UNIVERSITY OF GHANA
DEPARTMENT OF INFORMATION STUDIES

TOTAL QUALITY MANAGEMENT (TQM) PRACTICES IN SELECTED PRIVATE UNIVERSITY LIBRARIES IN GHANA

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THIS THESIS IS SUBMITTED TO THE UNIVERSITY OF GHANA, LEGON IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF MPhil INFORMATION STUDIES DEGREE

JULY 2018
DECLARATION

I, hereby declare that except for references to other people’s work, which I have duly acknowledged, this thesis is the result of my own research work, and that it has neither in part nor wholly been presented elsewhere for another degree.

Sign ........................................... ...........................................

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(CO-SUPERVISOR)
DEDICATION

To the glory of God Almighty for the grace, wisdom, and strength.

To my wonderful and supportive parents, siblings, wife, children, and friends.
ACKNOWLEDGEMENT

My thanks and praises are due to the Almighty God, who has provided me with the spirit of endurance to complete this study. I would also like to express my sincere appreciation to my supervisors, Dr. E. Adjei and Prof. A.A. Alemna, for their guidance and invaluable contributions throughout this study. I am also indebted to all the lecturers and staff at the Department of Information Studies, University of Ghana, for their tremendous efforts made in this study.

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ABSTRACT

The push to adopt Total Quality Management (TQM) for effective service provision has gained root in many academic libraries especially those in the developed world. This study sought to explore the total quality management principles being implemented in the selected private university libraries in Ghana. The main TQM principles which were given attention were TQM awareness, Top management commitment, encouragement and participation, training, strategic planning, and potential TQM challenges. The study was guided by a conceptual framework developed by the researcher. The study adopted a survey design, implemented using a mixed method approach. Questionnaire and interviews were the main instruments used for data collection. Data were analysed through descriptive statistics reported in tables and frequency distributions, and thematic content analysis.

The study revealed that: the majority of the staff in the selected libraries were partially aware of the TQM concept; there have been some quality improvement initiatives in the libraries; top management are perceived by the majority as being committed to quality services; views of staff had been evaluated and implemented by management; staff felt a sense of belongingness and valuability. Some of the training programmes identified in the study were job rotation, orientation for new staff, workshops, seminars, and mentoring. The study also revealed that the libraries lacked short and long-term strategic plans. Some of the potential challenges of TQM were lack of recognition and reward, inadequate resources, lack of strategic planning, and inadequate top management commitment. Generally, the study concluded that some aspects of TQM principles were already implemented, although all the libraries lacked a TQM policy. Based on the findings, the study recommended that there should be the establishment of TQM policies, training policies, strategic planning, and provision of adequate resources.
CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Right from time immemorial, businesses across the world, have been striving to survive in a highly competitive environment. Corporate managers have been working hard to attain business excellence by finding solutions to challenges which can kick them out of business. The focus on price, which hitherto ruled the competition in the industry, has shifted to both price and quality (Sureshchandar, Rajendran, and Anantharaman, 2001). The service industry such as academic libraries scenario is no different. For instance, in their quest to satisfy their patrons, libraries, from time to time, introduce new ways to deal with challenges that confront their operations.

McGregor (2015) maintains that today, “customers (users) are demanding quality in products and services. They have become increasingly discerning and have started looking for alternatives more in tune with their basic needs and requirements”. As a matter of fact, consumers are eager to offer a high price for a quality product or service than to pay a lower fee for inferior goods or services. In the same vein, Arunachalam and Palanichamy (2017) have argued that the survival of organisations in today’s globally competitive environment depends on their ability to meet and exceed customers’ expectations by rendering quality services. To them, due to this phenomenon, many organizations are designing newer strategies and approaches to successfully manage both human and systems to deliver high performance. One of such strategies which had been adopted by several organisations, including academic libraries is Total Quality Management (TQM).

While TQM is widely practiced, there is little agreement on what it actually means and a single homogenous definition is lacking. However, despite the wide gamut of definitions, the
underlying focus has always been customer satisfaction (Sahney, Banwet, and Karunes, 2004). TQM is generally seen as “all the coordinated management and leadership efforts and practices aimed at meeting or exceeding the expectations of customers or stakeholders in a given environment through continual improvement”. This means that TQM focuses on two key things namely, satisfying customers or stakeholders and improving continually to meet their changing needs and to create and deliver distinctive value to remain competitive (Alabi, 2016).

In an attempt to offer a more comprehensive description of TQM, Wang (2006) explains the meaning of each word in the phrase. The first word “total” refers to “a consciousness of the whole working process of the organisation”. This means that the management task is no longer limited to the top level of personnel, but extended to all the people with an organisation. The second word “quality” refers to “the measurement of performance based on customer needs, customer expectations and customer satisfaction”. In effect, this is the main focus of the whole concept of TQM. The last word “management” means continuous improvement of services because customers’ needs change each and every day. Moghaddam and Moballeghi (2008) have highlighted that “TQM is focused on the understanding that organisations are systems with processes that have the purpose of serving customers. TQM, therefore, calls for the integration of all organizational activities to achieve the goal of serving customers. It requires leaders who are willing to create a culture in which people define their roles in terms of quality outputs to customers”.

Although, a number of frameworks have been offered by quality experts such as Deming’s fourteen points to improve quality, Crosby’s fourteen steps for quality improvement, and Juran’s quality trilogy, yet, there is confusion on the main principles underpinning the TQM concept (Alabi, 2016). However, some authors including: Zwain, Lim, and Othman (2017); Yosof and
Aspinwall (1999); Milosan (2011) and Gupta, Garg, and Kumar (2014) have identified the following as the core components of TQM: top management commitment, strategic planning, continuous improvement, customer focus, process focus, employee involvement, training and education, rewards and recognition, communication, teamwork and confidence.

The principles of TQM are now a recognized characteristic of most of the successful service organisations world over. The need to respond to customer’s varying demands in a continuously changing environment and advanced technological era make TQM a practice of paramount importance for every service provider, including academic libraries (Gill, 2009).

1.1.1 TQM in Academic Libraries Context

The development of TQM from the 1950s onwards can be credited to the works of various quality gurus such as Walter A. Shewhart, W. Edward Deming, Joseph M. Juran, Philip B. Crosby, Armand V. Feigenbaum, Kaoru Ishikawa, and Genichi Taguchi (this is further explained in chapter two, section 2.3) (Dahlgaard, Kristensen, and Kanji, 2002). The major purpose of these experts was to design a strategy to improve the performances of various organizations, particularly in the manufacturing firms. It is worth noting that the very first success story of TQM came from Japan when their manufacturing industry adopted and implemented the philosophy of TQM introduced to them by Deming and Juran (Talha, 2004). In view of this, critics of TQM such as Wang (2006) argue that since TQM originated from the profit-making businesses (especially in the manufacturing firms) it is sufficient to raise concerns on its applicability to the non-profit organisations such as academic libraries. The author raises the following questions to buttress the argument made: how can library users be treated as customers?
However, the argument against the use of TQM in service institutions such as academic libraries advanced by Wang (2006) is more than adequately dealt with in the work of Alemna (2001). The Author is of the view that although academic libraries are considered as not for profit-making ventures, it does not mean that library services are free. He draws attention to the fact that patrons may not be paying directly for the use of the libraries but are entitled to quality services. Alemna (2001) further justifies that users taxes, school fees, and contributions they make towards the development of the libraries, coupled with grants and donations of various types received on their behalf, are good enough reasons for them to demand quality services. McGregor (2015) also argues that although the principles of TQM were conceived with a business or corporate audience in mind, it is believed that these are sources of great ideas that potentially, can be applied in public or non-profit organisations such as libraries to improve performance.

According to the ISO Standard 11620 (Performance Indicators for Libraries), the total quality of library means “totality of features and characteristics of a product or services that bear on the library's ability to satisfy stated or implied needs” (ISO 11620, 2014). Because academic libraries are service organizations, the TQM in the context of a library is often treated as the quality of service. Rowley (2005) also defines TQM in the academic library as “all of the processes, activities, and measures that contribute to the management of the quality of service or outputs from the library”. Derfert-Wolf, Gorski, and Marcinet (2005) posit that the high quality of library performance is crucial for each academic library to survive especially, those in the private sector. Derfert-Wolf, Gorski, and Marcinet (2005) further maintain that “wide internet access to information makes researchers and students demand the highest quality library
services. It is the quality of library services that decides the perception of the library within its parent institution and the society”.

Senthilvelan (2017) is of the view that academic libraries are apt places to implement TQM. By formulating a strategic plan, and following it with a commitment to continuous quality performance, library professionals can transform and improve their services. Senthilvelan (2017) therefore suggests that the following characteristics must be manifested in libraries that implement TQM: conducting a user survey about library services, change hours of operation to suit users, provide a convenient material return, simplify checkout of materials, use flexibility in staff responsibilities, ask vendors to give product demonstrations, give new staff a thorough orientation, improve the physical layout of the library, track complaints, develop an active outreach programme, publicize new or changed services, develop user and staff training materials.

Researchers such as Dadzie (2004) and Alemna (2001) have agreed that TQM to a large extent, is not a common feature in libraries, especially in Africa. However, they maintain that the concept of quality is not new in the library environment as it is the basic requirement that all libraries strive to achieve.

The experience of the researcher in Ghana is that attempts in assessing service quality and higher performance in libraries by the National Accreditation Board (NAB) have largely been linked to factors such as data collection size, data on circulation, information on users who patronise the library, working hours, available space, and so on. These parameters by NAB serve as an evaluation tool for higher education institutions including academic library services. The rationale of these standards by NAB is to ensure that libraries in the academic institutions maintain the quality standard (National Accreditation Board, 2015).
A comparable quality framework such as TQM is, therefore, vital for efficient and effective library management. A library needs to satisfy its users and to prove to its funding bodies that it is worth funding. Moreover, the National Accreditation Board in the process of the assessment of higher education institutions takes the quality performance of academic libraries into account. Therefore efforts to determine unified strategy and library performance indicators are indispensable for library management (Derfert-Wolf, Gorski, and Marcinet, 2005).

1.2 Overview of the Study Settings

An overview of the study area is presented below in order to put the study into its rightful context.

1.2.1 Akrofi-Christaller Institute of Theology, Mission, and Culture (A-CITMC)

The Akrofi-Christaller Institute of Theology, Mission, and Culture (A-CITMC) is a postgraduate research and training Institute fully accredited by the National Accreditation Board of the Ministry of Education as a tertiary institution with a Presidential Charter to award its own degrees. It is a research university promoting African innovation and excellence and dedicated to the study and documentation of Christian history, thought and life in Ghana and in Africa as a whole, in relation to their African setting and to world Christianity. A-CITMC seeks to strengthen Christian witness in modern Africa and world context through Christian scholarship (Akrofi-Christaller Institute, 2018).

The institute was named after two past great scholars of the Twi language and pioneer figures in the cultural witness of the Church in Ghana, Clement Anderson Akrofi, and Johannes Gottlieb Christaller. The Institute was formally established in 1987 as an independent body, a company limited by guarantee and registered under the Companies Code as a charity. The
institute seeks to be at the cutting edge of the churches’ mission and encounter with society and culture in Ghana, Africa and the wider world (Akrofi-Christaller Institute, 2018).

1.2.1.1 The Johannes Zimmermann Library (JZL)

The Johannes Zimmermann library of A-CITMC is a reference library that serves the Institute’s academic and pastoral programmes and its research projects. It is also open to visiting academics and students, Christian workers and others interested in research in its areas of specialisation (Akrofi-Christaller Institute, 2018).

The library specialises in mission history and the history and theology of the church in the non-Western world generally, with a particular interest in the church in Africa and especially Ghana. Holdings include a collection of writings in Ghanaian languages dating from the mid-19th century, as well as studies in history, religion, and culture. Library facilities comprise the main reading room, a reference and periodicals reading rooms, study carrels, computer and microfilm facilities, and archives (ACI Library Guide, 2017). In addition to over 30000 printed materials, the JZL has access to a wide range of electronic journals through the Consortium for Academic and Research Libraries in Ghana (CARLIGH) (Akrofi-Christaller Institute, 2018).

1.2.2 Valley View University (VVU)

Valley View University was established in 1979 by the West African Union Mission of Seventh-day Adventists. In 1997 it was absorbed into the Adventist University system operated by the West Central Africa Division (WAD) now West Central African Division of Seventh-day Adventist with headquarters in Abidjan, Cote d’Ivoire. The Ghana Union Conference of Seventh-day Adventists serves as the local manager of the University. The University was initially called the Adventist Missionary College (AMC) and was located at Bekwai in the Ashanti region. It was transferred to Adenta near Accra in 1983 where it operated in rented
facilities until it was relocated to its present site near Oyibi in 1989 when it was renamed Valley View College (Valley View University, 2018).

The Adventist Accrediting Association (AAA) has, since 1983, been evaluating and reviewing the accreditation status of the institution. In 1995, the University was affiliated to Griggs University in Silver Springs, Maryland, USA. This allowed the University to offer four years’ bachelor’s degrees in Theology and Religious Studies. Then in 1997, the National Accreditation Board (NAB) of the Ministry of Education in Ghana granted Valley View College national accreditation thus, permitting her to award her own degrees (VVU History). The University serves students from all over the world. It admits qualified students regardless of their religious background, provided such students accept the Christian principles and lifestyle which forms the basis for the University’s operations (Valley View University, 2018).

1.2.2.1 Valley View University Libraries

In order to provide access to information resources for effective teaching, learning, and research, VVU has established Walton Whaley Library, Accra, the Harold Lee Library, Kumasi, Tamale, and Techiman Campuses libraries. Apart from registered students, faculty members and staff, the libraries resources including computers are available for research and educational purpose. The collections of the libraries cover the various programmes the university offers. Moreover, as a Seventh-day Adventist institution, the Library is also interested in collecting and making available Adventist audio-visual materials. To this end, the Library maintains sermons and other audio-visual materials on the Seventh-day Adventist Church, which are available upon request (Valley View University, 2018).
1.2.3 Trinity Theological Seminary (TTS)

Trinity Theological Seminary was founded in 1942 as an ecumenical effort in ministerial training by three original sponsoring churches namely; Methodist Church Ghana, Presbyterian Church of Ghana, and the Evangelical Presbyterian Church. In 1967, the joint Anglican Diocesan Council of Ghana, now the Accra Diocese, joined the three, which was followed by the African Methodist Episcopal Zion Church. In order to extend out training and facilities to all, TTS now train members from the non-sponsoring churches to become clergy. These are the African Independent, Charismatic, and Pentecostal Churches. TTS has attained its Charter to award Degrees. Certificates, Diplomas, and Degrees awarded by Trinity are fully recognised both in Ghana and on the international scene (Trinity Theological Seminary, 2015).

1.2.3.1 S.G. Williamson Library

The TTS library is named after Rev. S.G. Williamson, a British Methodist minister who was the first principal of the Trinity College. The Library is run in a two storey building. The ground floor is the students’ lending section while the first floor is students’ reference section and Graduate School reference wing (Trinity Theological Seminary, 2015).

The library has a large collection of resources on theological and religious studies consisting books, serials, and e-resources. The total collection of books and serials number about twenty thousand (20,000). The library also has a special arrangement with the Princeton Theological Seminary in the United States of America (USA) that allows it access to their digital library resources. Other resources of the library include a computer laboratory connected to the Internet for use by students only (Trinity Theological Seminary, 2015).
1.2.4 Central University College (CUC)

Central University is an educational initiative of the International Central Gospel Church (ICGC). It has its origin in a short-term Pastoral training institute, which was started in October 1988 by ICGC. It was later incorporated, in June 1991 under the name, Central Bible College. In 1993, the name was changed again to Central Christian College. The College later upgraded its programmes and in line with national aspirations, expanded its programmes to include an integrated and practice-oriented business school, named Central Business School (Central University College, 2013).

To reflect its new status as a liberal arts tertiary institution, the university was re-christened Central University College in 1998. The National Accreditation Board has since accredited it as a tertiary institution. Currently, CUC has a Presidential Charter to award Degrees. It is co-educational with equal access for male and female enrolment. Central University has six (6) faculties/schools, namely the School of Theology and Missions (STM), Central Business School (CBS), the School of Applied Sciences (SAS), School of Research & Graduate Studies, Faculty of Arts and Social Sciences (FASS) and Faculty of Law (Central University College, 2013).

1.2.4.1 Central University Library System

Central University College believes that a library is of central importance to any educational institution. It is a combination of people, collections, buildings, and technology with a mission to transform information into knowledge. Knowledge is said to connote power and the mission of a library is to package this knowledge in a way that can be easily accessible to support teaching, research, give information and to entertain (Central University College, 2013).
In view of this, the University has established a library system comprising six (6) libraries, stocking mostly books on programmes run by the University. The vision of the library is to strive to acquire all relevant literature that will effectively respond to the needs of the Central University Community. The mission of the library is to apply modern practices to source, package and disseminate relevant information in support for teaching and research in the University (CUC Library website). In addition to the printed materials, the libraries have access to a wide range of electronic journals through the Consortium for Academic and Research Libraries in Ghana (CARLIGH), E-book Service and an electronic catalogue (Central University College, 2013).

1.3 Statement of the Problem

Libraries play major role in academic institutions. The image of an academic community is reflected largely in the effectiveness of its library operations (Sivankalai and Yadav, 2012). Keshmiripour (2017) has observed that nowadays, universities, especially those in the private sector are focusing on quality performance more than before, and they expect all departments including the library to improve the quality and effectiveness of their services accordingly.

The push behind this need is partly due to institutional budget constraints, renewal of accreditation, the increment of enrolment to increase their profit margins, growing competition between academic institutions as business entities, and to ultimately satisfy stakeholders. It has, therefore, become a challenge for libraries to justify the value of their services to university administrators (Rowley, 2005).

Ideally, TQM if implemented successfully in academic libraries, has the potential to increase customer satisfaction, improve employee’s relationships and retention, improve operating processes, and higher patronage (Negi and Srivastava, 2015). Other outcomes such as increase
smooth communication within libraries, the commitment of management to invest in staff continuous professional development through training and workshops, and increase participation of staff in decision making have been identified by Sathe (2015) as benefits of TQM adoption in academic libraries.

Despite the aforementioned potential benefits of effective implementation of TQM in academic libraries in Ghana, it appears there are no conscious systems in place to ensure the realisation of TQM practices in private university libraries in Ghana. Consequently, this has led to a situation where users of private universities complain bitterly about poor services offered to them, high rate of employees turnover in their libraries due to mismanagement of human resource issues, lack of budgetary allocation for training and development of library staff, and so on.

Several empirical studies have been conducted to establish the link between the TQM practices and quality performance in service organizations in Ghana (Alemna, (2001); Nagata et al, (2004); Dadzie (2004); Dzandu (2007); Yapa (2012); and Adjei and Mensah (2016)). However, a little or no attention was paid to the libraries of private universities in these studies. Therefore, this study is a quest to assess the TQM practices in academic libraries of private universities in Ghana in order to bridge the gap that exists in literature and knowledge.

1.4 Purpose of the study

The main purpose of the study was to explore the total quality management principles being implemented in private university libraries in Ghana and based on the findings propose a strategy for TQM improvement.
1.5 Objectives of the Study

The study sought to:

i. To find out the level of awareness of TQM practices among private university library staff in Ghana.

ii. To determine the level of Top Management commitment to TQM practices.

iii. To find out the extent of employees involvement in decision making towards quality performance.

iv. To examine the available training programmes for employees in the institutions being investigated.

v. To find out if academic libraries have strategic plans to guide their operations.

vi. To find out the challenges of implementing TQM practices in private university libraries in Ghana.

1.6 Scope of the Study and Limitation of the Study

The study covered four (4) out of Eighty-Two (82) private tertiary institutions offering Degree and HND programmes in Ghana (National Accreditation Board, 2018). The institutions covered were; Akrofi-Christaller Institute of Theology, Mission and Culture (A-CITMC), Valley View University (VVU), Trinity Theological Seminary (TTS), and Central University College (CUC). The study covered the main and the satellite (where applicable) campuses of the institutions.

The choice for selecting these institutions was based on the fact that they are the only Ghanaian private universities that have the Presidential Charter to award their own degrees. For a private university to have gotten this status means that they might have met the necessary quality standards by the National Accreditation Board. In terms of topic coverage, the study concentrated on TQM practices. The TQM philosophy involves a wide range of aspects.
However, studying the whole aspects is beyond the scope of any one study. Therefore, the study was limited to TQM practices appropriate for service organizations such as top management commitment, training, employee involvement and encouragement, strategic planning, and barriers to TQM.

1.7 Conceptual Framework

Basically, a conceptual framework can be characterized as a motivation for selecting concepts and linking them to a research problem. It outlines a set of concepts and aspects of theories that assist in establishing coherence in research. The conceptual framework gives direction to research. It also portrays a diagrammatic representation of concepts and their relationship in a specific research. Conceptual framework forms the basis of research in recent times. (Ngulube et al, 2015).

In this study, the researcher adopted a conceptual framework to guide the study. The conceptual framework was designed by the researcher based on a comprehensive literature reviewed to illustrate the practices of TQM such as top management commitment, employee involvement and encouragement, training strategic planning, and challenges of TQM implementation. Figure 1 illustrates a comprehensive conceptual framework indicating the TQM concepts in the academic library.
Figure 1: A Conceptual framework of TQM Academic in Library

Source: Author’s Construct, 2018.

TQM - Total Quality Management
LS - Library System
TMC - Top Management Commitment
EI & E - Employee Involvement and Encouragement
T - Training Programmes
SP - Strategic Planning
QA - Quality Awareness
C - Challenges

From figure 1, the academic library is considered as a system where TQM implementation must take place. For effective TQM implementation, there are some principles which library staff
must be aware of and adhered to. These are the top management commitment, training, employee involvement and encouragement, and strategic planning. These principles have been explained in the preceding paragraphs.

1.7.1 Quality Awareness

TQM awareness in the library is a crucial pillar for successful implementation. There should be a conscious effort by management to promote the TQM principles among staff. Special education should be designed for employees to ensure that they have a common understanding of the key TQM principles.

TQM outcome such as continuous improvement, customer and employees’ satisfaction, maximum participation of employees, quality services, products, and other potential benefits must be revealed to staff. Quality awareness also ensures that “employees know their roles within the institution, and help to build a desired organisational quality culture among them”. (Oschman, Stroh, and Auriacombe, 2005). Employees need to accept quality awareness education regularly. Newly recruited staff especially, need to accept such quality education extensively (Oschman, Stroh, and Auriacombe, 2005).

1.7.2 Top Management Commitment

Top management of academic libraries play a very critical role so far as the adoption of TQM is concerned. The responsibilities of mooting the idea of TQM adoption and designing ways to ensure its implementation are in the hands of top management. Zhang (2001) maintains that “it is essential that top management be personally involved in implementing the TQM”. If they fail to get involved, the implementation of the TQM strategy is likely to fail. In addition, Managers (Librarians) must ensure that adequate resources for effective service delivery are provided. In
the library environment, resources may include, hiring the needed staff, availability of learning materials for users, wide space to accommodate users, and equipment such as printers, scanners, and photocopiers. The following functions have been identified by Olorunniwo and Udo (2002) and Yousaf (2006) as top management responsibilities in the TQM process:

a. Initiating TQM goals and objectives.
b. Setting the overall directions of the organization and forming sub-committees to monitor progress.
c. Showing interest by participating in TQM plans
d. Providing TQM budgets, staffing, and other crucial resources for effective services delivery.
e. Communicating the purpose of TQM implementation to employees.

1.7.3 Employee Involvement and Encouragement in Decision Making

In the library settings, staff have normally been working in a position for a long time and are very familiar with their work. It is easier for them to identify the challenges associated with their work, find the causes of the challenges, and provide solutions. This means that employees should be encouraged to express their views, which should be considered by Managers (Librarians). Zhang (2001) is of the view that “since the solutions are suggested by the employees directly involved with the challenges, implementation is usually ensured”. The suggestions from the staff must be examined carefully and be practically implemented (Zhang, 2001).

Moreover, encouraging employees to be involved in quality and management decisions make workers and employees of the organisation feel responsible for their duties and help the organisation to make a better decision for their performance and quality improvement. Academic libraries should utilise all employees’ skills and abilities to bring about higher performance
(Talib, Rahman and Qureshi, 2011). In addition, Dale (1999) has suggested that it is important to recognize and reward employees who submit good suggestions in one or more of the following forms: salary promotion, bonus scheme, position promotion, moral award.

### 1.7.4 Training Programmes

The adoption of TQM in library demands that each library staff must learn a common language so far as quality performance is concerned. They have to understand it in the same way. To achieve this, it is imperative to give structured and well-framed training to the staff. The training and education should focus on understanding quality requirements, knowing the methodology required to attain them, improving communication, team building, and leadership skills. It should also put emphasis on “doing things right the first time and every time, with no allowable error”. Staff should understand how much it will cost the library if things are not done properly (Fatemi, Wei, and Moayeryfard, 2016).

Training increases efficiency, skills, and improves employees’ knowledge of what their libraries want to achieve. Investing in training allows employees to increase their ability to solve problems which eventually brings about the improvement of services (Fatemi, Wei, and Moayeryfard, 2016). In-service training should be instituted to educate and train employees in respect of the TQM philosophy. Again, library staff should be sponsored or provided with the necessary resources and encouraged to participate in workshop programs, seminars, and continuous development programmes, so that they can continuously acquire the required skills and abilities to perform their work effectively. Furthermore, a proper mechanism should be put in place to recognise areas of staff training needs to help improve employees who fall short in carrying out their duties (Oschman, Stroh, Auriacombe, 2005).
1.7.5 Strategic Planning

Coskun (2011) defines strategic planning as “combining future-oriented ideas and objective analysis that will ensure the existence and effectiveness of an organization in the long run with the subjective assessment of objectives and priorities”. Oschman, Stroh, and Auriacombe (2005) define a strategic planning as “the process of looking into the future and seeing that future as institutions want it to be”. Strategic planning is a necessary process for the short-term and long-term success of the total quality programmes in the library. It provides a mechanism for institutional managers to shape their external environment, limit threats, take advantage of opportunities and enable leaders to respond to issues proactively, rather than reactively. Library’s strategic planning must incorporate the development and deployment of plans. Thus, resources needed to execute plans, ensuring that all employees are involved in the planning process and have a clear understanding of the institution’s vision and mission are critical in strategic planning (Oschman, Stroh, and Auriacombe, 2005).

1.7.6 Challenges of TQM Implementation

In the academic library environment, there are challenges that militate against the implementation of TQM. Top management must anticipate and be ready to put appropriate measures for remedy.

In relating the conceptual framework to the study, all the identified variables in the conceptual framework were taken into consideration in developing questions for the study. This helped the researcher to obtain qualitative and quantitative data to achieve the objectives of the study.
1.8 Significance of the Study

The study will contribute to a body of knowledge in the area of TQM and academic libraries. Furthermore, the study will hopefully, bring new insights to the ongoing propagation throughout the world regarding the need to adopt and implement TQM in academic libraries. The results of the study are expected to assist libraries, universities and accrediting agencies to develop an effective working framework which meets the standard requirements for accreditation. Again, the study will help managers of academic libraries, especially, those in the private sector to know their strengths and weaknesses regarding quality issues.

1.9 Description of Chapters

The study was organised into six (6) chapters below:

*Chapter one* focused on the background of the study, statement of the problem, the purpose of the study, objectives of the study, research questions, scope and limitation of the study, the significance of the study, the conceptual framework of TQM practices, and description of chapters.

*Chapter two* captured review of the related literature. Studies that have explored issues of total quality management strategies in the manufacturing sector, service industry, and academic libraries were given attention under this section.

*Chapter three* dealt with the methodology. This included; research design, target population, sample size, sampling techniques, instrumentation, and ethical consideration.

*Chapter four* concentrated on the analysis of data and presentation of the findings obtained from the respondents.

*Chapter five* discussed the findings of the study.

*Chapter six* was the summary of findings, conclusion and recommendations.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

According to Creswell (2014), a literature review means “locating and summarizing the studies about a topic”. Neuman (2012) is of the view that doing a literature review in research means to “demonstrate a familiarity with a body of knowledge and establish credibility, to show the path of prior research and how a current project is linked to it, to integrate and provide summaries of what is known in an area, and to learn from others and stimulate new ideas”.

This section focused on pertinent literature related to the study. Various views from the world, African and Ghanaian to be specific, were taken into consideration. The following thematic areas were covered under the literature review:

i. Total Quality Management (TQM)

ii. Experts’ Views on TQM

iii. TQM in the manufacturing industry,

iv. TQM in the service sector,

v. Comparison of TQM in the manufacturing and service sector,

vi. Implementation of TQM principles in academic libraries,

vii. History of private universities education in Ghana.

2.2 Total Quality Management

Total quality management is based on a number of ideas. It means thinking about quality in terms of all functions of the organization. TQM is a very nebulous concept that is arduous to precisely define. Many researchers and organizations have devised various definitions that best
describe their understanding of the term and have resulted in a panoply of definitions not being significantly different in terms of the underlying concepts. According to Omachonu and Ross (2004), TQM is the “integration of all functions and processes within an organisation in order to achieve continuous improvement of the quality of goods and services with the ultimate goal of customer satisfaction. Talha (2004) remarks that “TQM is the broad set of management and control processes designed to focus on the entire organisation and all of its employees on providing products or services that do the best possible job of meeting the demands of customers”.

Moreover, Sharma (2006) maintains that organisations which adopt TQM have three distinct characters namely, improvement oriented, customer focus, and a quality-driven. According to Mosadeghrad (2014) “TQM is a management approach which aims to satisfy the customer and improve the performances of organisations. These are achieved as a result of staff participation, committed leadership, and collaboration of stakeholders”. Boelke (2015) is of the view that the motivation behind the implementation of TQM in organizations is a customer-centered milieu which puts emphasis on the continuous improvement of products and services through employee involvement and participative management.

2.2.1 TQM in Historical Context

Quality per se is not a modern concept. Down through the ages, the growth of civilization and the rise of empires have rested on the plank of quality (Elassy, 2015). For instance, quality was the watchword in ancient Egypt when the science of architecture reached new heights with a pyramid. This was an amazing accomplishment which involved attention to quality issues (Alabi, 2016, Dahlgaard, Kristensen, and Kanji, 2002). According to Alabi (2016), “the historical
evolution of TQM has taken place in four stages namely; quality inspection (QI), quality control (QC), quality assurance (QA), and total quality management (TQM)".

2.2.1.1 Quality Inspection (QI) Stage

The quality inspection was a stage where teams of inspectors were employed to detect and separate poor-quality products from the good ones. Quality in this era was mainly a matter of inspecting products against a predetermined specification to find and correct faults after the errors have occurred. According to Alabi (2016), the purpose of the inspection was that the poor quality products found by the inspectors would be separated from the acceptable quality products and either be scrapped, reworked or sold at a cheaper price.

2.2.1.2 Quality Control (QC) Stage

With further industrial advancement came the second stage of TQM development. At this stage, quality was basically the use of statistical techniques to monitor the production process in order to detect poor products early in the processes, before the end of production (Dahlgaard, Kristensen, and Kanji, 2002). It is important to note that this stage saw the development of control charts and acceptable sampling methods by a scholar known as Walter A. Shewhart (details on him is found under section 2.4.1) and this helped this era to prosper further from the previous inspection era (Dahlgaard, Kristensen, and Kanji, 2002).

2.2.1.3 Quality Assurance (QA) Stage

Although quality control was clearly an improvement on quality inspection, Alabi (2016) however, believes that apart from being reactive, both approaches were extremely wasteful, cumbersome, and costly, hence, a proactive and preventative technique known as quality assurance evolved.
Quality assurance focused on prevention. Thus, in a quest to stop problems at the source, reduce cost, and prevent customer displeasure through the introduction of better process designs, planning, and essentially risk management, was the focus at this stage. QA focused on the process rather than the product and aimed to prevent all possible anticipated failures or risks that may be associated with the process and to mitigate them should they occur. In order words, this stage contained all the previous stages in order to provide sufficient confidence that a product or service will satisfy the needs of customers. (Powell, 1995, Dahlgaard, Kristensen, and Kanji, 2002 and Alabi, 2016).

2.2.1.4 Total Quality Management (TQM)

The introduction of QA was a complete paradigm shift in both thinking and managing in the production sectors. However, processes, no matter how well designed do not implement themselves, people implement them. Moreover, in a competitive environment, focusing on the process and product alone will not suffice because the dimensions of competition transcend product quality to include aspects of the organisation which is not tangible such as brand names, the reputation of image, serviceability and corporate social responsibility. So, recognising the need to move from a proactive to a strategic approach of management, TQM emerged to bridge the gaps in QA (Alabi, 2016).

The birth of total quality management can be traced to Japan in the later part of the 1940s after the Second World War. This was the time Japan was devastated because it had lost almost everything and was in ruins and without natural resources. It was at this time that the military Governor of post-war Japan, General Douglas MacArthur, invited W. Edward Deming to act as a consultant to the Japanese industry (Powell, 1995; Kiritharan, 2000; Besterfield et.al, 2011). Talha (2004) interestingly notes that although W. Edward Deming was an American, however,
when he introduced TQM philosophy, the United States of America (USA) rejected the principles. Perhaps, the shortage of civil goods after World War II in the world over made mass production a top priority over quality by the Americans (Alabi, 2016).

According to Kiritharan (2000) whiles, Deming was helping Japanese industry, another quality management consultant, Joseph Juran rose to prominence in America. He was also invited to Japan in the early 1950s to conduct seminars on quality for the top and middle-level executives. In the subsequent years, the Japanese successfully made progress with quality in their production by adopting the TQM principles of Deming and Juran (Talha, 2004).

Kanguru (2014) opines that “after about two decades the Japanese goods were deemed as higher quality than their counterparts in the Western World. In the ensuing years, Japanese products penetrated into the Western markets into the Western markets notably in the USA and United Kingdom (UK)”. Interestingly, Evans and Lindsey (2017) have observed that “despite Deming’s fame in Japan, he was not known in the western world, even in his own hometown of Washington, until 1980. It was only when the NBC Television Network telecast a program called “If Japan Can, Why Can’t We?” that highlighted Deming’s contributions to Japan before he was recognised”. Eventually, the adoption of TQM in the Western world, especially in the US, where the principles of TQM was side-lined came as a direct response to the quality revolution in Japan.

Since then, the concept of TQM has been growing fast. It has become a management philosophy in its own right. Increasingly, the concept is being applied in the service industry, including academic libraries (Moghaddan and Moballeghi, 2008).
2.3 Experts’ Views on TQM

To fully appreciate the concept of TQM, it is important to look at the philosophies of notable individuals aptly called quality Gurus who have contributed immensely to the evolution of TQM. Their contributions have been critical in the emergence and development of contemporary knowledge regarding quality. This section details the views and contributions of some quality experts such as; Walter A. Shewhart, W. Edward Deming, Joseph M. Juran, Philip B. Crosby, Armand V. Feigenbaum, Kaoru Ishikawa, and Genichi Taguchi. They were selected for having contributed significantly to the continuous development of the TQM principles.

2.3.1 Walter A. Shewhart

Charantimath (2011) points out that Walter Shewhart (1891-1967) was a statistician and is considered to be the grandfather of TQM. According to Kiran (2017), Shewhart studied randomness and came to the conclusion that variability existed in all manufacturing processes. He developed what came to be known as the Shewhart cycle; Plan-Do-Study-Act (PDSA) to manage the effects of variation. Shewhart’s contribution to TQM lies in the fact that his works created a foundation for statistical process control measures (Charantimath, 2011).

2.3.2 W. Edward Deming

W. Edward Deming (1900-1993) is often referred to as the father of TQM movement. As indicated earlier, he is best known for initiating a transformation in the Japanese manufacturing sector in the aftermath of World War II which enabled it to become a major player in the world market (Charantimath, 2011, Kiran, 2017, & Salis, 2012). Deming started his career by teaching engineering and physics during the 1920s. He also worked for the US Department of Agriculture, where he met Shewhart, who was developing techniques to bring industrial processes under statistical control (Madu, 2012). Madu (2012) further shares that “while working with Shewhart,
Deming was introduced to the theories propounded earlier by Shewhart. These became the basis for Deming’s own works”. Later, Deming became a Statistics professor at New York University in the 1940s. As indicated earlier, it was at this time that he was invited to Japan after World War II to assist with the development of quality practices as a strategic focus for Japan. In 1951, the Japanese appreciated Deming’s contribution to their economy so much that the coveted Japanese award was named after him – The Deming Price (Salis, 2012). Alabi (2016) stresses that Deming’s philosophy of quality management departs from the traditional notion of quality in many ways. Deming noted that managers were considered as the thinkers and had little to do with operations. So quality was owned by the doers (employees) not the thinkers (top management). This notion according to Orsini (2013), “made Deming argued that only 15 percent of quality problems were actually due to workers error. The remaining 85 percent are caused by processes and systems, including poor management”. To this end, Deming suggested that management should do their best to provide solutions to the challenges of the system (Alabi, 2016).

2.3.2.1 Principles Underpinning Deming’s Quality Philosophy

Evans and Lindsay (2017) have emphasised that the impact of Deming’s works on TQM evolution cannot be underestimated. Major concepts associated with Deming include the following: the plan-do-study-act cycle, the fourteen points for quality management, and the seven deadly and dreadful diseases of management. These have been considered below.
2.3.2.2 Plan-Do-Act-Study Cycle for Quality Assurance

Deming professed that quality attainment is more of a management obligation than the inspector’s duties. In view of this, he developed a systematic approach known as the PDCA (Plan-Do-Check-Act) cycle. As mentioned earlier, this cycle was originally conceived by Deming’s mentor, W.A. Shewhart. Deming subsequently modified the cycle by replacing the word ‘check’ with ‘study’ (Kiran, 2017). Deming’s cycle begins with a plan step which involves a study of the current situation during which data are gathered to formulate a plan for implementation. This is followed by the do step, in which the components of the plan are implemented. Next comes the studying step where outputs are monitored to test the validity of the plan for signs of success or for problems and areas needing improvement. The act step closes the cycle by standardizing methods and ensuring that new methods introduced will be practiced continuously for sustained improvement. The entire cycle focuses on problem prevention rather than remedies (Alabi, 2016 and Charantimath, 2011).

2.3.2.3 Deming’s Fourteen Points for Quality Improvement

Deming believed that organisation problems lie within the management processes. He was of the view that statistical methods could be used to trace the source of the problem. In order to help managers improve the quality of their organisations, he offered the following fourteen management points:

1. Create constancy of purpose towards improvement of product and services.
2. Learn a new philosophy.
3. Cease dependence on inspection to achieve quality.
4. End the practice of price tag alone.
5. Improve constantly and forever the system of production and service.
6. Institute training.
7. Institute leadership.
8. Drive out fear.
10. Eliminate exhortations and targets for the workforce.
11. Eliminate work standards and numerical quotas.
12. Remove barriers that rob people of pride of workmanship.
14. Take action to accomplish the never-ending process of improvement.

Source: Dahlgaard, Kristensen, and Kanji 2002).

2.3.2.4 Deming’s Seven Deadly Diseases

The application of the fourteen points of quality sought to transform organisations style of management. However, Deming professed that there were some seven major managerial diseases if not cured could be a major hindrance to achieving quality (Orsini, 2013). These diseases are summed up by Orsini (2013) below:

1. Lack of constancy of purpose to plan product and service that will have a market and keep the company in business.
2. Emphasis on short-term profits and short-term thinking fed by fear of unfriendly takeover.
3. Evaluation of performance, merit rating, or annual review. These traditional appraisal systems reward people who do well in the system but do not reward those who attempt to improve the system.
4. The mobility of management and job-hoping.
5. Management by use of visible figures only.

6. Excessive medical costs.

7. Excessive costs of liability.


2.3.3 Joseph M. Juran

Juran’s philosophy of quality was originally developed during his work with Western Electric in the USA in the 1920s and in the 1940s when he worked with Deming. Like Deming, Juran was also invited to Japan in the 1950s to work with manufacturers and to teach principles of quality management to the Japanese (Zairi, 2013). Oakland (2003) points out that Juran’s significant contributions to the development of TQM are his focus on the definition of quality and the cost of quality, his breakthrough sequence, his trilogy and the concept of the vital few and the trivial many. Oakland (2003) further asserts that Juran is credited with defining quality as fitness for purpose. According to Janakiraman and Gopal (2006), Juran’s definition means that users of a product or service should be able to count on such a product for what they needed or wanted to do with it.

2.3.3.1 Juran’s Concept of Trilogy

Juran’s approach to managing quality emanated from his concept of a trilogy. Alabi (2016) shares the view that Juran’s trilogy indicates three functions namely; planning, control, and improvement. Quality planning involves developing a process to do what is to be done to reduce waste. The control of waste is accomplished by reducing variation in the process and ensuring consistency. In this way, Juran thought that the third stage, continual improvement would be achieved.
2.3.3.2 Juran’s Breakthrough Sequence

Juran’s philosophy sought to improve quality by working within systems. Therefore, his programmes were designed to fit into a given organization’s business plan with a minimum risk of rejection (Janakruman and Gopal, 2006). In a sharp contrast to Deming who thought that statistics should be the common language in every organization, Juran argued that employees at different levels of organizations speak in their own language (Zairi, 2013). Juran therefore, recommended his ten steps to quality improvement as follows (Janakruman & Gopal, 2006, Zairi, 2013):

1. Policymaking
2. Setting objectives for a breakthrough
3. Achieving a breakthrough in attitudes
4. Using the Pareto principle
5. Mobilizing for a breakthrough in knowledge
6. Creating a steering arm
7. Creating a diagnostic arm
8. Diagnosing
9. Achieving a breakthrough in cultural patterns
10. Transitioning to the new level.

2.3.4 Philip Crosby

Philip Crosby is another recognised American Guru in the area of TQM. He started his career as an inspector. He later rose through the ranks to become the Vice President of quality at the International Telephone and Telegraph (ITT) in the 1970s (Janakiraman & Gopal, 2016). According to Zairi (2013), Crosby’s view on quality in organisations was that “top management
should adopt a quality management style, not because it is the right thing to do, but because it is good for the bottom line”.

2.3.4.1 Crosby’ Four Absolutes

Crosby is noted with the phrase ‘do it right the first time’. Crosby stressed that quality is free and that things that are not quality cost money when organizations are not doing the right thing right. Based on this notion, Crosby developed four absolutes of quality which are summarized as follows:

1. Quality is conformance to requirement
2. The system of quality is prevention
3. The measurement of quality is the price of non-conformance
4. The performance standards must be zero defect


2.3.4.2 Zero Defects and Zero Defects Day

Following the premise of “do it right the first time and every time through prevention”, Crosby believed that there should be no room for errors in organizations, hence his idea of zero defects. Crosby’s assumption of zero defects was that if management in any organization expects imperfection and defects, it will get them because workers will also have similar notions while working. However, if the quality is to be achieved and for that matter greater profit, then, management should establish a higher standard of performance and communicate clearly to all levels of staff. In this way, Crosby believed, zero defects was possible (Janakiraman and Gopal, 2006).
2.3.4.3 Crosby’s Fourteen Steps to Quality Improvement

Crosby further proposed a fourteen step approach for quality improvement. These points were techniques for managing improvement and communicating his four absolutes (Oakland, 2003). These are summarized below;

1. The quality improvement team
2. Quality measurement for each activity
3. The cost of quality
4. Quality awareness
5. Corrective action
6. Zero defect planning
7. Supervisor training
8. Zero-defects day
9. Employee goal setting should take place
10. Error causes removal
11. Recognition
12. Quality councils
13. Do it over again

2.3.4.4 Crosby’s Quality Vaccine

Crosby related challenges confronting organisations to achieve quality to “bacteria on non-conformance” that must be vaccinated with antibiotics to prevent the problems. Consequently, three antibiotics (remedies) were prescribed for top management to use in order to cure the system infected with these bacteria. The vaccine to cure the system was made up of the
following: determination by management, educating the entire workforce, and the implementation of policies (Alabi, 2016).

2.3.5 Armand V. Feigenbaum

Feigenbaum is regarded as one of the world’s best quality control thinkers and practitioners. He coined the term Total Quality Control (TQC). By TQC, Feigenbaum promoted the idea of integrating quality development, quality maintenance, and quality improvement efforts in an organisation. The ultimate aim for this propagation was to have an organization in which management and employees can have a total commitment to improve quality and where people can learn from each other’s successes (Janakiraman & Gopal, 2006).

Feigenbaum placed much emphasis on the customer. In his opinion, quality control begins by identifying the customer’s quality requirements and ends with the product in hands of a satisfied customer. To achieve this goal, a coordinated effort that combines people, machines, and information is required. He therefore, presented the following ten benchmarks necessary for total quality competitive success (Zairi, 2013):

1. Genuine management involvement
2. Serious consideration of employee’s ideas
3. Long-term continuity
4. Involvement of both office and factory
5. Clear, simple programme organization
6. Careful initial preparation
7. Purposeful involvement sessions
8. Fresh, relevant ideas
9. Line operation leadership
10. Companywide quality control

2.3.6 Kaoru Ishikawa

Ishikawa is noted for popularizing total quality control in Japan. He is best known for the development of Ishikawa diagram also called fishbone diagram or cause-and-effect diagram. What he sought to do with his diagram was to provide a useful means of analysing a problem, either prior to or following data collection (Kiran, 2017). Ishikawa is also credited as the first to emphasize the importance of the internal customer. To this end, he developed the quality circle concept in Japan in the early 1960s on the premise that neither the worker nor the manager knows the correct solution to a problem, but by working together, they will be better able to find a solution (Alabi, 2016).

In conclusion, it can be seen that although the philosophies of quality gurus are somehow different, their works, however, mainly point to the leadership and commitment following from top to bottom. Their common thrust is towards the concept of continuous improvement of every output, be it a product or service.

2.4 TQM in the Manufacturing Industry

TQM principles were built with the manufacturing sector in mind. Therefore TQM is not an alien in such sector. Several researchers including Edu (2013); Milanoi (2013); Demirbag et al. (2006); Sohail and Hoong (2003); Agus and Abdullah (2003); Sohal and Terziovski (2000); Rees (1996); Sohal and Ritter (1995); have conducted studies on the adoption of TQM in the manufacturing industry and found that most companies had incorporated some aspects of TQM principles in their operations.
For example, in order to gain much insight into the best practices adopted by renowned Asian manufacturing companies, Sohal and Ritter (1995) embarked on a study tour between 1992-1994. Twenty-two (22) companies were covered in Japan, South Korea, Singapore, and Taiwan. The study observed that all the companies visited were operating with a strong philosophy of TQM. With regards to their level of adoption, it was found that the companies were quite advanced in the areas of leadership, planning, customer focus, and people development.

In Turkey, Demirbag et al. (2006) study sought to determine the stage of TQM adoption by SMEs. The findings showed that although most SMEs did not have an established quality department, however, many of them had invested substantial resources in adopting and implementing TQM to improve their performance. Similarly, the investigation by Sohail and Hoong (2003) on TQM practices among Malaysian Small and Medium enterprises found that an appreciable number of the firms had adopted some aspects of TQM principles.

The study by Botsio (2012) sought to investigate how employee involvement affects the concept of quality in Ghanaian firms. The study utilized questionnaires to solicit information from respondents in some manufacturing firms in Ghana. It emerged that the majority of 70% of the participants felt that they were part of their firms. Their reason was that they had been involved in the affairs of their firms. The study concluded that creating an environment which empowers employees and gives them the opportunity to impact on decisions and actions that affect their jobs, causes them (the employees) to be actively involved in the firm, and increases organisational commitment.

Again, the study of Agus and Abdullah (2003) provided a review of TQM practices in public manufacturing companies in Malaysia. Generally, it was found that about 80% of the companies had instituted many types of quality programmes in response to producing quality goods to
strengthen their competitive positions and fulfil the needs of consumers. The study also disclosed that the majority of their quality programmes were initiated by their top management. On the whole, the length of TQM implementation was found to be six (6) years.

Boateng-Okrah and Fening (2012) delved into the practices of a mining company in Ghana and wanted to ascertain the level at which total quality management (TQM) practices had been implemented. It was discovered from the study that the company had passed through the introductory stage of the TQM training of top and middle-level management and was at the point of transferring the knowledge to the rest of the employees in the company. Some of the quality policies initiated by top management were quality data training for employees; customers' and suppliers' involvements strategy. It was recommended that top management must continue to accept the responsibility of commitment to quality policies for quality and satisfaction of customers' needs.

The study of Rees (1996) revealed how Auto Component Ltd, a subsidiary of an American-owned group of companies, had implemented TQM. It emerged from the study that its quality strategy started with a focus on improving the quality of their products. The company decided to move towards the use of modern manufacturing methods and made a heavy plant capital investment worth 2.5 million Pounds. Further, the new quality system was introduced and some of the employees were trained in quality control techniques. Moreover, the company laid more emphasis on employee communication and involvement measures in order to received feedback for improvement of processes.

On their part, Sohal and Terziovski (2000) discussed the trends in the adoption of quality management practices in the Australian manufacturing industry. The study pointed out that all the companies covered were using some form of TQM concepts to enhance their competitiveness
in the local and international markets and to further improve employee involvement. Typically, companies usually began their quality initiatives by adopting a proven TQM methodology such as Deming, Crosby, or Juran approach and invitation of external consultation to create awareness of the concept among employees at all levels. During the awareness creation process, the senior management teams developed the vision and mission statement for the organisation and made sure it was effectively communicated to the entire workforce. Once the basic knowledge was achieved, a number of formal structures such as Steering Committee at the top and a strong team of trainers at the bottom were instituted. The study concluded that in most of the organisations, senior management and employee commitment, teamwork, and employee training were visible.

Writing on TQM practices among manufacturing firms in Ghana, Edu (2013) explored the extent to which TQM ideals were being practices by Ghanaian owned and multinational firms operating in Ghana. The results of the study disclosed that TQM concepts were relatively low among the indigenous firms as compared to the multinational ones. Regarding the extent of application, the study observed that there were some differences between expatriate managed firms and those solely managed by Ghanaians with the former performing better. The difference according to the study was attributed to the high level of top management commitment, availability of training and education for employees, recognition, and reward for best performance, and customer focus on the part of firms managed by foreigners.

A study conducted by Kwateng and Darko (2017) provided insights into the state of the TQM practices in the aquaculture industry in Ghana. The study concluded that the respondents’ awareness level about TQM practices and concepts in the aquaculture industry were acceptable and they agreed to the fact that TQM was a way of guaranteeing high-quality
products and services. It was recommended that aquaculture enterprises must continue to give attention to TQM concepts and practices in all areas of their production processes.

Milanoi (2013) undertook a study on ‘‘Quality management and organizational performance of manufacturing firms in, Nairobi, Kenya’’. As part of the objectives, the study sought to determine the extent to which firms in Kenya had instituted TQM principles. It was reported that some form of TQM principles such as customer focus, top management commitment, and employee participation had been embraced by the majority of the firms and had helped to improve performance.

Moreover, in the Ghanaian printing firms, Graham and Owusu (2015) examined the extent to which three key variables referred to as employee development, empowerment and participation (EDEP) determine the success of a quality programme of the printing firms. The study was purely quantitative and data were collected from a cross-sectional survey of workers from printing firms in Ghana. The study recorded that among the three variables, participation had the greatest effect and contributed significantly to quality achievement. The authors concluded that when employees participate fully in quality drive and self-manage their actions and duties, high-quality printing can be assured.

2.5 TQM in the Service Sector

Due to the rapid changes in the market and economic development characterised by phenomena such as globalisation, advancement in technology and intense competition, TQM has become utmost important not only in the manufacturing sector but also in the service sector (Talib, Rahman, and Qureshi, 2012). Isaac et al (2004) argued that the proven potential of TQM to provide a competitive advantage to manufacturing sector along with universal applicability of TQM philosophy have motivated and attracted academicians and business managers in the
TQM empowers every member of the organisation and offers the opportunity to participate, contribute and develop a sense of ownership (Talib, Rahman, and Qureshi, 2012).

Several studies have shown that a significant number of service industries such as health (Noor, (2003)), bank (Vermeulen and Crous (2000); Selvaraj (2009); Longbottom and Hilton (2011); Ladhari, Morals and Ladhari (2011); Li, Zhao and Lee (2001)), hospitality (Claver-Corles et al (2007); Sila and Ebrahimpour (2004); Salameh and Barrows (2010)), and ICT (Nath (2000)), had implemented some form of TQM framework in their businesses and have derived most benefits.

For instance, in order to provide an empirical analysis of quality management practices among the Malaysian Ministry of Health employees, Noor (2003) conducted a study in 23 public hospitals. The study found that quality practices had been actively pursued in all the hospitals covered since 1993. It was further revealed that the implementation of TQM by these hospitals was a response to a quality management directive that was issued by the Malaysian Central Government. The study identified eight quality management practices in the hospitals namely; continuous improvement, strategic planning, quality assurance, teamwork, leadership and management commitment, employee involvement and training, management by fact, and supplier partnership.

Noor (2003) concluded that the implementation of TQM principles led to a tremendous improvement of these hospitals. Consequently, a number of public hospitals in Malaysia had won the national level of quality awards. For instance, the Prime Minister’s award, which is considered to be the highest, had been won twice by state-level public hospitals.
Writing on “Adopting total quality management to enhance service delivery in medical records: Exploring the case of the Korle-Bu Teaching Hospital in Ghana”, Mensah and Adjei (2016) sought to determine the extent to which total quality management (TQM) initiatives can improve the quality of services delivery at the medical records unit of the Korle-Bu Teaching Hospital (KBTH) to help meet the expectations and aspirations of patients and customers of the hospital. The study reported that although the medical records department of the KBTH had a fair degree of understanding on the benefits of TQM to records management service delivery, the existing values for TQM did not meet the framework of good TQM practice, principles and standards.

A study conducted by Vermeulen and Crous (2000) on training and education for TQM in the banking industry of South Africa found that a considerable number of the banks had instituted a well-developed TQM training strategy and plan. Although, contents of TQM training programmes differed, however, the majority of respondents (66.7%) indicated some common areas such as communication skills, problem-solving skills, and quality service to the customer as some of the areas they received training.

Selvaraj (2009) in a study entitled “Total quality management in Indian commercial banks: a comparative study” sought to investigates the important TQM factors in three groups of commercial banks; public, private and foreign, and their state of implementation. In rating the banks, it was found that the foreign banks were considered to be the most successful in implementing the TQM factors closely followed by private banks, while the public sector banks were lagging. The study, however, concluded that all the participated banks had some level of TQM ideology in place. The TQM principles which were found common among the three categories were; human resources management, customer satisfaction, employee satisfaction, service culture, and social responsibility.
In the United Kingdom (UK), Longbottom and Hilton (2011) examined quality service initiatives within some major banks and reached a conclusion that, there was evidence of TQM practices in the banks studied. It was further found that service improvement initiatives within the banks focused on the use of popular business models such as SERVQUAL and the European Business Excellence Model (EBEM).

Ladhari, Morals, and Ladhari (2011) in comparing the perceptions of bank service quality among Tunisian and Canadian customers found that the banks in both countries exhibited some TQM aspects in their operations. In a related study, Li, Zhao, and Lee (2001) reported that Hong Kong banks have gradually adopted quality initiatives and had gained success in their services. As a result of implementing TQM, the banks were reported to have been providing prompt services and meeting the needs of customers.

Moreover, the success story of how TQM implementation brought about the improvement of the Spanish hotel industry is shared in a survey by Claver-Corles et al (2007). The study aimed to verify whether TQM committed hotels achieved higher performance. A positive relationship between TQM practices and performance was found in their findings. For example, in terms of returns, hotels with a high degree of TQM commitment reached significantly higher gross operative profit per available room and day. In other words, patronage of TQM –committed hotels was higher than hotels without TQM practices. Furthermore, with the exception of few hotels (less than 3%), important managerial factors such as training, Information and Communication Technologies (ICTs), and environmental management were related to most of the hotels in Spain.

Similarly, Sila and Ebrahimpour (2004) examined quality management practices in three luxury hotels in the North-Eastern part of U.S.A. The main purpose was to analyse and compare the
hotels’ TQM practices, using the seven 2002 Malcolm Baldrige National Quality Award Criteria as a framework (i.e. leadership, strategic planning, customer and market focus, information and analyses, human resource focus, process management and business results). It emerged that apart from strategic planning which appeared to be difficult to be implemented, the other six factors were highly practiced. The respondents confirmed in affirmative that the TQM factors contributed positively to their business results.

Salameh and Barrows (2010) added to the debate by examining the impact of TQM with special reference to training on the performance of two restaurants in Canada. The results of the study indicated that there was evidence of TQM practices in both restaurants. It further revealed that training resulted in performance improvement in these companies. Some of the specific training outcomes testified by the respondents were; employees ability to identify customers’ needs, greater employees ability to meet and exceed customers’ needs, increase employee commitment, reduction of employee turnover, and product quality enhancement.

In the Information and Communication Technology (ICTs) service industry, Parzinger and Nath (2000) also highlighted a strong positive correlation between TQM practices and software quality in some selected software companies in the U.S.A. It was also found that most of these companies had embarked on TQM implementation with the main aim of improving their products for customer satisfaction. Employee empowerment, executive commitment training, and process evaluation were some of the common TQM practices among them.

Mensah, Copuroglu, Fening, (2012) did a comparative study of TQM implementation in selected firms in Ghana and Turkey. The study aimed at exploring the extent of implementation of TQM in Ghana and to establish the differences in the implementation level and the understanding of the concept among Ghanaian and Turkish firms. It was discovered that
awareness of quality management was relatively high among the Ghanaian multinational firms that have some degree of expatriate management and they performed fairly well. However, they still trailed their international counterparts with similar top management commitment and resource base. On the other hand, the study revealed a low degree of quality awareness among firms owned and managed solely by Ghanaians.

### 2.6 TQM in Manufacturing and Service Sector Compared

In an era of competitive business environment due to an increase in global competition and mirage of customers’ demands, TQM is viewed as a strategy to help organisations survive, being manufacturing or service sector. The opinions on the implementation of TQM principles in the manufacturing and service sector are not consensual. Whereas studies such as Huq and Stolen (1998), Pino (2008) found some differences, Anthony et al (2002), Addae-Korankye (2013) concluded that TQM practices in both sectors were similar. But, for Woon (2000) some differences and similarities were identified.

The study by Woon (2000) used 240 companies comprising 110 service institutions and 130 from the manufacturing industry in Singapore for the purpose of comparing their TQM practices. The study found that service organisations showed a lower level of TQM implementation than their manufacturing counterpart. The higher performance of manufacturing industries was found in the areas of information and process analysis, and process management. The study emphasised that there was no significant difference with regards to TQM principles such as leadership, strong customer focus, and human resources.

Another study which worth noting is the one carried out by Pino (2008) which aimed at describing the use of and differences in TQM practices among Peruvian manufacturing and service companies. The findings showed that there was a significant difference in the quality
practices between the two sectors. Similar to the findings of Woon (2000), the difference was identified in the information analysis. It was found that the manufacturing companies employed graphics and statistical techniques to measure quality performance but the service sector did not.

Anthony et al (2002) investigated the critical success factors of TQM implementation among service and manufacturing firms in Hong Kong. The results demonstrated that there were seven TQM factors which were applicable to both. These included; quality data and reporting, top management commitment, customer focus, quality teams, communication from top to bottom, and continuous improvement.

The study by Addae-Korankye (2013) investigated TQM practices in 60 organisations which consisted 30 each from the service and manufacturing sectors in Ghana. The purposes were to ascertain whether TQM served as a source of competitive advantage in both categories and to find out the impact of TQM on organizational performance. It emerged that both industries viewed TQM as the totally integrated efforts for gaining a competitive advantage by improving every facet of the organisational culture. It was recommended that properly designed training programmes on TQM should be regularly organised for staff of organizations so as to ensure that best practices of TQM are implemented if they want to achieve a sustained competitive advantage.

With the use of 19 TQM principles as a benchmark, Huq and Stolen (1998) carried out a survey in 36 manufacturing and service industries that had spent at least a year in the journey to quality through a formal TQM programme. The study revealed that the service organisations were applying the TQM concepts selectively and were not as committed as the manufacturing industries which applied the full range of TQM practices. In addition, it was found that although the service industries had developed and articulated broad, inclusive vision of TQM as a
corporate strategy, few of them showed a sign of the commitment to fully implement them. Most surveyed manufacturing companies, on the other hand, seemed to have had a conceived and widely disseminated plan for TQM implementation. However, on the issue of barriers to successful TQM adoption, both industries faced a common challenge. For example, respondents from both sides indicated that one of the main barriers to TQM was the unwillingness of top management to forgo dictatorial style of management in favour of TQM ideals which seek to empower all employees.

2.7 Implementation of TQM Principles in the Academic Libraries

With regard to products of manufacturing firms, quality depends on raw materials, the skills of employees, equipment among others. In the same vein, quality with regard to library depends on the collection of documents, skills of staff, equipment, services rendered and so on. This means that TQM is not only applicable to the manufacturing firms but can also be applied to service industries such as academic libraries (Moghaddam and Moballegi, 2008 and Cooper, 1996). Alemna (2001) is of the view that TQM embodies certain principles which are common and already established concepts in libraries. This section review studies on the major components of TQM in academic libraries to ascertain the extent of TQM principles adoption.

2.7.1 Awareness of Total Quality Management (TQM) Concept

Egberongbe, Sen, and Willet (2017) assessed the quality maturity levels in Nigerian university libraries using the Prince 2 Maturity Model (P2MM) which provides a format for how far organizations have used TQM, as a benchmark. The aim of the study was to evaluate the maturity statuses and investigated their quality management approaches. The study adopted a case study and focus group approaches to ascertain information.
The scores obtained on the P2MM capability scale placed the libraries studied mainly at level 1 (awareness level of the model). Thus, all the participants indicated a basic knowledge of the concept of TQM. The authors concluded that libraries at this level require a clear-cut strategy for effective library quality management implementation, therefore, a concerted effort by management is needed to move the libraries in Nigeria to the implementation level of TQM.

Harer (2012) conducted a survey among U.S Association of Research Libraries with the Directors of the Technical Service divisions being the target population. The aim of the study was to gather data on the familiarity and use of methods of quality assessment in American academic libraries. The methods of quality assessment included; quality control, total quality management, and the Malcolm Baldrige National Quality Award (MBNQA). The study found that majority of the respondents were familiar with TQM and least familiar with the MBNQA.

Opoku (2012) concentrated on the perception and expectation of graduate students on TQM in academic libraries with special reference to the main library of the University of Ghana. The study focused on service excellence, service effectiveness, service efficiency and continuous improvement. The results indicated that in practical terms TQM was not being applied as a strategy in the library.

### 2.7.2 Top Management Commitment to TQM

Writing on ‘application of total quality management approaches in the libraries of public sector universities in Pakistan’, Akhtar and Sanhera (2014) sought to examine what were the provisions in these libraries for the implementation of TQM approaches. The study employed a self-administered questionnaire method to collect data from library staff and faculty members. The findings of the study revealed that the libraries had positively adopted some form of TQM principles. However, it was discovered that in the area of adequate resource allocation by
management for effective service delivery, most of the libraries fell short. Thus, the libraries either lacked the needed personnel to perform certain functions or lacked certain basic facilities for effective TQM implementation. Akhtar and Sanhera (2014) recommended that quality assurance units within the libraries should devise strategies and plans to ensure that the libraries remained fully equipped with the needed resources for quality services.

Balague and Saarti (2009) conducted a study in two European academic libraries namely; the Universitat Atonoma de Barcelona (UAB) library, Spain, and Kuopio University (KU) Library, Finland. The main aim of the study was to compare the quality management systems of the two libraries with the use of a case study approach. The authors found that managers of both libraries were successful in using quality systems in confronting the challenges and to meet the intense demands of their users.

In UAB library for example, apart from instituting a Quality Committee, the Deputy Librarian was made a personnel in-charge of quality systems. In its monthly meetings, the committee discussed issues that could have an impact on the quality systems. This meant that there was a direct involvement of library managers as TQM philosophy demands. The authors also reported a similar scenario in KU library where top management of the library was re-organised into team based in order to define the core processes of the library and identified individuals who were responsible for ensuring their implementation. In addition, top management was involved by way of reviewing annual performances and responding to constant feedback from users.

The study concluded that the implementation of the libraries’ quality management systems was based on ISO 9001. It was, therefore, recommended that each organization must create or at least implement its own type of quality management systems to reflect what they do, otherwise, a
wholesale adoption of such system (ISO 9001) will not have any true impact on how the library improves its services and their production.

The experience of the Oregon State University (OSU) library is a subject of interest in a study conducted by Butcher (1993). The author found that the implementation of TQM became a reality after a promotional presentation by the Vice-President of the university, followed by a three-day training programme to enable the library administration to learn more about TQM and its possibilities in a library environment. With a view to achieving greater efficiency, improved services, and better utilisation of resources, TQM policies and strategies were initiated by the library’s management.

Clearly, the adoption of TQM had the necessary support from the OSU President and library management which is recommendable as it is one of the key requirements of TQM philosophy. The study concluded that the benefits of TQM for the library had been active participation in decision making by those who actually do the work. It has allowed the library, through the customer surveys and periodic review addressed the real concerns of patrons.

Dadzie (2004) adopted a case study approach the quality management initiatives at the central library of the University of Ghana. The study revealed that top management was fairly committed to implementing quality programmes for service improvement. Some aspects of TQM were being executed in the library. For example, respondents cited improvement of ICT services and training as part of management initiatives to enhance services.

A survey conducted by Duren (2012) demonstrated how a top manager (Library Director) instituted TQM at the library of Helmut Schmidt University. The study disclosed that the decision to change for a new system was spearheaded by the Library Director. At the beginning
of the process, the library Director appointed quality management coordinator who was responsible for quality matters and set up quality management groups. Respondents confirmed that the membership of the group was independent of department or staff status. This gave the opportunity to every staff member to partake in the quality process. Realising the need for feedback for improvement purpose, the library further set up a special contact person where library staff and users had the opportunity to channel their concerns to management for proper actions.

One key feature which was identified by Duren (2012) was that the Library Director showed a great commitment in all areas of the quality process. For example, the Director ensured that group meetings were held and outcomes are presented for discussions, provided bonuses just to motivate staff for group meetings, provided the necessary resources such as notepad, space for meetings, etc. The study recommended that managers should be role models for their staff and be the first to give detailed information openly about changes which help to develop higher quality. Moreover, they should be the first to work in the new processes. Above all, staff members must be convinced of the changes and their beneficial impact on the quality themselves.

Parker (1995) discussed how the Victoria University of Technology library, Australia, implemented a total quality management system. The Author reported that the library’s formal quality programme was management’s response to a need to improve planning and procedures for resources allocation. Parker (1995) shares that the library carried out its quality programme with five strategies. It began by holding a series of consultation sessions with staff on the library’s methods of operation. This was followed by the formation of quality committees which later became the catalyst for the quality programme. Furthermore, workshop and seminars were held with staff and committees to familiarise them with quality concepts. At the end of all
workshops, a consolidated report was provided which became the library’s quality working document.

In terms of how the Librarian facilitated sufficient allocation of resources (i.e money, needed equipment, technology etc.) it was revealed that a huge grant was secured through the efforts of library management. It was also disclosed that management was able to convince its parent university to increase the library’s budget to an appreciable percentage. On a whole, there had been strong enthusiasm by library management and staff to participate, an enthusiasm which is increasing as more levels of staff get involved.

2.7.3 Employees Involvement and Encouragement in TQM

TQM is a companywide philosophy whereby all employees are involved in the creation of value for the customer (Banuro, Ntiri-Ampomah and Banuro 2017). This section deals with the studies of employee participation in TQM adoption.

Besemer et al (1993) in an attempt to determine the extent to which library staff participated in decisions, used the library of State University of New York (SUNY) College, Fredonia, as a case study to conduct a study. It emerged that active staff participation was one of the important aspects of the library. In order to achieve staff participation, the study reported that the library Director had instituted a regularly scheduled staff meeting to discuss almost every area of the library’s operations. Here, as the study noted, staff had the opportunity to make recommendations to the Director, although, the Director had a final say.

It was concluded by Besemer et al (1993) that the participation initiatives by the library had been an agent of change. It had transformed the library from a traditional, highly authoritarian work environment to one where library staff had the knowledge and self-confidence to know what
needs to be done, and the sense of participation and responsibility that urged them to go ahead and do their best.

A study conducted by McGregor (2015) sought to discuss the journey of TQM adoption in academic libraries, using the University of Wollongong Library (UWL), Australia, as a case study. It emerged that in an attempt to respond to the accelerated pace of technological innovations and increased expectations of its users, (UWL) embarked on a quality journey in 1994 by adopting Australian Business Excellence Framework (ABEF). Some of the key TQM principles which manifested in UWL included; recognition and rewarding of staff and equipping staff with the requisite skills to conduct an evaluation. For example, in its quest to encourage staff participation, the library provided incentives to change in the form of library staff awards, bonuses, promotion, letters of appreciation, and fringe benefits for excellent service.

In terms of how the introduction of TQM contributed to the success of the UWL, it was found that through a lengthy process of planning, implementation, review, and improvement, the aims of the quality programmes were achieved. Thus, there was evidence of high confidence in the ability of the Library’s staff to work together as well as in partnership with clients and stakeholders. It further equipped the staff with the ability to identify solutions to whatever challenges the patrons of the library faced. Ultimately, as the study reported, the UWL was the first to win an Australian Business Excellence Award which provided recognition throughout the university and the profession.

The success story of Samford University Library, Birmingham, in TQM adoption in the study of Fitch, Thompson, and Wells (1993) cannot be overemphasized in this discussion. The authors revealed that the idea of a service philosophy such as TQM was mooted by Library Consultants who were invited by the library Director on discussions on how quality service could be
achieved. Following the acceptance of this suggestion was the formation of the Quality Planning Committee. The Committee then surveyed library personnel by interviewing any library personnel who desired to express an opinion. It was found from the survey that widespread feelings of discontent, powerless, and frustration existed among staff.

Consequently, the team embarked on a reorganization approach which incorporated TQM principles. One interesting issue which arose was that, initially, the Planning Committee did not realize the need to include support staff. However, the inclusion of the support staff became imperative and they realized the importance of contributions from every staff. All staff were put into teams and were asked to submit a set of goals which became the overall goals of the library. Other measures by the team were; assessing staff needs, developing a new organizational culture, and evaluating work processes.

The study concluded that the reorganization resulted in increased service, improved service, improved processes, a sense of belongingness and satisfaction especially those in lower rank because they were included in decision making. In the area of improved service, for instance, reader service was separated from the reference service which allowed the Reference Librarian to devote much time to respond to patrons’ information needs. Other major projects as a result of the reorganization were; automation of the library and expansion of library building. Fitch, Thompson, and Wells (1993) recommended that for TQM implementation to be successful, all staff, being professional or support must be empowered to participate in planning and changing their library to produce a responsive, customer-centered environment.
2.7.4 Employees exposure to TQM Training

In Saudi Arabia, Khurshid (1997) conducted a study on the application of TQM in cataloguing at the King Fahd University of Petroleum and Minerals library. The focus of the study was to identify quality training methods adopted to improve services in the cataloguing department of the library. It emerged from the findings that the library had dedicated a substantial part of its budget for staff training with the rationale of empowering them. The study further identified the following as some of the training programmes available for staff; continuing education on new concepts and trends in cataloguing, internship training provided by large networks such as OCL, especially for the newly recruited cataloguers, and on the job training. It was concluded that through the training programmes, the cataloguing department had introduced many new services and improved on the existing features of the library’s Online Public Access Catalogue (OPAC) to satisfy increased user needs.

Auther (1994) did a comparative study of customer service training in two university libraries in the United State of America namely; George Washington University and Old Dominion University. The study reported that there were varieties of customer service training initiatives in the libraries. In some cases, customer service training programmes were planned as libraries took their first steps towards establishing TQM in their libraries. In another case, the participants mentioned that training programmes reflected concerns for providing front-line staff with additional skills and strategies to deal with patrons. For instance, at Old Dominion University, the library had instituted a programme called “Serving the Public”, which covered three specialised areas including; how to communicate with angry patrons, communicating with supervisors, and building positive customer relations. At George Washington University library, Auther (1994) noted that the training took the form of top to down approach. Thus, both upper
and middle levels managers and head librarians were involved in training at least twice a year. Further, the training programmes focused primarily on basic communication skills, interpersonal skills, and team cooperation skills. One setback which the study identified among the study areas was lack of regular follow-up strategies to support staff application of new skills on the job after their training.

A survey conducted by Cobblah (2015) investigated the contributions of staff training and development programmes to quality service delivery in selected university libraries in Ghana. Among other things, the study aimed to assess the training needs methods of the libraries investigated. It was found that all the libraries had a system in place for assessing the training needs of individual library staff. The study further revealed that the training needs assessment was solely in the hands of the librarians in collaboration with their human resource units. The main training needs analysis which was identified by the respondents was annual performance appraisal. It was recommended that other training needs methods such as questionnaire, interview and job description should be included in the methods of analysis.

Rooney (2010) examined quality management training possessed by staff in academic libraries with the use of a survey in some American academic libraries. The study reported that the library profession had made a progress in the area of quality training. The majority of the respondents (73%) indicated that there were formal quality training programmes in their libraries. In addition, management workshops and seminars were other avenues of training for the libraries. However, it was discovered that most of the libraries had concentrated on quality training for middle and Top Managers whiles neglecting their frontline professional librarians. The author called for training on quality management techniques for all levels of library staff.
Byrd (2001) chronicled the implementation of total quality management in three community college libraries, located in the East Coast (EC), South (S), and North-East (NE) in the United States of America (USA). The purpose of the study was to determine how TQM had been implemented in these libraries and to describe ways in which it was assisting library personnel development. Being a qualitative study, data were gathered through an interview. Moreover, the study made use of the Walton’s (1991) five stages of TQM implementation plan as a benchmark. Thus, it assessed their readiness to adopt the concept, their quality planning, how TQM had been promoted, training programmes available, and a continuous improvement approach.

Generally, the results showed that all the libraries were committed to implementing TQM principles to a large extent and had been implementing them since 1991. It also confirmed that most of the libraries had reached the fifth stage of Walton’s plan. Discussing training programmes in the libraries, Byrd (2001) asserted that management and other staff were fully trained in basic improvement skills such as communication, leadership, and teamwork. Byrd goes on to say that most of the libraries had introduced quality offices responsible for conducting extensive training for staff. For example, respondents from CC-CE indicated that their quality office occasionally invites experts from Fox Valley Technical College to train them during their quality seminars and workshops. In another instance, they mentioned that quality handbooks were distributed to all personnel especially newly recruited employees. In terms of management commitment in allocating resources, it was revealed that these libraries spent a considerable amount on TQM training. For instance, CC-EC libraries spent approximately $20,000.00 and CC-S spent estimated $40,000.00 a year on TQM training.
In Byrd’s (2001) conclusion, it was emphasized that management of libraries must invest in training to ensure that employees understand the TQM processes, to change their attitudes, and to provide them with the necessary information and skills to work for excellent results.

Asante (2013) did a comprehensive survey on training and development in the Ghanaian polytechnic libraries. The main purpose of the study was to assess training and development and their related issues in order to highlight the challenges encountered by the libraries investigated. The study established that there were no systematic ways of organising either in-house or external training programmes in the polytechnic libraries. It was recommended therefore that in order to satisfy the training needs of library staff, all the libraries must ensure that they have their own policies which will help address their specific needs.

2.7.5 Strategic Plan towards TQM

The journey of TQM is complex. Institutions of higher learning should mobilize resources to sustain the preparations and implementation of TQM for at least 5 years. The management of these institutions of higher learning should ensure that the TQM Unit and its operations are embedded in the strategic plan of these institutions to ensure its sustenance in the future (Yidana and Aboagye, 2017). This section details studies of some scholars in the area of strategic planning in libraries.

A survey conducted by Johnsen (1996) aimed at finding answers to the extent to which quality was being acknowledged as a strategic issue in special and academic libraries in four Nordic countries, namely; Denmark, Finland, Norway, and Sweden. It emerged that majority of the respondents (68%), confirmed that their libraries had established a strategic planning. Further, 64% of the participants indicated that quality goals had been mentioned in their overall strategic
plan. With regards to staff familiarity with their libraries’ mission, goals and strategies, almost all respondents (97%) indicated affirmatively.

Dube (2010) conducted a study to assess the extent and nature of quality management practices implemented by selected academic libraries in South Africa. The study utilised questionnaires and document analysis to collect data from the respondents. Generally, the results revealed that quality management practices in the libraries varied. They range from active and integrative processes for maintaining and improving quality to those that are feeble and not well developed. However, the findings showed that there was a general commitment by the libraries towards instilling quality culture and encouraging best practices. Specifically, on the issue of the existence of quality management policy, all the informants indicated that their libraries did not have such a document. Rather, quality issues had been integrated into their day-to-day activities.

Another study which worth noting is the one conducted by Tang (2013) to examine the growth in quality maturity within six Australian and New Zealand university libraries which made up the Libraries of the Australian Technology Network (LATN). The study was a follow up on benchmarking surveys of quality library commissioned by LATN in 2005/2006. The review was based on observations, questionnaire and interview in order to determine whether changes had occurred in the intervening period, including what improvements had been made and where there were still gaps.

The participated libraries included; the Curtin University of Technology in Perth, the Queensland University of Technology in Brisbane, the Royal Melbourne Institute of Technology University in Melbourne, the University of South Australia in Adelaide, and the University of Technology, Sydney, all in Australia. The only one from New Zealand was the library of Auckland University of Technology.
In practical terms, Tang (2013) found that TQM concepts were relatively being practiced in the libraries as compared to the year 2005. For example, whereas in 2005/2006 only one library had a functioning and well-maintained quality framework which the LATN reviewers considered to be a hallmark of best quality practice, by 2010 this number had increased to four. Also, a notable change between the 2005/2006 and the 2010 surveys was the growth in strategic planning and performance review, which was identified by the LATN reviewers as a gap in 2005/2006. The study concluded that although, there were some major achievements in the libraries’ latest review, still, there were some ways to go before one could argue that the libraries had reached their maturity levels in TQM application.

McNicol (2005) investigated the challenges of strategic planning in the academic libraries in the United Kingdom (UK) with the use of interviews with library directors. The study found that the key challenges that confronted UK libraries in terms of strategic planning were lack of involvement of library staff, lack of communication of library aims and plans externally and internally, and lack of funding.

Writing on ‘strategic planning and management for the public libraries: the case of Greek central public libraries’, Kostagiolas, Banou, and Laskari (2009) conducted a survey in 29 Greek libraries to examine the strategic plans of the libraries and to identify new strategic development areas which needed attention in the libraries’ plans for service improvement. It was found that most of the libraries strategic plans were not active and lacked major developmental issues. The study recommended that the libraries should integrate policies on areas such as social and economic development, e-government, training and performance review of library staff, and cultural cohesion and identity into their strategic plans. The study concluded that an active strategic plan supported with adequate funds is necessary to help library employees to
understand themselves, redefine their policies and priorities, and further consider the best way to meet the expectations of their users and society as a whole at any point in time.

The account of Tam (2000) highlights how the Monash University Library, Australia, instituted total quality management practices in 1993. A key observation from the study was that a task force on quality was formed with the objective of developing a quality management programme for the library. The task force agreed that three broad areas were necessary for the success of the programme. These were; staff development, strategic planning, and quality indicators.

The study concludes that at least TQM principles such as; top management commitment, a broad definition of quality, leadership practices oriented towards TQM values and vision, and a trend towards the development of a quality culture manifested in the library. Throwing more light on a strategic plan, Tam (2000) revealed that a quality framework policy and administrative processes were deemed important to the library. For example, the library had established a formal consultative process on the library’s activities such as budgeting, reader education, and collection development. A clear example the respondents indicated was where staff had the opportunity to discuss their action plans. After discussions, the prioritized and reworked action plans were brought back to the library, and staff at all levels could make amend or accept.

2.7.6 Challenges of TQM implementation

TQM implementation is associated challenges. Scholars such as; Groenewegan and Lim (1995); Dash (2008); Starvridis and Tsipoglou (2012); BhatRajashekh (2009); and Amar and Zain (2002) have highlighted the causes of failure of TQM in some institutions.

Groenewegan and Lim (1995) examined the implementation of TQM at the Monash University Library, Australia. The main rationale for the study was to discover the challenges that
confronted the library in the course of developing its quality programme. The findings of the study revealed that although an improvement was made with the programme, it was not without challenges. It emerged that along the line, the library temporally went off the track and was in danger of losing staff. Participants attributed the situation to three main factors.

The first one was inconsistent of top to down communication. That is, at the beginning of the process, staff were consulted through meetings, fora, and workshops. However, staff were not kept informed of the outcomes of all those discussions. Another related challenge was lack of staff involvement. This issue, according to the study, arose because staff were not involved in the final drafting of the action plan, and therefore did not feel that they owned the programme. The third reason was an attitude the respondents termed as ‘can do all syndrome’ by the library management. It was found that most of the burden had been carried out by the Librarian and the Deputy Librarian, who in addition to their numerous tasks and responsibilities did not have sufficient time to execute the programme effectively. Groenewegan and Lim (1995) recommended that developing a broad-based quality programme can be extremely complex exercise. Therefore, there is a need for a continuous stream of communication and full involvement in the processes leading to the development of a quality programme.

Bhat and Rajashekh (2009) conducted an empirical research of barriers to TQM implementation in Indian industries. The aim of the survey was to identify the barriers of total quality management (TQM) implementation through a factor analysis of 21 potential challenges in order to make them known to the managers of Indian industries. The study found that there were numerous challenges that confronted an effective TQM adoption however, the following were the major ones identified by the respondents: inability to plan for quality, lack of commitment from leadership, inadequate resources for TQM implementation, and lack of training
programmes training programmes to enhance employees’ skills in quality improvement activities. The study concluded that by understanding the potential severity of such barriers, institutions will be in a better position to provide remedies to such challenges which may arise in the future.

In the same vein, Amar and Zain (2002) examined the barriers in selected 364 Indonesian institutions in the implementation of TQM. The study uncovered the following as barriers against successful TQM implementation: lack of information regarding quality, difficult to change employees mindset on quality, poor leadership and employees relationship, and lack of sufficient funds to mobilize TQM driven activities.

The study conducted by Starvridis and Tsimpoglou (2012) focused on the challenges which confronted the application of TQM at the University of Cyprus library, Cyprus. One of the issues which the respondents of the study claimed was the major hindrance to the programme was lack of staff recognition and reward policy. According to the study, this resulted in most of the library staff withholding some important contributions that could have helped improve the quality system. Further, the programme lost favour that initially characterised it over a period.

Dash (2008) study in the Indian academic libraries sought library professionals’ views on barriers to TQM implementation. It emerged that the concept was not without challenges. Challenges from the findings of the study were grouped into four categories namely; vocabulary, lack of commitment, a long process, and resistant to change. With regards to vocabulary, it emerged that most library staff objected to terms such as ‘total’, ‘quality’, and ‘management’. According to respondents, such terms presupposes that high standards are not being met already. On the issue of commitment, participants were of the view that TQM takes several years to
implement and therefore requires a long-term commitment by management and staff. The resistant factor arises when library staff resist changing for fear of losing their position.

2.8 History of Private University education in Ghana

Education is one of the fundamental rights of every citizen. It is considered to be one of the critical factors for any nation’s socio-economic development and plays a significant role as change agent. This explains why most countries, including Ghana, continuous to invest in a sizable percentage of their resources in the educational sector especially, in higher level and have further instituted laws and policies for continual improvement (Boateng, 2014). For example, the Republic of Ghana’s 1992 Constitution provides that “higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular, by the progressive introduction of free education” (Constitution of Ghana, 1992). Frimpong-Boateng (2017) is of the view that although, relatively young, private universities are gradually helping to fulfill this essential provision in the constitution by widening access to higher education to the Ghanaian public as the demand for university education cannot be satisfied by the public universities alone.

Generally, tertiary education in Ghana dates back to 1943 with the establishment of the Asquith Commission by the British Government to investigate the principles that could guide the establishment of universities (Atuahene and Owusu-Ansah, 2013). In the ensuing years, the first higher education institution known as the University College of Gold Coast was established in Ghana in 1948 and later renamed the University of Ghana (UG) after independence in 1957 (University of Ghana). By the close of the 1980s, there were two additional universities established, namely; the Kwame Nkrumah University of Science and Technology (KNUST) and the University of Cape Coast (Atuahene and Owusu-Ansah, 2013).
With regards to a private university in Ghana, the first successful establishment was made in 1979 as a Missionary College (Adventist Missionary College), now known as Valley View University (Yusif, Yussof, and Osman, 2013). Statistics indicate that, in the year 2001, the number of private universities rose to 7, but by 2009, the number had increased to 49. Currently, the number of private tertiary institutions offering Degree and HND programmes in Ghana stands at 82 with four having their Charter to award Degrees (National Accreditation Board, 2015).

Private higher education was predicted by Altbach and Levy (1998) to be emerging as one of the most dynamic segments of post-secondary education at the turn of the 21st Century. Considering the aforementioned statistics, arguably, this prediction can be true in many countries, including Ghana. Studies such as Atuahene and Owusu-Ansah (2013); Amenyah (2009); and Obasi (2007) have attributed the astronomical growth of Private universities to internal and external factors. One common internal factor identified by these scholars is the inability of public sector higher educational institutions, particularly in developing countries, to absorb growing numbers of students. This was affirmed by Oduro (2017), in his 2017 matriculation speech. He noted that, in the 2017/2018 academic year, out of a total of 41,447 undergraduate applications received by the University of Ghana, only more than a fairly half, 23,041 representing 55.5%, were admitted.

The external factors identified by the researchers were globalization and the emergence of Information and Communication Technologies (ICTs).

Majority of private universities in Ghana are owned by nationals whiles some foreign universities operate branch campuses. Another feature is that a number of private universities are operated by religious organizations, notably Christian and Islamic. Moreover, these universities very often offer market-friendly and price-driven courses in the area of business administration,
computer sciences, accounting, marketing, communications, economics, theology, and other related courses and they rarely offer courses in sciences, medical and engineering subject areas which require heavy investment in laboratories and equipment (Varghese, 2013).

The concern for quality in private higher institutions is of paramount importance to Ghana. In view of this, in 1993, the government of Ghana enacted Provisional National Defence Council (PNDC) law 317 under policy guidelines to establish the National Accreditation Board (NAB) to serve as the country’s quality assurance unit for institutions of higher learning. It should be noted here that this law was replaced by Act 744 (2007). Generally, the NAB’s quality assurance concerns both institutional and programme accreditation (Tsevi, 2014). There are certain basic requirements that every new university must meet. For instance, for an institution to be given accreditation, a letter of application covering areas such as; the proposed name of the institution, academic resources available and other related details, must first be submitted to NAB. This follows a visitation of NAB officials to the premises of the new institution for verification. If satisfied, NAB will issue a letter of interim authority before operations can begin. One of the important requirements by NAB is that a private university must be affiliated to public universities, which serve as mentors for some years. It should also be stressed that the processes for granting a Presidential Charter to private universities demand that the number of years under mentorship should be at least ten (10) years (Tsevi, 2014; Frimpong-Boateng 2017).

Studies have revealed that there are a number of structural and institutional barriers that appear to be impeding the present and future expansion of the Ghanaian private universities. One of such barriers is identified by Frimpong-Boateng (2017) as low enrolment of students. He asserts that every institution needs numbers to survive. However, the perception that private universities in Ghana charge higher fees puts prospective students away and as a result, most private
universities record low enrolment in every academic year. Another challenge which confronts private universities has to do with the fees chargeable by the mentoring institutions. There are fixed payments to mentoring institutions irrespective of the number of students admitted by the affiliated university. Consequently, the private institutions end up transferring a large chunk of their funds to the mentoring institutions which in turn, cripples their developmental agenda (Nsowah-Nuamah, 2017).

In addition, a study conducted by Amponsah and Onuoha (2013) on the performance and challenges of private universities in Ghana and Nigeria, found the following as some of the main challenges: lack of adequate finance needed for growth, lack of well-resourced libraries, inability to retain quality faculty and staff, lack of adequate teaching and learning equipment, and lack of infrastructure.

2.9 Conclusion

In this chapter, the concept of total quality management (TQM) was introduced, the emergence of the movement was traced, and the pioneers who developed the principles and techniques are identified. Other issues that this chapter dealt with included: TQM in both manufacturing and service sectors, and comparison of TQM in both sectors, TQM principles were explored in academic libraries. Again the history of private education in Ghana was also considered. The literature has shown that private universities have been operating in Ghana for almost four decades. The first private university established in Ghana was found to be the Valley View University (then Adventist Missionary College). The literature also disclosed that TQM is a concept which originally focused on the manufacturing sector but has gradually been adopted in other sectors. The major reasons assigned to the adoption of TQM in many institutions had been the quest to continuously improve services. The major difference found among the service and
the manufacturing industries was that TQM had been selectively practiced in the former while
the latter has applied the concept comprehensively. Both sectors consider the adoption of TQM
as a source of competitive edge over competitors. It was also found that the TQM concept has
widely been adopted in the Western world but the same cannot be said about the African
continent. The literature further identified scholars such as Walter A. Shewhart, Edward Deming,
Joseph M. Juran, Philip Crosby, Armand V. Feigenbaum, and Kaoru Ishikawa as some of the
major contributors to the TQM concept.
CHAPTER THREE
METHODOLOGY

3.1 Introduction

This chapter presents the methodology used for the study. According to Schensul (2012) research methodology “consists of the assumptions, postulates, rules, and methods that researchers employ to render their work open to analysis, critique, replication, repetition, and/or adaptation and to choose research methods”. Under this section, the main themes considered were: research design, target population, sample size and sampling techniques, data collection instruments, data presentation, and analysis.

3.2 Research Design

A research design is a term that covers a multitude of different kinds of research activity conducted by those concerned with or engaged in the field of research (Stewart, 2014). Creswell (2014) posits that “in planning a study, researchers have to ponder through the philosophical worldview assumptions they will bring to the study, which includes the research design that is related to the worldview, the specific procedures of research that translate the approach into practice”. Generally, a research design could also depict the step-by-step application of the various tools and instruments in achieving the objectives in a study (Saunders, Lewis, and Thornhil, 2012).

This study adopted the survey research method. According to Kumekpor (2002), surveys have become one of the most popular approaches to social research in recent times. He maintains that this has arisen because the social survey is usually geared towards providing data or information on pressing, current problems in a particular community or institution, as quickly as possible.
Denscombe (2007), is also of the view that “survey provides a wide and inclusive coverage at a specific point in time at which data is collected and it is dependent on empirical data”. Also, according to Creswell (2014), survey research allows for comparison of responses on which conclusions can be based.

Moreover, the survey research method was implemented using a mixed method approach. Pinto (2012) defines a mixed method as “a method that integrates techniques from quantitative and qualitative paradigms to tackle research questions that can be best addressed by mixing traditional approaches”. Cresswell (2014) views a mixed method approach as “a type of inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks”.

One of the primary benefits of a mixed method approach, according to Bachman and Brent (2014) is that “it allows researchers access to the strengths of various methods, thereby decreasing their weaknesses and increasing the validity and reliability of findings”.

### 3.3 Selection of Cases for the Study

The libraries of the Akrofi-Christaller Institute of Theology, Mission and Culture (A-CITMC), Valley View University (VVU), Trinity Theological Seminary (TTS), and Central University College (CUC) were selected as study settings for the study. The following factors accounted for their selection:

- **Presidential Charter to award Degrees** - A major impetus for Presidential Charter in Ghana is the desire to encourage quality improvement in institutions of higher education. A preliminary investigation by the researcher revealed that the four selected institutions were the only private tertiary universities having a Presidential Charter to award their own Degrees. Further, the National Accreditation Board (NAB) which is mandated to
accredit both private and public institutions, grants the Charter by taking into consideration factors such as the availability of well-established libraries and information resources, and the existence of quality mechanisms. For this reason, the researcher assumed that some satisfactorily quality standards are being exhibited in the institutions chosen.

- **Age of the University** – Another reason for selecting these institutions was based on the fact, relatively, they are among the few private universities which have been in existence for quite a long time. For example, all the institutions chosen have been in operation for over 30 years. It was thus, assumed that their survival is partly due to the quality of services, including that of the library.

### 3.4 Selection of Subjects

This section focused mainly on population and selection of sample size, and sampling technique.

#### 3.4.1 Population

The term population of a study refers to “a set of objects whether animate or inanimate, which is the focal point of the research for which the researcher wants to determine some characteristics” (Ngulube, 2009). The target population for this study was the Librarians/Head Librarians and library staff of the selected private universities. These were chosen because they are expected to have a considerable knowledge and understanding of the issues of TQM and can, therefore, contribute meaningfully to the study. Drivers, Cleaners and other non-professional library staff were excluded from the study. The total population of the study was sixty-five (65) from the selected private universities consisting eight (8) from the Akrofi-Christaller Institute, twenty-seven (27) from the Central University College, twenty-six (26) from the Valley View University of Ghana http://ugspace.ug.edu.gh
University, and four (4) from the Trinity Theological Seminary. Table 1.0 shows the target population for the study.

**Table 3.1: Population and sample of the Study**

<table>
<thead>
<tr>
<th>Name of University</th>
<th>Target Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Akrofi-Christaller Institute of Theology, Mission, and Culture</td>
<td>8</td>
</tr>
<tr>
<td>Central University College</td>
<td>27</td>
</tr>
<tr>
<td>Valley View University</td>
<td>26</td>
</tr>
<tr>
<td>Trinity Theological Seminary</td>
<td>4</td>
</tr>
<tr>
<td>Total population</td>
<td>65</td>
</tr>
<tr>
<td>Total sample</td>
<td>65</td>
</tr>
</tbody>
</table>

Source: Field Data, 2018.

### 3.4.2 Sample size and Sampling Technique

The use of any sampling methods may depend on the population to be used for the study. The term sampling refers to the process of selecting individuals to participate in a research study. A sample is a sub-group or part of a larger population (Saunders, Lewis & Thornhil, 2012). In this study, due to the small number of population, the researcher did not sample out of the population. In this regard, a census approach was adopted to cover the entire population. According to Vogt (2011), a census is a “complete count of an entire population by observing each of its members”. Hence, Librarians/Head Librarians were selected for the purpose of obtaining qualitative data. Further, the library staff were selected in order to obtain quantitative data.
3.5 Data Collection Instruments

The study employed a mixed method to obtain data using a questionnaire and interviews.

3.5.1 Questionnaire

A questionnaire is “a written form of questioning” (Thomas, 2009). Fidel (2008) believes that questionnaires are cheap and do not require as much effort from the researcher as the other forms of methods. It also has uniform answers that make it simple to compile and analyse after the data collection process. In addition, O'Leary and Miller (2011) are of the view that due to the standardised form of questioning, it is assumed that bias due to the effect of the researcher is reduced. However, Jary and Jary (2006) caution that in wording questions, the meaning which each respondent attaches to each question can be different which can affect the results. In order to overcome this concern, the questions the researcher asked avoided ambiguous words.

3.5.1.1 Design of Questionnaire

The questionnaire was designed in line with the specific objectives as indicated under the objectives of the study to gather data from the library staff. This consisted of seven (7) thematic areas. The part ‘I’ was made up of the demographic data of the respondents, part ‘II’ dealt with awareness of TQM practices, part ‘III’ captured top management commitment, part ‘IV’ focused on employee involvement and encouragement, part ‘V’ was dedicated to TQM training programmes. In addition, part ‘VI’ concentrated on strategic planning, and part ‘VII’, solicited data on the challenges of TQM practices in academic libraries.

Moreover, the researcher utilised a combination of close-ended and open-ended questions. According to Frey (2011), open-ended questions refer to “questions for which the response patterns or answer categories are provided by the respondent, not the researcher”. One advantage
of open-ended questions is that it helps the researcher to find out what a respondent knows about a topic. But, open-ended questions are more demanding on respondents, particularly those with less education (Frey, 2011). In order to overcome this challenge, the researcher asked a few open-ended questions. For closed-ended questions, the researcher provides a limited number of response categories from which the respondents make a selection. The main advantage of closed-ended questions is that it is easy to classify questions during the coding stage (Payne and Payne 2011). Nonetheless, Clow and James (2014) acknowledge that this type of questions restrict respondents to the answers they have to provide. In such case, respondents have to either choose the item from the list that is most closely associated with their response or not answer the question at all. Realising this shortfall, the researcher made provision for ‘other’, and ‘neither agree nor disagree’ options, so that respondents can answer questions which they may legitimately know anything about.

3.5.2 Interview

According to Barlow (2010) interview is “a process of seeking knowledge and understanding through conversation”. Poole and Mauthner (2014) are of the view that an interview is a step-by-step conversation between the researcher and the respondents to solicit data and information. This is a simple way of understanding the experience and contributions of others on issues but it is difficult sometimes to conduct because it requires time. In this study, the Librarians/Head Librarians of the institutions studied were interviewed.

3.5.2.1 Structure of Interview

The structure of the interview consisted of the main issues that the researcher expected to uncover with respect to TQM practices at the private university libraries in Ghana. These were information on: background of respondents (Part I), awareness of TQM practices (Part I), Top
Management commitment (Part III), employee involvement and encouragement (Part IV), staff training (Part V), strategic planning (Part VI) and the challenges of TQM practices in academic libraries (Part VII). The study employed a semi-structured interview. This provided room for the researcher to follow up points as and when it was necessary (Thomas 2009). Moreover, the same interview questions were prepared for the Librarians/Head Librarians.

3.5.3 Pre-testing of Questionnaires and Interview Schedules

Pre-testing is a method of checking that questions work as intended and are understood by those individuals who are likely to respond to them (Hilton, 2017). Willis (2005) maintains that the main purposes of pretesting are: to assess how well the items are understood and interpreted, to provide insights into the general quality of the formatting, acceptability and face validity of the measure and to consider if the method chosen would impact upon respondents interpretation of items.

Before the distribution of the questionnaires by the researcher, a pre-testing was conducted among selected respondents from two private university libraries namely Christian Service University College and All Nation University. Similarly, the interview schedule was also pre-tested in the same settings. This process assisted the researcher to make the necessary corrections and shaped the questions as expected. For instance, some of the questions in the interview schedule were identified as vague by the respondents and were removed. Again, it was the pre-test process that informed the researcher to reformat the numbering of questions.
3.6 Data Collection Procedure

3.6.1 Questionnaire Distribution and Collection

Before the data collection, the researcher sent an introductory letter from the Department of Information Studies, University of Ghana, to the selected institutions for permission. On the day of letters delivery, the researcher familiarized himself with the various library environment in order to plan for the questionnaire distribution and scheduled for an interview date. When permission was granted, the questionnaire was self-distributed to the library staff with the help of one voluntary assistant from each institution. Assistants were briefed on the demands of the study to enable them aid in the distribution of the questionnaire. Respondents were asked to submit the completed questionnaires to the research assistants. In all, the distribution and collection of the questionnaire took five weeks.

3.6.2 Strategy of Interview

Poole and Mauthner (2014) have suggested that interviews may be formally or casually conducted, face-to-face, over the telephone or online. The interview data may be captured through field notes, flip charts, audio tapes or using video cameras, to name just a few methods (Poole and Mauthner, 2014). In view of this, the researcher adopted a face-to-face interview strategy with the use of an interview guide sheet. The views and opinions of the Librarians were recorded with the use of an audio recorder. The audio recorder was used to record all the interviews conducted with the librarian. Each interview lasted between 30-35 minutes.

3.7 Data Presentation and Analysis

Generally speaking, data analysis involves the entire process of turning the collected data into a finished research representation (Kozinets, 2012). The quantitative data which was obtained
through questionnaire were analysed with the aid of the Statistical Package for Social Sciences (SPSS) software version 22.0. The SPSS was used because it is user-friendly and easier to group variables, enter data and produce outputs or reports. Variables were coded in the variable view and the answered questionnaires were entered in the data view to generate the required reports. The quantitative data were analysed based on the figures and percentages obtained from the output of SPSS. Further, the analysis was presented in a form of tables.

The qualitative data which was collected through the interview were analysed using thematic content analysis. According to Byrne (2017) “most methods of qualitative analysis employ a thematic approach in which textual or other sources are examined to identify themes”. First of all, the audio-recorded interviews were transcribed. The researcher then assigned a unique identification number to each respondent in order to maintain confidentiality. The numbers were from 1 to 4, which covered all interviewees. Moreover, each member was preceded by a letter ‘R’ which means respondent. For example, ‘R1’ was used to represent respondent one. Further, various views from the interviews were segmented into themes based on the objectives of the research. This allowed the researcher to compare and contrast the themes which emerged from the respondents and drew necessary conclusions from them.

3. 8 Ethical Consideration

Neuman (2012) is of the view that researchers have a moral responsibility to behave in an ethical manner at all times, even if research participants are not aware of or unconcern about ethics. Connelly (2014) also observed that clearance from institutional review boards, researcher’s credentials, affiliation, as well as the sincerity of reporting findings are crucial in ethical considerations. To address the ethical challenges the following measures were taken by the researcher:
3.8.1 Permission to collect data

Before the data collection, the researcher sought permission from the various institutions understudied. This was done by obtaining an introductory letter from the Department of Information Studies, University of Ghana, to the various institutions where the research took place.

3.8.2 Assurance of confidentiality and safety of participants

All respondents were assured of their safety and confidentiality. This was achieved by avoiding questions which warranted names of participants. Moreover, information on confidentiality was indicated in the questionnaire assuring participants that their information would be kept secret. In the case of those who were engaged in the interview, assurance of confidentiality and safety formed part of the introduction.

3.8.3 Consent of participants

The researcher sought the consent of the respondents before the administration of the questionnaire and the conduct of the interview. This was achieved by explaining the purpose and the estimated minutes that was likely to be spent on answering the questionnaire and interview.

3.8.4 Adherence to the University of Ghana policy on research

The researcher adhered to the University of Ghana policy on research in general and to the Department of Information Studies in particular. This was done by reporting accurate findings from the studies. To avoid plagiarism, all sources were acknowledged using the American Psychological Association (APA) style.
3.9 Conclusion

The chapter focused on the methodology of the study. With regard to research design, the study adopted a survey method. It has been explained that the total population for the study was 65 and a census method was adopted to cover the entire population. The chapter also explained that information was obtained from the library staff through questionnaire whiles the views of Librarians/Head Librarians were sought through interviews. It has also been mentioned that the analysis for the quantitative data was done with the aid of SPSS. Also, the thematic content analysis was adopted to analyse the qualitative data obtained. This chapter also attempted to explain the reasons assigned for the selection of the institutions which were included in the study. Basically, two main factors identified were the attainment of a Presidential Charter to award Degrees and the number of years in operation as a private university. Finally, ethical considerations were captured in this chapter.
CHAPTER FOUR

DATA ANALYSIS

4.1 Introduction

This chapter presents the results obtained from the questionnaire administered to library staff and the interviews conducted with the Librarians/Head Librarians. The analysis is presented in two sections. Section one deals with the data obtained from the questionnaire. Section two concentrates on the analysis of data obtained from the interviews. Tables, showing the frequencies and their corresponding percentages have been used to support the interpretations of the quantitative data. Out of 61 questionnaires distributed, 60 were fully completed and returned, resulting in a response rate of 98.7. The high response rate can be ascribed to the several follow-up visits and the rapport the researcher had with the staff of the libraries. In some instance, the researcher had been attending several programmes organised by the Ghana Library Association (GLA) and the Consortium of Academic Libraries in Ghana (CARLIGH) with staff. In relation to the qualitative data, all the four (4) targeted Librarians/Head Librarians were interviewed. This gives a response rate of 100% for the qualitative data. The findings have been presented in two parts. Part one deals with the analyses of the quantitative data whiles part two deals with the analyses of qualitative data. The findings have also been presented under the following themes:

- TQM awareness
- Top Management commitment to TQM
- Employee involvement in decision making
- Training programmes exposed to employees
- Strategic planning and the challenges of TQM implementation
- Challenges of TQM implementation
4.2. Level of TQM awareness

The first objective of the study was to find out if the staff of the selected private university libraries were aware of the TQM concepts. The results are presented in Table 4.1.

Table 4.1: Level of TQM Awareness

<table>
<thead>
<tr>
<th>Institution (N=60)</th>
<th>A-CITMC N=6</th>
<th>VVU N=25</th>
<th>TTS N=3</th>
<th>CUC N=26</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of TQM</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
</tr>
<tr>
<td>I am fully aware</td>
<td>3 (50.0)</td>
<td>9 (36.0)</td>
<td>0</td>
<td>6 (23.1)</td>
<td>18 (30)</td>
</tr>
<tr>
<td>I am slightly aware</td>
<td>3 (50.0)</td>
<td>13 (52.0)</td>
<td>3 (100.0)</td>
<td>19 (73.1)</td>
<td>38 (63.3)</td>
</tr>
<tr>
<td>I am not aware</td>
<td>0</td>
<td>3 (12.0)</td>
<td>0</td>
<td>1 (3.8)</td>
<td>4 (6.7)</td>
</tr>
<tr>
<td>Total</td>
<td>6 (100)</td>
<td>25 (100)</td>
<td>3 (100)</td>
<td>26 (100)</td>
<td>60 (100)</td>
</tr>
</tbody>
</table>

Data, Source: Field 2018

As illustrated in Table 4.1, for A-CITMC, 3 (50%) respondents indicated that they were fully aware of the TQM concept, the remaining half (3 or 50%) revealed that they were slightly aware. At the VVU, 9(36%) of the respondents indicated that they were fully aware, 13(52%) revealed that they were slightly aware, 3(12%) of them were not aware of the concept. Again, it can be seen that all the 3(100%) respondents from the TTS indicated that they were slightly aware. Respondents who indicated that they were fully aware, slightly aware, and not aware at the CUC were 6(23.1%), 19(73.1%), and 1(3.8%) respectively. It could be deduced from the findings that the majority of the respondents were partially aware of the TQM concept.

In responding to a follow-up question on how one became aware of TQM, those who claimed to be fully aware and partially aware gave varied responses. Some indicated that they had read about the concept. Others also expressed that they had participated in a workshop which dealt with quality management concept. In addition, some mentioned that they heard about the concept during conference paper presentations.
4.2.2 Rationale behind TQM concept

Respondents understanding of the concept of TQM was examined and the findings are depicted in Table 4.2.

Table 4.2: Understanding of TQM concept

<table>
<thead>
<tr>
<th>Institution (N=60)</th>
<th>A-CITMC N=6</th>
<th>VVU N=25</th>
<th>TTS N=3</th>
<th>CUC N=26</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
</tr>
<tr>
<td>Continuous improvement of service</td>
<td>0 (0)</td>
<td>6 (24.0)</td>
<td>1 (33.3)</td>
<td>5 (19.2)</td>
<td>12 (20)</td>
</tr>
<tr>
<td>Strong focus on users</td>
<td>3 (50.0)</td>
<td>13 (52.0)</td>
<td>2 (66.7)</td>
<td>15 (57.7)</td>
<td>33 (55)</td>
</tr>
<tr>
<td>To involve every staff in order to offer and maintain quality services</td>
<td>1 (16.7)</td>
<td>4 (16.0)</td>
<td>0 (0)</td>
<td>6 (23.1)</td>
<td>11 (18.3)</td>
</tr>
<tr>
<td>Adoption of a systematic approach to operations</td>
<td>2 (33.3)</td>
<td>2 (8.0)</td>
<td>0 (0)</td>
<td>0 (0)</td>
<td>4 (6.7)</td>
</tr>
<tr>
<td>Total</td>
<td>6 (100)</td>
<td>25 (100)</td>
<td>3 (100)</td>
<td>26 (10)</td>
<td>60 (100)</td>
</tr>
</tbody>
</table>

Source: Field Data, 2018.

The results from Table 4.2 show that respondents who were of the view that TQM aims at the continuous improvement of services were 6(24.0%) from VVU, 1(33.3%) from TTS, and 5(19.2%) from CUC. Respondents who believed that the ultimate aim of TQM was to satisfy the customer included 3(50%) from A-CITMC, 13(52%) from VVU, 2(66.7) from TTS, and 15(55%) from CUC. It was further revealed that 1(16.7%), 4(16%), and 6(23.1%) from A-CITMC, VVU, and CUC respectively indicated that the purpose of TQM was to involve every staff in order to offer and maintain quality services. Moreover, respondents who viewed an adoption of a systematic approach to operations as part of TQM rationale came from A-CITMC (2 or 33.3%) and VVU (2 or 8%). It can be concluded that the respondents knew the rationale behind the TQM concept as all the views expressed are part of TQM focus.
4.3 Top Management Commitment to TQM

Top Management commitment is one of the essential pillars of TQM. The main objective of this section was to find answers to questions that revolved around the commitment of Top Management in the selected private university libraries to quality issues.

4.3.1 Initiation of quality policies and strategies

One of the critical roles of top management in TQM philosophy is to initiate strategies to ensure the improvement of services. Therefore, the opinions of respondents were sought on the assertion that ‘top management initiate policies and strategies to improve services’. The findings have been captured in Table 4.3.

Table 4.3: Quality policies and strategies initiation

<table>
<thead>
<tr>
<th>Institutions (N=60)</th>
<th>A-CITMC N=6</th>
<th>VVU N=25</th>
<th>TTS N=3</th>
<th>CUC N=26</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>2 33.3</td>
<td>3 12.0</td>
<td>0 0</td>
<td>5 19.2</td>
<td>10 16.7</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1 16.7</td>
<td>2 8.0</td>
<td>0 0</td>
<td>2 7.7</td>
<td>5 8.3</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>0 0</td>
<td>2 8.0</td>
<td>0 0</td>
<td>4 15.4</td>
<td>6 10</td>
</tr>
<tr>
<td>Agree</td>
<td>3 50.0</td>
<td>17 68.0</td>
<td>3 100</td>
<td>9 34.6</td>
<td>32 53.3</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>0 0</td>
<td>1 4.0</td>
<td>0 0</td>
<td>6 23.1</td>
<td>7 11.7</td>
</tr>
<tr>
<td>Total</td>
<td>3 100</td>
<td>25 100</td>
<td>3 100</td>
<td>26 100</td>
<td>60 100</td>
</tr>
</tbody>
</table>

Source: Field Data, 2018.

A glance at Table 4.3 shows that at the A-CITMC library, 2(33.3%) disagreed, and 1(16.7%) strongly disagreed with the assertion. This notwithstanding, 3(50%) agreed with the statement. It can also be observed that 3(12%) and 2(8%) of the respondents from VVU disagreed and strongly disagreed respectively with the assertion. Again, 17(68%) agreed, and 1(4%) strongly agreed with the statement. Respondents who could neither agree nor disagree with the statement from VVU were 2(8%). It can also be seen that, at CUC, participants who indicated disagree,
strongly disagree, neutral, agree, and strongly agree were 5(19.2%), 2(7.7%), 4(15.4%), 9(34.6%), and 6(23.1%) respectively. It can also be seen that all the respondents (3 or 100%) from the TTS library agree to the assertion made by the researcher.

As a follow-up, respondents who agreed or strongly agreed were asked to mention some TQM initiatives that have taken place over the years in their libraries. Some of the initiatives which were cited included the acquisition of new Library Management software, the introduction of allowances for staff who work during the weekends, the creation of a 24-hours section in the library, and increment of borrowing rights for users as some of the policies and strategies by their top management.

4.3.2 Top Management involvement in the implementation of quality services

For TQM to be successful in any organisation, it is imperative that top management is actively involved in all work processes. For this reason, respondents were asked to rate their opinions on the statement that ‘Top management is involved in all stages of quality initiatives’. The results are represented in Table 4.4.

Table 4.4: Top management involvement in the implementation of quality initiatives

<table>
<thead>
<tr>
<th>Institution</th>
<th>A-CITMC N=6</th>
<th>VVU N=25</th>
<th>TTS N=3</th>
<th>CUC N=26</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
</tr>
<tr>
<td>Strongly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Neither agree</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>nor disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8.3</td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
<td>14</td>
<td>1</td>
<td>17</td>
<td>37</td>
</tr>
<tr>
<td>Strongly</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6.7</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>25</td>
<td>3</td>
<td>26</td>
<td>60</td>
</tr>
</tbody>
</table>

Source: Field Data, 2018.
The results as captured by Table 4.4 show that at the A-CITMC library, 5 (83.3%) agreed, 1 (16.7%) strongly agreed with the assertion. For VVU, 2 (8%) respondents each indicated disagree and strongly agree. In a sharp contrast, 14 (56%) agreed, 3 (12%) strongly agreed with the statement. However, 4 (16%) neither agreed nor disagreed. On the same issue, 2 (66.7%) of the respondents from TTS disagree, 1 (33.3%) agree. At CUC, it can be seen that 2 (7.7%) disagreed, 3 (11.5%) strongly disagreed with the statement. Nonetheless, 17 (65.4%) of the CUC respondents agreed with the assertion. It can be concluded that majority of the respondents in each institution believed that their top management were actively involved in quality implementation initiatives.

4.3.3 Top Management communicate the rationale behind quality improvement initiatives

Accepting quality initiatives wholeheartedly by library staff demands that the rationale, potential benefits, and challenges are communicated effectively by top management. In view of this, the researcher asked the respondents of the extent to which they thought that top management communicated to them on quality initiatives. Responses are presented in Table 4.5.

Table 4.5: Top management communicate effectively on the rationale behind quality improvement initiatives

<table>
<thead>
<tr>
<th>The rationale behind quality improvement initiatives are communicated clearly to library staff by management</th>
<th>A-CITMC N=6</th>
<th>VVU N=25</th>
<th>TTS N=3</th>
<th>CUC N=26</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses</td>
<td>Freq.</td>
<td>(%)</td>
<td>Freq.</td>
<td>(%)</td>
<td>Freq.</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>33.3</td>
<td>7</td>
<td>24.0</td>
<td>0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>16.0</td>
<td>1</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
<td>66.7</td>
<td>12</td>
<td>52.0</td>
<td>2</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>100</td>
<td>25</td>
<td>100</td>
<td>3</td>
</tr>
</tbody>
</table>

Source: Field Data, 2018.
From Table 4.5, on one hand, 2(33.3%) of respondents from A-CIMTMC disagreed with the assertion made. On the other hand, 4(66.7%) agreed. For VVU respondents, whiles 7(24%) disagreed, and an additional 1(4%) strongly disagreed, 12(52%) and 1(4%) on the other hand agreed and strongly agreed respectively. Besides, 4(16%) of the VVU participants neither agreed nor disagreed. Moreover, it can also be observed that 2(66.7%) of the respondents from TTS agreed with the assertion whiles the remaining 1(33.3%) affirmed by indicating ‘strongly agree’.

It is also obvious from Table 4.5 that 1(3.9%), 5(19.2%), 12(46.2%), and 3(11.5%) of the respondents from CUC disagreed, strongly disagreed, agreed, and strongly agreed respectively. However, the remaining 5(19.2%) could neither indicate agree nor disagree. It can be observed that although there were divergent views, the number of those who agreed to the assertion was the highest.

4.3.4 Promotion of quality improvement programmes

One of the necessary ingredients for effective implementation of quality programmes is to promote such policies. Therefore, in order to find out whether this was the situation in the libraries investigated, participants were asked to share their views on the claim that ‘top management promote quality improvement programmes’. The results obtained have been illustrated in Table 4.6.
As illustrated in Table 4.6, all the 6(100%) participants from the A-CITMC agreed with the statement. Likewise, the results indicate that all the respondents 3 (100%) respondents from TTS agreed with the assertion. In the case of VVU, 12(48%) and 2(8%) revealed that they agreed and strongly agreed with the assertion. Few of the respondents, 1(4%) and 2(8%), disagreed and strongly disagreed respectively. Meanwhile, 8(32%) neither agreed nor disagreed. The situation from the CUC was quite similar to that of VVU. Respondents who agreed and strongly agreed with the statement numbered 11(42.3%) and 4(15.4%) respectively. Conversely, CUC respondents who disagreed and strongly disagreed with the statement stood at 3(11.5%) and 4(15.4%) respectively. But, 4(15.4%) respondents could neither agree nor disagree at CUC.

### 4.3.5 Allocation of Adequate resources

Implementing quality programmes in any academic setting depends greatly on the availability of resources, both human and materials. Respondents were asked to indicate their disagreement or otherwise of the statement that ‘top management provide adequate resources for quality service delivery’. Table 4.7 captures the results.
Table 4.7: Adequate allocation of resources by Top Management

<table>
<thead>
<tr>
<th>Institution</th>
<th>A-CITMC (N=6)</th>
<th>VVU (N=25)</th>
<th>TTS (N=3)</th>
<th>CUC (N=26)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>4 (66.7)</td>
<td>16 (64.0)</td>
<td>2 (66.7)</td>
<td>17 (65.4)</td>
<td>39 (65)</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0 (0)</td>
<td>1 (4.0)</td>
<td>0 (0)</td>
<td>4 (15.4)</td>
<td>5 (8.3)</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>0 (0)</td>
<td>6 (24.0)</td>
<td>1 (33.3)</td>
<td>0 (0)</td>
<td>7 (11.7)</td>
</tr>
<tr>
<td>Agree</td>
<td>2 (33.3)</td>
<td>1 (4.0)</td>
<td>0 (0)</td>
<td>3 (11.5)</td>
<td>6 (10)</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>0 (0)</td>
<td>1 (4.0)</td>
<td>0 (0)</td>
<td>2 (5.0)</td>
<td>3 (5)</td>
</tr>
<tr>
<td>Total</td>
<td>6 (100)</td>
<td>25 (100)</td>
<td>3 (100)</td>
<td>26 (100)</td>
<td>60 (100)</td>
</tr>
</tbody>
</table>

Source: Field Data, 2018.

It can be noted from the results in Table 4.7 that 2(33.3%) of the respondents from A-CITMC library agreed that management provided adequate resources for service delivery, 4(66.7%) being the majority from the same institution disagreed with the statement. At VVU, an overwhelming majority of the respondents (16 or 64%) disagreed with the statement. In addition, 1(4%) strongly disagreed with the statement. Again, 1(4%) agreed, 1(4%) strongly agreed with the assertion. Those who could neither indicate agree nor disagree were 6(24%). Furthermore, it can be observed that the situation at CUC was not too different from other libraries. Majority of the respondents, 17(65.4%) disagreed, an additional 4(15.4%) strongly disagreed with the statement. However, 3(11.5%) and 2(7.7%) expressed that they agree and disagree respectively with the statement.

4.3.6 Overall TQM commitment by Top Management

The results obtained for the overall assessment of top management commitment to quality issues have been summarised in Table 4.8.
Table 4.8: Overall Assessment of Top management commitment to quality issues

<table>
<thead>
<tr>
<th>Institution</th>
<th>A-CITMC N=6</th>
<th>VVU N=25</th>
<th>TTS N=3</th>
<th>CUC N=26</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>0 0</td>
<td>4 16.0</td>
<td>0 0</td>
<td>7 26.9</td>
<td>11 18.3</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0 0</td>
<td>2 8.0</td>
<td>0 0</td>
<td>4 15.0</td>
<td>6 10</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>0 0</td>
<td>3 12</td>
<td>2 66.7</td>
<td>0 0</td>
<td>5 8.3</td>
</tr>
<tr>
<td>Agree</td>
<td>5 83.3</td>
<td>16 64.0</td>
<td>0 0</td>
<td>13 50.0</td>
<td>34 56.7</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>1 16.7</td>
<td>0 0</td>
<td>1 33.3</td>
<td>2 7.7</td>
<td>4 6.7</td>
</tr>
<tr>
<td>Total</td>
<td>6 100</td>
<td>25 100</td>
<td>3 100</td>
<td>26 100</td>
<td>60 100</td>
</tr>
</tbody>
</table>

Source: Field Data, 2018.

From Table 4.8, it can be established that with the exception of TTS, the majority of the respondents from each institution held the views that their top managers had demonstrated enough concerns for quality services over the years. Specifically, at A-CITMC, 5(83.3%) agreed and 1(16.7%) strongly agreed with the statement. In the same vein, respondents who agreed and strongly agreed from VVU numbered 13(50%) and 2(7.7%) respectively. Those who held divergent views at VVU were 2(8%) and 4(16%) for disagree and strongly disagree respectively. Moreover, 3(12%) did indicate at VVU that they neither agreed nor disagreed with the statement. At the TTS, the number recorded for strongly agree was only 1(33.3%). The remaining 2(66.7) could neither agree nor disagree. For CUC respondents, 7(26.9%) disagreed, 4(15.4%) strongly disagreed, half of the respondents, (13 or 50%), agreed and 2(7.7%) strongly agreed. The number of those who could neither agree nor disagree at CUC stood at 5(8.3%).

4.4 Employees Involvement and Encouragement in TQM

The importance of staff involvement in decisions which border on quality issues in institutions such as academic libraries cannot be overemphasized. This section sought to find out the library
staff involvement in decision making in their respective institutions. Issues discussed in this section included: the existence of employees involvement policy, recognition and reward of innovative ideas and suggestions, consultation of library staff on decisions, employees feelings about their contribution, trust of management that employees can do their work, freedom of employees to perform their duties, and staff willingness to support decisions.

4.4.1 Existence of Employees’ Involvement Policy.

Participants’ responses to the assertion that ‘there is employee involvement policy in decision making’ are presented in Table 4.9.

Table 4.9: Existence of employee’s involvement policy

<table>
<thead>
<tr>
<th>Institution</th>
<th>A-CITMC N=6</th>
<th>VVU N=25</th>
<th>TTS N=3</th>
<th>CUC N=26</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>14</td>
<td>2</td>
<td>19</td>
<td>35</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>3 50.0</td>
<td>2 8.0</td>
<td>1 33.3</td>
<td>3 11.5</td>
<td>9 15</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>1 16.7</td>
<td>2 8.0</td>
<td>0 0</td>
<td>0 0</td>
<td>3 5</td>
</tr>
<tr>
<td>Agree</td>
<td>2 33.3</td>
<td>7 28.0</td>
<td>0 0</td>
<td>3 11.5</td>
<td>12</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>1 3.9</td>
<td>1 1.7</td>
</tr>
<tr>
<td>Total</td>
<td>6 100</td>
<td>25 100</td>
<td>3 100</td>
<td>26 100</td>
<td>60</td>
</tr>
</tbody>
</table>

Source: Field Data, 2018.

As shown in Table 4.9, A-CITMC respondents who signified strongly disagree and agree were 3(50%) and 2(33.3%) respectively. The remaining 1(16.7%) neither agrees nor disagrees. In the case of VVU, 7(28%) participants were in agreement with the assertion. Divergently, 14 (56%) disagreed that their libraries had employees involvement policy. This was further deepened by 2(8%) respondents who indicated that they strongly disagreed with the statement. Again, 2(8%) indicated that they neither agree nor disagree with the statement. The respondents from TTS disagreed with the statement. Thus, 2(66.7%) and 1(33.3%) disagree and strongly disagree
respectively. At CUC library, 1(3.9%) agreed with the statement, 3(11.5%) strongly agreed, 19(73.1%) disagreed, and 3(11.5%) strongly disagreed.

### 4.4.2 Recognition and reward of innovative ideas and suggestions

Recognising and rewarding the library staff of their suggestion and innovation can lead to boosting their moral at their place of work. Respondents were asked to indicate their views on the statement ‘suggestions and innovative ideas of library staff are recognised and rewarded’.

Views which emerged have been captured in Table 4.10.

<table>
<thead>
<tr>
<th>Institution</th>
<th>A-CITMC (N=6)</th>
<th>VVU (N=25)</th>
<th>TTS (N=3)</th>
<th>CUC (N=26)</th>
<th>Total (N=60)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
</tr>
<tr>
<td></td>
<td>2 (33.0)</td>
<td>21 (84.0)</td>
<td>0 (0)</td>
<td>13 (50.0)</td>
<td>36 (60)</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>4 (66.7)</td>
<td>0 (0)</td>
<td>1 (33.3)</td>
<td>7 (26.9)</td>
<td>12 (20)</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>0 (0)</td>
<td>2 (8.0)</td>
<td>2 (66.7)</td>
<td>0 (0)</td>
<td>4 (6.7)</td>
</tr>
<tr>
<td>Agree</td>
<td>0 (0)</td>
<td>0 (0)</td>
<td>0 (0)</td>
<td>6 (23.1)</td>
<td>6 (10)</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>0 (0)</td>
<td>2 (8.0)</td>
<td>0 (0)</td>
<td>0 (0)</td>
<td>2 (3.3)</td>
</tr>
<tr>
<td>Total</td>
<td>6 (100)</td>
<td>25 (100)</td>
<td>3 (100)</td>
<td>26 (100)</td>
<td>60 (100)</td>
</tr>
</tbody>
</table>

Source: Field Data, 2018.

As shown in Table 4.10, at A-CITMC, 2(33%) respondents held the view that they disagreed with the assertion, 4(66.7%) indicated that they strongly disagreed with the statement. At VVU, divergent views emerged. While few respondents strongly agreed with the statement, an overwhelming majority of 21(84%), disagreed with the assertion. The number of those who remained neutral were 2(8%). At TTS, the majority of the participants, 2(66.7%), could neither agree nor disagree. The remaining 1(33.3%), disagreed strongly with the assertion. For CUC, exactly half - 13 (50%) and 7(26.9%) of the respondents indicated that they disagreed and
strongly disagreed with the statement respectively. But, in the views of 6(23.1%) of CUC respondents, the statement reflected the situation in their library, hence, agreed with it.

4.4.3 Consultation with library staff on decision making.

In order to find out whether the staff of the libraries studied were consulted in decision making, the respondents were asked to indicate their views on the assertion that ‘Library staff are consulted on decisions making for quality service delivery’. Various views which were generated on this issue are displayed in Table 4.11.

Table 4.11: Consultation of library staff on decision making

<table>
<thead>
<tr>
<th>Institution (N=60)</th>
<th>A-CITMC N=6</th>
<th>VVU N=25</th>
<th>TTS N=3</th>
<th>CUC N=26</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Management consult library staff during decision making</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Responses</strong></td>
<td><strong>Freq. (%)</strong></td>
<td><strong>Freq. (%)</strong></td>
<td><strong>Freq. (%)</strong></td>
<td><strong>Freq. (%)</strong></td>
<td><strong>Freq. (%)</strong></td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>16.7</td>
<td>5</td>
<td>20.0</td>
<td>0</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>12.0</td>
<td>0</td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
<td>83.3</td>
<td>15</td>
<td>60.0</td>
<td>2</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4.0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>100</td>
<td>25</td>
<td>100</td>
<td>3</td>
</tr>
</tbody>
</table>

Source: Field Data, 2018.

As indicated in Table 4.11, at A-CITMC, only 1(16.7%) of the respondents strongly disagreed with the assertion that the staff were consulted on quality decisions. In a sharp contrast, the majority of respondents, (5 or 83.3%) at A-CITMC did indicate their agreement with the statement. At VVU, 1(4%) and 5(20%) disagreed and strongly disagreed respectively, 15(60%) forming the majority and an additional 1(4%) signified that they agreed and strongly agreed with the statement respectively. At TTS, 2(66.7%) agreed, 1(33.3%) disagreed with the assertion. The responses from CUC was quite similar to that of VVU. The number of respondents who agree with the statement was 5(19.2%), those who disagreed were 15(19.2%), and those who indicated
that they strongly disagree with the statement were 6(23.1%). In response to a follow-up question on how often staff were consulted, the majority of the participants indicated ‘regularly’ as their answer. Furthermore, the majority of the respondents mentioned regular staff meeting as the main medium by which they made suggestions.

4.4.4 Feeling that staff have something to contribute

One of the factors which motivate staff to give off their best is the feeling that they have something to contribute to the success of their institutions. In this regard, the study sought to find out whether there were such feelings in the environment of the libraries studied by asking participants to indicate the extent to which they agreed with the assertion that “there is a general feeling that everyone has something to contribute in the library”. The results are captured in Table 4.12.

Table 4.12: Feeling that everyone has something to contribute

<table>
<thead>
<tr>
<th>Institution (N=60)</th>
<th>A-CITMC N=6</th>
<th>VVU N=25</th>
<th>TTS N=3</th>
<th>CUC N=26</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>1 16.7</td>
<td>7 28.0</td>
<td>0 0</td>
<td>0 0</td>
<td>8 13.3</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0 0</td>
<td>1 4.0</td>
<td>0 0</td>
<td>0 0</td>
<td>1 1.7</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>0 0</td>
<td>3 12.0</td>
<td>1 33.3</td>
<td>8 30.8</td>
<td>12 20</td>
</tr>
<tr>
<td>Agree</td>
<td>3 50.0</td>
<td>9 36</td>
<td>0 0</td>
<td>18 69.2</td>
<td>30 50</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>2 33.3</td>
<td>5 20</td>
<td>2 66.7</td>
<td>0 0</td>
<td>9 15</td>
</tr>
<tr>
<td>Total</td>
<td>6 100</td>
<td>25 100</td>
<td>3 100</td>
<td>26 100</td>
<td>60 100</td>
</tr>
</tbody>
</table>

Source: Field Data, 2018.

The results from Table 4.12 show that at A-CITMC, only 1(16.7%) respondent indicated disagreement with the assertion that there was a feeling that every staff had something to contribute to the library. Contrary, 3(50%) agreed and 2(33.3%) strongly agreed with the
statement. Within VVU, those who indicated “disagree” and “strongly disagree” in relation to the statement were 7(28%) and 1(4%) respectively. The choices of 9(36%) and 5(20%) were “agree” and “strongly agree” respectively. Again, those who neither agreed nor disagreed at VVU were 3(12%). With regard to the results from TTS, while the majority of 2(66.7%) strongly agreed with the statement, the remaining 1(33.3%) neither agreed nor disagreed. In reference to CUC, the results showed that the majority of the respondents numbering 18(69.2%) indicated that they were in agreement with the statement. But, the remaining 8(30.8%) could neither agree nor disagree.

4.4.5 Evaluation and implementation of Staff views

The findings on staff views on the statement that ‘views of library staff are evaluated and implemented by management’ is summarized in Table 4.13.

<table>
<thead>
<tr>
<th>Institution (N=60)</th>
<th>A-CITMC (N=6)</th>
<th>VVU (N=25)</th>
<th>TTS (N=3)</th>
<th>CUC (N=26)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
<td>11</td>
<td>2</td>
<td>15</td>
<td>33</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>0</td>
<td>7</td>
<td>1</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>25</td>
<td>3</td>
<td>26</td>
<td>60</td>
</tr>
</tbody>
</table>

Source: Field Data, 2018.

It could be observed from Table 4.13 that for A-CITMC respondents, an overwhelming majority indicated that their views are evaluated and implemented by their management. Further, 1(16.7%) disclosed that they neither agreed nor disagreed with the statement. For VVU
respondents, while 2(8%) and 1(4%) on one hand, disagreed and strongly agreed respectively, 11(44%) and 7(28%) on the other hand, agreed and strongly agreed respectively. Again, 4(16%) did indicate that they neither agree nor disagree with the assertion. Moreover, the results from CUC show that 4(15.4%) disagree, 2(7.7%) strongly disagree, 15(57.7%) agree, 3(11.5%) strongly agree, and 2(7.7) neither agree nor disagree.

4.4.6 Freedom of staff to make decisions about work processes

Freedom to make a suggestion about work processes ensures that staff are able to participate in decisions without the feeling of any intimidation. Participants were therefore asked whether they were allowed some considerable freedom to work on their own at the workplace. Table 4.14 shows the findings ascertained.

<table>
<thead>
<tr>
<th>Institution (N=60)</th>
<th>A-CITMC N=6</th>
<th>VVU N=25</th>
<th>TTS N=3</th>
<th>CUC N=26</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responses</strong></td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>16.0</td>
<td>0</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
<td>66.7</td>
<td>18</td>
<td>72.0</td>
<td>2</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>2</td>
<td>33.3</td>
<td>2</td>
<td>8.0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>6</td>
<td>100</td>
<td>25</td>
<td>100</td>
<td>3</td>
</tr>
</tbody>
</table>

Source: Field Data, 2018.

A look at Table 4.14 shows that responses which emanated from A-CITMC were one-sided. Thus, the majority of 4(66.7%) agreed that there was some sort of freedom in carrying out their duties. This was affirmed by 2(33.3%) who strongly agreed. Likewise, at TTS, the majority of the respondents totaling 2(66.7%) did indicate that they agreed with the statement, and 1(33.3%)
further indicated “strongly agree”. At VVU, it emerged that 18(72%) agreed and 2(8%) strongly agreed. It can also be seen that 4(16%) respondents indicated that they neither agree nor disagree. Furthermore, the results indicate that at CUC, 8(30.8%) agreed with the statement. In spite of this, 8(30.8%) also indicated that they disagreed with the assertion. An additional 7(26.9%) strongly disagreed with the statement. The number of CUC respondents who could neither disagree nor agree with the statement stood at 3(11.5%).

4.4.7 Willingness of staff to participate in decision making

The willingness of library staff to be part of decisions that aims at quality service delivery is very crucial in TQM. Based on this, the participants were asked to express their views regarding their readiness to participate in decisions. Responses captured are represented by Table 4.15.

Table 4.15: Willingness of staff to participate in decision making

<table>
<thead>
<tr>
<th>Institution (N=60)</th>
<th>A-CITMC N=6</th>
<th>VVU N=25</th>
<th>TTS N=3</th>
<th>CUC N=26</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>18</td>
<td>2</td>
<td>14</td>
<td>37</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>3</td>
<td>12</td>
<td>1</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>25</td>
<td>3</td>
<td>26</td>
<td>60</td>
</tr>
</tbody>
</table>

Source: Field Data, 2018.

As presented in Table 4.15, responses from the A-CITMC show that 3(50%) agreed, 3(50%) strongly agreed with the assertion that staff are willing to support quality initiatives. In the same vein, at VVU, 18(72%) agreed, 3(12%) strongly agreed with the statement. Meanwhile, those who neither agreed nor disagreed were 4(16%). On the TTS part, 2(66.7%) agreed and 1(33.3%) strongly agreed with the assertion. Again, for CUC, the results indicate that whiles 14(53.8%)
and 8(30.8%) on one hand agreed and strongly agreed respectively, 2(7.7%) each indicated “disagree” and “strongly disagree”.

4.4.8 The overall satisfaction level of staff involvement in decision making

Generally, how the respondents felt about the overall staff involvement in their various institutions is displayed in Table 4.16.

Table 4.16: Overall level of staff involvement in quality decision making

<table>
<thead>
<tr>
<th>Institution</th>
<th>A-CITMC (N=6)</th>
<th>VVU (N=25)</th>
<th>TTS (N=3)</th>
<th>CUC (N=26)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
</tr>
<tr>
<td>High</td>
<td>2 33.3</td>
<td>9 36.0</td>
<td>0 0</td>
<td>4 19.2</td>
<td>15 25</td>
</tr>
<tr>
<td>Very High</td>
<td>4 66.7</td>
<td>11 44.0</td>
<td>1 33.3</td>
<td>15 57.7</td>
<td>31 51.7</td>
</tr>
<tr>
<td>Moderate</td>
<td>0 0</td>
<td>5 20.0</td>
<td>2 66.7</td>
<td>2 7.7</td>
<td>9 15</td>
</tr>
<tr>
<td>Low</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>3 11.5</td>
<td>3 5</td>
</tr>
<tr>
<td>Very Low</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>2 3.9</td>
<td>2 3.3</td>
</tr>
<tr>
<td>Total</td>
<td>6 100</td>
<td>25 100</td>
<td>3 100</td>
<td>26 100</td>
<td>60 100</td>
</tr>
</tbody>
</table>

Source: Field Data, 2018.

It is evident from Table 4.16 that at A-CITMC, the respondents rated the involvement of staff in decisions as very high (4 or 66.7%) and high (2 or 33.3%). In the VVU situation, respondents rated staff involvement as very high (11 or 44%), high (9 or 36%), and moderate (5 or 20%). On their part, TTS participants indicated the level of staff involvement as very high (1 or 33.3%) and moderate (2 or 66.7%). At CUC, whiles 4(19.2%), 15(57.7%), and 2(7.7%) rated the level of staff involvement as high, very high, and moderate respectively, 3(11.5%) and 2(3.9%) were of the view that low and very low respectively could best describe the situation.

4.5 Training programmes exposed to staff

Training is one of the core components of TQM. Training equips staff with the necessary skills needed for quality service delivery. This section analysed issues related to training. These included; the existence of formal quality-oriented training policy, availability of dedicated
budget to support staff for training, types of training programmes available, beneficiaries of training programmes, the existence of a mechanism to identify staff training needs, types of quality skills acquired by staff through training, and frequency of staff training.

4.5.1 Existence of quality-oriented training policy

The study sought to find out whether written quality training policies existed in the institutions studied. The responses have been presented in Table 4.17.

Table 4.17: Existence of a formal quality-oriented training policy

<table>
<thead>
<tr>
<th>Institution (N=60)</th>
<th>A-CITMC (N=6)</th>
<th>VVU (N=25)</th>
<th>TTS (N=3)</th>
<th>CUC (N=26)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>1 16.3</td>
<td>17 68.0</td>
<td>1 33.3</td>
<td>5 19.2</td>
<td>24 40.0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0 0</td>
<td>3 12.0</td>
<td>2 66.7</td>
<td>15 57.7</td>
<td>20 33.3</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>3 50.0</td>
<td>0 0</td>
<td>0 0</td>
<td>6 23.1</td>
<td>9 15</td>
</tr>
<tr>
<td>Agree</td>
<td>0 0</td>
<td>5 20.0</td>
<td>0 0</td>
<td>0 0</td>
<td>5 8.3</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>2 33.3</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>2 3.3</td>
</tr>
<tr>
<td>Total</td>
<td>6 100</td>
<td>25 100</td>
<td>3 100</td>
<td>26 100</td>
<td>60 100</td>
</tr>
</tbody>
</table>

Source: Field Data, 2018.

As depicted in Table 4.17, the responses from A-CITMC show that 2(33.3%) intimated that they strongly agreed with the statement, 1(16.3%) indicated his/her disagreement, and 3(50%) neither agreed nor disagreed. It can also be seen that at VVU, three categories of responses were ascertained. Thus, 17(68%) respondents disagreed with the assertion and an additional 3(12%) strongly disagreed. Nonetheless, 5(20%) agreed with the statement. In the case of CUC, the responses recorded were 15(57.7%) disagreement, 5(19.2%) strongly disagreement, and 6(23.1%) neither disagreed nor agreed. Generally, the findings show that the libraries investigated lacked policies on training.
4.5.2 Availability of dedicated budget to support staff for training

Training of library staff to be abreast of the quality management issues requires resources and support, be it financial or human. Table 4.18 presents results obtained when respondents were asked to indicate whether their libraries had a dedicated budget for training.

Table 4.18: Availability of a dedicated budget to support staff for training

<table>
<thead>
<tr>
<th>Institution (N=60)</th>
<th>A-CITMC (N=6)</th>
<th>VVU (N=25)</th>
<th>TTS (N=3)</th>
<th>CUC (N=26)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there a dedicated budget to sponsor staff for training in the library?</td>
<td>Responses</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
</tr>
<tr>
<td>Yes</td>
<td>4</td>
<td>66.7</td>
<td>20</td>
<td>80</td>
<td>2</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>16.7</td>
<td>2</td>
<td>8.0</td>
<td>1</td>
</tr>
<tr>
<td>Not sure</td>
<td>1</td>
<td>16.7</td>
<td>3</td>
<td>12.0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>100</td>
<td>25</td>
<td>100</td>
<td>3</td>
</tr>
</tbody>
</table>

Source: Field Data, 2018.

As represented in Table 4.18, the results from A-CITMC show that 4(66.7%) answered affirmatively in relation to the availability of a dedicated budget. It was only 1(16.7%) who answered ‘‘No’’. Besides, 1(16.7%) was not sure. Similarly, an overwhelming majority of the VVU participants totalling 20(80%), did indicate that such budget existed. Also, 2(8%) held the view that there was no such budget. Those who were not sure were 3(12%). In addition, at TTS, those who answered ‘Yes’ were 2(66.7%), whiles only 1(33.3%) indicated ‘‘No’’. For CUC respondents, 22(84.6%) indicated ‘Yes’, 2(7.7%) signified ‘‘No’’ and 2(7.7%) were not sure. In a follow-up to determine the adequacy of budgets, it was revealed that these budgets were inadequate in relation to the libraries’ services.
4.5.3 Types of training programmes available

In order to find out the kind of training programmes available for library staff, respondents were quizzed on training programmes from which they had benefited most. The results are shown in Table 4.19.

Table 4.19: Types of training programmes available

<table>
<thead>
<tr>
<th>Types of training programmes available</th>
<th>A-CITMC (N=6)</th>
<th>VVU (N=25)</th>
<th>TTS (N=3)</th>
<th>CUC (N=26)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
</tr>
<tr>
<td>Study visit to other well-established libraries</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Seminars and Workshops</td>
<td>5</td>
<td>10</td>
<td>0</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>Mentoring</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Orientation for new staff</td>
<td>1</td>
<td>9</td>
<td>1</td>
<td>15</td>
<td>26</td>
</tr>
<tr>
<td>Job rotation</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>25</td>
<td>3</td>
<td>26</td>
<td>60</td>
</tr>
</tbody>
</table>

Source: Field Data, 2018.

The results from Table 4.19 indicate that at A-CITMC, 5(83.3%) revealed that the training programmes they had benefited the most from were seminars and workshops. This was followed by 1(16.7%) which represented ‘orientation for new staff’. It is also evident from the results that the training programmes which recorded the highest responses from VVU were seminars and workshops (10 or 40%). This was followed by orientation for new staff (9 or 36%). In addition, study visits, mentoring and job rotation recorded 2(8%) responses each. Moreover, the responses received from TTS indicated that only 1(33.3%) intimated ‘orientation’ and 2(66.7%) indicated ‘mentoring’. It can also be seen from the Table that at CUC, 1(3.9%) indicated ‘study visits’, 3(11.5%) mentioned ‘seminars and workshops’, 2(7.7%) indicated ‘mentoring’, 15(57.7%) stated ‘orientation for new staff’, and 5(19.2%) specified ‘job rotation’.

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4.5.4 Beneficiaries of Training Programmes

In order to find out whether training programmes were available for all staff, respondents were asked to express their opinions on the statement, ‘quality training programmes are available for all staff’. The results which emerged have been presented in Table 4.20.

Table 4.20: Beneficiaries of Training programmes

<table>
<thead>
<tr>
<th>Institution</th>
<th>A-CITMC (N=6)</th>
<th>VVU (N=25)</th>
<th>TTS (N=3)</th>
<th>CUC (N=26)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>1 16.7</td>
<td>5 20</td>
<td>0 0</td>
<td>2 7.7</td>
<td>8 13.3</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>1 3.9</td>
<td>1 1.7</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>0 0</td>
<td>4 16.0</td>
<td>0 0</td>
<td>0 0</td>
<td>4 6.7</td>
</tr>
<tr>
<td>Agree</td>
<td>2 33.3</td>
<td>14 56.0</td>
<td>1 33.3</td>
<td>18 69.2</td>
<td>35 58.3</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>3 50.0</td>
<td>2 8.0</td>
<td>2 66.7</td>
<td>5 19.2</td>
<td>12 20</td>
</tr>
<tr>
<td>Total</td>
<td>6 100</td>
<td>25 100</td>
<td>3 100</td>
<td>26 100</td>
<td>60 100</td>
</tr>
</tbody>
</table>

Source: Field Data, 2018.

The results from the Table 4.20 show that for A-CITMC participants, 2(33.3%) agreed, 3(50%) strongly agreed, and 1(16.7%) disagreed with the statement. It can also be established that at VVU, the majority of the respondents, 14(56%), agreed, 2(8%) strongly agreed, 4(16%) indicated neutral, and 5(20%) disagreed with the assertion. In addition, at TTS, 1(33.3%) agreed and 2(66.7%) strongly agreed. Moreover, at CUC, 18(68.2%) agreed, 5(19.2%) strongly agreed. However, 2(13.3%) disagreed, 1(3.9%) strongly disagreed.
4.5.5 Existence of a mechanism to identify staff training needs

Respondents were asked to indicate their views on the assertion that “there is a mechanism in place to identify staff training needs”. The opinions of the respondents have been summarised in Table 4.21.

Table 4.21: Existence of a mechanism to identify training needs

<table>
<thead>
<tr>
<th>Institution</th>
<th>A-CITMC (N=6)</th>
<th>VVU (N=25)</th>
<th>TTS (N=3)</th>
<th>CUC (N=26)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responses</strong></td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>1 (16.7)</td>
<td>5 (20.0)</td>
<td>0 (0)</td>
<td>4 (15.4)</td>
<td>10 (16.7)</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1 (16.7)</td>
<td>1 (4.0)</td>
<td>0 (0)</td>
<td>2 (7.7)</td>
<td>4 (6.7)</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>0 (0)</td>
<td>2 (8.0)</td>
<td>1 (33.3)</td>
<td>5 (19.2)</td>
<td>8 (13.3)</td>
</tr>
<tr>
<td>Agree</td>
<td>2 (33.3)</td>
<td>16 (64.0)</td>
<td>2 (66.7)</td>
<td>12 (46.2)</td>
<td>32 (53.3)</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>2 (33.3)</td>
<td>1 (4.0)</td>
<td>0 (0)</td>
<td>3 (11.5)</td>
<td>6 (10)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>6 (100)</td>
<td>25 (100)</td>
<td>3 (100)</td>
<td>26 (100)</td>
<td>60 (100)</td>
</tr>
</tbody>
</table>

Source: Field Data, 2018.

As seen in Table 4.21, it can be seen that at A-CITMC, 2(33.3%) agreed, and another 2(33.3%) strongly agreed that there was a system in place to identify training needs. Again, 1(16.7%) each indicated that they disagreed and strongly disagreed with the statement. For VVU respondents, 16(64%) agreed, 1(4%) strongly agreed, 5(20%) disagreed, 1(4%) strongly disagreed and 2(8%) neither agreed nor disagreed. In the case of TTS, 2(66.7%) agreed, but the remaining 1(33.3%) neither agreed nor disagreed. Twelve (12) or 53.3% of the participants from the CUC agreed and 3(11.5%) strongly agreed with the statement. On the contrary, 4(15.4%) disagreed and 2(7.7%) strongly disagreed. Those who indicated neutral, numbered 5(19.2%).
Respondents who agreed to the statement were asked to mention the available mechanisms in their libraries. Recommendations from Heads of Department/Librarians, staff career development, and annual performance appraisal were some of the mechanisms identified by the respondents.

4.5.6 Types of quality skills acquired by staff through training

On the kind of skills acquired by library staff from training programmes, the results in Table 4.22 were ascertained.

Table 4.22: Types of quality skills acquired by staff

<table>
<thead>
<tr>
<th>Types of Quality skills given to new staff</th>
<th>Institution (N=60)</th>
<th>A-CITMC (N=6)</th>
<th>VVU (N=25)</th>
<th>TTS (N=3)</th>
<th>CUC (N=26)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
</tr>
<tr>
<td>Problem identification skills</td>
<td>0 0</td>
<td>3 12.0</td>
<td>1 33.3</td>
<td>6 23.1</td>
<td>10 16.7</td>
<td></td>
</tr>
<tr>
<td>Problem-solving skills</td>
<td>2 33.3</td>
<td>6 24.0</td>
<td>0 0</td>
<td>4 15.4</td>
<td>12 20</td>
<td></td>
</tr>
<tr>
<td>Communication skills</td>
<td>2 33.3</td>
<td>12 48.0</td>
<td>2 66.7</td>
<td>13 50.0</td>
<td>29 48.3</td>
<td></td>
</tr>
<tr>
<td>Leadership Skills</td>
<td>1 16.7</td>
<td>3 12.0</td>
<td>0 0</td>
<td>3 11.5</td>
<td>7 11.7</td>
<td></td>
</tr>
<tr>
<td>Team building skills</td>
<td>1 16.7</td>
<td>1 4.0</td>
<td>0 0</td>
<td>0 0</td>
<td>2 3.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>6 100</td>
<td>25 100</td>
<td>3 100</td>
<td>26 100</td>
<td>60 100</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field Data, 2018.

As shown in Table 4.22, the major quality skills identified by A-CITMC respondents were problem-solving (33.3%) and communication skills (33.3%). These were followed by leadership skill (16.7%) and team building skills (16.7%). At VVU, communication skills recorded the highest frequency of 12(48%). This was followed by problem-solving skills (6 or 24%), leadership skills (3 or 12%), and problem identification skills (3 or 12%). Furthermore, communication and problem identification skills were identified by 2(66.7%) and 1(33.3%) of TTS respondents respectively. For CUC participants, 13(50%) indicated communication skills,
6(23.1) indicated problem identification skills, 4(15.4%) indicated problem-solving skills and those who indicated leadership skills were 3(11.5%). It could be pointed out that the libraries studied were very much interested in helping their staff acquire communication skills.

### 4.5.7 Frequency of staff training

How often a staff attends a training programme on quality related issues are very significant in TQM. In view of this, the respondents were asked to indicate how often they attended training programmes. The outcome is presented in Table 4.23.

<table>
<thead>
<tr>
<th>Institution</th>
<th>A-CITMC (N=6)</th>
<th>VVU (N=25)</th>
<th>TTS (N=3)</th>
<th>CUC (N=26)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Every year</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
</tr>
<tr>
<td>Every six months</td>
<td>0 (0)</td>
<td>0 (0)</td>
<td>0 (0)</td>
<td>0 (0)</td>
<td>1 (3.8)</td>
</tr>
<tr>
<td>Every three months</td>
<td>0 (0)</td>
<td>0 (0)</td>
<td>0 (0)</td>
<td>3 (11.5)</td>
<td>3 (5)</td>
</tr>
<tr>
<td>When it becomes necessary to attend a training programme on quality issues</td>
<td>4 (66.7)</td>
<td>20 (80.0)</td>
<td>2 (66.7)</td>
<td>12 (46.2)</td>
<td>38 (63.3)</td>
</tr>
<tr>
<td>Total</td>
<td>6 (100)</td>
<td>25 (100)</td>
<td>3 (100)</td>
<td>26 (100)</td>
<td>60 (100)</td>
</tr>
</tbody>
</table>

Source: Field Data, 2018

As depicted in Table 4.23, it can be observed that the majority of respondents in all the institutions studied indicated that they attended training programmes as and when it became necessary. This was affirmed by 4(66.7%) of A-CITMC, 20(80%) of VVU, 2(66.7%) of TTS, and 12(46.2%) of CUC respondents. Also, 2(33.3%), 5(20%), 1(33.3%), and 10(38.5%) respondents from A-CITMC, VVU, TTS, and CUC respectively admitted that they attended training programmes once a year.
4.5.8 The overall satisfaction level of available quality-related programmes

The results obtained when participants were asked to expressed their opinions on the claim that ‘the quality related programmes available in the library are adequate’ are captured by Table 4.24.

Table 4.24: The overall satisfaction level of the available quality-related training programmes

<table>
<thead>
<tr>
<th>Institution</th>
<th>A-CITMC (N=6)</th>
<th>VVU (N=25)</th>
<th>TTS (N=3)</th>
<th>CUC (N=26)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
</tr>
<tr>
<td>Satisfied</td>
<td>0 (0%)</td>
<td>2 (8.0%)</td>
<td>0 (0%)</td>
<td>4 (15.4%)</td>
<td>6 (10%)</td>
</tr>
<tr>
<td>Highly Satisfy</td>
<td>0 (0%)</td>
<td>1 (4.0%)</td>
<td>0 (0%)</td>
<td>2 (7.7%)</td>
<td>3 (5%)</td>
</tr>
<tr>
<td>Not sure</td>
<td>0 (0%)</td>
<td>5 (20%)</td>
<td>1 (33.3%)</td>
<td>3 (11.5%)</td>
<td>9 (15%)</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>5 (83.3%)</td>
<td>13 (52.0%)</td>
<td>2 (66.7%)</td>
<td>15 (57.7%)</td>
<td>35 (58.3%)</td>
</tr>
<tr>
<td>Highly dissatisfied</td>
<td>1 (16.7%)</td>
<td>4 (16.0%)</td>
<td>0 (0%)</td>
<td>2 (7.7%)</td>
<td>7 (11.7%)</td>
</tr>
<tr>
<td>Total</td>
<td>6 (100%)</td>
<td>25 (100%)</td>
<td>3 (100%)</td>
<td>26 (100%)</td>
<td>60 (100%)</td>
</tr>
</tbody>
</table>

Source: Field Data, 2018

In Table 4.24, it can be seen that whiles 5(83.3%) of A-CITMC’s participants were dissatisfied with issues related to training, the remaining 1(16.7%) was highly dissatisfied. In the VVU’s situation, few of them, 2(8%) and 1(4%) were satisfied and highly satisfied respectively. Slightly more than half (13 or 52%) revealed that they were not satisfied. Those who indicated that they were highly dissatisfied were by 4(16%). At TTS, 2(66.7%) disclosed that they were dissatisfied with training issues, but, 1(33.3%) was not sure whether satisfied or dissatisfied. Finally, at CUC, those who expressed their satisfaction were 4(15.4%). Again, those who were highly satisfied were 2(7.7%). Conversely, the majority of respondents (15 or 57.7%) from CUC were dissatisfied and an additional 3(7.7%) were highly dissatisfied. The number of those who were
not sure stood at 3(11.5%). It could clearly be seen from the results that the majority of the respondents were simply not satisfied with the training issues in their libraries.

4.6 Strategic Planning

Strategic planning plays an essential role in implementing TQM effectively. This section explored issues related to strategic planning in the academic libraries investigated.

4.6.1 Existence of a well-written mission and vision statements of library

A well-written mission and vision statements of every institution, especially, that of an academic library is very crucial to providing quality services. These statements serve as the foundation for a strategic planning in any organisation. The results which emerged when participants were asked to share their opinion on the availability of mission and vision statements have been presented in Table 4.25.

<table>
<thead>
<tr>
<th>Institution</th>
<th>A-CITMC (N=6)</th>
<th>VVU (N=25)</th>
<th>TTS (N=3)</th>
<th>CUC (N=26)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>3 11.5</td>
<td>3 5</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>2 7.7</td>
<td>2 3.3</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>1 16.7</td>
<td>3 12.0</td>
<td>1 33.3</td>
<td>2 7.7</td>
<td>7 11.7</td>
</tr>
<tr>
<td>Agree</td>
<td>4 66.7</td>
<td>19 76.0</td>
<td>2 66.7</td>
<td>17 65.4</td>
<td>42 70</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>1 6.7</td>
<td>3 12.0</td>
<td>0 0</td>
<td>2 7.7</td>
<td>6 10</td>
</tr>
<tr>
<td>Total</td>
<td>6 100</td>
<td>25 100</td>
<td>3 100</td>
<td>26 100</td>
<td>60 100</td>
</tr>
</tbody>
</table>

Source: Field Data, 2018

It can be noted from Table 4.25 that an appreciable number of participants from A-CITMC, numbering 4(66.7%), revealed that they were in agreement with the statement. Additionally, 1(6.7%) asserted that he/she strongly agreed with the statement. Another 1(16.7%) neither
agreed nor disagreed. Moreover, it is evident from the results that at VVU, 19(76%) agreed, 3(12%) strongly agreed, and 3(12%) neither agreed nor disagreed. From the TTS respondents, 2(66.7%) agreed but 1(33.3%) neither agreed nor disagreed. Furthermore, the findings also show that at CUC, 17(65.4%) agreed, 2(7.7%) strongly agreed, 3(11.5%) disagreed, 2(7.7%) strongly disagreed, and 2(7.7) neither agreed nor disagreed.

### 4.6.2 Staff knowledge about mission and vision statements

Participants were asked to indicate their views on the statement that “library staff have an appreciable knowledge of vision and mission statements”. The results are summarized in Table 4.26.

#### Table 4.26: Staff knowledge about mission and vision statements

<table>
<thead>
<tr>
<th>The library staff have an appreciable knowledge about the vision and mission statements</th>
<th>A-CITMC (N=6)</th>
<th>VVU (N=25)</th>
<th>TTS (N=3)</th>
<th>CUC (N=26)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses</td>
<td>Freq.</td>
<td>(%)</td>
<td>Freq.</td>
<td>(%)</td>
<td>Freq.</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>50.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>1</td>
<td>16.7</td>
<td>3</td>
<td>12.0</td>
<td>2</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>33.3</td>
<td>17</td>
<td>68.0</td>
<td>1</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>16.0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>100</td>
<td>25</td>
<td>100</td>
<td>3</td>
</tr>
</tbody>
</table>

Source: Field Data, 2018.

As illustrated in Table 4.26, at A-CITMC, 2(33.3%) agreed that staff had an appreciable knowledge about the mission and vision statements. In a sharp contrast, 3(%) disagreed with the assertion. The results further demonstrate that at VVU, there were dissenting views on the statement. Nonetheless, the majority of 17(68%) agreed, 4(16%) strongly agreed. Only 1(4%) indicated strongly disagree with the assertion. Those who could neither agree nor disagree were 3(12%). Again, for TTS, the majority of 2(66.7%) could not determine whether to agree or
disagree with the statement. At CUC, whiles 15(57.7%), which forms the majority agreed, 6(23.1%) disagreed, and 5(19.2%) neither agreed nor disagreed. These outcomes indicate that the majority of the participants had an appreciable knowledge of their mission and vision statements.

4.6.3 Establishment of a short and long-term strategic planning

One of the essential elements of TQM is the existence of a strategic plan. In view of this, respondents were asked to indicate their opinions on the availability of short and long-term strategic plans in their libraries. The results are captured in Table 4.27.

Table 4.27: Existence of strategic short and long-term planning

<table>
<thead>
<tr>
<th>Strategic short and long-term plans to achieve vision and missions have been established</th>
<th>A-CITMC (N=6)</th>
<th>VVU (N=25)</th>
<th>TTS (N=3)</th>
<th>CUC (N=26)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses</td>
<td>Freq.</td>
<td>(%)</td>
<td>Freq.</td>
<td>(%)</td>
<td>Freq.</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>83.3</td>
<td>1</td>
<td>4.0</td>
<td>2</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>16.7</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Agree</td>
<td>0</td>
<td>0</td>
<td>21</td>
<td>84.0</td>
<td>0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>12.0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>100</td>
<td>25</td>
<td>100</td>
<td>3</td>
</tr>
</tbody>
</table>

Source: Field Data, 2018.

As can be seen from Table 4.27, the respondents from A-CITMC revealed that their library lacked a strategic plan. While 5(83.3%) disagreed, 1(16.7%) further strongly disagreed with the statement. The situation at VVU was different. The majority of the VVU participants (21 or 84%), did indicate that they were in agreement with the statement. This was further supported by 3(12%) who strongly agreed. One (4%) of VVU respondents disagreed with the assertion. Besides, it can be seen that at TTS, 2(66.7%) disagreed, but, 1(33.3%) neither agreed nor disagreed. On the part of CUC participants, 15(57.7%) disagreed, and 2(7.7%) strongly
disagreed, 3(11.5%) agreed, and 6(23.1%) neither agreed nor disagreed. In a follow-up,
respondents who indicated that their libraries had strategic plans were also asked to indicate if
they understood and accepted them. It was revealed that the majority of the participants
understood such plans.

4.6.4 Incorporation of quality expectations as a core component in a libraries’ plans of work

The responses obtained regarding the incorporation of quality issues as core components of
library plans of work have been presented in Table 4.28.

Table 4.28: Incorporation of quality expectations as a core component in a strategic plan

<table>
<thead>
<tr>
<th>Institution</th>
<th>The library's plan of work have incorporated quality expectations as a core component</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A-CITMC (N=6)</td>
</tr>
<tr>
<td>Responses</td>
<td>Freq. (%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>1 16.7</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0 0</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>0 0</td>
</tr>
<tr>
<td>Agree</td>
<td>3 50.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>2 33.3</td>
</tr>
<tr>
<td>Total</td>
<td>6 100</td>
</tr>
</tbody>
</table>

Source: Field Data, 2018

As displayed in Table 4.28, 3(50%) and 2(33.3%) participants from A-CITMC indicated that
they agreed and strongly agreed respectively with the assertion that their libraries have
incorporated quality expectations in their plans of work. But, 1(16.7%) disagreed. It can also be
realised from the results that 17(68%) from VVU agreed and 1(4%) strongly agreed. Also, 1(4%)
disagreed but, 6(24%) neither agreed nor disagreed. At TTS, while 2(66.7%) agreed, 1(33.3%)
neither agree nor disagree. In the case of CUC, 15(57.7%) agreed, 3(11.5%) disagreed, 2(7.7%) strongly disagreed, and 6(23.1%) neither agreed nor disagreed.

### 4.6.5 Availability of adequate resources for implementation of planned activities

In order to execute strategic plans effectively, it is important that the necessary resources be made available. Respondents were therefore asked to indicate their thoughts on the availability of resources in relation to their planned activities.

#### Table 4.29: Availability of adequate resources for the implementation of planned activities

<table>
<thead>
<tr>
<th>Institution</th>
<th>A-CITMC (N=6)</th>
<th>VVU (N=25)</th>
<th>TTS (N=3)</th>
<th>CUC (N=26)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>1(16.7)</td>
<td>1(4.0)</td>
<td>0(0)</td>
<td>2(7.7)</td>
<td>4(6.7)</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0(0)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>3(11.5)</td>
<td>3(5)</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>0(0)</td>
<td>6(24.0)</td>
<td>1(33.3)</td>
<td>6(23.1)</td>
<td>13(21.7)</td>
</tr>
<tr>
<td>Agree</td>
<td>3(50.0)</td>
<td>17 (68.0)</td>
<td>2(66.7)</td>
<td>15 (57.7)</td>
<td>37(61.7)</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>2(33.3)</td>
<td>1(4.0)</td>
<td>0(0)</td>
<td>0(0)</td>
<td>3(5)</td>
</tr>
<tr>
<td>Total</td>
<td>6(100)</td>
<td>25(100)</td>
<td>3(100)</td>
<td>26(100)</td>
<td>60(100)</td>
</tr>
</tbody>
</table>

Source: Field Data, 2018.

As illustrated in Table 4.29, the majority of 4 (66.7%) respondents from A-CITMC indicated that they disagreed with the statement. This was emphasised by 2(33.3%) who strongly disagreed. Also, at VVU, an overwhelming majority, 21(84%), did indicate that they disagreed with the statement. There were 3(12%) who strongly agreed with the assertion. In addition, 1(4%) neither agreed nor disagreed. At TTS, out of 3 respondents, 2(66.7%) disagreed, but, 1(33.3%) neither agreed nor disagreed. Moreover, at CUC, opposing views emerged. The results show that the majority of 17(65.4) participants disagreed with the statement and 2(7.7%) strongly disagreed. Contradictorily, 3(11.5%) and 2(7.7%) disagreed and strongly disagreed respectively. Also, 2(7.7%) neither agreed nor disagreed.
4.6.6 Establishment of systems to review plans and assess performance against quality goals

Table 4.30 summarises the results received in relation to the presence of mechanisms to review plans and assess performance against set objectives in the academic libraries investigated.

Table 4.30: Mechanisms to review plans and assess performance

<table>
<thead>
<tr>
<th>Institution (N=60)</th>
<th>A-CITMC (N=6)</th>
<th>VVU (N=25)</th>
<th>TTS (N=3)</th>
<th>CUC (N=26)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responses</strong></td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>0 0</td>
<td>3 12.0</td>
<td>0 0</td>
<td>2 7.7</td>
<td>5 8.3</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0 0</td>
<td>11 44.0</td>
<td>0 0</td>
<td>1 3.9</td>
<td>12 20</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>0 0</td>
<td>4 16.0</td>
<td>0 0</td>
<td>2 7.7</td>
<td>6 10</td>
</tr>
<tr>
<td>Agree</td>
<td>4 66.7</td>
<td>6 28.0</td>
<td>2 66.7</td>
<td>15 57.7</td>
<td>27 45</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>2 33.3</td>
<td>1 4.0</td>
<td>1 33.3</td>
<td>6 23.1</td>
<td>10 16.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>6 100</td>
<td>25 100</td>
<td>3 100</td>
<td>26 100</td>
<td>60 100</td>
</tr>
</tbody>
</table>

Source: Field Data, 2018

According to Table 4.30, 4(66.7%) of A-CITMC’s participants agreed, 2(33.3%) strongly agreed that there was some form of mechanisms to review staff performances. For VVU, the results show that on one hand, 3(12%) disagreed and 11(44%) strongly disagreed. On the other hand, 6(28%) agreed, 1(4%) strongly agreed. Those who neither agreed nor disagreed were 4(16%). It can also be seen that at TTS, 2(66.7%) agreed and 1(33.3%) strongly agreed. Further, the majority, 15(57.7), at CUC indicated their agreement with the statement, 6(23.1%) signified that they strongly agreed. Conversely, 2(7.7%) disagreed, 1(3.9%) strongly disagreed. Neither agree nor disagree were indicated by 2(7.7%).
4.6.7 The library focuses on doing things right the first time and every time

The assessment of the focus of the libraries in performing their functions is presented in Table 4.31.

Table 4.31: The library focuses on doing things right the first time and every time

<table>
<thead>
<tr>
<th>Institution (N=60)</th>
<th>A-CITMC (N=6)</th>
<th>VVU (N=25)</th>
<th>TTS (N=3)</th>
<th>CUC (N=26)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
<td>Freq. (%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>0 (0)</td>
<td>2 (8.0)</td>
<td>0 (0)</td>
<td>2 (7.7)</td>
<td>4 (6.7)</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0 (0)</td>
<td>0 (0)</td>
<td>0 (0)</td>
<td>5 (19.2)</td>
<td>5 (8.3)</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>0 (0)</td>
<td>3 (12.0)</td>
<td>0 (0)</td>
<td>3 (11.5)</td>
<td>6 (10)</td>
</tr>
<tr>
<td>Agree</td>
<td>3 (50.0)</td>
<td>18 (72.0)</td>
<td>3 (100)</td>
<td>14 (53.9)</td>
<td>38 (63.3)</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>3 (50.0)</td>
<td>2 (8.0)</td>
<td>0 (0)</td>
<td>2 (7.7)</td>
<td>7 (11.7)</td>
</tr>
<tr>
<td>Total</td>
<td>6 (100)</td>
<td>25 (100)</td>
<td>3 (100)</td>
<td>26 (100)</td>
<td>60 (100)</td>
</tr>
</tbody>
</table>

Source: Field Data, 2018.

The summary of respondents views as captured in Table 4.31 show that at A-CITMC, 3(50%) agreed and 3(50%) strongly agreed. The situation at VVU was that 18(72%) agreed, 2(8%) strongly agreed, 2(8%) disagreed, and 3(12%) neither agreed nor disagreed. For TTS, all the 3(100%) respondents agreed with the assertion. Moreover, it can be pointed out from the CUC’s responses that 14(53.9%) agree, 2(7.7%) strongly agreed, 2(7.7%) disagreed, 5(19.2%) strongly disagreed and 3(11.5%) neither agreed nor disagreed.

4.7 Challenges of TQM in academic libraries

This section outlines respondents’ views on what they considered to be the major challenges of TQM in academic libraries. The challenges enumerated by the respondents are presented in Table 4.32.
Table 4.32: Challenges of TQM in academic libraries

<table>
<thead>
<tr>
<th>Challenges</th>
<th>A-CITMC (N=6)</th>
<th>VVU (N=25)</th>
<th>TTS (N=3)</th>
<th>CUC (N=26)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of consistent top management support for quality issues</td>
<td>1 (16.7%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>1 (1.7%)</td>
</tr>
<tr>
<td>Placing a poor priority on quality improvement by management</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>1 (3.8%)</td>
<td>1 (1.7%)</td>
</tr>
<tr>
<td>Lack of staff participation in decision making</td>
<td>0 (0%)</td>
<td>1 (4%)</td>
<td>0 (0%)</td>
<td>2 (7.7%)</td>
<td>3 (5%)</td>
</tr>
<tr>
<td>Lack of recognition and reward for library staff who perform very well</td>
<td>2 (33.3%)</td>
<td>7 (28%)</td>
<td>1 (33.3%)</td>
<td>8 (30.8%)</td>
<td>18 (30%)</td>
</tr>
<tr>
<td>Lack of library staff interest in quality improvement issues</td>
<td>0 (0%)</td>
<td>1 (4%)</td>
<td>0 (0%)</td>
<td>1 (3.8%)</td>
<td>2 (3.3%)</td>
</tr>
<tr>
<td>Limited Library staff exposure to training on quality performance</td>
<td>1 (16.7%)</td>
<td>2 (8%)</td>
<td>0 (0%)</td>
<td>2 (7.7%)</td>
<td>5 (8.3%)</td>
</tr>
<tr>
<td>Library staff resistance to change</td>
<td>0 (0%)</td>
<td>1 (4%)</td>
<td>0 (0%)</td>
<td>2 (7.7%)</td>
<td>3 (5%)</td>
</tr>
<tr>
<td>Lack of adequate funding for quality programmes</td>
<td>2 (33.3%)</td>
<td>10 (40%)</td>
<td>2 (66.7%)</td>
<td>5 (19.3%)</td>
<td>19 (31.7%)</td>
</tr>
<tr>
<td>Lack of proper strategic planning for the library</td>
<td>0 (0%)</td>
<td>1 (4%)</td>
<td>0 (0%)</td>
<td>2 (7.7%)</td>
<td>3 (5%)</td>
</tr>
<tr>
<td>Adoption of TQM is a new philosophy in the library</td>
<td>0 (0%)</td>
<td>1 (4%)</td>
<td>0 (0%)</td>
<td>2 (7.7%)</td>
<td>3 (5%)</td>
</tr>
<tr>
<td>The notion that quality costs a lot</td>
<td>0 (0%)</td>
<td>1 (4%)</td>
<td>0 (0%)</td>
<td>1 (3.8%)</td>
<td>2 (3.3%)</td>
</tr>
<tr>
<td>Total</td>
<td>6 (100%)</td>
<td>25 (100%)</td>
<td>3 (100%)</td>
<td>26 (100%)</td>
<td>60 (100%)</td>
</tr>
</tbody>
</table>

Source: Field Data, 2018.
As depicted in Table 4.33, 2 (33.3%) at A-CITMC, 1(16.7%) respondent indicated that “lack of consistent top management support for quality issues” was the major challenge to him or her. Those who indicated “lack of recognition and reward for library staff who perform very well’ were 2(33.3%). Another 2(33.3%) intimated that ‘Lack of adequate funding for quality programmes’ was a major concern. For 1(16.7%), the main challenge of TQM had to do with “limited library staff exposure to training on quality performance”. In the case of VVU, 1(4%) response was recorded for each of the following as challenges: “lack of staff participation in decision making”; “lack of library staff interest in quality improvement issues”; “library staff resistance to change”; “lack of proper strategic planning for the library”; “adoption of TQM is a new philosophy in the library”; and “the notion that quality costs a lot”. Again, the VVU respondents who opined that “lack of recognition and reward for library staff who perform very well”, “limited Library staff exposure to training on quality performance”, and “lack of adequate funding for quality programmes” were 7(28%), 2(8%), and 10(40%) respectively.

It is also evident from the results that at TTS 1(33.3%) was of the view that “lack of recognition and reward for library staff who perform very well” was the major challenge of TQM. The number for those who believed that “lack of adequate funding for quality programmes” totalled 2(66.7%). It can also be seen that at CUC, 1(3.8%) indicated “placing a poor priority on quality improvement by management”, 1(3.8%) reported “lack of staff participation in decision making”, 8(30.8%) intimated “lack of recognition and reward for library staff who perform very well”, 1(3.8%) indicated “lack of library staff interest in quality improvement issues”, 2(7.7%) selected “limited Library staff exposure to training on quality performance”, and 2(7.7%) revealed “Library staff resistance to change” as major challenges for quality. The remaining proportions for CUC with respect to the challenges were: lack of adequate funding for quality
programmes (5 or 19.3%), lack of proper strategic planning for the library (2 or 7.7%), adoption of TQM is a new philosophy in the library (2 or 7.7%), and the notion that quality costs a lot (1 or 3.8%).

It is obvious from the results that ‘‘inadequate funding’’ and ‘‘lack of recognition and reward for library staff who perform very well’’ recorded the highest frequencies.

4.8 Analysis of Interview Results

4.8.1 Introduction

This section presents the analysis of the data obtained from the interviews conducted with the Head Librarians/Librarians. The total number of participants were four (4). The purpose of the interview was to compliment the main findings which emerged from the analysis of the quantitative data. The main themes covered in this section were the following: background of interviewees, TQM awareness, top management commitment to TQM, employee involvement in decision making, training programmes exposed to employees, strategic planning and the challenges of TQM implementation.

4.8.2 Background Information

Analysis of the interviewees’ background indicated that all the four private university Librarians had the required qualifications for the positions they held. Most of the respondents had attained a Master of Arts Degrees or Master of Philosophy Degrees in Library and Information Studies. It was also disclosed that some of the Librarians had other professional certificates in addition to their Master’s Degrees. It was also revealed that all the Librarians had worked with their respective libraries and institutions between 3-16 years. However, the duration they had worked as Librarians/Head Librarians were from 1-12 years. This gives the impression that the librarians
rose through the ranks to attain their current position which gives no doubt about their rich experiences in managing academic libraries.

4.8.3 Awareness of TQM practices

Top management awareness and understanding of TQM is very necessary for any institution seeking to adopt the TQM philosophy. Participants were therefore asked about their awareness of the concept of TQM. All the interviewees indicated that they were aware of the concept. When asked how they became aware, three of them said that they had read about it whiles the remaining one shared that he read about it during his first Degree studies. In a follow-up question to determine their thought on the purpose of TQM, all of them indicated that TQM focuses on the customer (users). For instance, R3 indicated that:

‘‘To me, TQM seeks to improve the services and processes in organisations in order to have a very good customer experience’’.

R1 also stated that:

‘‘What I can say is that the purpose of TQM is to provide the expected services to your users so that they can be satisfied at all times’’.

R2 said that:

‘‘In library context for example, TQM means putting all resources together to work in order to satisfy our clients’’.

Lastly, R4 was of the view that:

‘‘When we say TQM, we are talking about introducing certain policies in the library so that what we do every day can be improved. At the end of the day, our ultimate aim is to satisfy our users’’.
4.8.4 Top Management commitment to TQM

The study sought to find out whether management had a written quality policy for the libraries investigated. Of the 4 participants, 2 indicated that there was no such policy in place. However, they were quick to add that they work alongside the quality assurance policies of their universities. The remaining two indicated that they had such a policy. In a follow-up question to those who claimed they had, the researcher asked about the extent of their quality policy usage. In answer to this, while one participant indicated that the quality policy had been inactive for some years, the other participant said that their policy was a recent one and had not been fully utilized. The responses are shown below:

‘‘...Yes, we had one but it was not effective so we are reviewing it’’ (R1)

‘‘Yes, we do but it is a recent document’’. R4

‘‘Well, we do not have such a document in the library. But, I can say that we work according to the quality assurance policy of the entire university’’. (R2)

‘‘No, but we work alongside the quality policy of the university’’ (R3)

On the issue of quality initiatives by top management, all the participants revealed that there had been some new policies to improve their service delivery. The common initiatives which run through all the responses had to do with automation and digitization of library materials for easy accessibility. For instance, R1 had this to say:

‘‘So far, we have been working very hard to automate our library. We believe this is one of the ways to provide services to the students even when they are outside campuses’’.

R2 also added that:

‘‘For the past one year, we have been focusing on digitizing our theses’’. 
R3 also indicated that

‘We used to have a lot of setbacks. For example, we did not have automation, but, we have been able to do that. We are also working on digitizing some of our materials’.

R4 also shared that:

‘We are trying to improve upon our services so that students can have access to our resources. So, automation is on-going in the library as we speak’.

Moreover, with regard to top management involvement in implementing quality initiatives, all the librarians, except one said that there was a high level of top management commitment. One of the respondents (R1) had this to say to support his claim:

‘When we wanted to migrate to a new management software, we had the necessary support and involvement from the management’.

Another interviewee (R3) also stated that:

‘Management is always looking for new ways to improve upon the performance of the library. So, any policy or initiative which is geared towards the improvement of our services is always backed by management’.

The respondent (R2) who held a different view stressed that:

‘Top Management involvement is not too well’.

The interview further revealed that management had not been providing the libraries with adequate resources for quality service delivery. For example, this was how R4 expressed his dissatisfaction concerning human resources,

‘A lot of the time, the library depends on students who have ICT background to help us in the areas concerning IT in the library’.
R2 also lamented on inadequate finance:

“*In our library here, it is just like the saying that the spirit is willing but the flesh is weak. We always want to do big, big things to satisfy our users but money is always a challenge. So at the end of the day, we cannot accomplish what we intend to achieve*.”

R3 also shared that:

“*My brother, when it comes to resources for the library’s work, I am sorry, we simply do not have enough resources. For example, our biggest challenge now is space. We do not have a very big space to accommodate most of our users. Users come here and there is no space for them*.”

R1 indicated that:

“*Some of them are being provided but they are not adequate*.”

Moreover, in responding to whether there existed effective communication between top management and staff, especially, during the implementation of new policies, all the Librarians answered affirmatively. Below are the responses from the librarians:

“*Yes, we get their inputs before we implement any policy in the library*”. (R1)

“*Oh yes, when it comes to communication, we do our best to get them informed of whatever we want to do*”. (R2)

“*Yes, we do communicate to staff on virtually everything in the library*” (R3)

“You see, most of them are professionals and they know what they are doing. So, it is only fair and prudent to let them know what is going on in the library”. (R4)

Another issue which was of interest to the researcher had to do with the promotion of quality initiatives by top management. In sharing their views on this, it was ascertained that the top
management of the libraries had over the years been very active in promoting initiatives that aimed at improving services.

4.8.5 Employee involvement in decision making

The librarians interviewed reported that staff were encouraged to be part of activities within the libraries. The study also found that the views of the library staff were sought in decision making. However, it was found that this had become a norm in the libraries but not that they were guided by any involvement policy. Below are the responses from the interviewees:

R1 indicated that:

“Trust me, some of my staff are libraries themselves. There is nothing in this library that they are not aware. So, such people, you can only encourage them to bring their ideas on board’.

R2 stated that:

“Sometimes, I walk from my office to them and tell them what we want to do and ask for their views as well’.

R3 also elaborated that:

“Some of our staff have been working with this library for several years. They have seen it all. So, encouraging them to offer suggestions will be beneficial to the library’.

R4 also intimated that

“Me for instance, what I normally do is that, once in a while I ask them to point out some of the things they think are not going on well in the library so that together we can make improvement’."
In a follow-up question, the researcher wanted to know if the views of staff were evaluated and implemented. Here also, all the answers by the librarians were positive. In backing his assertion, R1 stated that:

“The library management software being used as we speak was suggested to us by one of our staff. After deliberating on it at the Library Committee meeting, we decided to go by his suggestion. So, clearly, we evaluate and implement their views if only such views will help”.

Another participant (R4) also had this to say:

“As for our library, we work as a family system as Christ thought us, so, we consult the staff regularly to solicit their views on virtually every issue. After all, we all have a common goal of ensuring that resources are readily available and accessible to our patrons”.

R3 also stated that:

“I will not say all, but, the majority of them are considered”.

R2 also indicated that

“People do resist when they do not understand new policies. So, Management involves staff in all decisions”.

The study also inquired on whether library staff were willing to support quality improvement initiatives. It was highlighted by the librarians that, indeed, staff gave their maximum support for quality initiatives. For instance, R3 retorted that:

“Yes, I can say they support such initiatives hundred percent (100%) because, they are part of every decision we make here, so, if they kick against it, they do that to their own decisions”.

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According to R1:

“‘Yes, everybody is eager to learn. So, they always show a lot of commitment to new policies’.”

R4 said that

“‘Yes, our staff have been very supportive over the years’.”

R2 also shared that,

“‘Yes, they support. But, you know change is not easy, so you will not get all of them. But, the majority are always supportive’.”

The views of the librarians were also sought on whether staff had some level of considerable freedom in performing their duties. It was discovered that the level of freedom to perform their duties was largely determined by their job descriptions. Simply put by R2:

“‘Every staff in this library has a job description. So, once you are working on what you are expected to do, you are welcome’.”

R3 expressed that,

“‘They have, but, if the issue is going outside, then management will have to decide’.

R4 also indicated that

“‘It depends on the situation, but, once you are working according to your expected duties, there will not be any problem’.”

R1 also had this to say:

“‘You know most of our works are routine. For example, in the morning, those who are supposed to shelve are already aware and they know the time to do that as well. So, it is a matter of performing their duties as required’.”
As to whether there was a system to recognise and reward staff who initiates innovative ideas, all the participants indicated that such a system did not exist. In throwing more light on this, R3 stated that:

“I have written several proposals for this to be done since I assumed office as a Librarian in order to motivate staff not only for the ideas they come up with, but, to encourage them to work extra harder than they do now. As I sit here, it has still not been heeded to’.

R1 also stated that

“No, it is one of the areas we are not doing well at all. Sometimes, I wish something like that is in place to support our staff, but, we are not doing it’’.

R4 confirmed that:

“I think that it is one of the critical areas which needs to be considered. Because it could be a source of motivation for staff to work extra harder”.

On a whole, the librarians subscribed to the view that their library environment was such that every employee felt a sense of belongingness. For example, in the words of R1,

“… Everybody in this library including the support staff is allowed to express his/her feelings without any intimidation. Sometimes, for the sake of some supportive staff (i.e. cleaner and messengers), who cannot express themselves in the English Language, staff meetings are held in our local language so they can also bring their ideas’’.

R2 also said that:

“To a large extent, we work as a team. So, we believe our work is interdependent’’.
R3 also indicated that:

“Usually, in our periodic meetings, we let them know that everybody has a crucial role to play in our quest to offer quality services to our patrons. So, I believe that this in a way motivates them to give off their best”.

R4 also indicated that:

“Why not? Here, we do not underestimate anybody. We are all working towards a common goal”.

4.8.6 Training programmes exposed to employees

In the first place, the study sought the views of the librarians regarding the existence of a quality training programme. All the respondents agreed that their libraries did not have such policies per se. However, they explained that they depended on their universities’ training scheme to provide training for their staff. Below are the responses by the librarians:

‘No, we rather depend on the university one but, we give professional advice’. (R1)

‘No, but we are all following the training policy of the university’. (R2)

‘We do not have but we are considering one now’ (R4)

‘We do not have our own training policy but we are guided by the university’s policy on training’. (R3)

In a follow-up question to find out the kind of training programmes available for staff, the interviewees mentioned job rotation, orientation, seminars and workshops, and periodic in-house training. In terms of which category of staff had the opportunity to benefit from training programmes, the results revealed that every staff of the libraries had the opportunity to attend a training programme any time it became necessary. (R1) indicated that:
“Every staff needs training. So, we try as much as possible to give the opportunity to everybody’’.

It was also indicated by R2 that:

“Generally, I can say that everybody has the opportunity to participate in a training programme. But, let me add that it is sometimes determined by the kind of training and the expertise of a staff’’.

It was also revealed by R3 that:

“Indeed, everybody can benefit from training when it becomes necessary to do so’’.

R4 also disclosed that:

“Yes, especially, when new trends emerge, we encourage staff to apply for training in such areas’’.

Another important issue was to discover how staff training needs had been identified over the years. Most of the librarians admitted that it was normally done by their Human Resource (HR) Departments in consultation with the Librarians. This was explained that at the beginning of every academic year, staff are asked to submit their individual training needs so that they can be forwarded to the HR department through their librarians. For instance, R4 indicated that:

“I have been with them for several years. So, I know the one to attend a workshop on reference service, cataloguing, E-resources and so on’’.

R2 also explained that,

“At the beginning of every academic year, staff are made to write the kind of training they need. This is done in consultation with their supervisors’’.

It was also gathered from the results of the interview that the main skills which had been the focus of the libraries studied was the communication skills and team building skills. This,
according to them is essential since most of the staff dealt directly with users. This was highlighted by R4 who said that,

“...for example, our front desk personnel needs to be very good at communication. Because, how they talk to users determines whether a user should visit the library again or not”.

R1 also indicated that

“'We are trying to work perfectly as a team. So, we usually focus on the kind of training that will help us achieve this aim’”.

R2 also shared that:

“'Our work is full of interaction with our users, especially, those at the reception. So, we welcome any programme that will help our staff to improve their communication with others’”.

When asked, how often staff participated in training programmes, all the librarians pointed out that they mostly relied on the programmes organized by their professional associations such as Ghana Library Association (GLA) and the Consortium of Academic and Research Libraries in Ghana (CARLIGH) for their training programmes. Therefore, staff attended training as and when they received an invitation from such bodies. For example, R1 pointed out that:

“'We do not have any calendar for our training. We usually wait for either GLA or CARLIGH for their training programmes’”.

R2 also intimated that:

“'we wait until we hear from GLA for training’”.

The study also enquired whether there had been a provision of adequate resource to cater for training in the libraries. According to the librarians interviewed although, there has been a
provision for training in their budget, however, it had always been too small for their training needs. R1 emphasised that:

“… sometimes, for the whole year, our training budget is able to cater for only one or two workshops organised by the GLA”.

R2 also said that:

“As for resources, you know the situation in Ghana. They are not adequate at all. But, at the same time, they want us to deliver”.

On the overall satisfaction level of the available quality-related training programmes, all the participants gave the impression that there was more room for improvement. For instance, R3 indicated that:

“Training issues are not too bad but we really need improvement”.

R4 also said that:

“Well, I think there is more room for improvement in the area of training”.

R2 commented that:

“If something can be done about the way we go about our training, it will help. Because we cannot do the same thing and expect different result”.

R1 also said that

“Of course, something should be done about our training”.

4.8.7 Strategic planning

The Librarians interviewed reported that their libraries had a written vision and mission statements in place. In a follow-up question to determine whether their staff had an appreciable knowledge about the vision and mission statements, with the exception of one, all the librarians responded positively. For example, R1 who responded positively said that:
“Yes, all staff have a library handbook and it covers these areas’’.

R2 also stated that

“Some of these statements have been put on our notice boards. It is actually one of the basic things every staff knows’’.

R3 who responded negatively indicated that:

“Maybe, they might have sighted it before, but, I do not think they have really thought about what it actually means. I am saying this because some of the things I see and hear from some staff clearly give me the indications that they do not understand what we stand for’’.

The findings from the interviews also revealed that apart from one librarian, all the respondents reported that their libraries did not have a short and long-term strategic plan. However, they explained that they work within the assurance quality frameworks of their institutions. This is what R2 had to say:

“No, we are now developing one. But in the meantime, we follow the university one’’.

R3 also indicated that

“No, we are now drafting it. But, we have not finalised it. But the university as a whole has a strategic plan which we are all following. I have a copy of the university’s 5-year strategic plan. But, let me also add that we do plan our normal duties internally’’.

Moreover, positive responses were recorded when asked whether their plans and strategies of work had incorporated quality concerns. Availability of adequate resources for the implementation of quality strategies was also a concern to the study. All the Librarians testified that their libraries did not have adequate resources, especially, finance to fund for most of the things they intended to introduce. For instance, R1 recounted that:
‘For the past one year, we have sent a proposal to management on the need to migrate from our current Library Management System to a newer one. But, they say we should hold on because there is no money’.

R2 revealed that:

‘I have written to our HR for recruitment of at least two junior staff. But, look, they say we have a deficit so it is not possible for now’.

R3 also disclosed that:

‘Lack of finance has always been a major challenge. For example, we want to acquire a software called EZ-proxy so that students and lecturers will have access to our databases at wherever they may find themselves, but, for the past one year we have not been given the go ahead. This tells you how the lack of finance is affecting our services’.

R4 also stated that:

‘you know how the universities, especially, the private once are battling with finances. Certainly, we need more resources to provide quality services to our patrons’.

The views of the librarians were also sought on the assertion that ‘libraries must focus on doing things right the first time and every time’. Commenting on this statement, all the interviewees indicated that such an idea had been their wish all the time. For instance, R3 said that:

‘… It is very important to always keep this in mind because the first impression is very crucial in our work. It is possible that you might not have another chance to render services to the client whom you mistreated and he/she may be carrying a very bad perception of the library’.

R4 also pointed out that:

‘This is exactly what I tell my staff and it will save us a lot of time and money’.
R2 also indicated that:

“I see this as a critical to our work. If we have this in mind, we will not even waste resources which are already limited. We have cases where photocopies were rejected by students because they were faded. In this case, the papers and even the time spent are wasted. But, if they had taken their time and had it well done, this would not have happened’’.

Concerning the availability of a mechanism to review staff performances against stated strategies and plans, it was disclosed that the main system in the libraries was the annual staff appraisal. This was re-echoed by R4 who stated that:

“At the beginning of every year, every staff is made to write what he/she would want to achieve and base on it we access you at the end of the year’’.

R2 also disclosed that

“We do staff appraisal every year. So, during that time we have the opportunity to access our performances’’.

4.8.8 Challenges of TQM implementation.

The respondents were also asked to share their views on the factors which they thought were militating against total quality service delivery in their libraries. The following were the factors enumerated by the participants: lack of finance, the unwillingness of top management to support new programmes, a bad relationship between management and staff, lack of motivation, the unwillingness of staff to attend training programmes, and lack of effective communication.
4.9 Conclusion

This chapter presented the analysis of data obtained from the questionnaire distributed and the interviews conducted. The analysis was presented under the following themes: TQM awareness, Top Management commitment to TQM, employee involvement in decision making, TQM training, strategic planning and the challenges of TQM implementation. The chapter began with the analysis of data obtained from the questionnaire. This was followed by the analyses of the qualitative data collected. In most instances, the views expressed by the staff were corroborated by the views of the librarians. Also, there were also a few cases where the views of the librarians conflicted with the views of the staff. Generally, in terms of TQM practices, the study recorded both positive and negative responses for all the TQM principles adopted for this study.
CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

This chapter presents the discussions of the findings obtained in Chapter four (4). The discussion of the findings was guided by the following themes: awareness of TQM, top management commitment to TQM, the involvement of employees in decision making, training programmes exposed to employees, strategic planning, and the challenges of TQM implementation in academic libraries.

5.2 Awareness of TQM

TQM encompasses a process of change and therefore calls for staff who are ready to play a constructive role in that process. This suggests that the important role that employees in institutions such as academic libraries, especially, the leadership and their employees, play in TQM adoption cannot be overemphasised.

As indicated earlier, one of the objectives of the study was to find out if staff were aware of the principles of TQM. The findings from the current study showed that the majority of the staff and the librarians were aware of the concept of TQM. The sources of awareness revealed were mainly through the personal readings of some respondents, and staff participation in conferences and workshops that dealt with the quality services. In terms of staff knowledge about the rationale of the concept, quite an impressive outcome emerged from the study. In addition to the interviewees, the library staff demonstrated that they knew the purpose of TQM.

The awareness level of the staff and their understanding of the TQM concept is a big plus to the libraries. Because the awareness and the grasp of the rationale of TQM by employees and their
top management in a particular institution are indicative of the amount of time and efforts they will dedicate to its implementation. In other words, the understanding of the fundamental principles of TQM influences the levels of resources an organisation will devote to it, and by extension, their level of involvement. The findings of the current study are therefore in line with the study of Egberongbe, Sen, and Willet (2017) who assessed the quality maturity levels in Nigerian university libraries and reported that the staff in Nigeria were mainly at awareness level. Similarly, the study is in conformity with the findings of a survey conducted by Harer (2012) who found that the majority of the members of the U.S Association of Research Libraries were familiar and abreast with the purpose of TQM principles. Again, the findings are in line with Adusa-Poku (2014) who reported that the Ghanaian construction professionals were aware of some quality management principles. Further, the study is in conformity with that of Kwateng and Darko (2017) who concluded that the respondents’ awareness level about TQM practices and concepts in the aquaculture industry were acceptable and they agreed to the fact that TQM was a way of guaranteeing high-quality products and services.

5.3 Top Management Commitment

One of the primary objectives of the study was to determine the level of top management commitment in the institutions investigated. Several scholars have alluded to the fact that top management commitment is a prerequisite for effective and successful TQM implementation (Sureshchandar, Rajendran, and Anantharanman, 2001; Das, Kumar and Kumar, 2010; Mensah, Copuroglu, and Fening, 2012). TQM is not an event but a process to achieve planned objectives and in the view of Boelke (2015), a process which involves a lengthy period of initiation, training, and implementation before results can be realised, unquestionably, requires top management support.
Wang (2006) argues that if Librarians and other senior members of libraries are not committed to TQM process, a library should not attempt to implement it because it will simply not work. Graham, Arthur, and Mensah (2014) add that “No matter the level of commitment of organizational resources if it is not back by a good leadership style and a quality policy, TQM initiative will not yield the intended result”. Wang (2006) contends that as decision makers, top managers are not necessarily knowledgeable about what each library professional or support staff do, but they are supposed to listen to people from all departments and learn from their experiences. This should invariably make them well-informed and flexible in supervising the whole process. If the argument by Wang (2006) is anything to go by, then, the suggestion by Adjei and Mensah (2016) that top management is pivotal around which all the activities of TQM revolve, is in the right order.

One of the ways top management can be seen as being committed is to provide a sense of direction through policy initiation and strategies so that a common goal can be achieved. The study established that there were a number of quality improvement initiatives which had been carried out by the top management of the libraries. Paramount among these were: the introduction of Library Management software, digitization of library materials, the creation of a 24-hour reading room, and increment of borrowing rights of users. The successful implementation of quality initiatives reported in this study implies that if top managers are committed, a lot can be accomplished in academic libraries. This finding agrees with the outcome of Duren (2012) who revealed that at the library of Helmut Schmidt University, the Library Director instituted a number of policies. For example, the Director appointed a Quality Management Coordinator who was responsible for quality matters in the library. The study also agrees with the findings of Boateng-Okrah and Fening (2012) who discovered that top
managers in Ghanaian mining companies have been initiating quality policies such as quality data training for employees, customers' and suppliers' involvements strategies.

With regards to Top Management involvement in implementing quality programmes, it was evident from the findings that the Top Managers of the libraries were actively involved in implementing strategies which aimed at ensuring quality service delivery. This is a positive outcome because librarians are supposed to give directions on quality matters and one of the surest ways for this to be achieved is to get involved. This outcome is consistent with the findings of Balague and Saarti’s (2009) study in Spain and Finland libraries which found that some Deputy Librarians had established a Quality Committee and was involved in their monthly meetings to discuss how best to implement the quality policies they were embarking on. Further, the study also found that, in other instances, the Deputy Librarians were in-charge of quality systems in the libraries.

Another impressive finding from the study has to do with the presence of an effective communication between management and library staff. Effective communication in academic libraries gives the opportunity to management to explain to staff what they want to achieve. Staff, in turn, get the opportunity to ask for further clarification on issues which may be unclear. This finding is in agreement with the findings of Parker (1995) who disclosed that the Victoria University of Technology, Australia, in their quest to introduce TQM system, held series of workshops and seminars with staff to familiarize them with quality concepts. It was also found that periodically, the Library Director met the library staff to discuss the progress and areas which needed improvement in the quality processes.

In terms of promoting quality improvement programmes in the library, the findings of this study were positive. The majority of the respondents indicated that management had been promoting
quality policies. This outcome is a significant and gives brighter future to the libraries in the sense that since quality issues are being promoted by the librarians who predominantly determine directions of the libraries, such libraries will gradually become quality-driven. The present study supports the findings of Butcher (1993) reported at the Oregon State University Library (OSU). It emerged from the OSU library that TQM implementation became a reality through an intensive promotion in a three-day programme by the Vice-President of the university with the aim of explaining the benefits which a department could attain should they adopt TQM. Further, the findings confirm the views of Graham, Arthur, and Mensah (2014) TQM will not work if it is not backed by committed leaders in institutions.

One disappointing revelation which the study discovered was that top management of the libraries fell short in the area of resource allocation. The major concern for resources was in the area of human resources. Quality service cannot be achieved without the needed resources. Resources, be it human or financial are part of the major driving forces of quality services. Managers of academic libraries should not view the hiring of the needed personnel as a cost but an asset which will bring improvements to the libraries. This finding corroborates the study by Akhter and Sanhera (2014) that although the public sector universities in Pakistan had positively adopted some form of TQM principles, in the area of resource allocation, top management fell short. That is, the libraries lacked certain basic facilities for effective services or lack of personnel to perform certain functions.

5.4 Employees Involvement and Encouragement in TQM

TQM implementation is a process and it involves all customers. Dahlgaard, Kristensen, and Kanji (2002) have argued that personnel are considered as internal customers of every institution. These customers (staff), together with their requirements and anticipations, must be recognised
in all the processes to achieve quality. In order to fulfill these requirements, Dahlgaard, Kristensen, and Kanji (2002) maintain that there should be a feedback from the customer so that their experiences and challenges become known in all processes. For this to be actualized, it is only appropriate that everybody participates.

Mensah, Copurogлу, and Fening (2012) are of the view that the dedication and participation of personnel are essential elements for organisations to achieve the goals set forth by their managers. This is because employees are those who work with the products or deal with customers directly. They should, therefore, be equipped with the necessary skills and be allowed to participate in the production processes to achieve anticipated results.

It was observed from this study that the libraries had not established employee involvement policies. The majority of the respondents disagreed that their libraries had such policies in place. In addition, all the librarians confirmed this view in the interviews conducted. However, the librarians revealed that although there are no such policies in place, nonetheless, staff are part of most of the decision making in the libraries.

It also emerged from this study that there were no systems in place to recognise and reward staff who, through their duties, had demonstrated innovations and brilliant ideas to improve service delivery. The implication of these findings is that apart from the monthly salaries of staff, there were no other incentives. The conceptual framework which guided this study provides that in order to encourage more innovations at workplaces, there should be some form of motivation such as bonuses, overtime allowance, letters of appreciation and more to staff who perform creditably well.
Another issue which was also of paramount to the study was to find out whether management consulted staff during decision making. It is commendable to note from the findings that the need to consult staff had gained root in the libraries studied. This was reiterated by the Librarians as well. Further, it was revealed that the consultation of the library staff had been regular and the main medium through which views are usually sought is library staff meetings and open fora.

Related to staff consultation in decision making is the issue of whether staff views had been evaluated and implemented over the years. The findings disclosed that staff views have been evaluated and implemented. For example, it was revealed that a Library Management software being used by one of the libraries was suggested by a member of staff. Another encouraging finding from this study is that the majority of the respondents believed that there was a general feeling among staff that they had something to contribute to improving services. This was confirmed by the librarians in the interview held. Perhaps, these situations could be motivated by the fact that all the institutions investigated were established by churches. Thus, the notion of living and doing things together wherever Christian believers find themselves is reigning. This seems to confirm what one of the Interviewees said, ‘as for our library, we work as a family system as Christ thought us, so, we consult the staff regularly to solicit their views on virtually every issue’.

It was also ascertained from this study that there was some level of freedom to make decisions about work processes. The present study has also found that the majority of the staff are willing to participate in decision making and support quality improvement policies should they be given the opportunity. It is refreshing to note that amidst the lack of incentives to motivate staff in the libraries, most of them are still willing to give off their best. This simply shows how committed
the staff of the libraries are. It is worthwhile to conclude that the level of staff involvement in the investigated libraries was very high.

The findings of the present study support the findings of other researchers which include Besemer et al. (1993), Fitch, Thompson, and Wells (1993), Rees (1996), Botsio (2012), and Edu (2013). The findings are in disagreement with the findings of McGregor (2015). Specifically, the study by Besemer et al (1993) at the library of the State University of New York (SUNY) College, Fredonia, found that although the library had no documented staff policies on participation to ensure staff participation, the Library Director instituted a regularly scheduled staff meeting to discuss the activities of the library. Besemer et al (1993) further found that as a result of high staff participation, the library was transformed from a traditional and highly authoritarian work environment to one where library staff had some level of freedom and self-confidence to perform their duties. Again, the study of Rees (1996) revealed that a company in the USA laid more emphasis on employee communication and involvement measures in order to received feedback for the improvement of processes.

The agreement of the findings of this study and that of Fitch, Thompson, and Wells (1993), lies in their findings from the Samford University Library, Birmingham, which indicated that the library’s TQM Planning Committee realised the importance of contributions from every staff. Based on this all staff, including the support staff who were initially left out, were put into teams and were asked to submit a set of goals. As a result, services improved because there was a sense of belonging and satisfaction among staff especially those in the lower rank who felt that they also had something to offer. In addition, Fitch, Thompson, and Wells (1993) found that the library’s management decision to embark on reorganization strategy which consequently led to the adoption of TQM became reality after it had evaluated the divergent opinions which were
expressed by staff through a survey. Moreover, Botsio (2012) reported that the majority of 70% of the employees in selected firms felt that they were part of their firms because they had been involved in the affairs of their firms. Also, the study supports the findings of Graham and Owusu (2015) who discovered that participation had the greatest effect and contributed significantly to quality achievement in the Ghanaian printing firms. These findings buttress the views expressed by Alemna (2001) that TQM embodies certain principles which are common and already established concepts in libraries.

In the case of McGregor (2015) study at the University of Wollongong Library (UWL), Australia, it was discovered that TQM was embarked on in a response to the accelerated pace of technological innovations and increased expectations of its users. One of the major TQM principles which manifested in the library was recognition and reward of staff to encourage staff participation through the provision of incentives in the form of best library staff awards, bonuses, promotion, letters of appreciation, and fringe benefits.

5.5 Employees exposure to TQM Training

Madu (1998) opines that personnel plays a vital role in TQM and that training is the medium by which quality ideas and principles of TQM are spread throughout institutions. It is the bedrock upon which a quality must be attained. Sallis (2012) supports the emphasis given to training saying it is important for a successful TQM implementation especially, in the initial stage, where staff are supposed to know some of the key tools of TQM, including problem-solving and decision-making techniques. The essence of training at workplaces is also found in Deming’s 14 points of TQM. According to Deming, institutions must institute vigorous training so that employees will be innovative, understand their roles, and develop appropriate means to improve their performances (Madu, 1998).
To determine the training programmes available in the institutions explored was one of the objectives of this study. A number of findings relating to training were revealed by the study. In the first place, it was established that the institutions studied lacked a documented library policy on training. This notwithstanding, some of the librarians disclosed that they usually follow their universities’ training programmes. It should be pointed out here that libraries exist in the interests of the universities they serve. Therefore, following their universities’ training programmes can be justified in one way or the order. However, the researcher is of the view that the programmes by the universities may be too general to cater for the specific training needs of the library. Thus, it is imperative for the libraries to adopt their own policies in relation to training. This outcome contradicts the findings by Rooney (2010) whose survey in some American academic libraries revealed the existence of formal quality-related training programmes. Moreover, the findings of the present study contradict with that of Vermeulen and Crous (2000) whose study in the banking industry of South Africa found that a considerable number of the banks had instituted a well-developed TQM training strategy and plan.

In terms of the kind of training programmes which library staff had benefited from, the study has revealed that the most used method was an orientation for new staff, seminars and workshops, job rotation, mentoring, and study visits. The views by the staff were corroborated by the librarians interviewed. They mentioned in-house training in addition to those identified by the staff. It is encouraging to note that the libraries are utilising orientation for new staff to inculcate the visions and missions in them, especially on how quality can be achieved.

In a follow-up to identify beneficiaries of training programmes, it was revealed by the majority in each institution that all staff had equal opportunity to attend training programmes. However, as revealed by the librarians, a member of staff’s area of expertise and interest is usually taken
into consideration before being nominated to attend a training programme. These findings can also be said to refute the findings by Rooney (2010) who found that although the American libraries selected had training programmes including seminars and workshops and a periodic visit to other well-established libraries, they were reserved for only the top and middle managers.

The study also found that there were no systematic ways of attending training programmes by staff. Rather, staff attend such programmes on quality issues as and when they become available and necessary. This was confirmed by the interviewees who added that they heavily relied on their professional association such as the Ghana Library Association (GLA) and the Consortium of Academic and Research Libraries in Ghana (CARLIGH) to invite them for training programmes. The implication of such a system is that some academic libraries may not always find the training programmes useful in terms of quality service provision. The contents of the training programmes by the bodies mentioned might not be necessarily helpful to the needs of such libraries. There is the need for the libraries to have tailor-made programmes to serve their needs. This finding is consistent with the findings of the study conducted by Asante (2013) who found that the Polytechnic libraries in Ghana did not have any systematic way of organizing training or attending a training programme.

Another discovery which was made from this study was that not only did the library staff believe that a documented mechanism to identify library staff training needs was largely lacking, the librarians also shared the same thought. It should be emphasized that despite the absence of a written document for identification of staff training needs, respondents mentioned that practices such as recommendation by Librarians and staff appraisal served the purpose of identifying training needs. These findings agree with Cobblah (2015) who noted that one of the main
training needs analysis among selected academic libraries in Ghana was an annual performance appraisal.

Moreover, the study gathered that a variety of quality skills had been acquired by staff over the years through training. The most common ones which had been concentrated by the libraries were communication skills, problem-solving skills, problem identification skills, leadership skills, and team building skills. Although the focus appeared to be concentrated much on the communication skills, this discovery is a big plus to the libraries concerned since such skills form part of the main ingredients for effective TQM implementation. These findings are in line with the findings of Arther (1994) who reported that the main quality-related skills at the George Washington University library included communication and team cooperation skills.

Quality training programmes cannot be well-organized or attended to when there is an invitation, without financial support or adequate resources. In this regard, the study wanted to establish if there had been an adequate budget allocation for training purpose in the libraries. The majority of the library staff from each institution and the librarians disclosed that there were provisions for training in their budgets. Nonetheless, it was found that taking the training needs of these libraries into consideration, made budget allocations inadequate. These revelations are inconsistent with the findings of Byrd (2001) who discovered that the community college libraries at the East Coast (EC), and South (S) of the United States of America had a relatively adequate budget dedicated to their libraries. For example, it was found that libraries at EC and S had spent $20,000.00 and $40,000.00 respectively in relation to training of library staff for quality service delivery.

In all, the library staff together with the librarians held the view that there was more to be done by management in terms of quality training for staff.
5.6 Strategic Planning

For academic libraries to improve their performances, it is important to have a well-structured, short and long-term way of going about their activities. Sandholm (2005) shares this idea and submits that it is crucial for academic libraries to concentrate on a comprehensive planning of how to deliver quality services to patrons. Coskun (2011) sees a strategic quality planning as the glue which holds together an institution's quality improvement efforts. Sallis (2002) argues that the importance of a strategic plan is that it gives directions to organisations.

Another major objective of the study was to find out if the libraries explored in this study had strategic plans to guide their operations. Some of the fundamental elements of a strategic plan are the visions and missions of institutions. It was found that most of the libraries had a written vision and mission statements which guided their activities. It was further revealed that most of the library staff had an appreciable knowledge of their vision and mission statements. Perhaps, such statements have widely been publicized in the libraries. These findings are supported by the Johnsen (1996) who reported that selected academic libraries staff in Denmark, Finland, Norway, and Sweden were familiar with the missions, goals, and strategies to improve services. These findings also affirm the study of Yidana and Aboagye (2017) who concluded that management of higher learning institutions should ensure that the TQM Unit and its operations are embedded in the strategic plan of these institutions to ensure its sustenance in the future.

Moreover, it was found that though the libraries usually plan what they want to accomplish, they did not have a well-written short and long-term strategic plans in place. It should also be emphasised here that the librarians interviewed clarified that they usually work within the quality frameworks of the universities. The researcher is of the opinion that the idea to work within the
mother organisation’s quality framework is welcomed. In order for the libraries to benefit immensely, it is appropriate for them to have their own master plan towards the quality delivery of services. In relation to whether the day-to-day activities of the libraries had incorporated quality concerns, positive responses were also recorded. These findings are in line with the findings by Dube (2010) who found that academic libraries in South Africa did not have a strategic quality planning per se but had incorporated quality issues in their day-to-day activities. The findings are also in line with Sila and Ebrahimpour (2004) who reported that strategic planning appeared to be difficult to be implemented in luxury hotels in the North-Eastern part of U.S.A. These findings contradict Noor (2003) who disclosed that strategic planning was part of TQM principles adopted by the public hospitals in Malaysia.

The study also established that despite the claim by the librarians about the existence of quality programmes, most of the library staff did not even know and understand much about the plans. Here, it is understandable that the librarians were previewed to some quality frameworks in their institutions because they are part of the universities’ management and might have been part of establishing such frameworks. The failure of the library staff could be attributed to the failure of management to explain the contents of these frameworks to them. The finding of the present study disagrees with the study by Tam (2000) who disclosed that quality-related frameworks were understood by staff because the library had instituted a formal consultative process on the library's activities.

Another finding from this study was that despite the absence of strategic plans, the libraries staff revealed that there was a system in place to review performances against service improvement goals. The main methods of the review as highlighted by the librarians had been the staff appraisal system which gives the opportunity to librarians to score their staff based on
performance within a specific period and the staff development report which gives the opportunity to library staff to do an overview of their own performances within a specified period.

Moreover, the present study disclosed that all the libraries adhered to the principle that ‘things must be done right the first time and every time for the purpose of avoiding waste’ (Table 4.31). These findings affirm the earlier study conducted by Kostagiolas, Banou, and Laskari (2009) who stated that one of the developmental areas to be included in libraries’ strategic planning must be training and performance review of staff.

As to whether there were adequate resources to cater for the planned activities of the libraries, the study found that the resources earmarked were not adequate at all. This was also confirmed by the librarians. This finding echoes the findings of McNicol (2005) whose study identified a lack of adequate funding as part of challenges that confronted the libraries in the United Kingdom in relation to their strategic planning.

5. 7. Challenges of TQM in academic libraries

To be able to cope with the ever-changing library landscape, libraries must be ready to embrace challenges and find ways of dealing with them. Like any other strategy to improve services, implementing TQM in institutions such as academic libraries will certainly be impeded by some factors.

A number of militating factors were found in this study. With reference to Table 4.32, lack of recognition and reward for library staff who perform very well was rated the highest challenge to TQM (30%). This was followed by lack of adequate funding for TQM programmes (16.7%) and lack of consistent top management support for quality issues (16.7%). The next factors were;
limited Library staff exposure to training on quality performance (8.3%), lack of proper strategic planning for the library (5%), lack of staff participation in decision making (5%), library staff resistance to change (5%), and the belief that the adoption of TQM is a new philosophy in the library (5%). The factors which were recognized by few respondents were lack of library staff interest in quality improvement issues (3.3%), the notion that quality costs a lot (3.3%), and placing a poor priority on quality improvement by management (1.7%). In addition to the factors identified by the library staff, the study found the following as some of the challenges from the views of the librarians: a bad relationship between management and staff, the unwillingness of staff to attend training programmes, and lack of effective communication.

Several of the challenges raised by the librarians and their staff in this study are similar to factors that hinder effective TQM implementation in other institutions, especially, in academic libraries, as reported by various scholars such as Starvridis and Tsimpoglou (2012), Bhat and Rajashekh (2009), Dash (2008), Amar and Zain (2002), and Groenewegan and Lim (1995). For example, Amar and Zain (2002) found the following factors as the major barriers to TQM implementation in institutions: difficult to change employees’ mindset on quality, lack of sufficient funds to mobilize TQM driven activities, lack of information regarding quality, and poor leadership and employees relationship. Again, these findings are in agreement with the study by Mensah and Adjei (2016) who reported that although the medical records department of the Korle-Bu Teaching Hospital (KBTH) had a fair degree of understanding on the benefits of TQM to records management service delivery, the existing values for TQM did not meet the framework of good TQM practices.
5.8 Conclusion

This chapter has presented the discussion of the study. It started with the level of library staff awareness of the TQM concept. This was followed by the discussion of Top Management commitment in the academic library. Some of the main themes which were considered under Top Management commitment included quality policy initiation, quality programmes promotion, and provision of adequate resources. Again, staff participation in their libraries’ activities was also given attention in this chapter. Under this, employees’ involvement policy, consultation of staff, reward, and other related concepts were covered. Another TQM principle which was has been discussed in this chapter is training. Other TQM concepts which were looked at in this chapter were training, strategic planning and TQM challenges. It should also be noted that the discussion of the study was done in relation to the information emerged from the review of the related works.
CHAPTER SIX

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

6.1 Introduction

This chapter presents the summary of the major findings emerged from the study based on the objectives. It also provides the conclusion based on the findings. In addition, recommendations in relation to how TQM can be adopted and implemented for service improvement have been offered in this chapter to various stakeholders of academic libraries in Ghana. Finally, areas for further studies have been suggested to scholars.

The main purpose of the study was to explore the total quality management principles being implemented in private university libraries in Ghana and based on the findings make recommendations. The main objectives were:

vii. To find out the awareness of TQM practices among private university library staff in Ghana.

viii. To determine the level of Top Management commitment to TQM practices.

ix. To find out the extent of employees involvement in decision making towards quality performance.

x. To examine the training programmes for employees in the institutions being investigated.

xi. To find out if academic libraries had strategic plans to guide their operations.

xii. To find out the challenges of implementing TQM practices in private university libraries in Ghana.
6.2 Summary of Findings

6.2.1 Awareness of TQM

The findings concerning the awareness of TQM among academic library staff in the libraries covered in the study have been summarized below:

- Majority of the staff and the librarians were aware of the TQM concept as shown in Table 4.1 and section 4.8.3 respectively.
- It also emerged that the majority of the library staff and librarians had a firm grasp of the purpose of TQM.
- Personal readings of books and articles on TQM and staff participation in seminars and workshops that dealt with quality issues were identified as the main sources of TQM awareness.

6.2.2 Top Management Commitment to TQM

In terms of top management commitment to TQM, the following are summary of the findings ascertained:

- The majority of the library staff and the librarians believe that over the years, top management had initiated some quality improvement policies in their libraries. The common initiatives discovered by the study included the introduction of Library Management software, digitization of library materials, creating a 24-hour reading room, and increment of borrowing rights of users.
- It was found out that top managers of the libraries under discussion had been actively involved in implementing quality improvement strategies.
• The findings discovered that there was a reasonable degree of effective communication between top management and the library staff.

• The study discovered that Top Management usually promote service quality improvement policies. This was asserted by 32(53.3%) of the library staff and confirmed by the majority of the librarians under section 4.8.4.

• It was found out that adequate resources had not been provided by Top Management for effective service delivery. The major concern was in the areas of personnel and finance.

• Generally, the majority of the respondents shared the view that the top management in their respective institutions had demonstrated enough commitment towards quality improvement matters.

6.2.3 Employees Involvement and Encouragement in TQM

The summary of the findings obtained concerning employees involvement and encouragement to participate in the activities of their libraries have been presented as follows:

• The libraries investigated did not have formal employees’ involvement policies.

• It also emerged that apart from the monthly salaries, there were no other systems in place to recognise and reward library staff who put up extra performance in their duties.

• It has also been shown that the library staff are consulted regularly to express their views on policies which aim at improving service delivery. The common medium through which staff express their views was identified as periodic library staff meetings.

• The results also disclosed that the majority of the respondents believed that the views and suggestions by library staff are mostly evaluated and implemented by management. A case in point was where management purchased a Library Management Software suggested by a member of staff.
• The environment of the libraries studied is such that the majority of the library staff have a feeling that they have what it takes to contribute to the success of their libraries.

• There was some degree of freedom to make decisions about work processes without any intimidation from management.

• The study also found that the majority of the library staff are willing to participate in decision making and support quality improvement policies whenever there is an opportunity to do so.

• The overall satisfaction level of staff involvement in decision making can be considered very high.

6.2.4 Employees exposure to TQM Training

The findings discovered with regards to the training programmes exposed to staff are summarised below:

• It was established that the institutions studied lacked a documented library policy on training. It was found that most of the libraries follow the general training programmes of the universities they serve.

• The following were the main training programmes that staff have benefited from: orientation for new staff, seminars and workshops, job rotation, mentoring, and study visits. Another training programme identified by the librarians in section 4.8.6 was in-house training.

• In terms of which category of staff benefited from training programmes, the majority of the respondents believe that all staff had equal opportunity to attend such programmes. The decision to nominate a staff for training programmes rested in the hands of the
librarians who usually considers the nature of the programme vis-a-vis the expertise and interest of the nominee.

- With regard to the frequency of attending a training programme, the findings revealed that there was no systematic way of attending training programmes by staff. The available mechanism was such that the libraries mostly attended training programmes as and when they received invitations from their professional associations such as the Ghana Library Association and the Consortium of Academic and Research Libraries in Ghana.

- The study further uncovered that a written document to identify a staff training needs was lacking in most of the libraries. Methods such as recommendation by Librarians and annual staff appraisal are the main method to identify staff training needs.

- The results also show that the library staff had acquired a variety of quality improvement skills from the training programmes they have been attending. The major ones discovered in the study were communication skills, problem-solving skills, problem identification skills, leadership skills, and team building skills.

- Another outcome of the study was that the majority of the library staff and the librarians testified that there were provisions for training in their budgets. Nonetheless, it was found to be inadequate and could not cater for all the training needs of the library staff.

6.2.5 Strategic Planning

The following are the summary of the findings regarding strategic planning and its related issues:

- The majority of the library staff and the librarians indicated that their libraries had a written vision and mission statements which guided their activities.

- It was further revealed that most of the library staff had an appreciable knowledge of their vision and mission statements.
• Majority of the respondents believed that their libraries did not have a well-written short and long-term strategic plans in place. The libraries usually work within the quality frameworks of their parent universities.

• It was found that the day-to-day activities of the libraries had incorporated quality concerns.

• Despite the absence of strategic plans in the libraries, the results revealed that there was a system in place to review staff performances in relation to service improvement goals. The main method of the review as highlighted by the librarians is a staff appraisal system which gives the opportunity to librarians to score their staff based on performance within a specific period.

• The majority of the respondents also disclosed that the libraries adhered to the principle that “things must be done right the first time and every time for the purpose of avoiding waste”.

• It was agreed by the majority of the participants that resources earmarked for planned activities of the libraries were inadequate.

6.2.6 Challenges of TQM in academic libraries

The results of the study indicate that there were some challenges associated with TQM adoption and implementation in academic libraries. These have been summarised below:

• Lack of recognition and reward for library staff.

• Lack of adequate funding for TQM programmes.

• Lack of consistent Top Management support for quality issues.

• Limited library staff exposure to training on quality performance.

• Lack of proper strategic planning for the library.
• Lack of staff participation in decision making.
• Library staff resistance to change.
• The notion that TQM is a new philosophy in the library.
• Lack of library staff interest in quality improvement issues.
• The notion that quality costs a lot.
• The bad relationship between management and staff.
• The unwillingness of staff to attend training programmes.
• Lack of effective communication.

6.3 Conclusion

TQM seeks to achieve efficiencies, define roles of individuals within the organisation as a whole and reduces errors and defects (Moghaddam and Moballeghi, 2008). The present study sought to explore the total quality management principles being implemented in the selected private university libraries. The TQM principles which were examined included: TQM awareness, Top Management commitment, staff encouragement and participation, training, strategic planning and challenges of TQM.

The findings of the study revealed that in terms of quality awareness, staff and the librarians were partially aware. This was further demonstrated when respondents correctly identified some of the purposes of TQM. It is important to remark that the mere awareness of TQM and the ability to identify some of its purposes do not necessarily translate into action. There should be a conscious effort to intensify the awareness of TQM in the libraries so that staff can fully appreciate the philosophy before any attempt to adopt it. In relation to Top management commitment, there was evidence of some quality initiatives in the libraries and effective communication between staff and management. One area which the study disclosed as one of the
limitations on the part of Top Management had to do with the inability to provide adequate resources for effective service delivery. It should be established that the ability to adopt TQM in these libraries depends on the willingness of Top Management. Since Top Management of the libraries are already exhibiting some characteristics of TQM, the implication is that with proper introduction of the TQM concept, they will be capable to supervise the implementation of the concept.

In reference to staff participation, the study reports that at least there was an indication that the views of staff were usually evaluated and implemented. Above all, the library environment was such that every staff member feels valuable. It is in the right order to conclude that the staff of libraries in the present era are willing and always ready for a greater participation in decisions on quality matters. Management willingness to pave way for such to happen is of necessity.

Again, it has been established that the main training programmes which were available for staff included orientation for new staff, seminars and workshops, study, job rotation, and mentoring. The researcher is of the view that training should be continuous and must receive more attention than ever in these libraries. It is important to mention that the library staff must be prepared and willing to take advantage of the changes which are likely to affect their working environment.

Following from the findings, the study concludes that although, TQM policy was lacking in the libraries examined, but, TQM can be successfully implemented in the libraries if the TQM philosophy is presented to staff and the management of the universities in a realistic and planned manner and if the Top Managers (Librarians) and its employees have the patience and perseverance to initiate and continue this long-term, time-intensive, but effective process. Implementation of TQM in the libraries will present some unique and challenging obstacles that may not have been experienced in other sectors, but that does not mean that it cannot succeed.
TQM is well-grounded in a scientific approach to problem-solving and it has been tested, scrutinized and revised in several institutions as seen in the literature review. It has effectively been implemented in business, industry, service organizations, government, and educational institutions and there is no logical argument as to why it cannot be implemented in an academic library.

Further, the researcher is of the view that the best scenario for a successful TQM implementation in any academic unit would be for the entire parent universities to embrace the TQM philosophy, but the reality may not allow this to happen. Therefore, the libraries should decide on their own to implement TQM just within their area. If this is the case, Deming insists that Managers, not labour, must bear the primary responsibility for making quality happen. So, the top managers of the libraries (Librarians) must commit fully to the philosophy of this quality initiative in order for it to be effectively and successfully implemented. It should also be emphasised that the TQM principles that were found to be practiced in the libraries need to be carefully pointed out and explained so that the employees of the libraries understand that TQM is not a totally new concept, but they may already be implementing some of its tenets without realizing it.

6.4 Recommendations

Based on the findings of the study, the following recommendations in the areas of TQM policy, resources, library collaboration, training, strategic planning, and recognition and reward system are made.

6.4.1 Development of a TQM policy

Generally, the study established that in practical terms, the libraries did not have any quality framework to guide their service delivery. It is therefore imperative for the libraries to adopt and
implement the principles of TQM. The specific quality principles to adopt should be determined by individual libraries depending on the situation they find themselves. The move to adopt quality strategies must be initiated by the top management. This can begin by holding a series of quality sensitization meetings, workshops, and fora up to a point where everybody will be convinced of the need to embark on a conscious quality programme. In all the processes of TQM adoption, there should be an effective flow of information between management and library staff to ensure that there is clarity on virtually every issue concerning quality initiatives.

6.4.2 Provision of Adequate Resources

Certainly, management of academic libraries require resources, both personnel and materials. One of the challenges identified by participants in this study was a lack of adequate resources. It is crucial that top management invest heavily in their libraries to ensure quality service delivery. For example, the right number of staff must be hired, infrastructure, including building, relevant technology, and other equipment needed to facilitate service delivery must be provided. It is important to mention that librarians in this 21st Century must not necessarily rely solely on the budgets from their parent institutions since they are usually insufficient. Other sources of funds must be engaged for better service delivery. For example, the library can engage in services such as photocopying, printing, binding, and other related works to generate income internally. In the same vein, in this current dispensation of a global world, libraries must indicate their needs at their websites so that organisations and individual philanthropist can offer help. Again, libraries can form ‘the friends of the library’ who from time to time can organize programmes that can generate income for libraries.
6.4.3 Library Collaboration

Libraries cannot work in isolation. Funding is a major challenge as was indicated in this study. Academic libraries, especially those in the private institutions can collaborate with each other to embark on a number of quality improvement programmes. For example, periodically libraries can put resources together to organise quality-related workshops and seminars for their staff. For example, a library might have a big space to accommodate a lot of participants but may not have other resources such as a projector and quality experts. However, such resources can be available in another library. In such a situation, resources can be combined to organize quality training or workshops for their staff. In this way, the burden on one library to offer training for their members will be reduced.

6.4.4 Establishment of a Training Policy

Very well-trained staff are great assets to libraries. However, this can be achieved only when library staff have gone through proper training. This, therefore, calls for the libraries to institute their own training policies and programmes to cater for their specific skills needed. It is important that the training programmes linked to the mission and vision of the libraries. This will help the libraries to achieve their goals. Moreover, training departments should be established to oversee the implementation of the training policies in libraries.

6.4.5 Establishment of Strategic planning

Academic libraries must know where they are coming from, where they are, and where they want to get to. All these can become reality if libraries institute strategic plans to guide their services. Library management should establish both short and long-term strategic planning. Strategic planning will help libraries to determine areas in which they are doing well and areas
where improvement is needed. During the process of developing the strategic plans, the views of library staff must not be ignored.

6.4.6 Recognition and Reward of Library Staff

It was realized from the study that there were no systems in place to recognize and reward employees who excelled in their service delivery. If unchecked, this can lead to demoralized staff from participating fully and giving off their best. Libraries can adopt some reward strategies to provide solutions to such a challenge. These can be in the form of bonuses and allowances to staff, especially those who work on the weekends. Verbal appreciations can be expressed to staff during library meetings, promotion of staff, and displaying the photographs of the best library staff of every month on notice boards or vantage points within the library. In this way, staff will hopefully be motivated to always give off their best.

6.5. Areas for further studies

The study examined the application of TQM in academic libraries but was limited to only four private institutions. Further research into TQM practices in other private university libraries will be a vital research venture. Moreover, the study was limited to only academic libraries in private universities. Hence, the same study in the Ghanaian public university libraries will be an important study. Lastly, a comparison study of TQM practices in private and public university libraries will also be an interesting study.
REFERENCES


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APPENDIX A

DEPARTMENT OF INFORMATION STUDIES

UNIVERSITY OF GHANA

QUESTIONNAIRE FOR LIBRARY STAFF

Dear Sir/Madam,

I am a Master of Philosophy Student of the Department of Information Studies, University of Ghana. I am conducting a research on “Total Quality Management (TQM) Practices in Selected Private University Libraries in Ghana”. You have been selected to provide information and data for this study due to your rich experience as library staff. I will entreat you to spare some time to complete the questionnaire to assist me to achieve my objectives. Be assured that all your responses will be treated confidential.

Thank you very much.

Joseph Owusu Kwakye

Contact: 0246287488
Instructions for Filling the Questionnaire

1. Please read the question carefully and tick (√) the appropriate box(es) of your choice.

2. Provide your own answers where spaces are provided

3. The following abbreviations are used to denote some institutions:
   I. A-CITMC: Akrofi-Christaller Institute of Theology, Mission and Culture
   II. VVU: Valley View University
   III. TTS: Trinity Theological Seminary
   IV. CUC: Central University College
   V. RMU: Regional Maritime University

Questionnaire for Library Staff

Part I

1. Indicate your Institution

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<tr>
<th>A-CITMC</th>
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<th>TTS</th>
<th>CUC</th>
<th>RMU</th>
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2. Gender of Respondent
   i. Male [ ]
   ii. Female [ ]

3. Age Range of Respondent
   i. Under 30 years [ ]
   ii. 31-40 years [ ]
   iii. 41-50 years [ ]
   iv. 51 years and above [ ]
4. Educational Level of Respondent
   i. Diploma [ ] ii. Bachelors [ ] iii. Masters [ ] iv. PhD [ ]

5. Status of Respondent
   i. Library Assistant [ ] ii. Senior Library Assistant [ ] iii. Principal Library Assistant [ ]
   iv. Chief Library Assistant [ ] v. Assistant Librarian [ ] vi. Senior Assistant Librarian [ ]

6. Department
   i. Acquisition [ ] ii. Classification & Cataloguing [ ] iii. Reader & Reference Services [ ]
   iv. E-Resources & Digitization [ ] v. Others, specify ..................

7. How long have you been working with your library?
   i. 1-5 years [ ] ii. 6-10 years [ ] iii. 11-15 years [ ] iv. 16 years and above [ ]

8. How long have you been in your current position? i. 1-3 years [ ] ii. 4-6 years [ ] iii.
   7-9 years [ ] iv. 10 years and above [ ]

PART II: Awareness of Total Quality Management (TQM) Concept

1. What is your level of awareness of the TQM concept?
   i. I am fully aware [ ] ii. I am slightly aware [ ] iii. I am not aware

2. If you are aware, what would you say is the rationale behind the TQM concept?
   i. Continuous improvement of services [ ] ii. Strong focus on users [ ]
   iii. To involve every staff in order to offer and maintain quality services [ ] iv.
   Adoption of a systematic approach to operations
PART III: Top Management Commitment to TQM

The statements in the table below relate to your opinion on commitment of your library’s top management towards TQM implementation. Show the extent to which you agree or otherwise with each statement by using the following scale: **Strongly Disagree** = 1, **Disagree** = 2, **Neither Disagree nor Agree** = 3, **Agree** = 4, **Strongly Agree** = 5.

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<th>No.</th>
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<tr>
<td>1</td>
<td>The library has a well written mission and vision statement which give all staff a common sense of purpose.</td>
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<tr>
<td>2</td>
<td>Top management have put in place well written policies and strategies which aim at quality improvement in the library.</td>
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<td>3</td>
<td>Top management are involved in all stages of initiatives that aim at improving performance.</td>
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<td>4</td>
<td>The rationales behind quality improvement programmes initiated by management are always communicated clearly to library staff.</td>
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<td>5</td>
<td>Library management deem it crucial to promote quality improvement programmes.</td>
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<td>6</td>
<td>Sufficient resources (human and material) to ensure quality performance of library staff are properly allocated.</td>
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<td>7</td>
<td>Periodically, management reviews library staff performances against set standards to ensure continuous quality improvement.</td>
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<tr>
<td>8</td>
<td>Management recognises and reward library staff periodically, when there is achievements and successes.</td>
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<td>9</td>
<td>Top management prioritise quality performance of library staff over cost of performing such duties.</td>
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</table>

PART IV: Employees Involvement and Encouragement in TQM

The statements in the table below are about involvement and encouragement of library staff in decision making towards TQM implementation. Show the extent to which you agree or not with
each statement. Use the following to rank your answers:  **Strongly Disagree = 1, Disagree = 2, Neither Disagree nor Agree = 3, Agree =4,  Strongly Agree = 5.**

<table>
<thead>
<tr>
<th>No</th>
<th>Employees Involvement and Encouragement in TQM</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>There is a formal employees’ involvement policy that encourages library staff to put forth their ideas of quality improvement.</td>
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<tr>
<td>2</td>
<td>Management recognise and reward innovative ideas and suggestions made by library staff in the form of all or some of the following: verbal appreciation, certificates, letters of appreciation, and displaying names on notice board.</td>
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<td>3</td>
<td>Management usually consult Library staff on decisions that aim at performance improvement.</td>
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<tr>
<td>4</td>
<td>There is a general feeling among library staff that everyone has something to contribute towards work improvement.</td>
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<tr>
<td>5</td>
<td>Management trust that library staff can do their work effectively with less supervision.</td>
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<td>6</td>
<td>Library staff are allowed considerable freedom to make decisions about work processes.</td>
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<td>7</td>
<td>Library staff are willing to take steps that will help improve upon their work as soon as there is an opportunity.</td>
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<tr>
<td>8</td>
<td>Library staff are willing to support decisions that aim at quality performance.</td>
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</tbody>
</table>

**PART V: Employees exposure to training and development of TQM**

1. Do you agree that the library staff are well trained in the area of quality improvement issues? i. Agree [ ] ii. Strongly Agree [ ] iii. Neutral [ ] iv. Disagree [ ] v. Strongly Disagree [ ]
2. Do you agree that management has over the years demonstrated appreciable concerns towards personal development of staff?  
i. Agree [ ]  
ii. Strongly Agree [ ]  
iii. Neutral [ ]  
iv. Disagree [ ]  
v. Strongly Disagree [ ]

3. Do you agree that “The library has a formal quality-oriented training programmes for staff”  
i. Agree [ ]  
ii. Strongly Agree [ ]  
iii. Neutral [ ]  
iv. Disagree [ ]  
v. Strongly Disagree [ ]

4. Does the library organise orientation and training on quality issues for new library staff?  
i. Yes[ ]  
ii. No [ ]  
iii. Not sure [ ]

5. If yes to question 4, which of the following do you think best describes the quality skills given to new library staff through orientation and training programmes?  
i. Problem identification skills [ ]  
ii. Problem solving skills [ ]  
iii. Communication skills [ ]  
iv. Leadership Skills [ ]  
v. Team building skills [ ]  
vi. Others, Specify…………………………………………………

6. To what extent would you agree that the library provides resources and all the necessary support to new staff for effective service delivery?  
a. Agree [ ]  
b. Strongly Agree [ ]  
c. Disagree [ ]  
d. Strongly Disagree [ ]  
e. Neutral [ ]

7. How frequently are library staff expose to training and development programmes that focus on quality issues?  
i. Every year [ ]  
ii. Every six months [ ]  
iii. Every three months [ ]  
iv. When it becomes necessary to attend training programme on quality issues [ ].  
V. Not at all [ ]
8. Would you say that the library has an effective mechanism in place to identify staff training needs? a. Agree [ ] b. Strongly Agree [ ] c. Disagree [ ] d. Strongly Disagree [ ] e. Neutral [ ]

9. Does your library have a dedicated budget to sponsor staff for workshops, seminars, and continuous development programmes (CDPs) for continuous improvement purpose”? i. Yes [ ] ii. No [ ] iii. Not sure [ ]
PART VI: Strategic Plan towards TQM

The statements in the table below relates to whether your library has a strategic plan or not and the extent to which it is being implemented. Use the following ranks for your opinion about each statement: Strongly Disagree = 1, Disagree = 2, Neither Disagree nor Agree = 3, Agree = 4, Strongly Agree = 5.

<table>
<thead>
<tr>
<th>No.</th>
<th>Strategic Plan towards TQM</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Library staff have appreciable knowledge about the mission and vision statements (if any) of the library.</td>
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<tr>
<td>2</td>
<td>The vision and mission statements have been understood, shared and accepted by all library staff.</td>
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<td>3</td>
<td>Strategic long term and short term plans to achieve the missions and visions of the library have been established.</td>
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<td>4</td>
<td>The library’s plans to achieve its objectives have incorporated quality expectations of stakeholders as core components.</td>
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<td>5</td>
<td>The library’s plan of activities is always focused on “doing the right thing right the first time and every time”</td>
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<td>6</td>
<td>Resources needed to ensure the achievement of plans and goals are available in the library.</td>
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<td>7</td>
<td>Periodically, the library reviews plans and assesses performance to determine whether set objectives are met or not for quality improvement purpose.</td>
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</table>
PART VI: Challenges of TQM implementation

The statements in the table below relate to your opinion about possible barriers of TQM implementation in academic library. Show the extent to which each statement is a barrier or otherwise. Use the following scale to rank your opinion:

**Strongly Disagree = 1, Disagree = 2, Neither Disagree nor Agree = 3, Agree =4, Strongly Agree = 5.**

<table>
<thead>
<tr>
<th>No</th>
<th>What are the challenges of TQM implementation?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Lack of consistent top management support</td>
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<tr>
<td>2</td>
<td>Placing a poor priority on quality improvement by management</td>
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<td>3</td>
<td>Library staff do not have the opportunity to participate in critical decisions that affect quality performance</td>
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<td>4</td>
<td>There is no recognition and reward for library staff who initiate innovative ideas that leads to quality improvement</td>
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<td>5</td>
<td>Lack of library staff interest in quality improvement issues</td>
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<tr>
<td>6</td>
<td>Library staff exposure to training on quality performance is limited</td>
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<td>7</td>
<td>Library staff resist to change</td>
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<td>8</td>
<td>There is lack of proper strategic planning for the library</td>
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<td>9</td>
<td>There is lack of adequate funding for the library</td>
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<td>10</td>
<td>Adoption of TQM is a new philosophy in the library</td>
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<td>11</td>
<td>The notion that quality cost a lot</td>
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</table>

What other factors do you think hinder quality service delivery apart from those mentioned above? ..............................................................................................................................................
Dear Sir/Madam,

I am a Master of Philosophy Student of the Department of Information Studies, University of Ghana. I am conducting a research on “Total Quality Management (TQM) Practices in Selected Private University Libraries in Ghana”. You have been selected to provide information and data for this study due to your rich experience as a Librarian. I would be most grateful if you could make time to answer the questions below providing as much detail as required. Please be assured that information provided will be treated with absolute confidentiality.

Thank you very much for your cooperation.

Joseph Owusu Kwakye
(M.Phil. Student)
0246287488
INSTRUCTIONS FOR INTERVIEW

1. Please, the interview will be recorded and transcribed.

PART I:

1. What is the name of your institution?
2. What is the name of your library
3. What is your current position?
4. How long have you been in this position?
5. How long have you been working with the library
6. Which of the following is your age group? A. under 30 years [ ] b. 31 – 40 years [ ] c. 41 – 50 years d. 51 years and above
7. What is your current qualification?

PART II: TQM AWARENESS

1. Are you aware of TQM concept?
2. If yes, what would you say is/are the purpose(s) of TQM?

PART III: TOP MANAGEMENT COMMITMENT TO TQM

1. Is there a well written policy that aims at supporting quality service provision in the library?
2. What initiatives is the library undertaking to ensure continuous improvement of library services?
3. Does top management show commitment and desire to implement initiatives that are to ensure service improvement?
4. Are the needed resources (human and other material) adequately allocated to the library for effective service provision?

5. Does top management ensure that the efforts and achievements of library staff are recognized and rewarded?

6. Does top management ensure effective communication between management and library staff?

7. Has management demonstrated enough concerns on quality matters over cost?

8. What do you think impede management in ensuring improvement of library services?

PART III: EMPLOYEES’ INVOLVEMENT AND ENCOURAGEMENT

1. Does management encourages effective staff participation?

2. Does management seek the views of library staff in decision making in the library?

3. If yes to question 2, are these suggestions evaluated and implemented?

4. Is there any feedback system in place through which management can become aware of staff views and suggestions?

5. Has library staff been supportive of quality improvement initiatives over the years?

6. Do library staff have some level of freedom to make decisions about work processes or has to be strictly supervised at all times?

7. What do you think is the main factor hampering staff participation?

8. What do you think can be done about the problems raised in question 7?
PART IV: EMPLOYEES EXPOSURE TO TRAINING AND DEVELOPMENT

1. Are you confident that your library staff are well trained on quality improvement issues?

2. Does the library have a formal training programme on quality related issues for both new and old staff?

3. If yes to question 2, what kind of training programme is available for library staff?

4. Is the training applicable to all levels of library staff?

5. How are staff training needs identified in the library?

6. Is the current training programme available adequate for continuous quality improvement?

7. Does management reward library staff who perform creditably well?

8. If yes to question 7, in what form does reward usually take?

9. What do you think is the main challenge that impedes training of library staff?

10. What do you think can be done to help solve the problem raised in question 9?

PART VI: STRATEGIC PLAN TOWARDS TQM

1. Do you think the staff have an appreciable knowledge about the mission and vision statements of the library?

2. Are the mission and vision statements understood and accepted by all library staff?

3. Do you have a written long and short term strategic plans that all library staff follow?

4. Has the plans of the library’s activities incorporated quality concerns of stakeholders?

5. A. So far, how is the performance of your library?

5b. How do you want to position the library in future?
6. Does the library focus on “doing the right thing right the first time and every time to avoid unnecessary waste?”

7. Has the library been provided with adequate resources to achieve set objectives?

8. Is there any system in place to review staff performances for improvement purpose?

9. If yes to question 7, what form does the review take?

10. What do you consider as the main challenge of implementing strategic plan in your library? What do you think can be done about this challenge?

Any general comment on TQM implementation?

Thank you.