

STRUCTURAL EQUATION MODELLING OF THE RELATIONSHIP BETWEEN TQM PRACTICES AND ORGANIZATIONAL COMMITMENT IN HIGHER EDUCATIONAL INSTITUTIONS

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Abstract: The relationship between TQM practices and organizational commitment has been widely discussed in the industrial domain, particularly in developed countries. Less attention has been given to the educational field such as higher education institutions, particularly in less developed countries. This study aims to fill this gap by investigating the relationship between the implementation of TQM practices and organizational commitment in higher educational institutions of Qatar. The data have been collected using a self-reported questionnaire distributed to all academic and administrative staff. 170 useable questionnaires were collected with a response rate of 43%. Exploratory factor analysis was applied and resulted in four dimensions of TQM and two dimensions of organizational commitment. These dimensions were confirmed using confirmatory factor analysis using AMOS. SEM was applied to the data. The results show that the implementation of TQM practices will improve the dimensions of organizational commitment. However, not all TQM practices are positive contributors to organizational commitment. Leadership, vision and stakeholders focus do not contribute positively to the organizational commitment. The limitations and recommendation for future studies were also discussed.

Keywords: Total Quality Management, Organizational Commitment, Higher Educational Institution, Less Developed Countries, Structural Equation Modelling

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Introduction

Total quality management (TQM) is a systematic quality improvement approach for firm-wide management to improve performance in terms of quality, productivity, customer satisfaction, and profitability (Sadikoglu and Zehir, 2010). The relationship between TQM and organizational performance has been widely studied (Allen and Brady, 1997; Becker, 1992; Boon et al., 2006; Carlos et al., 2014; Daily and Bishop, 2003; Karia and Asaari, 2006; Lambooj et al., 2007).

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The results of previous studies support that the practices of TQM will result in better individual and organizational performance. However, the majority of previous studies were industry-oriented (e.g. Cua et al., 2001; Gálová et al., 2018; Howard and Foster, 1999; Iqbal et al., 2018) and few studies have been conducted in the educational field (Kanji et al., 1999; Largosen et al., 2004; Motwani and Kumar, 1997; Shauchenka and Busłowska, 2010; Psomas, et al., 2017). Therefore, there is a call regarding its applicability to educational institutions (Motwani and Kumar, 1997).

Higher education institutions are heavily funded institutions, and governments are concerned about their quality and accountability. As a result, these institutions are required to achieve high levels of quality to attract students and maintain their performance (Kanji and Tambi, 1999). Therefore, there is concern regarding maintaining the success of higher education institutions.

In addition to the previous consequences of practicing TQM, some studies revealed that such practices might lead to improvements in moral aspects such as job satisfaction and organizational commitment (Alsughayir, 2014; Psomas et al., 2017; Sadikoglu and Zehir, 2010; Tari et al., 2017). Scholars such as Prajogo and Sohal (2004) and Kaynak (2003) claimed that the influences of TQM implementation on different types of performance measures vary. This paper aims to fill the gap in this area by investigating the consequences of implementing TQM practices on organizational commitment in the Community College of Qatar. As stated recently by Psomas et al. (2017), to date, no advanced statistical methods were applied to investigate the effects of TQM practices on organizational commitment in higher educational institutions. Additionally, although many studies have been conducted in the field of TQM, few have been carried out in developing countries, particularly in the Arab world (Al-Khalifa and Aspinwall, 2000).

Literature Review

Organisational commitment refers to the strength of the feeling of responsibility an employee has toward the mission of the organisation. Carlos et al. (2014) defined organisational commitments as collaborators' feelings of connection with the organisation's goals and values, to the role that they play in relation to these, and to the connection with the organisation with the aim of benefitting it and not just for its instrumental value (p. 114). Committed workers are more likely to be creative or innovative. This increases the organisation's competitiveness and benefits the society in terms of lower rates of job movement and perhaps higher national productivity or work quality or both (Mathieu and Zajac, 1990).

Organisational commitment has been studied extensively (e.g. Carlos et al., 2014; Meyer and Allen, 1984; Meyer and Allen, 1998; McGee and Ford, 1987; Porter et al., 1974; Tutuncu and Kucukusta, 2007). However, there is still debate on how many dimensions should be included in the organisational commitment. The multidimensional issue is a result of the lack of consensus in the definition of commitment (Carlos et al., 2014; Meyer and Allen, 1998). Early studies consider

the concept as a single dimension that includes an attitudinal perspective, embracing identification, involvement and loyalty (Porter et al., 1974). However, some studies mentioned the applicability of organisational commitment to be two dimensions; one that regards it as attitudinal and the other as behavioural (Meyer and Allen, 1984; McGee and Ford, 1987). Meyer and Allen (1984) acknowledged the importance of both approaches (labelling them effective and continuance commitment). Additionally, Mathieu and Zajac (1990) noted that two types of organisational commitment might be observed within the organisation. One may be drawn initially to an organisation because of exchange relationships (calculative organisational commitment), yet develop attitudes consistent with maintaining membership (attitudinal organisational commitment). Porter et al. (1974) also mentioned that an attitudinal perspective reflects the psychological attachment or affective commitment formed by an employee toward his identification and involvement with the organisation.

The multidimensional approach of organisational commitment is the most commonly used approach to measure organisational commitment (Carlos et al., 2014). The approach was developed originally by Meyer and Allen and contains three aspects of organisational commitments, which are effective, continuance and normative approaches.

The relationship between TQM and organisational performance has been studied extensively (Allen and Brady, 1997; Becker, 1992; Boon, et al., 2006; Carlos et al., 2014; Daily and Bishop, 2003; Guimaraes, 1996; Karia and Asaari, 2006; Lambooi, et al., 2007). It is argued that TQM practices positively influence organisational commitment (Allen and Brady, 1997). Karia and Asaari (2006) concluded that there is a significant positive effect of implementing TQM practices on organisational commitment. Moreover, Boon et al. (2006) revealed that the effective commitment could be the result of and teamwork, which are considered TQM practices. Additionally, it is highly accepted that providing employees with training and leadership will lead to improvements in their organisational commitment (Becker, 1992; Daily and Bishop, 2003; Lambooi et al., 2007). Accordingly, the following hypothesis is proposed:

H1: The implementation of TQM practices will influence employees' organisational commitment.

Research Methods

The study adopts a survey questionnaire design using an email survey. The data has been collected from a sample of 170 academic and administrative staff at higher educational institutions achieving a response rate of 43%, which is acceptable for surveys (Sekaran, 2006).

The questionnaire contains two sections. The first section represents the sample characteristics (gender, position, experience and qualification), while the second section covers the main variables of the study (total quality management implementation and organisational commitment). Total quality management

implementation was measured using 64 items adopted from Almurshidee (2017), and organisational commitment was measured using 15 items adopted from previous studies (e.g. Mowday et al., 1979; Dunham et al., 1994). The respondents were asked to rate the extent to which they agree/disagree with the statements of the questionnaire on a five-point Likert scale.

Data Analysis

An independent-sample t-test was conducted to investigate the differences between the early and late respondents as suggested by Armstrong and Overton (1977). The result shows no significant difference between the two groups.

Exploratory Factor Analysis, Reliabilities, Validities and Correlation

Reliability and validity tests were conducted for all items of the instrument. The researcher applied exploratory factor analysis (EFA) to ensure the construct validities of the variables. Applying EFA for TQM items indicates that KMO measure for the items has a value of 0.850 which reflects meritorious adequacy (Hair et al., 2010), and thus was appropriate for using factor analysis. Moreover, the value of Bartlett sphericity was very large (3438.500) and its associated significance level is very low (0.000).

According to the rule of thumb of Hair et al. (2010), for practical significance the factor loadings should have values greater than 0.50. Therefore, items exhibiting low factor loadings (< 0.50), high cross-loadings (> 0.50), or low communalities (< 0.30) were candidates for elimination (Hair et al., 2010). Conducting a factor analysis resulted in four factors that explained variance of 75.095%. These factors namely quality management system recognition (8 items), stakeholders focus (5 items), leadership and vision (5 items), and measuring and continues improvement (5 items). Some items have been deleted because of either low factor loading, low communalities, or high cross-loading.

In addition to TQM items, EFA was applied to the items of organisational commitment. KMO measure for the items has a value of 0.799 which reflects meritorious adequacy (Hair et al., 2010), and thus was appropriate for using factor analysis. Moreover, the value of Bartlett sphericity was large (679.710) and its associated significance level is very low (0.000). Conducting EFA of organisational commitment variable resulted in two dimensions, namely calculative commitment (CC) and attitudinal commitment (AC). These items explained a variance of 64.528%.

We found that all items related to the readiness of taking positive action toward the organisation are loaded on one factor. The results of EFA suggested that organisational commitment might be classified into two dimensions named attitudinal commitment and calculative commitment. The calculative dimension refers to initial attachment to the organisation while developing attitudes consistent with maintaining this attachment refer to attitudinal commitment (Mathieu and Zajac, 1990).

The reliability test of both TQM and organisational commitment dimensions resulted in Cronbach's Alpha values greater than 0.6 for each factor. Additionally,

correlation matrix shows that there is no evidence of multicollinearity between the variables as all correlation values are less than 0.8 according to the rule of thumb by Hair et al. (2007).

Table 1. Correlation Tests (Pearson)

	AC	CC	MCI	LV	QMSR	SF
AC	1					
CC	.351**	1				
MCI	0.122	-0.111	1			
LV	.243**	-0.078	.507**	1		
QMSR	.291**	0.08	.557**	.590**	1	
SF	.209**	-0.051	.374**	.303**	.421**	1

Note: **Correlation is significant at the 0.01 level (2-tailed)

Structural Equation Modelling

After EFA, CFA was applied to both endogenous and exogenous variables using structural equation modelling (SEM) AMOS 20.

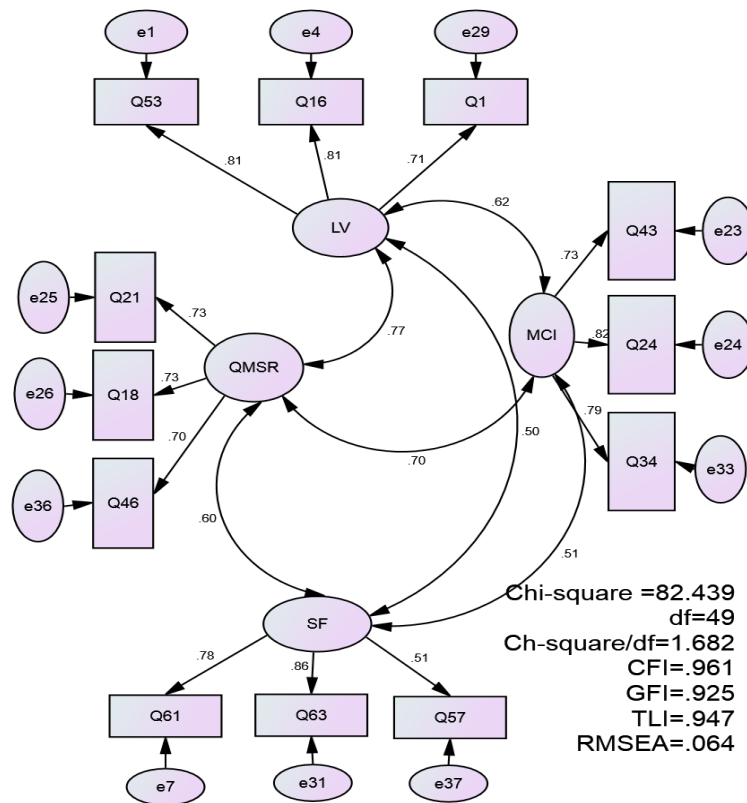


Figure 1. CFA of TQM Practices

First, for the exogenous variables (TQM practices), 23 items were subject to CFA. CFA results indicated a lack of fit in the exogenous variables, criteria such as CFI=

0.792, GFI= 0.731, TLI = 0.766 and RMSEA = 0.130 do not meet the minimum requirement for fit. Therefore, several questions were subject to deletion as they represent the highest modification index items. After deleting 11 questions, the fit improved, and constructs left with 12 items (Figure 1).

Second, for the endogenous variables (organizational commitment), nine items were subject to CFA. However, criteria such as CFI = 0.866, GFI = 0.869, TLI = 0.815 and RMSEA = 0.141 indicate the lack of fit in the endogenous variables. Therefore, Q96, Q96 and Q87 were deleted due to their large values in the modification index. After deleting Q96, Q96 and Q87, the fit improved, and constructs left with three items for each construct (Figure 2).

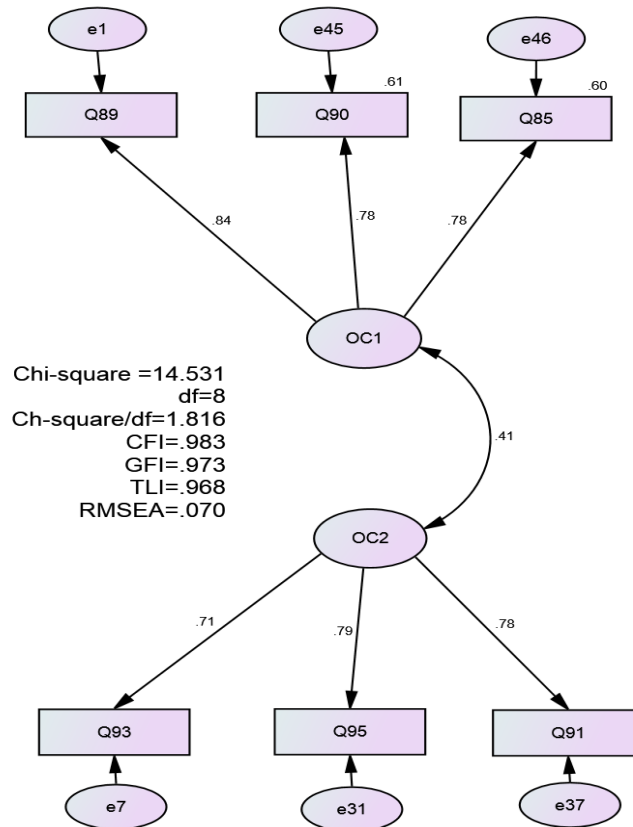


Figure 2. CFA of Organizational Commitment

The Structural Model

The final structural model as shown in Figure 3 shows that six constructs were left with 18 items. These items were statistically reliable for the final structural model according to the criteria of Hair et al. (2010) and Byrne (2016).

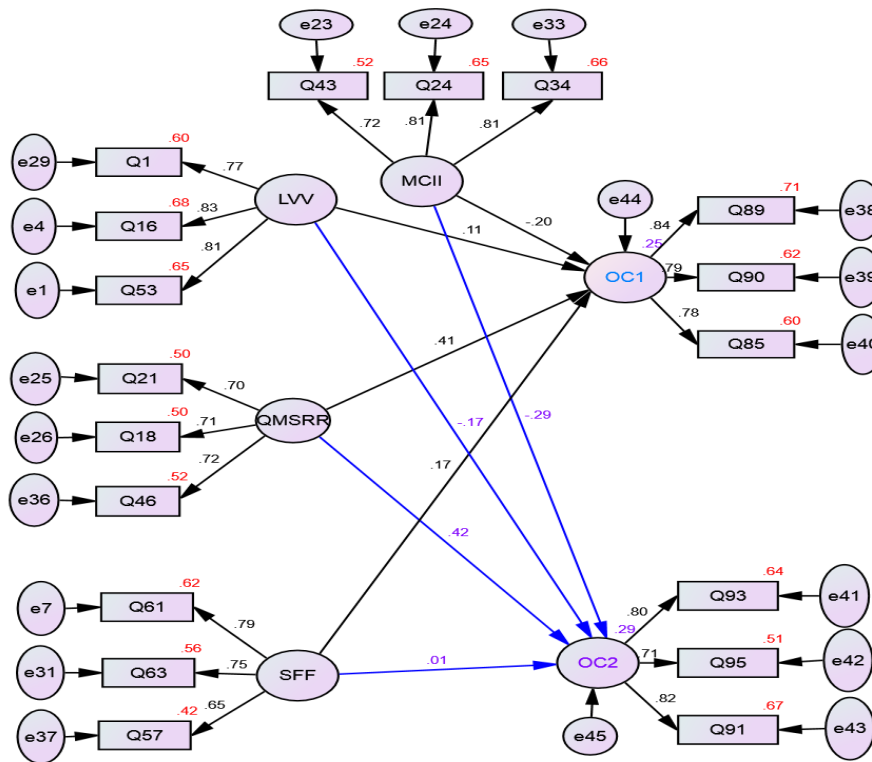


Figure 3. The Structural Model

The item loadings range from the lowest of 0.648 (SF Q57) to the highest of 0.841 (OC1 Q89), which is higher than the suggested 0.50 cut off criteria for SEM loadings (Hair et al., 2010). The reliabilities of the contracts reflect acceptable value levels with the lowest of 0.756 (SF) to the highest of 0.839 (OC1).

Results and Discussions

Table 3 shows that each quality management system recognition and measurement and continuous improvement construct has a significant influence on each dimension of organizational commitment at a significance level of 99% ($P < 0.01$). All influences except measurement and continuous improvement on the attitudinal commitment were significance at 95% ($P < 0.05$). It indicates that stakeholder focus has a significant influence on the attitudinal commitment at the significance level of 95% ($P < 0.05$), but it seems that it does not influence the calculative commitment ($P > 0.05$). Regarding leadership and vision, it only affects the calculative commitment at a significance level of 95% ($P < 0.05$) and does not contribute to attitudinal commitment ($P > 0.05$).

Table 3. Regression Weights: (Group number 1 - Default Model)

	Estimate	S.E.	C.R.	P	Label
CC ← SFF	.009	.090	.102	.919	par_1
AC ← LVV	.113	.087	1.297	.195	par_2
AC ← QMSRR	.454	.098	4.624	***	par_3
AC ← MCII	-.218	.092	-2.371	.018	par_4
CC ← QMSRR	.439	.092	4.767	***	par_5
CC ← MCII	-.304	.086	-3.519	***	par_6
AC ← SFF	.193	.096	2.005	.045	par_7
CC ← LVV	-.166	.081	-2.041	.041	par_8

The result shows that TQM practices influence all aspects of organizational commitment. Such a result is consistent with previous literature (e.g. Allen and Brady, 1997; Carlos et al., 2014; Karia and Asaari, 2006). It highlights the importance of applying TQM to improve the organizational commitment.

Nevertheless, the results also indicated that not all TQM practices are positive contributors to organizational commitment. It revealed a significant negative relationship between leadership and vision, stakeholder focus and calculative commitment. Additionally, there was an insignificant relationship between stakeholders' focus and calculative commitment, and leadership and vision and attitudinal commitment. This result might be due to ignoring the type of leadership stakeholders focus on. Such results were observed in the study of Priyanka and Setiawan (2017) who found a significant negative relationship between TQM and organizational commitment in small and medium-sized enterprises in Turkey.

Additionally, some studies have concluded that TQM practices do not contribute to organizational commitment and failed to find a significant relationship between some aspects of TQM practices and organizational commitment. For instance, Adawiyah et al., (2011) failed to find a significant relationship between the educational dimension of TQM and organizational commitment and stated that education and training do not contribute to organizational commitment. Additionally, Sadikoglu and Olcay (2014) concluded that there are insignificant relationships between leadership, knowledge, process management and customer focus as dimensions of TQM and employee performance.

The previous discussion shows that the consequences of implementing TQM practices could range from negative to positive. Different justifications were presented in the literature. For instance, Lloréns et al., (2003) mentioned that from a contingency approach, TQM has to be consistent with business orientation and environmental uncertainty to be effective. Therefore, it might be accepted that organizational culture and leadership mission and vision might play roles in controlling the relationship between TQM practices and organizational commitment. The management's failure to communicate its commitment to this important practice and the lack of an established supporting relationship between employees and customers might reduce the benefits gained from the

implementation of TQM on work-related attitudes (Karia and Asaari, 2006). It suggests that in some cases TQM practices will hinder organizations from achieving their goals. This will negatively affect the organizational performance (Al-Qahtani et al., 2015).

Finally, firms in one stage of development behave differently from firms observed at another point in time or stage in development (Poole and Van de Ven, 1989). Many researchers agree that TQM needs an organizational culture where all employees are concerned with quality and want to produce quality products (Reed et al., 2000; Ugboro and Obeng, 2000). Taking into consideration that the majority of TQM related studies have been conducted in different countries, institution types, stage of development and cultures, one can expect that such differences may lead to inconsistent results.

Conclusions

The data revealed that TQM practices were able to explain the variance in both dimensions of organizational commitment. However, not all TQM practices positively contribute to the dimensions of organizational development. The results failed to find a positive contribution of leadership and vision and stakeholders focus on calculative commitment. Additionally, there was an insignificant relationship between stakeholders' focus and calculative commitment, and between leadership and vision and attitudinal commitment. Although such results are not expected, some studies have reached such conclusions. Therefore, a discussion was provided, and some issues were raised as expected reasons for such inconsistency.

The results benefit the practitioners by guiding them to the most important TQM practices for organizational commitment. Additionally, it highlights the problematic practices that require more attention to contribute to both individuals and organizations. This paper also contributes to the body of knowledge by stating and testing the potential contribution of TQM practices to organizational commitment in education. Previous literature has neglected such a concern. This study contributes to the work-related consequences of implementing TQM practices in higher education institutions.

Additionally, it provides empirical results about the current state of this relationship in developing countries. Despite the contributions of the paper, several limitations should be taken into consideration. First, the study used a self-reported questionnaire filled by managers. Therefore, survey data might be subject to social desirability bias. Second, this study was conducted in Qatar which is considered a developing country, and thus caution should be taken when generalizing the results.

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MODELOWANIE RÓWNIANIA STRUKTURALNEGO RELACJI MIĘDZY PRAKTYKAMI TQM A ZOBOWIĄZANIEM ORGANIZACYJNYM W WYŻSZYCH INSTYTUCJACH EDUKACYJNYCH

Streszczenie: Związek między praktykami TQM a zaangażowaniem organizacyjnym był szeroko dyskutowany w dziedzinie przemysłu, szczególnie w krajach rozwiniętych. Mniej uwagi poświęcono dziedzinie edukacji, takiej jak instytucje szkolnictwa wyższego, zwłaszcza w krajach słabiej rozwiniętych. Niniejsze badanie ma na celu wypełnienie tej luki poprzez zbadanie związku między wdrażaniem praktyk TQM a zaangażowaniem organizacyjnym w instytucjach szkolnictwa wyższego w Katarze. Dane zostały zebrane za pomocą kwestionariusza, który został przesłany do wszystkich pracowników naukowych i administracyjnych. Zebrano 170 użytecznych kwestionariuszy z odsetkiem odpowiedzi 43%. Zastosowano eksploracyjną analizę czynnikową, która zaowocowała czterema wymiarami TQM i dwoma wymiarami zaangażowania organizacyjnego. Te wymiary zostały potwierdzone przy użyciu potwierdzającej analizy czynnikowej przy użyciu AMOS. SEM zastosowano do danych. Wyniki pokazują, że wdrożenie praktyk TQM poprawi wymiary zaangażowania organizacyjnego. Jednak nie wszystkie praktyki TQM mają pozytywny wpływ na zaangażowanie organizacyjne. Koncentracja na kierownictwie, wizji i interesariuszach nie wpływa pozytywnie na zaangażowanie organizacyjne. Omówiono również ograniczenia i zalecenia dotyczące przyszłych badań.

Słowa kluczowe: całkowite zarządzanie jakością, zaangażowanie organizacyjne, wyższa instytucja edukacyjna, kraje słabiej rozwinięte, modelowanie równań strukturalnych.

高校TQM实践与组织承诺关系的结构方程模型

摘要: TQM实践与组织承诺之间的关系已在工业领域得到广泛讨论,特别是在发达国家。对高等教育机构等教育领域的关注较少,特别是在欠发达国家。本研究旨在通过调查TQM实践的 implementation 与卡塔尔高等教育机构的组织承诺之间的关系来填补这一空白。这些数据是通过向所有学术和行政人员分发的自我报告的问卷收集的。收集了170份可用问卷,回复率为43%。应用探索性因素分析,得出TQM的四个维度和组织承诺的两个维度。使用AMOS使用验证性因子分析确认这些维度。

SEM应用于数据。结果表明,TQM实践的实施将改善组织承诺的维度。但是,并非所有TQM实践都是组织承诺的积极贡献者。领导力,愿景和利益相关者的关注不会对组织承诺产生积极影响。还讨论了未来研究的局限性和建议

关键词: 全面质量管理,组织承诺,高等教育机构,欠发达国家,结构方程模型