the levels are the process Quality Coordination and the Quality improvement coordination. The both are cross functional and often are multi disciplinary groups of individuals with appropriate knowledge, skills and creativity, who are responsible of development operational process and strategies for continuous improvement. Then, these groups of staff under leadership identify and solve developmental related problems and make recommendation to coordination sector (Oakland, 2010).

The effective coordination required to accomplish the objective of development, to build skills or to develop individual and satisfy the separate skills of the individuals in the institution. Individuals (students) have their different skills, which involves their potentials and must be given opportunity by coordinators to receive recognition and take responsibilities of them.

According to Oakland (2010), successful coordination manifest easily identifiable attributes:

"Clear goals and objectives agreed openness and ability to confront each other, mutual, trust and support, cooperation, sound inter group relationship individual development opportunities effective understanding and good decision making and implementation".

Oakland (2010) expresses the development DRIVE model for implementation of. Quality improvement approach with coordination. The DRIVE is based on procedure of implementing improvement programme. This model establishes the success criteria through proposed for improvement of skills. And, the proposed improvements meet success criteria, Then, the task structure and improved process document create development of skill in an individual.

3.1 Summary of Findings

- A. The adoption of Total Quality Development Model as a developmental skills technique can play a role in improving the institution academic excellence.
- B. There is awareness of Total Quality Development Model (TQDM) in society but its existence and implementation in educational institutions remained doubtful.
- C. Although, the Total Quality Development Model (TQDM) is a new technique but all institutions must adopt the pattern so that quality of Staff and Students skills can be improved.
- D. For the successful implementation of Total Quality Development Model (TQDM) there must be certain requirements, conducive environment, culture, and individual dimensions, coordination and continuous improvement schemes in the institution.
- E. Effective involvement of Total Quality Development Model (TQDM) depends on the re-engineering of the institution, work structure and the maturity of coordination technique.

- F. The system of Total Quality Development Model (TQDM) averts academic failure but improves academic performance in the institution through gradual implementation and persistent improvement.
- G. The existence of structures and operations of Total Quality Development Model (TQDM) had not been felt in Ebonyi State University (EBSU) institution when the researcher conducted this work.

3.2 Conclusion

It has been observed that institutions need to embrace and implement the system of Total Quality Development Model (TQDM). Therefore, the technique of Total Quality Development Model (TQDM) is modern and has to be utilized in institutions for the development and improvement of Staff skills and students' continuous improvement.

Basically, the implementation process should take cognizance of environmental and cultural peculiarities of the institution, required to achieve systematic innovations through research work. These involve training and orientation, in order to maintain gradual but persistent improvement of quality in skills development. Staff members are tools of development, and remain a crucial element in successful implementation of Total Quality Development Model (TQDM) in the institution. Quality improvement strategies must therefore take account of the centrality of both the present and future of students in societal establishment.

On the other hand, Total Quality Development Model (TQDM) as a modern technique should be given a chance to be practice for the purpose of achieving academic excellence in the institution by giving Students quality training in development of their skills or confidence building focus based on the fact that the university is the last resort for human development which will stop academic brain drain in society.

Coordination is the backbone of Total Quality Development Model (TQDM) in institutions through creating a conducive environment for effective implementation, while Staff and Students are the major players that make Total Quality Development Model (TQDM) successful in society.

Finally, institutions must understand that TQDM is not always difficult based on comprehensiveness and long-term process. Really, institutions must maintain their commitment, keep the process visible, provide necessary support and hold individuals accountable for results. And, Students of course must be involved in designing the programme.

Mostly, educational institutions must always keep in mind that TQDM should be purpose driven, in order to be clear on the institution's vision for the future and stay focused on it. TQDM is a powerful model for developing Students and Staff creativity and potential, reducing bureaucracy and costs, and improving services of institutions.

3.3 Recommendations

- A. The institution adopting TQDM strategic development plans should involve attainable visionary objective skills to ensure that students' present and future requirements are adequately reached to ensure their survival in society.
- B. The responsibility for students' potentials should be given attention through establishing structural strategies for developmental policies and procedures. And, there should be proper coordination between Staff and Students to achieve the objective of establishing institutions of learning. Students are the goals of institutional establishment in society and their effective training and inculcation of developmental spirit should be taken serious.
- C. Nigeria Government should adopt and implement a policy of positive reformation institutions, while public and private bodies should encourage and promote research orientation. The purpose is to ensure that the nation meets up with the twenty-first (21st) Century global personnel development standards.
- D. The tertiary institution's Staff should be encouraged to work towards the result orientation of Total Quality Development Model (TQDM) in the institutions they are employed.
- E. Lastly, TQDM must be based on groups' involvement on work, through horizontal and vertical communication training to encourage groups interaction with one another. And, team building is a core element of the process, to ensure staff involvement and effective problem solving. Again, TQDM should build analysis into the culture: using the technique of "stop and think about how we work" based on objective measures of results, while looking for visible improvement, through optimization towards best patterns of skills development on students.

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