

The Role of Training in the Implementation of Total Quality Management in Secondary Schools in Eldoret East District, Kenya

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Abstract

Due to the increasing demand for quality in education, it has become necessary for schools to adopt modern management practices. It is now a requirement that educational institutions should have a strategic plan. Quality is a priority in organizations today and improving quality is one of the most important tasks addressed in many institutions. Kenyan schools have started to establish a quality sector so as to improve the quality and standards of secondary education and make their systems more effective. Recently, one philosophy has emerged in the concepts of quality and management, referred to as Total Quality Management. It is a management approach through which organizations can ensure achievement of success. However, to continuously keep improving on performance at all levels, training becomes a necessary tool. This study thus sought to establish the importance of training in the Implementation of Total Quality Management in secondary schools in Eldoret East District. The study was premised on the systems theory of organization. This theory states that schools operate as systems with many parts which are interdependent and interrelated. Survey research design was utilized. The target population was 450 out of which 150 respondents were selected using the stratified random sampling technique. Data was collected using questionnaires with respondents being principals, directors of studies and heads of departments. A total of 15 secondary schools in Eldoret East District participated in the study. The data from the field was analyzed using descriptive statistical methods such as frequencies and percentages. Tables, graphs and pie charts were used for presentation and interpretation of data. This paper aims at aiding the school heads to understand the need to adequately induct new teachers and train them so that they can understand the school mission/vision for quality service delivery. Quality services offered by schools will lead to constant improvement of the standards in a school. The study found out that training was regarded as a tool for improvement of service delivery and that most schools held in-house training for prefects, heads of department, subject teachers and in some cases board of management. The study also established that training helps to improve quality in management of secondary schools in Eldoret East because it offers a platform for learning new ideas, knowledge and skills for teachers. This contributes to continuous improvement in the schools. The study recommends that schools should constantly review training needs and conduct continuous training to help individuals to keep abreast with changes and remain relevant. Schools should also factor in adequate finances for capacity building in their annual budgets.

Key Words: Role, Training, Implementation, Total Quality Management, Secondary Schools

INTRODUCTION

Total Quality Management is a systematic approach to education reform based on the philosophy of Deming (2000). Deming's work is not merely about productivity and quality control; it is a broad vision on the nature of organizations and how organizations should be managed. TQM has been applied to business and industry; and recently has been introduced, experimented and implemented in learning institutions to provide high quality standards for both industry and educational institutions. Furthermore, some other environmental forces make the need for more effective and better quality of education more essential (Nina & Maureen, 2006). These include a growing environment in terms of student population, increasing competition between schools, high expectations from parents and more flexibility in school programs among others.

TQM approach in education involves not only achieving high quality but also influencing all segments of the educational process such as management, interpersonal relations, material and human resources. The introduction of total quality management therefore requires a number of changes in educational institutions. First and foremost, change has to occur in the attitudes and activities of the management and all stakeholders. Other areas of concern are the organization and monitoring of the educational process, the evaluation of its results, culture of communication and interpersonal relations.

Capezio and Morehouse (1993) further argued that companies with TQM are focused on the systematic management of data in all processes and practices to eliminate waste, and pursue continuous improvement. In TQM, the responsibility for quality is located in both the individuals and team through some evaluative and developmental processes. This represents an approach to quality assurance more congruent with the structures and ethos of educational organizations than many of the more mechanistic and hierarchical processes (McCulloch, 1993).

TQM is therefore a strategy for improving business performance through the commitment and involvement of all employees to fully satisfy agreed customer requirements at optimum costs through improvement of products and services, business processes and people involved (McCulloch, 1993).

Management and Planning of Education and Training in Kenya

The Ministry of Education in Kenya is charged with the responsibility of implementing government policy on education and training. It has the overall responsibility to manage all aspects of education and training (Sessional Paper, 2005 (1)). Other partners include ministries of local government, labour and human resource development in provision education and training though on a comparatively small proportion.

The Ministry of Education has a vision that embraces the wish of all Kenyans —to have globally competitive quality education, training and research for Kenya's sustainable development (Ministry of Education Strategic Plan, 2006-2011). It is

responsible for the education sector policy development planning, development of sector strategies and regulation of the provision of education and training services by other providers. There is a growing involvement of NGOs and the private sector in the provision of education and training services. This has introduced new challenges relating to the management and co-ordination of the provision of education services. The NGO's and private sector however compliment the work of the Ministry of Education and other Government education and training services providers (GOK, 1976).

International Organisation for Standardization (ISO) Training in the Ministry of Education

After ISO 9000 certification, the MOE undertook training of supervisors, heads of divisions and sections at the ministry of Headquarters and three officers from each Provincial Education and District Officers on ISO 9000 Quality Management system. The trained personnel would then sensitize the rest of the staff in their respective head office departments, provinces and districts (GOK, 2007).

The training enabled participants to; understand how to implement the ISO Quality Management system in the ministry, develop ISO 9000 documentation, be introduced to the concepts of internal audits and appreciate restructuring and organization of the ministry's technical departments and overall structure of the ministry. Although the guidelines for implementation of Quality management in schools are outlined, the disparity in performance of various schools calls for the need to ascertain the extent to which training has helped in implementation of TQM in schools.

MATERIALS AND METHODS

The study was conducted in secondary schools in Eldoret East District, Kenya. A survey research design was used so as to establish the present level and role of training in Institutions on Implementation of TQM. The target population for this study was 450 from 45 secondary schools in the district then out of which a sample of 150 respondents from 15 schools was randomly selected. The study targeted 10 Principals, 10 Directors of Studies and 120 Heads of Departments in secondary schools. The sample was chosen using stratified random sampling method. This was because the 45 schools fell into five different categories namely; - day mixed schools, boarding mixed schools, day and boarding schools, boys boarding and girls' boarding schools. The respondents were distributed as shown in Table 1.

Table 1. Distribution of respondents

Category of school	Principal	Director of studies	Head of Departments	Total
Day mixed	2	2	16	20
Boarding mixed	1	1	15	17
Day/ boarding	2	2	12	26
Boys boarding	4	4	32	40
Girls boarding	6	6	35	47
Total	15	15	120	150

Source: Survey Data, 2014

Questionnaires which contained structured and unstructured questions and document analysis were used as the main tools for data collection. Document analysis technique was also used to obtain data on continuous total quality improvement in schools.

STUDY FINDINGS

Management Training and Induction

To determine the role of training in implementation of Total Quality Management in Eldoret East District, the author sought to find out if Principals had undergone management training and if the Heads of Department (HODs) had undergone induction. The data analyzed showed that fifteen (100%) of the Principals had undergone management training and One hundred and twenty eight (94.8%) HODs had undergone induction. Most of the members of senior management in schools had the required management skills acquired from the training and could champion the implementation of TQM in their schools.

In house Training

A section of the questionnaire sought to find out if the Principals facilitated in house training for Prefects, HODs, Subject teachers and Board of Governors. 66.7% of the Principals facilitated for prefects training, 60% for HODs, and 40% for subject teachers while 6.7% for Board of Governors training. These are presented in Table 2.

Table 2. In house training

	Frequency		Percentage	
	Yes	No	Yes	No
House Training				
Prefects	10	5	66.3	33.7
HODs	9	6	60.0	40.0
Subject teachers	6	9	40.0	60.0
BOG	1	14	6.7	93.3

Source: Survey Data, 2014

Schools appreciated the importance of training as indicated by the fact that most schools facilitated inhouse training. The inhouse training is important because the training will be customized to address the specific training needs which vary from one school to another.

Training for Improvement on Service Delivery

The study sought to establish the Principal's opinion of whether training helps in improvement of service delivery. Analysis and interpretation of data revealed that thirteen (86.7%) Principals strongly agreed (SA), and two (13.3%) agreed with the statement as presented in table 3.

Training helps in improvement of service delivery because it empowers people with the right knowledge, skills and attitudes to perform their duties better. It is through training that the management agenda for improvement of services can be

communicated. Training should, therefore, be carried out at all levels in a school so that all team players have a shared vision and a common focus.

Table 3. Training in improvement of service delivery

Level of Response	Frequency	Percentage
Strongly Agree (SA)	13	86.7
Agree (A)	2	13.3
Undecided (U)	0	0
Disagree (D)	0	0
Strongly Disagree (SD)	0	0
Total	15	100

Source: Survey Data, 2014

On the HODs' questionnaire, the author also sought to establish if training was effective in service delivery. Analysis and interpretation revealed that one hundred and fifteen (85.1%) strongly agreed (SA) and twenty (14.9%) agreed with the statement. This is shown in Table 4.

Table 4. Effectiveness of training for service delivery

Level of Response	Frequency	Percentage
Strongly Agree (SA)	115	85.1
Agree (A)	20	14.9
Undecided (U)	0	0
Disagree (D)	0	0
Strongly Disagree (SD)	0	0
Total	135	100

Source: Survey Data, 2014

It can be concluded that Principals and HODs held a positive attitude towards training in improvement of service delivery and also improved quality in management.

To establish if training helped prefects, HODs, subject teachers and BOG to understand their roles better, the findings revealed that twelve (80%) of the Principals strongly agreed while three (20%) agreed that training helped prefects, HODs, subject teachers, and BOM to understand their roles better. This is shown in Table 5.

Table 5. Training helped prefects, HODs, subject teachers and BOM to understand their roles better

Level of Response	Frequency	Percentage
Strongly Agree (SA)	12	80
Agree (A)	3	20
Undecided (U)	0	0
Disagree (D)	0	0
Strongly Disagree (SD)	0	0
Total	15	100

Source: Survey Data, 2014

Through training the roles of various cadres of the Human Resource in a school are communicated. It is during training that any questions or areas not well understood

are clarified. Questions raised and discussions during plenary sessions further help the prefects, subject teachers, Board of Management and other training participants to understand their roles better.

The study sought to establish the need for continuous training and development for the human resource in a schools. The data analyzed revealed that fifteen (100%) Principals strongly agreed that there is need for continuous training and development for the human resource in a school. This is shown in Table 6.

Table 6. Continuous training and development for the human resource in a school

Level of Response	Frequency	Percentage
Strongly Agree (SA)	15	100
Agree (A)	0	0
Undecided (U)	0	0
Disagree (D)	0	0
Strongly Disagree (SD)	0	0
Total	15	100

Source: Survey Data, 2014

Continuous training helps people to keep abreast with changes. It further empowers the human resource with relevant knowledge for improved service delivery. When people are empowered they get motivated to work. Continuous training also contributes to personal development of the human resource. This in the long run contributes to achievement of high quality and standards and continuous improvement in a school. Continuous training makes acquisition of knowledge a way of life which is an ingredient for culture change human resource development.

Quality Management Addressed in Training Sessions

The study also identified whether quality management is addressed in most training sessions. On analysis of data, it was established that ten (66.6%) strongly agreed (SA), three (20%) agreed (A), one (6.7%) disagreed (D) and another one (6.7%) strongly disagreed (SD) as shown in Table 7.

Table 7. Quality management addressed in training sessions

Level of Response	Frequency	Percentage
Strongly Agree (SA)	10	66.6
Agree (A)	3	20
Undecided (U)	0	0
Disagree (D)	1	6.7
Strongly Disagree (SD)	1	6.7
Total	15	100

Source: Survey Data, 2014

Although training is an avenue for sensitizing staff on quality management, some training sessions did not address the issue. This indicates the need for continuous training from time to time where quality becomes one of the areas addressed given that TQM is a wide concept.

DISCUSSION

Role of Training in the Implementation of TQM Practices

As regards to the role of training in implementation of TQM and its impact on service delivery, the study revealed that 100% of both the Principals and HODs had undergone management training and induction respectively. Further the study revealed that most Principals held in house training for prefects, subject teachers, HODs and a small fraction for BOM.

Training was regarded as a tool for improving service delivery. This was because 86.7% of the Principals and 85.1% of the HODs strongly agreed that training improves service delivery. Most Principals (80%) also agreed that training helped prefects, HODs, subject teachers and BOG to understand their roles better.

The research study further established that quality management was addressed in training sessions. A large proportion of Principals concurred with this statement. These findings therefore determined that quality management focused on continuous improvement of all processes on all levels and it focused on achieving quality with acceptance and pursuit of continuous improvement as the only useful standard of attaining quality.

CONCLUSION

A key finding of the study was the recognition that indeed training was a necessary ingredient towards the attainment of TQM in secondary schools in Kenya. The study observed that training was key to better service delivery in secondary schools in Eldoret East. The study noted that training helped in up scaling the implementation of TQM. When the staff involved is more aware of what is expected of them as service providers, they can work objectively towards achieving the needs of their clients as well as appreciate the need for TQM in secondary schools at Eldoret East.

The study also established that training helps to improve quality in management of secondary schools in Eldoret East because it offers a platform for learning new ideas, knowledge and skills for teachers. This contributes to continuous improvement in the schools. As regards staff capacity building, the study noted that continuous staff capacity building was necessary for the actualization of TQM in secondary schools in Eldoret East. However for this to happen, teachers need to be more open minded and willing to learn.

RECOMMENDATION

Among the findings of the study, lack of training on TQM was highlighted as one of the key challenges in implementation of TQM in secondary school. School management should ensure that their staff has continuous training on TQM. More specifically new staff should undergo induction training on the same for them to start work on the right footing. There should be a constant review of the training needs for schools to bridge knowledge gaps which may exist among the staff from time to

time. Continuous training helps individuals to remain relevant, cope with challenges and also empowers them to keep abreast with the changes in the work environment. Schools should therefore factor in adequate finances for capacity building in their annual budgets.

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BIO-DATA

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