

## A Study of Work Motivation of Teachers in Relation to Total Quality Management of Secondary Schools

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### Abstract

To investigate the extent to which secondary schools practiced aspects of total quality management (TQM). A descriptive survey method type design was used in this study. A sample of 608 teachers provided their perceptions on the practice of TQM in their schools. Data were collected using a questionnaire. This article summarizes the results of research into work motivation of teachers of schools. The results of this investigation found that the Government secondary school teachers are higher work motivation and its dimensions than the unaided and aided schools. Further, the correlates of the total quality management and work motivation of teachers of secondary schools are dependent on each other as whole including the dimensions of total quality management and work motivation. The result defines that work motivation as the “willingness, drive or desire to engage in good teaching,” which is furthermore *acted upon*. Research indicates that higher work motivation is significantly linked to improved school management outcomes. Therefore, the purpose of this report is twofold: 1) to present a framework of analysis that can be used to diagnose threats to teachers of secondary schools work motivation in aided and unaided schools and 2) to offer actionable recommendations to improve teachers work motivation and hence organization and management outcomes.

**KEYWORDS:** Total quality management, secondary schools, type of management, teachers, and work motivation.

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### Work Motivation

Motivation is a force leading to choice among alternatives such a definition does minimum violence to any has particular theoretical position and still has the flavor of practical utility in real organizations.

The emergence of large formal organizational structures has made the process of understandings, direction and utilization of the human resources much more complex. Similarly, with the basis for the legitimacy of control system in organization has been a growing need to understand responds to motivational needs of the work force. Finally, rising levels of affluence and shifting social values require adaptation of management system to resonate with changing patterns of motivation at work. All these factors have helped to contribute to the increasing interest in work motivation. The mutual

expectations affect the work climate, which in turn influences work motivation.

The word *motivation* is common in everyday language, but is not easy to define rigorously in a scientific context. The concept of motivation is related to, but distinct from other concepts, such as *instincts*, *drives*, and *reflexes*. Motivated behavior is usually goaloriented; the goal may be associated with a drive such as hunger or thirst (called *primary motivation*). However, motivation is also closely tied to sensory stimuli: an animal will not usually exhibit eating behavior unless food is presented. Unlike instinctive behavior, motivation depends on *affect* (emotional state). Finally, motivation can be learned (in which case it is called *secondary motivation*) and typically elicits more complex behaviors than simple reflexes.

An animal is always performing some activity, even when that activity is sleep. At any given time the environment offers the opportunity to carry out many different behaviors, such as exploratory or consummatory behaviors, but an animal typically carries out a single voluntary activity at a time. The study of motivation is concerned with which activity the animal performs in a given environment, and how the animal maintains a given activity or changes between different activities, as a function of environmental events and internal needs.

### **Total Quality Management**

The importance of education in the development of a nation cannot be underestimated. It is education that develops expertise, excellence and knowledge that lead to the overall development of any stream of education. This has created a necessity to develop the strategies for the development of Higher Education (HE) in almost all the countries of the world. Thus the success of higher education institutions (HEIs) depends on how the educational leaders work to implement the strategies. HE, on one hand, can effectively provide the qualified human resource in the form of committed professionals to develop the education system of a country and on the other hand good citizens with great values to balance the knowledge and cultural development of the nation. However, the quality measures play a vital role in the education provided by the higher education institutes (HEIs). Therefore it becomes important to assure quality with sustainable improvement in HE.

The theory of ‘Total Quality Management’ (TQM) is well adopted by educational leaders in HE sector to achieve the aim of quality education. Universities and HEIs in India are also adopting quality measures to improve the quality of education. India has the third largest HE sector in the world. However, only few HEIs like Indian Institutes of Technology (IITs) and Indian Institutes of Management (IIMs) are providing world class education.

### **The Concept of Quality Management**

Quality assessment systems in higher education usually serve two major purposes.

On the one hand they aim at improving the quality of teaching and learning. On the other hand they provide the accountability to the outside world regarding the quality of the teaching activities and the use of the resources provided to this end. Quality improvement and accountability are, in Flanders as elsewhere, the underlying principles of the quality assurance systems in Higher Education. Although initiatives in the field of quality assessment date from the eighties, a systematic and overall approach at the Flemish universities was introduced by a decree only in 1991. Just as elsewhere in Europe and outside, Flemish universities obtained more autonomy in exchange for adopting a more systematic approach to quality assurance and enhancement. Universities were made explicitly responsible for the regular internal and external quality assurance of the teaching activities and for the follow-up of these activities. The government may organise meta-evaluations in order to judge the quality assessment initiatives of the universities and may undertake comparative studies on the quality of education through a committee of independent experts.

The first objective of the quality assurance movement, i.e. quality improvement, is the primary goal for the institutes themselves. They invest a lot in systems to assess and improve the quality of their activities, i.e. teaching. In this context, it is somewhat surprising that only limited research has been carried out on the extent to which results of both internal and external evaluations are actually used. The impact of quality assessment on actual educational processes has not sufficiently been investigated. Hence our research that pertains to the use of these results has an explorative character.

### **The Problem**

The present investigation is titled as: **A Study of Work Motivation of Teachers in Relation to Total Quality Management of Secondary Schools**

### **Review of Literature**

Ahmed (2008) studied “Quality and TQM at Higher Education Institutions in the UK”. The objective of this study is to investigate the level of implication of Quality in the University of East London and TQM in the Aston University. The elements of Quality and Accountability are the major driving forces in academic institutions in the UK, and in this respect, the total quality management (TQM) movement has exploded, capturing the attention of educators at all levels. Certainly, higher education embraces the concept of TQM as a set of tools for planning continuous improvement. In wider context, TQM have all sought to achieve fundamental change in organizations. The focuses of these two cases are implication of Quality and TQM programme in the University of East London and Aston University respectively.

Yurtseven (2012) studied “Importance of the Motivational Factors Affecting Employees Satisfaction”. The purpose of this study is to determine the causes of motivational problems related to the duties of employees. The scope of the study involved 4 and 5 star rated hotels around Ankara region in Turkey. Twenty-seven

different factors were analyzed regarding employees' attitudes towards "importance" and "satisfaction" within the workplace. Results reveal that employees give more importance to behavioral approaches. Also, findings show that the least important issues that employees care about are being uninformed about job policy and working beyond the normal working hours.

Razak et al., (2014) studied "Assessment of the Effects of Total Quality Management on School Performance in the Chereponi Education Directorate". This study assessed the effects of total quality management on school performance in the Chereponi district. The key issues the study examined include: factors responsible for quality management in schools; and effects of total quality management on school performance. The study adopted descriptive survey and the use of quantitative techniques in analysing views of respondents. The study found demotion of students and suspension of teachers' salaries are the main factors school authorities always institute to ensure quality management in the Chereponi district. Also, PTAs play important roles in the collective management of schools to improve performance. Effective supervision of teachers, monitoring of students' behaviour and the effective and efficient leadership styles of school heads are important factors to ensuring total quality management of schools in the district. However, inadequate teachers and finances are some of the key problems identified to be hindering the smooth management of schools for effective performance in the district. For effective supervision, teachers and students behaviour should be improved by school authorities to enhance quality education and efficient performance of schools in the district.

### **Objectives of the study**

1. To study the significant difference between teachers of aided, unaided and Government secondary schools with respect to Total Quality Management and its dimensions that is- Constancy of purpose, Adopt a new philosophy, Cease dependency on inspection, Long term relationship, Improve constantly, Institute on the job training, Adopt and institute leadership, Drive out fear, Breakdown barriers between departments, Eliminate slogans, Eliminate quotas, Abolish annual ratings, Education and self improvement, Involve everyone in the transformation.
2. To study the significant difference between teachers of aided, unaided and Government secondary schools with respect to work motivation and its dimensions that is- Job security, Flexibility in job, Social climate, Extrinsic rewards and Intrinsic rewards.
3. To study the significant relationship between teachers perception of total quality management and its dimensions that is- constancy of purpose, adopt a new philosophy, cease dependency on inspection, long term relationship, improve constantly, institute on the job training, adopt and institute leadership, drive out fear, breakdown barriers between departments, eliminate slogans, eliminate quotas, abolish

annual ratings, education and self improvement and involve everyone in the transformation with work motivation and its dimension that is- job security, flexibility in job, social climate, extrinsic rewards and intrinsic rewards of teachers of secondary schools.

### **Variables of the Study**

In the present study the following variables were considered:

#### **Dependent Variable**

Total Quality Management

#### **Independent Variable**

Work Motivation

#### **Moderator Variable**

Type of Management (Government, Aided and Unaided)

### **Research Design**

The present study is a descriptive survey method type research. The research design specifies the questions to be investigated, the process of sample selection, methods of procedure to be followed, measurements to be obtained and comparison and other analyses to be made.

### **Hypotheses of the Study**

**Hypothesis:** There is no significant difference between teachers of aided, unaided and Government secondary schools with respect to Total Quality Management and its dimensions that is- Constancy of purpose, Adopt a new philosophy, Cease dependency on inspection, Long term relationship, Improve constantly, Institute on the job training, Adopt and institute leadership, Drive out fear, Breakdown barriers between departments, Eliminate slogans, Eliminate quotas, Abolish annual ratings, Education and self improvement, Involve everyone in the transformation.

**Hypothesis:** There is no significant difference between teachers of aided, unaided and Government secondary schools with respect to work motivation and its dimensions that is- Job security, Flexibility in job, Social climate, Extrinsic rewards and Intrinsic rewards.

**Hypothesis:** There is no significant relationship between teachers perception of total quality management and its dimensions (that is- constancy of purpose, adopt a new philosophy, cease dependency on inspection, long term relationship, improve constantly, institute on the job training, adopt and institute leadership, drive out fear, breakdown barriers between departments, eliminate slogans, eliminate quotas, abolish annual ratings, education and self improvement and involve everyone in the transformation) with work motivation and its dimension scores (that is- job security, flexibility in job, social climate, extrinsic rewards and intrinsic rewards) of teachers of secondary schools.

### **Research Tools Used**

The following tools were used for collection of data.

- Survey Instrument to Measure Total Quality Management in Education (TQM -

Bostingle (1992) adopted by the investigator.

- Work Motivation Questionnaire- Investigator (2013)

### Population and Sample

The population of the study consists of teachers of secondary schools of Dharwad district. The investigator has used proportionate stratified random sampling technique. The total population of is 4050 secondary school teachers of Dharwad district. In which the investigator has taken only 608 teachers of 56 secondary schools for the study.

### Data Collection

The investigator personally collected the data from 608 teachers of 56 secondary schools of Dharwad district. Teachers were administered the tools. Clear-cut instructions were given to fill-up the responses to the items in the tools. The filled in proformas and tools were collected. The confidentiality of the responses was assured. The collected data was systematically pooled for analyses.

### Statistical Techniques

For the analysis of data collected, differential analysis, such as mean, standard deviation, ANOVA, t-test, analysis and correlation analysis were used.

### Data Analyses

**Table-1: Pair Wise Comparison Teachers of Aided, Unaided and Government Secondary Schools with Respect to Total Quality Management and its Dimensions by Tukeys Multiple Posthoc Procedures**

Variables	Managements	Aided	Unaided	Government
Total quality management	Mean	139.6400	141.0600	134.0200
	Aided	-		
	Unaided	p=0.5322	-	
	Government	p=0.0005*	p=0.00001*	-
Constancy of purpose	Mean	11.4840	11.4840	10.3060
	Aided	-		
	Unaided	p=0.9999	-	
	Government	p=0.00001*	p=0.00001*	-
Adopt a new philosophy	Mean	11.6630	12.1090	11.1190
	Aided	-		
	Unaided	p=0.0964	-	
	Government	p=0.0626	p=0.0001*	-
Cease dependency on inspection	Mean	10.3790	10.6900	9.6812

	Aided	-		
	Unaided	p=0.2051	-	
	Government	p=0.0020*	p=0.00001*	-
Long term relationship	Mean	11.0050	10.4500	10.4940
	Aided	-		
	Unaided	p=0.0057*	-	
	Government	p=0.0305*	p=0.9705	-
Improve constantly	Mean	11.3470	11.7750	11.3130
	Aided	-		
	Unaided	p=0.0877	-	
	Government	p=0.9871	p=0.0500*	-
Institute on the job training	Mean	9.8105	10.0540	9.2375
	Aided	-		
	Unaided	p=0.4329	-	
	Government	p=0.0263*	p=0.0003*	-
Eliminate slogans	Mean	6.8579	6.1589	6.9313
	Aided	-		
	Unaided	p=0.0239*	-	
	Government	p=0.9675	p=0.0165*	-
Abolish annual ratings	Mean	9.5947	10.3760	9.0500
	Aided	-		
	Unaided	p=0.0065*	-	
	Government	p=0.1403	p=0.00001*	-
Education and self improvement	Mean	10.6210	10.5120	9.8938
	Aided	-		
	Unaided	p=0.8435	-	
	Government	p=0.0029*	p=0.0081*	-
Involve everyone in the transformation	Mean	10.0680	10.6860	9.5813
	Aided	-		
	Unaided	p=0.0083*	-	
	Government	p=0.0923	p=0.00001*	-

\*p<0.05

From the results of the above table, it can be seen that:

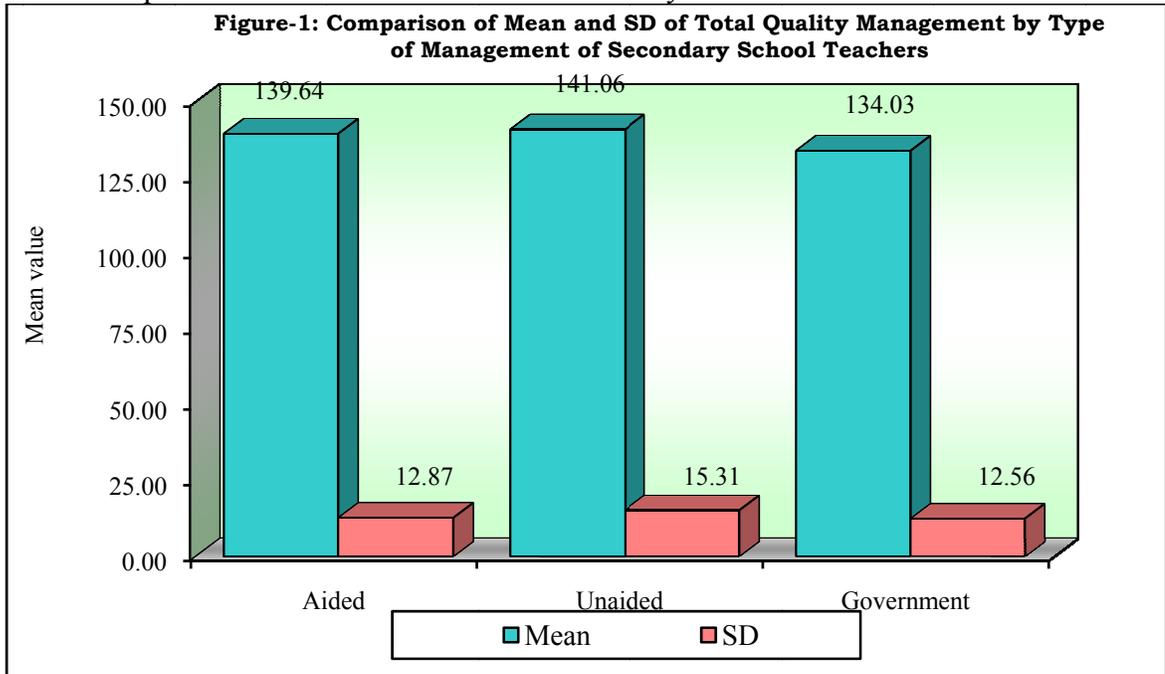
- The teachers of aided and Government; unaided and Government secondary schools differ significantly with respect to perception of total quality management scores at 0.05 level of significance. It means that, the teachers of unaided secondary schools are higher on perception of total quality management as compared to aided and Government secondary schools.
- The teachers of aided and Government; unaided and Government secondary schools differ significantly with respect to perception of dimension of total quality

management that is- constancy of purpose scores at 0.05 level of significance. It means that, the teachers of aided and unaided secondary schools are higher on perception of dimension of total quality management that is constancy of purpose as compared to Government secondary schools.

- The teachers of unaided and Government secondary schools differ significantly with respect to perception of dimension of total quality management that is- adopt a new philosophy scores at 0.05 level of significance. It means that, the teachers of unaided secondary schools are higher on perception of dimension of total quality management that is adopt a new philosophy as compared to Government secondary schools.
- The teachers of aided and Government; unaided and Government secondary schools differ significantly with respect to perception of dimension of total quality management that is- cease dependency on inspection scores at 0.05 level of significance. It means that, the teachers of unaided secondary schools are higher on perception of dimension of total quality management that is cease dependency on inspection as compared to aided and Government secondary schools.
- The teachers of aided and unaided; aided and Government secondary schools differ significantly with respect to perception of dimension of total quality management that is- long term relationship scores at 0.05 level of significance. It means that, the teachers of aided secondary schools are higher on perception of dimension of total quality management that is long term relationship as compared to unaided and Government secondary schools.
- The teachers of unaided and Government secondary schools differ significantly with respect to perception of dimension of total quality management that is- improve constantly scores at 0.05 level of significance. It means that, the teachers of unaided secondary schools are higher on perception of dimension of total quality management that is improve constantly as compared to Government secondary schools.
- The teachers of aided and Government; unaided and Government secondary schools differ significantly with respect to perception of dimension of total quality management that is- institute on the job training scores at 0.05 level of significance. It means that, the teachers of unaided secondary schools are higher on perception of dimension of total quality management that is institute on the job training as compared to aided and Government secondary schools.
- The teachers of aided and unaided; unaided and Government secondary schools differ significantly with respect to perception of dimension of total quality management that is- eliminate slogans scores at 0.05 level of significance. It means that, the teachers of Government secondary schools are higher on perception of dimension of total quality management that is eliminate slogans as compared to aided and unaided secondary schools.
- The teachers of aided and unaided; unaided and Government secondary schools differ significantly with respect to perception of dimension of total quality management that is- abolish annual ratings scores at 0.05 level of significance. It means that, the teachers of unaided secondary schools are higher on perception of dimension of total quality management that is abolish annual ratings as compared to aided and Government secondary schools.
- The teachers of aided and Government; unaided and Government secondary schools

differ significantly with respect to perception of dimension of total quality management that is- education and self improvement scores at 0.05 level of significance. It means that, the teachers of aided secondary schools are higher on perception of dimension of total quality management that is education and self improvement as compared to unaided and Government secondary schools.

- The teachers of aided and unaided; unaided and Government secondary schools differ significantly with respect to perception of dimension of total quality management that is- involve everyone in the transformation scores at 0.05 level of significance. It means that, the teachers of unaided secondary schools are higher on perception of dimension of total quality management that is involve everyone in the transformation as compared to aided and Government secondary schools.



**Table-2: Pair Wise Comparison of Teachers of Aided, Unaided and Government Secondary Schools with Respect to Work Motivation and its Dimensions by Tukeys Multiple Posthoc Procedures**

Variables	Managements	Aided	Unaided	Government
Work motivation	Mean	198.0800	200.9500	188.9100
	Aided	-		
	Unaided	p=0.3771	-	
	Government	p=0.0004*	p=0.00001*	-
Job Security	Mean	41.4110	42.0580	40.4870
	Aided	-		
	Unaided	p=0.2342	-	
	Government	p=0.0970	p=0.0005*	-
Flexibility in job	Mean	36.1260	36.7870	34.9690
	Aided	-		

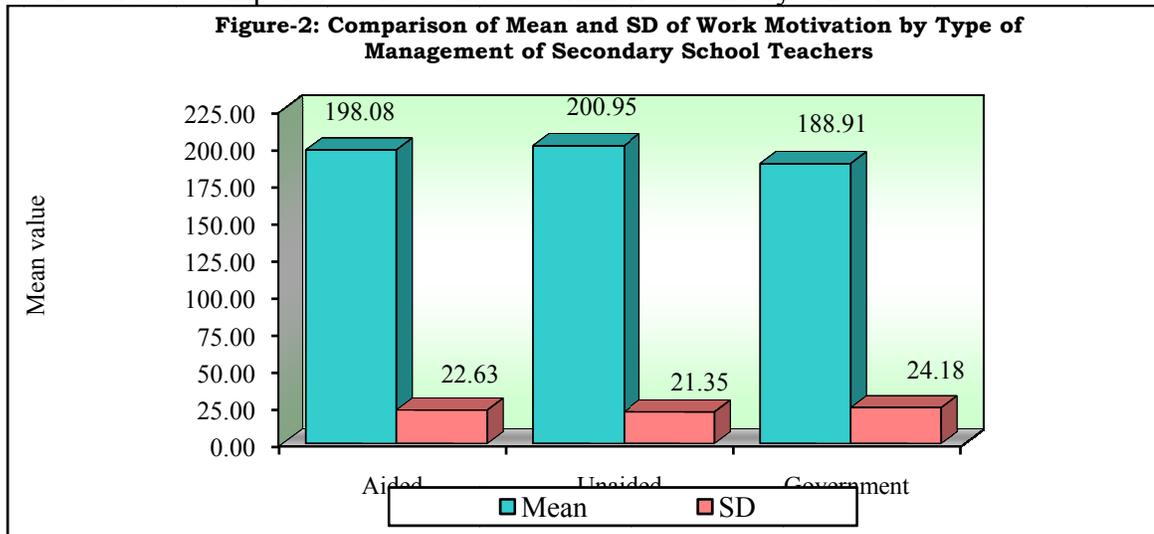
	Unaided	p=0.3779	-	
	Government	p=0.0943	p=0.0015*	-
Social climate	Mean	43.5420	44.3840	41.6940
	Aided	-		
	Unaided	p=0.3355	-	
	Government	p=0.0160*	p=0.0001*	-
Extrinsic rewards	Mean	35.4160	36.0810	33.2190
	Aided	-		
	Unaided	p=0.5710	-	
	Government	p=0.0084*	p=0.0001*	-
Intrinsic Rewards	Mean	41.5890	41.6430	38.5440
	Aided	-		
	Unaided	p=0.9968	-	
	Government	p=0.0004*	p=0.0001*	-

\*p<0.05

From the results of the above table, it can be seen that:

- The teachers of aided and Government; unaided and Government secondary schools differ significantly with respect to work motivation scores at 0.05 level of significance. It means that, the teachers of unaided secondary schools are higher on work motivation as compared to aided and Government secondary schools.
- The teachers of unaided and Government secondary schools differ significantly with respect to dimension of work motivation that is- job security scores at 0.05 level of significance. It means that, the teachers of unaided secondary schools are higher on dimension of work motivation that is job security as compared to aided and Government secondary schools.
- The teachers of unaided and Government secondary schools differ significantly with respect to dimension of work motivation that is- flexibility in job scores at 0.05 level of significance. It means that, the teachers of unaided secondary schools are higher on dimension of work motivation that is flexibility in job as compared to aided and Government secondary schools.
- The teachers of aided and Government; unaided and Government secondary schools differ significantly with respect to dimension of work motivation that is- social climate scores at 0.05 level of significance. It means that, the teachers of unaided secondary schools are higher on dimension of work motivation that is social climate as compared to aided and Government secondary schools.
- The teachers of aided and Government; unaided and Government secondary schools differ significantly with respect to dimension of work motivation that is- extrinsic rewards scores at 0.05 level of significance. It means that, the teachers of unaided secondary schools are higher on dimension of work motivation that is extrinsic rewards as compared to aided and Government secondary schools.
- The teachers of aided and Government; unaided and Government secondary schools differ significantly with respect to dimension of work motivation that is- intrinsic rewards scores at 0.05 level of significance. It means that, the teachers of unaided secondary schools are higher on dimension of work motivation that is intrinsic

rewards as compared to aided and Government secondary schools.



**Table-3: Results of Correlation Coefficient between Teachers Perception of Total Quality Management and its Dimensions with Work Motivation and its Dimension of Teachers of Secondary Schools**

Variables	Total quality management	Consistency of purpose	Adopt a new philosophy	Cease dependency on inspection	Long term relationship	Improvement constantly	Institute on the job training	Adopt and institute leadership	Drive out fear	Breakdown barriers between departments	Eliminate sloth	Eliminate quotas	Abolish annual ratings	Education and self improvement	Involve everyone in the transformation
Work motivation	r=0.7882*	r=0.4354*	r=0.4350*	r=0.4100*	r=0.3290*	r=0.4271*	r=0.5129*	r=0.3053*	r=0.0819*	r=0.3013*	r=0.0480	r=0.4123*	r=0.4747*	r=0.3782*	r=0.4866*
Job security	r=0.4617*	r=0.2645*	r=0.2948*	r=0.2698*	r=0.2046*	r=0.2670*	r=0.2727*	r=0.1724*	r=0.0025	r=0.1316*	r=0.0216	r=0.2326*	r=0.3109*	r=0.2599*	r=0.3071*
Flexibility in job	r=0.5383*	r=0.2707*	r=0.2615*	r=0.2920*	r=0.1644*	r=0.2527*	r=0.3891*	r=0.2239*	r=0.0564	r=0.2269*	r=0.1017*	r=0.2836*	r=0.3202*	r=0.2512*	r=0.3205*

Social climate	r=0.6042*	r=0.3559*	r=0.3584*	r=0.3702*	r=0.2962*	r=0.3101*	r=0.3436*	r=0.2030*	r=0.0669	r=0.2315*	r=0.0096	r=0.3119*	r=0.33603*	r=0.2939*	r=0.3673*
Extrinsic rewards	r=0.6878*	r=0.3433*	r=0.3667*	r=0.2777*	r=0.2657*	r=0.4337*	r=0.4802*	r=0.2762*	r=0.0810*	r=0.2494*	r=0.0606	r=0.3840*	r=0.33940*	r=0.3222*	r=0.4486*
Intrinsic rewards	r=0.6303*	r=0.3766*	r=0.3411*	r=0.3303*	r=0.2810*	r=0.3173*	r=0.4101*	r=0.2539*	r=0.0781	r=0.2632*	r=0.0239	r=0.3142*	r=0.33857*	r=0.2900*	r=0.3677*

\*p<0.05

From the results of the above table, it can be seen that:

- A significant and positive relationship was observed between teachers perception of total quality management with work motivation scores ( $r=0.7882$ ,  $p<0.05$ ), perception of total quality management with dimension of work motivation that is- job security ( $r=0.4617$ ,  $p<0.05$ ), perception of total quality management with dimension of work motivation that is- flexibility in job ( $r=0.5383$ ,  $p<0.05$ ), perception of total quality management with dimension of work motivation that is- social climate ( $r=0.6042$ ,  $p<0.05$ ), perception of total quality management with dimension of work motivation that is- Extrinsic rewards ( $r=0.6878$ ,  $p<0.05$ ), perception of total quality management with dimension of work motivation that is- intrinsic rewards ( $r=0.6303$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the perception of total quality management and work motivation and its dimensions of teachers of secondary schools are dependent on each other.
- A significant and positive relationship was observed between teachers perception of dimension of total quality management that is- constancy of purpose with work motivation scores ( $r=0.4354$ ,  $p<0.05$ ), perception of dimension of total quality management that is- constancy of purpose with dimension of work motivation that is- job security ( $r=0.2645$ ,  $p<0.05$ ), perception of dimension of total quality management that is- constancy of purpose with dimension of work motivation that is- flexibility in job ( $r=0.2707$ ,  $p<0.05$ ), perception of dimension of total quality management that is- constancy of purpose with dimension of work motivation that is- social climate ( $r=0.3559$ ,  $p<0.05$ ), perception of dimension of total quality management that is- constancy of purpose with dimension of work motivation that is- extrinsic rewards ( $r=0.3433$ ,  $p<0.05$ ), perception of dimension of total quality management that is- constancy of purpose with dimension of work motivation that is- intrinsic rewards

- ( $r=0.3766$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the perception of dimension of total quality management that is- constancy of purpose and work motivation and its dimensions of teachers of secondary schools is dependent on each other.
- A significant and positive relationship was observed between teachers perception of dimension of total quality management that is- adopt a new philosophy with work motivation scores ( $r=0.4350$ ,  $p<0.05$ ), perception of dimension of total quality management that is- adopt a new philosophy with dimension of work motivation that is- job security ( $r=0.2948$ ,  $p<0.05$ ), perception of dimension of total quality management that is- adopt a new philosophy with dimension of work motivation that is- flexibility in job ( $r=0.2615$ ,  $p<0.05$ ), perception of dimension of total quality management that is- adopt a new philosophy with dimension of work motivation that is- social climate ( $r=0.3584$ ,  $p<0.05$ ), perception of dimension of total quality management that is- adopt a new philosophy with dimension of work motivation that is- extrinsic rewards ( $r=0.3667$ ,  $p<0.05$ ), perception of dimension of total quality management that is- adopt a new philosophy with dimension of work motivation that is- intrinsic rewards ( $r=0.3411$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the perceptions of dimension of total quality management that is- adopt a new philosophy and work motivation and its dimensions of teachers of secondary schools are dependent on each other.
  - A significant and positive relationship was observed between teachers perception of dimension of total quality management that is- cease dependency on inspection with work motivation scores ( $r=0.4100$ ,  $p<0.05$ ), perception of dimension of total quality management that is- cease dependency on inspection with dimension of work motivation that is- job security ( $r=0.2698$ ,  $p<0.05$ ), perception of dimension of total quality management that is- cease dependency on inspection with dimension of work motivation that is- flexibility in job ( $r=0.2920$ ,  $p<0.05$ ), perception of dimension of total quality management that is- cease dependency on inspection with dimension of work motivation that is- social climate ( $r=0.3702$ ,  $p<0.05$ ), perception of dimension of total quality management that is- cease dependency on inspection with dimension of work motivation that is- Extrinsic rewards ( $r=0.2777$ ,  $p<0.05$ ), perception of dimension of total quality management that is- cease dependency on inspection with dimension of work motivation that is- intrinsic rewards ( $r=0.3303$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the perception dimension of total quality management that is- cease dependency on inspection and work motivation and its dimensions of teachers of secondary schools are dependent on each other.
  - A significant and positive relationship was observed between teachers perception of dimension of total quality management that is- long term relationship with work motivation scores ( $r=0.3290$ ,  $p<0.05$ ), perception of dimension of total quality management that is- long term relationship with dimension of work motivation that is- job security ( $r=0.2046$ ,  $p<0.05$ ), perception of dimension of total quality management that is- long term relationship with dimension of work motivation that

is- flexibility in job ( $r=0.1644$ ,  $p<0.05$ ), perception of dimension of total quality management that is- long term relationship with dimension of work motivation that is- social climate ( $r=0.2962$ ,  $p<0.05$ ), perception of dimension of total quality management that is- long term relationship with dimension of work motivation that is- Extrinsic rewards ( $r=0.2657$ ,  $p<0.05$ ), perception of dimension of total quality management that is- long term relationship with dimension of work motivation that is- intrinsic rewards ( $r=0.2810$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the perception dimension of total quality management that is- long term relationship and work motivation and its dimensions of teachers of secondary schools are dependent on each other.

- A significant and positive relationship was observed between teachers perception of dimension of total quality management that is- improve constantly with work motivation scores ( $r=0.4271$ ,  $p<0.05$ ), perception of dimension of total quality management that is- improve constantly with dimension of work motivation that is- job security ( $r=0.2670$ ,  $p<0.05$ ), perception of dimension of total quality management that is- improve constantly with dimension of work motivation that is- flexibility in job ( $r=0.2527$ ,  $p<0.05$ ), perception of dimension of total quality management that is- improve constantly with dimension of work motivation that is- social climate ( $r=0.3101$ ,  $p<0.05$ ), perception of dimension of total quality management that is- improve constantly with dimension of work motivation that is- Extrinsic rewards ( $r=0.4337$ ,  $p<0.05$ ), perception of dimension of total quality management that is- improve constantly with dimension of work motivation that is- intrinsic rewards ( $r=0.3173$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the perception dimensions of total quality management that is- improve constantly and work motivation and its dimensions of teachers of secondary schools are dependent on each other.
- A significant and positive relationship was observed between teachers perception of dimension of total quality management that is- institute on the job training with work motivation scores ( $r=0.5129$ ,  $p<0.05$ ), perception of dimension of total quality management that is- institute on the job training with dimension of work motivation that is- job security ( $r=0.2727$ ,  $p<0.05$ ), perception of dimension of total quality management that is- institute on the job training with dimension of work motivation that is- flexibility in job ( $r=0.3891$ ,  $p<0.05$ ), perception of dimension of total quality management that is- institute on the job training with dimension of work motivation that is- social climate ( $r=0.3436$ ,  $p<0.05$ ), perception of dimension of total quality management that is- institute on the job training with dimension of work motivation that is- Extrinsic rewards ( $r=0.4802$ ,  $p<0.05$ ), perception of dimension of total quality management that is- institute on the job training with dimension of work motivation that is- intrinsic rewards ( $r=0.4101$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the perception dimensions of total quality management that is- institute on the job training and work motivation and its dimensions of teachers of secondary schools are dependent on each other.

- A significant and positive relationship was observed between teachers perception of dimension of total quality management that is- adopt and institute leadership with work motivation scores ( $r=0.3053$ ,  $p<0.05$ ), perception of dimension of total quality management that is- adopt and institute leadership with dimension of work motivation that is- job security ( $r=0.1724$ ,  $p<0.05$ ), perception of dimension of total quality management that is- adopt and institute leadership with dimension of work motivation that is- flexibility in job ( $r=0.2239$ ,  $p<0.05$ ), perception of dimension of total quality management that is- adopt and institute leadership with dimension of work motivation that is- social climate ( $r=0.2030$ ,  $p<0.05$ ), perception of dimension of total quality management that is- adopt and institute leadership with dimension of work motivation that is- Extrinsic rewards ( $r=0.2762$ ,  $p<0.05$ ), perception of dimension of total quality management that is- adopt and institute leadership with dimension of work motivation that is- intrinsic rewards ( $r=0.2539$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the perception dimensions of total quality management that is- adopt and institute leadership and work motivation and its dimensions of teachers of secondary schools are dependent on each other.
- A significant and positive relationship was observed between teachers perception of dimension of total quality management that is- drive out fear with work motivation scores ( $r=0.0819$ ,  $p<0.05$ ), perception of dimension of total quality management that is- drive out fear with dimension of work motivation that is- extrinsic rewards ( $r=0.0810$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the perception dimensions of total quality management that is- drive out fear and dimension of work motivation that is- extrinsic rewards of teachers of secondary schools are dependent on each other.
- A significant and positive relationship was observed between teachers perception of dimension of total quality management that is- breakdown barriers between departments with work motivation scores ( $r=0.3013$ ,  $p<0.05$ ), perception of dimension of total quality management that is- Breakdown barriers between departments with dimension of work motivation that is- job security ( $r=0.1316$ ,  $p<0.05$ ), perception of dimension of total quality management that is- breakdown barriers between departments with dimension of work motivation that is- flexibility in job ( $r=0.2269$ ,  $p<0.05$ ), perception of dimension of total quality management that is- Breakdown barriers between departments with dimension of work motivation that is- social climate ( $r=0.2315$ ,  $p<0.05$ ), perception of dimension of total quality management that is- breakdown barriers between departments with dimension of work motivation that is- Extrinsic rewards ( $r=0.2494$ ,  $p<0.05$ ), perception of dimension of total quality management that is- breakdown barriers between departments with dimension of work motivation that is- intrinsic rewards ( $r=0.2632$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the perception dimensions of total quality management that is- breakdown barriers between departments and work motivation and its dimensions of teachers of secondary schools are dependent on each other.

- A significant and positive relationship was observed between teachers perception of dimension of total quality management that is- breakdown barriers between departments with dimension of work motivation that is- eliminate slogans ( $r=0.1017$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the perception of dimension of total quality management that is- breakdown barriers between departments with dimension of work motivation that is- eliminate slogans of teachers of secondary schools are dependent on each other.
- A significant and positive relationship was observed between teachers perception of dimension of total quality management that is- eliminate quotas with work motivation scores ( $r=0.4123$ ,  $p<0.05$ ), perception of dimension of total quality management that is- eliminate quotas with dimension of work motivation that is- job security ( $r=0.2326$ ,  $p<0.05$ ), perception of dimension of total quality management that is- eliminate quotas with dimension of work motivation that is- flexibility in job ( $r=0.2836$ ,  $p<0.05$ ), perception of dimension of total quality management that is- eliminate quotas with dimension of work motivation that is- social climate ( $r=0.3119$ ,  $p<0.05$ ), perception of dimension of total quality management that is- eliminate quotas with dimension of work motivation that is- Extrinsic rewards ( $r=0.3840$ ,  $p<0.05$ ), perception of dimension of total quality management that is- eliminate quotas with dimension of work motivation that is- intrinsic rewards ( $r=0.3142$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the perception dimensions of total quality management that is- eliminate quotas and work motivation and its dimensions of teachers of secondary schools are dependent on each other.
- A significant and positive relationship was observed between teachers perception of dimension of total quality management that is- abolish annual ratings with work motivation scores ( $r=0.4747$ ,  $p<0.05$ ), perception of dimension of total quality management that is- abolish annual ratings with dimension of work motivation that is- job security ( $r=0.3109$ ,  $p<0.05$ ), perception of dimension of total quality management that is- abolish annual ratings with dimension of work motivation that is- flexibility in job ( $r=0.3202$ ,  $p<0.05$ ), perception of dimension of total quality management that is- abolish annual ratings with dimension of work motivation that is- social climate ( $r=0.3603$ ,  $p<0.05$ ), perception of dimension of total quality management that is- abolish annual ratings with dimension of work motivation that is- extrinsic rewards ( $r=0.3940$ ,  $p<0.05$ ), perception of dimension of total quality management that is- abolish annual ratings with dimension of work motivation that is- intrinsic rewards ( $r=0.3857$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the perception dimensions of total quality management that is- abolish annual ratings and work motivation and its dimensions of teachers of secondary schools are dependent on each other.
- A significant and positive relationship was observed between teachers perception of dimension of total quality management that is- education and self improvement with work motivation scores ( $r=0.3782$ ,  $p<0.05$ ), perception of dimension of total quality management that is- education and self improvement with dimension of work

motivation that is- job security ( $r=0.2599$ ,  $p<0.05$ ), perception of dimension of total quality management that is- education and self improvement with dimension of work motivation that is- flexibility in job ( $r=0.2512$ ,  $p<0.05$ ), perception of dimension of total quality management that is- education and self improvement with dimension of work motivation that is- social climate ( $r=0.2939$ ,  $p<0.05$ ), perception of dimension of total quality management that is- education and self improvement with dimension of work motivation that is- extrinsic rewards ( $r=0.3222$ ,  $p<0.05$ ), perception of dimension of total quality management that is- education and self improvement with dimension of work motivation that is- intrinsic rewards ( $r=0.2900$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the perception dimensions of total quality management that is- education and self improvement and work motivation and its dimensions of teachers of secondary schools are dependent on each other.

- A significant and positive relationship was observed between teachers perception of dimension of total quality management that is- involve everyone in the transformation with work motivation scores ( $r=0.4866$ ,  $p<0.05$ ), perception of dimension of total quality management that is- involve everyone in the transformation with dimension of work motivation that is- job security ( $r=0.3071$ ,  $p<0.05$ ), perception of dimension of total quality management that is- involve everyone in the transformation with dimension of work motivation that is- flexibility in job ( $r=0.3205$ ,  $p<0.05$ ), perception of dimension of total quality management that is- involve everyone in the transformation with dimension of work motivation that is- social climate ( $r=0.3673$ ,  $p<0.05$ ), perception of dimension of total quality management that is- involve everyone in the transformation with dimension of work motivation that is- extrinsic rewards ( $r=0.4486$ ,  $p<0.05$ ), perception of dimension of total quality management that is- involve everyone in the transformation with dimension of work motivation that is- intrinsic rewards ( $r=0.3677$ ,  $p<0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the perception dimensions of total quality management that is- involve everyone in the transformation and work motivation and its dimensions of teachers of secondary schools are dependent on each other.

### Major Findings of the Study

- The teachers of unaided secondary schools are higher on perception of total quality management as compared to aided and Government secondary schools.
- The teachers of aided and unaided secondary schools are higher on perception of dimension of total quality management that is constancy of purpose as compared to Government secondary schools.
- The teachers of unaided secondary schools are higher on perception of dimension of total quality management that is adopt a new philosophy as compared to Government secondary schools.
- The teachers of unaided secondary schools are higher on perception of dimension of total quality management that is cease dependency on inspection as compared to

aided and Government secondary schools.

- The teachers of aided secondary schools are higher on perception of dimension of total quality management that is long term relationship as compared to unaided and Government secondary schools.
- The teachers of unaided secondary schools are higher on perception of dimension of total quality management that is improve constantly as compared to Government secondary schools.
- The teachers of unaided secondary schools are higher on perception of dimension of total quality management that is institute on the job training as compared to aided and Government secondary schools.
- The teachers of Government secondary schools are higher on perception of dimension of total quality management that is eliminate slogans as compared to aided and unaided secondary schools.
- The teachers of unaided secondary schools are higher on perception of dimension of total quality management that is abolish annual ratings as compared to aided and Government secondary schools.
- The teachers of aided secondary schools are higher on perception of dimension of total quality management that is education and self improvement as compared to unaided and Government secondary schools.
- The teachers of unaided secondary schools are higher on perception of dimension of total quality management that is involve everyone in the transformation as compared to aided and Government secondary schools.
- The teachers of unaided secondary schools are higher on work motivation as compared to aided and Government secondary schools.
- The teachers of unaided secondary schools are higher on dimension of work motivation that is job security as compared to aided and Government secondary schools.
- The teachers of unaided secondary schools are higher on dimension of work motivation that is flexibility in job as compared to aided and Government secondary schools.
- The teachers of unaided secondary schools are higher on dimension of work motivation that is social climate as compared to aided and Government secondary schools.
- The teachers of unaided secondary schools are higher on dimension of work motivation that is extrinsic rewards as compared to aided and Government secondary schools.
- The teachers of unaided secondary schools are higher on dimension of work motivation that is intrinsic rewards as compared to aided and Government secondary

schools.

- The perception of total quality management and work motivation and its dimensions of teachers of secondary schools are dependent on each other.
- The perception of dimension of total quality management that is- constancy of purpose and work motivation and its dimensions of teachers of secondary schools is dependent on each other.
- The perceptions of dimension of total quality management that is- adopt a new philosophy and work motivation and its dimensions of teachers of secondary schools are dependent on each other.
- The perception dimension of total quality management that is- cease dependency on inspection and work motivation and its dimensions of teachers of secondary schools are dependent on each other.
- The perception dimension of total quality management that is- long term relationship and work motivation and its dimensions of teachers of secondary schools are dependent on each other.
- The perception dimensions of total quality management that is- improve constantly and work motivation and its dimensions of teachers of secondary schools are dependent on each other.
- The perception dimensions of total quality management that is- institute on the job training and work motivation and its dimensions of teachers of secondary schools are dependent on each other.
- The perception dimensions of total quality management that is- adopt and institute leadership and work motivation and its dimensions of teachers of secondary schools are dependent on each other.
- The perception dimensions of total quality management that is- drive out fear and dimension of work motivation that is- extrinsic rewards of teachers of secondary schools are dependent on each other.
- The perception dimensions of total quality management that is- breakdown barriers between departments and work motivation and its dimensions of teachers of secondary schools are dependent on each other.
- The perception of dimension of total quality management that is- breakdown barriers between departments with dimension of work motivation that is- eliminate slogans of teachers of secondary schools are dependent on each other.
- The perception dimensions of total quality management that is- eliminate quotas and work motivation and its dimensions of teachers of secondary schools are dependent on each other.
- The perception dimensions of total quality management that is- abolish annual ratings and work motivation and its dimensions of teachers of secondary schools are

dependent on each other.

- The perception dimensions of total quality management that is- education and self improvement and work motivation and its dimensions of teachers of secondary schools are dependent on each other.
- The perception dimensions of total quality management that is- involve everyone in the transformation and work motivation and its dimensions of teachers of secondary schools are dependent on each other.

### **Implications of the Study**

- The main concept of the study is throwing light on total quality management of secondary schools. It is important because the total quality management provides better human resource to the educational institutions.
- The study presents the opportunity for heads of secondary schools and organization members of the schools to plan systematically by using appropriate steps to adopt and new techniques on total quality management of secondary schools.
- Total quality management and present study on total quality management provides colleges of education future oriented thinking in education planning and implementation of these plans with respect to society's needs.
- It was found from the study that the heads of secondary schools had adequate knowledge and skills in educational administration with their work motivation. The findings of the present study necessitate that the work motivation and total quality management should ensure that more autonomy should be provided to the secondary school heads, which may enhance the level of work motivation among heads, which may subsequently create rather a conducive environment in the schools. The field of organizational psychology has a long, rich and at times, controversial history related to the study and understanding of total quality management and work motivation of heads of secondary schools.
- Moreover, there was a significant relationship between work motivation and total quality management and its dimensions respectively with the exception of the good quality education and work motivation of respondents. These variables significantly explained the variance in both total quality management and work motivation. More in depth understanding of the effects of total quality management and work motivation on organizational measures is important which affects the school quality management.

### **Conclusion**

There are several known ways in which work motivation of heads may be improved. Greater access to professional and collegial support, mentoring programs and increased input into decisions made in the schools have all been associated with increased levels of work motivation. These things are generally the responsibility of Heads and school systems.

However, peers can also help, or be encouraged to help, by providing more

frequent collegial support and opportunities to interact personally and professionally. The work motivation of heads has also been identified in this study as a possible cause for concern. Executive staff members derived more work motivation from most dimensions of total quality management, but particularly those involving interaction with the principal (Supervision, Relationship with the principal and Feedback). Perhaps increased opportunity for classroom teacher–principal interaction would be helpful. Opportunity to discuss issues with the management and teachers approachability are factors that have been associated with higher work motivation.

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