

Leadership as Distinguish Operative Total Quality Management Factor in the Public-Sector Universities of Pakistan

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Abstract

This research study explores leadership and examines leadership as one of the distinguishing operative factor of total quality management in public-sector universities of Pakistan. Population of the research study comprised of all the Public universities located in the Pakistan. Total 245 respondents as described in self-developed questionnaire (Vice Chancellor, Deans, Registrars, Teachers and the students) provided abundant responses about the distinguishing operative factor leadership. By investigating leadership as distinguishing operative total quality management factor in public sector universities of Pakistan. This research shed lights on total quality management and exposed that without effective leadership quality culture cannot be flourished in the universities. Findings revealed that the effect of universities on total quality management operative factor leadership score is significant. Most of the respondents perceived that innovative, effective and bold leadership qualities needed for appropriate application of total quality management theories in universities.

Keywords: Total quality management, continuous quality improvement, quality assurance, leadership, customers.

Introduction

By seeing trends of 21st century higher education institutions (HEI's) are now focusing on quality of education and quality management of HEI's to reach quality benchmarks and to endure greatest advancements of highly competitive world (Zhang, et al., 2000; Khan, 2012). As changes are swiftly happened in the field of social, applied and natural sciences and these speedy growth and transformations stimulate HEI's to meet emergent requirements of the present times (Sorenson, 2002). These increasing demands also effects HEI's to implement philosophy of Total Quality Management (TQM) to improve their quality of education and management of an institution (Owlia et al., 1996, 1997). All the prominent universities of the world set great examples of application of philosophy of total quality as these universities always focused on their strategic plans, administrative and academic staff and learning processes for the socio-economic developments of their respective societies (Geddes, 1993; Vroeijenstijn, 1995; Sallis, 2014). Hence, TQM becomes necessity of the present times for the

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formation of zero-defect system and attainment of first-class outcomes (Anderson et al., 1999). TQM is scientific mechanism that uses strategies and effective communication to flourish the quality discipline into the culture and activities of an institution (Raouf et al., 2008; Tatoglu et al., 2008; Zubair, 2013). TQM is a holistic approach that can be summarized as a management system that involves total employees for the provision of quality services and quality improvement (Crawford et al., 1999; Zhang, 2000, Malek et al., 2000; Kefalas et al., 2003; Yasin, 2004, Ali et al., 2005; Jusoh et al., 2008). There are primary aspects of TQM required for its successful implementation in an institution like integrity, Trust, training, teamwork, leadership and communication. However, among them leadership known as one of the major element that elevate quality by using key measures and quality indicators (Feigenbaum, 2002; Foster, 2002; Feras et al., 2010). Leadership is fundamental part of TQM that take steps required to carry out the processes transforms them into outputs that are served to all stakeholders (internal or external), (Zhang, 2000; Malek et al., 2005; Jusoh et al., 2008). Leadership plays vital role in the ultimate achievements and failures of an organization. Leadership develops pragmatic vision and mission statements; detect unexpected variations, understand his roles and responsibilities to accomplish institutional vision and mission (Harvey et al., 1999; Goleman, 2000; Raouf et al., 2008; Ali et al., 2010). Although the role of leaders varies from institution to institution in corporate institutions they maintain autonomy, collegial atmosphere, quality of products and focus on what institution expected to be in coming times. On the other hand, in educational institutions both administrative and academic leadership put their maximum efforts to upgrade and nourish young individuals, integrates quality as a core component, foster collaborative environment, protect team autonomy and provide research and training opportunities. In higher education institutions leadership or top management consisted of vice chancellors (VC's), Registrars, Deans and Head of departments (Feras et al., 2010; Salaheldin, 2008; Alharbi et al., 2012; Khan, 2012). They all are key ingredients that implement TQM philosophy and its principles in the educational settings (Bayraktar et al., 2008; Asif et al., 2013). Although all employees work for the maintenance of the quality but leadership put continuous improvement efforts to integrate quality of education and an institution alike to reach educational and institutional objectives both (Creech, 1994, Burgoyne et al., 2000; Buch et al., 2002; Cortese, 2003; Bolden, 2004; Cartwright, 2007; Venkatraman, 2007).

Objectives of the Study

1. To explore leadership as distinguish operative total quality management factor in the public-sector universities of Pakistan
2. To examine gender differences in opinions about distinguish operative total quality management factor leadership in the public-sector universities of Pakistan.

3. To identify differences among universities about total quality management distinguish operative factor leadership

Hypotheses of the Study

1. There is no significant difference in the opinions of respondents about factor leadership as distinguish operative factor leadership in public sector universities of Pakistan.
2. There is no significance difference in the opinion of male and female about distinguish total quality management operative factor Leadership.
3. There is no significant difference among universities on total quality management operative factor Leadership.

Literature Review

History of Total Quality Management

The history of TQM began initially with the word inspection in the naval air academy of America command to designate its Japanese based management approach as the time is extended it filters its topographies and recognized as Total Quality Control (TQC) to Quality Assurance and finally turns into Total Quality Management approach. It's origin traces from 13th century when quality was typically controlled by the artisans and merchants in the form of craftsmanship model. By the 19th century the concept of TQM widens its annexes especially in the regions of Japan by the Shewhart who developed statistical quality control (SQC) methods for control of quality. At that time, SQC charts were used for inspection of manufacturing processes and products to satisfy the needs and expectations of the customers (Internal & external). Japanese named their total quality approach to total quality control approach around times of quality management approach arises. Moreover, many other quality gurus contributed to corporate world like Ishikawa's who is considered chief exponent in the development of quality initiatives and cause and effect diagram in quality circles of Japan. Similarly, Deming known for his system of profound knowledge used for transformation of business effectiveness. Likewise, Juran taught managerial breakthrough and concepts of quality control, equally, Feigenbaum's present's book Total Quality Control which initiated understanding of total quality management in the same way Crosby's introduces concept of zero defects that paved the way for quality improvement in various institutions (Owlia et al., 1997; Levinson et al., 2002; Zavacki, 2003).

Leadership and TQM

Often, the word leadership used for administrator or manager frequently however there are key differences in these lexes used for leadership in the literature as every word pose individual propensities according to the situations. According to (Boomer, 2014) leadership establish learning organizations by ascertaining vision and

planning while management create value and utilize their abilities to attain institutional goals although this requires time and a program if institutions aspires to improve upon their success fraction. While administrative personnel are expected to have all the capabilities especially in the small institutions to succeed. Leadership plays a significant role in the sponsorship of total quality culture necessary for institutions to flourish. Leadership is an ability and a practical skill of a person who stimuli behaviors and thoughts of the individuals, envisages future demands and set directions for the accomplishment of set goals and strategic plans (Collins et al., 2006; Suganthi, 2006, Montana et al., 2008; Al-Khatib, 2011; Nitin et al., 2011; World Bank, 2012). Leadership is a dynamic process in which leader effect employees and an institution coherently and successfully. To achieve quality into all activities of an institution leader ensures that institutional processes are efficaciously carried out on daily basis. Leader is a strong provocateur, investigator and a trainer to prepare employees to create quality institutional culture and promotional plans for proper application of TQM in an organization. Leader promotes quality culture, understand situations, liaison with all the stakeholders, provide guidelines about the TQM, determine policies and plans to take preventive measures for the protection of quality at all levels of an institution. Leadership make ethical discussions, anticipate future challenges, recognize individual differences, support and encourage employees to work as a team for continuous quality improvement (CQI) of an institution. Leadership aim at sustaining success through CQI because stakeholders always expect better services than earlier they received. Leadership ensures publication of improvement reports to all internal/external stakeholders through various periodicals to appraise institutional progress yearly (Collins, 2001; Aly et al., 2001; Feigenbaum, 2002; Everett, 2002; Ahmed, 2008; UNESCO, 2009; Arya, 2012)

Styles of Leadership

There are various types and styles of leadership described in the literature. However, from them six styles consider most vicarious known as authoritative, paternalistic, laisses-faire, transformational and transactional types of leadership (Bonstingl, 1992; Kotter, 2001; Foster, 2002; Goleman, 2000; Buch et al., 2002; Kumar, 2006; Martindale, 2011). Brief description of each style is as follows:

Authoritative leadership: This is autocratic leadership. In this style of leadership; leader decides everything by himself alone as this style is totalitarian. That's why leader do not own other's opinions, he himself dictate policies and institutional procedure's and directs and controls all institutional activities without involving employees. Such type of leadership has full control of the employees.

Paternalistic leadership: This is fatherly managerial type of leadership. In this style of leadership, leader act as patriarch or matriarch that treat employees as members of large family and demands loyalty, trust and obedience from them. This leadership

style might be suitable for corporate institutions with a hierarchical structure where creative thinking is not required from the employees.

Laissez-Faire leadership: This is derogative style of leadership. In this style of leadership, employees of an institution get very little guidance from leaders, they have full freedom to make decisions. Employees require provision of tools and resources only from the leaders as power is handed over to them yet leaders take responsibility for the decisions and activities of an institution. However, this style of leadership has both benefits and possible pitfalls.

Transformational leadership: This is charismatic leadership. This style of leadership brings change in people and social system. In this style of leadership leader works with employees to create vision, to identify the change and provide guidance to instigate change in tandem with full devotion and commitment. Leader serves to increase morale and job performances by using various techniques and strategies and by understanding the strengths and weaknesses of employees.

Transactional leadership: This style of leadership promotes compliance by employees through both reward and punishment motivational practices. Leader focuses on supervision and standardizes practices that support their institutions to reach maturity, increase efficiency of operations and productivity.

Theories of Leadership

Many authors and researchers defined various leadership theories, brief description of each theory is described below (Rahman et al., 2006; Montana et al., 2008; Wagner, 2008; Salahuddin, 2009; MacArthur, 2011; Alharbi, et al., 2012).

Great man theory: This theory was initiated by Carlyle in 19th century. He deliberated that history can be largely explained by the decisive historical impact of highly influential or great men who influenced people due to either their wisdom, political skills, intelligence or personal charisma. To him leadership is inherited as leaders are by birth leaders. They cannot be formed. This theory considers leaders to be epic, destined and heroic. They rise whenever and wherever leadership required (MacArthur, 2011).

Trait Theory: History is always designed by exceptional leaders. Thomas Carlyle explained that every leader has certain traits and behaviors (which are consistent across various situations. Different researches viewed effective leadership traits differently for example it includes, intelligence, knowledge, integrity, responsibility social skills, emotional control and self-confidence.

Contingency Theory: According to this theory certain variables that are associated with the environment determine the most suitable type of leadership good at the time of need to handle the situation. This theory assumes that no leadership style is

best in all circumstances internal and external factors like leader's personality, employees, specific situations, institution and its environment along with the qualities of the workforces do matter. All these factors induce leaders to choose the style, suitable in the prevailing situation to lead an institution effectively.

Situational Theories: The subject of this theory is same as contingency theory. According to this theory leader not only select the best strategy to handle the prevailing situation but also leads the employees effectively for accomplishment of the task within time frame. In this theory leadership has four aspects as telling, (direct approach that leads the people to accomplish the task), selling (making the people to understand the idea while giving them free hand to complete the given task), participating (leader himself discuss problems with the employees to get their views) and delegating (leader assign mission to his employees and permits them to work autonomously).

Behavioral Theories: B.F. Skinner, Kurt Lewin and Watson presented this theory in the earliest years of 19th century. It focuses on specific behaviors of an effective leaders as behavior of a leader is the best predictor of leadership effects and his success. Contrary to Great-man theory it believes that great leaders are born through continuous experiences and observations rather than being innate. The leaders when confronted with any situation are conditioned to behave suitably in any circumstances make them highly influential leaders.

Participative Theories: It is democratic style of leadership. In this theory leadership share knowledge with institutional employees necessary for decision making, encourage employees to communicate their thoughts, synthesizes all the views proposed by the employees for best solution of the pitfalls.

Relationship Theories: It is transformational style of leadership. It was originated by the James Mac-Grogor in 1978. This theory focuses on connections yielded between leaders and their employees. Leaders inspires their employees by their highly effective performances and ethical standards. Leader creates positive change and tries hard to achieve organizational goals for the success of an institution.

Leadership in Higher Education

At present, higher education becomes human capital industry as now higher education expects to play role in the socio-economic development of people. Universities become drivers of socio-economic development, center of learning, personal and social development of their people, especially "students" and provide benefits for society's financial opulence. This changing landscape of universities demands more responsible leaders for addressing real time issues related to quality of education and management of an institution from macro and micro perspective. The key emphasis is on the university leaders (Vice-chancellors, registrars, deans and academic leaders) in the changing era demands highly effective leadership traits to change

paradigms and to help an institution in its development by implementing philosophy of TQM in higher education institution to achieve competitiveness and growth of sound human capital (Imran *et al.*, 2008). Skilled and bold leadership is thought to be the real component whose real efforts can aid to implement TQM successfully to sustain total quality improvement in higher education (Campbell *et al.*, 2002).

Leadership Roles and Responsibilities

In higher education institutions leaders play many roles and responsibilities. They accomplish various duties for the betterment of their institutions (Malek, *et al.*, 2000). They remove barriers for the achievement of national and institutional goals to uplift quality of education and an institution (Burgoyne *et al.*, 2001).

Vision & Mission: Vision and mission are strategic goals and performance objectives design to reflect institutions. Both are essence of leadership and every leader articulates them clearly, own them passionately and put their maximum efforts to achieve them. They determine how much time and efforts are required to achieve them. They regulate manpower to fulfill the tasks accordingly. They give directions to their employees to accomplish them (Bolden, 2004; Ali *et al.*, 2010; Akhtar *et al.*, 2012; Zubair, 2013).

Organizational Culture: It consist of behaviors, beliefs, values and working conditions a leader formed for the institution. Leader promote teamwork, create culture of trust and respect, interact and socialize among workforces (Bonstingl, 1992; Carnoy, 2006).

Team Work: It is an important ingredient of total quality management and one of the essential facilitating component. Teamwork basically refers to the strategies used by the team to their institutional strategic goals. However, leader influence them to be together enthusiastically and work collaboratively. Leader promote teamwork and enables them to accomplish mission and targets in time.

Physical and Financial Resources: Every organization needs physical and financial resources to run the system of an institution. For this reason, leadership should provide ample funding and resources e.g. fully furnished classrooms, modern instructional technology, quality learning material in the libraries and various other necessary material to bring quality in education and an institution (Feras, *et al.*, 2010).

Devoted to improving teaching and learning process: For the improvement of teaching and learning process leader develops harmonious relationships and foster ideal situations (Kanji *et al.*, 1999). Leadership raise organizational renewal by facilitating teacher's development and professional learning that improve student scholastic and non-scholastic outcomes.

Training and Education: Training and education is crucial for everyone in an institution hence leadership work efficiently for the provision of educational and managerial skills. As visionary leadership understands that lack of education and training may cause ineffective planning, overload and complexities in work execution as well as employee performance (Harvey et al., 2010). However, interactive and timely education and training help employees to improve their planning skills, decision making skills, performance management, work effectiveness and problem-solving skills (Asiyai, 2015).

Focus on Customers: There are two types of customers internal and external. Internal customers are those customers that are working within in an institution for delivery of best services and products for the external ones. Leadership play central role in the assurance of quality products and services to the customers for fulfillment of their needs and demands (Zhang, 2000; Barnett et al., 2005; Bayraktar et al., 2008; Asif et al., 2013; Kaur, 2014).

Dedication towards TQM and CQI: Total quality management and continuous quality improvement are quality management tactics required to improve policies and procedures. For modification of all angles of an institution these requires consistent struggle of leadership for steady extent of improvement in all associated processes. These improvement processes also compel leadership to focus on certain questions, like what an institution is doing for the promotion of quality culture and what an institution can do to make a process better. To answer all these questions leadership design and implement plans efficiently thereby transforming institutional processes in a way that effect exceptionally (Yasin, 2004; Bayraktar, et al., 2008; Zabadi, 2013).

Methodology

Research instrument was piloted before dissemination of the final questionnaire. Reliability and validity of the instrument was also examined through many techniques and appraised by the panel of experts. For further confirmation, questionnaire was also examined through pilot study and items were removed having low level of correlation. Subsequent methods were used to examine research instrument. To check reliability of the research questionnaire Cronbach's alpha coefficient was used to measure internal consistency and scale reliability. Total 14 items were included in the research questionnaire. It was found .644 score of reliability.

Population

All the public-sector universities, all the faculty members and all the students were treated as the population of the research study. List of all public-sector universities of the Pakistan was obtained from the website of Higher Education Commission of the Pakistan.

Sample

There are 74 public-sector universities located in the Pakistan; from them ten universities, ten vice chancellors (VC's), ten registrars and ten deans, fifty teachers and two hundred students were selected for the research study through convenient sampling technique.

Research Instrument

Research questionnaire was developed for collection of the data from the selected public-sector universities of the Pakistan as questionnaire is economical tool to obtain relevant information from respondents. Questionnaire was distributed to vice-chancellors, registrars, deans, teachers and students at ten public-sector Pakistani universities. Most of the data was collected through personal visits from sample universities of the Pakistan.

Results

Descriptive statistics of distinguishing TQM operative factor leadership:

Table 1
Comparison of Mean

S. No	Sample group	N	Mean
1	Vice chancellor (VC's)	10	7.9
2	Dean	10	15.8
2	Registrar	10	31.6
4	Teaching faculty	50	58.9
5	Students	200	72.7

Table 1 is descriptive statistics of distinguishing TQM operative factor leadership being operated in the public-sector universities of Pakistan. Analysis reveals mean values of distinguishing TQM factors leadership revealed by the VC's (Mean =7.9), Dean (Mean =15.8), registrar (Mean =31.6), teaching faculty (Mean = 58.9) and students (Mean =72.7) respectively. There was high mean score of VC's and lower mean of students. Vice chancellor (VC's) observes and perceives that distinguishing TQM operative factor Leadership was being more efficiently and resourcefully functioning in their universities.

Table 2

Comparison of Sample group about distinguishing TQM operative factor Leadership at university level

Sample Group	Mean	S.D
Vice chancellor (VC's)	2.16	1.251
Dean	2.57	1.269
Registrar	2.79	1.218
Teaching faculty	3.00	1.161
Students	3.17	1.353

Table 2 summarizes the mean opinion score of sample group ranging from the mean score of 2.16 to 3.17 out of the total score of 5. The individual opinions of each sample as reflected in SD scores are minor ranging from 1.251 to 1.35. All the sample group agreed with some dispersion in their distinct scores as entries indicate that the leadership is functioning appropriately to achieve institutional objectives and working properly to meet futuristic desires of the university.

Hypotheses of the Study

H01: There is no significant difference in the opinions of respondents about leadership as distinguish operative factor in public sector universities of Pakistan

Table 3

Mean score and t value on score of Leadership in the opinions of respondents

Sources of variation	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1044.521	9	115.104	2.275	.007*
Within Groups	13220.723	270	43.056		
Total	14350.430	279			

Significant level $p \leq 0.05$

Table 3 shows mean difference on the scores of total quality management operative factor Leadership in the opinions of respondents. Table 2 shows that F-Value (2.275) regarding the effect of total quality management on universities operative factor Leadership scores is significant at $p \leq 0.05$ level of significance, so our null hypothesis that There is no significant difference in the opinions of respondents about factor leadership as distinguish operative factor leadership in public sector universities of Pakistan rejected.

H02: There is no significance difference in the opinion of male and female about Leadership as distinctive TQM operative factor in public sector universities of Pakistan

Table 4

Mean score and t value on score of Leadership of male and female

Respondents	N	Mean	S.D	t-value	Df	p-value
Male	147	79.58	7.085	1.541	278	0.003
Female	133	77.97	6.740			

Significant level $p \leq 0.05$

Table 4 shows mean difference on the scores of TQM operative factor Leadership of male and female. The mean of male was 79.58 and female was 77.97. The mean difference is 1.61. The mean score of male is greater than female. The value of t (1.541) is significant at $p \leq 0.05$ level of significance. Therefore, our null hypothesis that there is no significance difference in the opinion of male and female about distinctive TQM operative factor Leadership at University level is rejected.

H03: There is no significant difference among universities on TQM operative factor Leadership in public sector universities of Pakistan

Table 4

Analysis of variance on Leadership among universities

Sources of variation	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1063.510	9	118.168	2.565	.008*
Within Groups	12440.832	270	46.077		
Total	13504.343	279			

*Significant level $p \leq 0.05$

Table 4 shows that f-value (2.565) regarding the effect of total quality management on universities operative factor Leadership scores is significant at $p \leq 0.05$ level of significance, so our null hypothesis that there is no significant difference among universities on TQM operative factor Leaderships is rejected.

Discussion and Conclusion

Total quality management seeks to amalgamate all institutional activities and focus on meeting customers (internal and external) needs and expectations along with institutional strategic objectives (Zhang et al., 2000; Zabadi, 2013). Total quality management improves processes continuously by incorporating experiences of internal customers to do the things right in time. Total quality management is a generic term that is variable and flexible, formerly it was applied in corporate sector for various years but now it is recognized as an essential entity of services institutions (Owlia et al., 1996;

Malek et al., 2000). There are various key components of total quality management required for application of TQM philosophy into institutions like strategic and systematic approaches, integrated system, education and training, total employee involvement, leadership, continuous improvement and fact-based decision making. But leadership is one the basic ingredient and critical success factor who assures right implementation of total quality management in all institutional processes and procedures (Campbel et al., 2002; Asif et al., 2013; Asiyai, 2015).

Hence, this research study was conducted to explore leadership as distinguishing operative factor of total quality management in public sector universities of Pakistan. From the analysis the findings revealed that the effect of total quality management operative factor leadership score on universities is significant. The result supports that quality culture starts with leadership as leader is one who understands an institution. To develop quality culture among an institution leader focused on processes and performances, monitored them on continuously to detect pitfalls for elimination. Leader deploys strategic plans, ensures employee involvement, maintains their morale, provide healthy and innovating environment, focus on customers and effective communication process, offers research and development opportunities, takes fact-based decisions, maintain transparency and adopts standardized parameters for the maintenance of total quality culture in the higher education institutions (Venkatraman, 2007; UNESCO, 2009; Sayeda et al., 2010; World Bank, 2012). Findings of the study also revealed that there was significant difference among opinions of male and female about distinctive TQM operative factor leadership in public sector institutions hence hypothesis was rejected because of statistical significance. So, it is concluded that both have unique differences among their opinions about the parameters of TQM (Eagly & Linda, 2007) Findings of this research study also revealed effect of leadership on universities is significant. More focus was noted that leadership has significant effect on successful implementation of total quality management in universities as leader is a key figure who controls quality by assuring quality of infrastructure, effectiveness of employees, education and training opportunities and customers' satisfaction (Ahmed, 2008; Sayeda et al., 2010; Akhtar et al., 2012; Alharbi et al., 2012). It becomes necessity of the present times to broad and modernize higher education sector accordingly there is acute need of improvement of managerial and analytical capacities of the academic and administrative leadership. Therefore, it is suggested that quality assurance agencies should provide international exposure for leader's chief capacity building training to sustain quality in the universities. Further, on implementation academic and the administrative leaders can also focus on various ways of successful implementation of total quality management persuasively so that the elements of total quality management may be prosper into the culture and activities of the universities.

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