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RESEARCH PATHWAYS IN MANAGEMENT

TOWARDS ORGANIZATIONAL OPERATIONS OF AN HEI TO TOTAL QUALITY MANAGEMENT FRAMEWORK

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Abstract *– This study explores the impact of Corporate Social Citizenship (CSC) on the Human Resource Participatory Index in a higher education institution (HEI). It examines the relationship between CSC dimensions—philanthropic, ethical, legal, and economic responsibilities—and key human resource systems, including performance management, compensation and benefits, career management, and training and development. Using a quantitative approach with 233 respondents, the study reveals that philanthropic and legal responsibilities showed that there are significant correlations with various HR systems whereas, ethical and economic responsibilities show weaker associations. The findings highlight the importance of integrating CSR goals into HR practices, particularly in training and development, to enhance employee engagement and participation in social citizenship activities. Recommendations include strengthening the alignment of CSR with compensation, career development, and ethical practices to foster a more active corporate social mission.*

Keywords *– Corporate Social Citizenship, Participatory Index, Higher education institutions.*

INTRODUCTION

In recent years, there has been a notable trend towards the adoption of Total Quality Management (TQM) frameworks within Higher Education Institutions (HEIs) globally. This trend is driven by the increasing demand for quality assurance in education, as stakeholders, including students, parents, and employers, are becoming more discerning about the quality of educational services provided by HEIs (Quirós et al., 2022). The globalization of education and the competitive nature of the academic landscape necessitates that HEIs not only meet but exceed quality standards to remain relevant and sustainable ("A Study on Total Quality Management in Selected Ethiopian Higher Education Institutions of Ethiopia", 2023; Santos & Abreu, 2019).

Despite the growing emphasis on TQM, several issues hinder its effective implementation in HEIs. One significant challenge is the lack of a comprehensive understanding of TQM principles among faculty and administrative staff, which can lead to inconsistent application of quality management practices (Anis & Islam, 2019). Additionally, financial constraints often limit the ability of institutions to invest in necessary resources and training for TQM initiatives (Anis & Islam, 2019; Kagondu & Marwa, 2022). Furthermore, the integration of TQM with existing institutional frameworks and

processes remains a complex task, often exacerbated by resistance to change within the organizational culture (Sofyani et al., 2022). These challenges underscore the need for a systematic approach to TQM that aligns with the unique operational contexts of HEIs.

The primary objective of this study is to explore the integration of TQM frameworks into the operational processes of HEIs, focusing on identifying critical success factors and barriers to implementation. By examining the current state of quality management practices in various HEIs, this research aims to develop a comprehensive model that can guide institutions in effectively adopting TQM principles (Mohammad et al., 2018; Кравченко & Saienko, 2020). Additionally, the study seeks to assess the impact of TQM on organizational performance, particularly in terms of student satisfaction and academic outcomes (Quirós et al., 2022; Sciarelli et al., 2020).

The contribution of this study lies in its potential to provide actionable insights for HEIs striving to enhance their quality management practices. By synthesizing existing literature and empirical findings, the research will offer a contextualized TQM framework tailored to the specific needs and challenges faced by HEIs (Rodriguez et al., 2018). Furthermore, the study aims to foster a culture of continuous improvement and accountability within educational institutions, ultimately leading to better educational outcomes and increased stakeholder satisfaction (Antunes et al., 2020). This research contributes to the academic discourse on quality management in higher education and is a practical guide for HEI administrators seeking to implement effective TQM strategies.

OBJECTIVES OF THE STUDY

The study aims to investigate the key challenges HEIs face in adopting TQM frameworks and how these challenges affect the continuous improvement and performance of the institution. In line with this, the researcher seeks to answer the following questions:

1. What is the demographic profile of the respondents according to;
   1.1 age;
   1.2 sex;
   1.3 Educational Attainment;
   1.4 Employment Status;
   1.5 Job Classification;
   1.6 Years employed in a company?
2. What is the level of Organizational operations of an HEI in terms of;
   2.1 Physical setting
   2.2 Informal Organization
   2.3 Formal Organization Structure
   2.4 Role & Status Pattern
   2.5 Individual

3. What is the extent of Total Quality Management of an HEI in terms of;
   1.1 Focus on user
   1.2 Process Planning
   1.3 Process Management
   1.4 Continual Improvements
   1.5 Total Participation
4. Is there is significant influence the organizational operations in the total quality management in HEI?
5. What proposed Total quality management framework or model derived from the findings of the study?

METHODOLOGY

This study employs a descriptive research methodology to analyze the organizational operations of a Higher Education Institution (HEI) and the extent of its Total Quality Management (TQM) practices. Descriptive research is chosen to systematically observe and describe the current practices, processes, and conditions within the HEI, as well as the perceptions and experiences of its academic staff.

The primary data for this study was collected through a structured questionnaire designed to assess organizational operations and TQM implementation. The questionnaire captured data on various aspects such as the physical setting, formal and informal organizational structures, role and status patterns, and individual performance within the institution. Additionally, the survey explored the extent of TQM practices in terms of focus on the user, process planning, process management, continual improvement, and total participation.

The study targeted two distinct groups of participants within the selected HEI, which considered 200 academic staff members. These respondents play a vital role in the institution as they are actively engaged in the day-to-day operation and application of educational strategies and quality management practices. Their insights are critical in understanding the effectiveness of the HEI's organizational operations and Total Quality Management (TQM) initiatives. By involving academic staff in the study, the research gathered firsthand perspectives on the strengths, challenges, and areas for improvement within the institution's practices, ensuring the findings can be applied to the processes and operations under review.

To achieve a scientifically valid and representative sample, the study employed Slovin's formula to determine the appropriate sample size from the total population of administrators and academic staff. By applying this formula, the study ensures that

the findings are generalizable to the broader population within the institution, thereby increasing the study's overall validity.

The statistical treatment of the collected data was essential for extracting meaningful insights from the study. Initially, descriptive statistics was used to measure means, medians, modes, and standard deviations. These statistics identified central tendencies and variability within the dataset, offering a foundational understanding of the data. Subsequently, Analysis of Variance (ANOVA) was utilized to compare means across different groups within the dataset. ANOVA is particularly valuable in this context, as it can reveal statistically significant differences in perceptions or outcomes related to Total Quality Management (TQM) practices across various departments or faculties within the institution. By pinpointing these differences, ANOVA identified specific areas where TQM initiatives were more or less successful, informing targeted strategic improvements and interventions. The combination of descriptive statistics and ANOVA facilitated a comprehensive analysis that described the current state of quality management; and provided actionable insights for enhancement.

RESULTS AND DISCUSSION

Table 1

Frequency and Percentage of Respondents According to Age

Age	Frequency	Percent
21 - 30	54	27.00
31 - 40	47	23.50
41 - 50	69	34.50
51 - 60	22	11.00
61 ABOVE	8	4.00
Total	200	100.00

The table 1 shows the frequency and percentage of respondents according to age. Most of the respondents are those aged 41 – 50 with a frequency of 69 or 34.50%. Followed by aged 21 – 30 with a frequency of 54 or 27%, then aged 31 – 40 with a frequency of 47 or 23.50%, next is ages 51 – 60 with a frequency of 22 or 11%, and the lowest is age 61 and above with a frequency of 8 or 4%

Table 2

Frequency and Percentage of Respondents According to Sex

Sex	Frequency	Percent
MALE	102	51.00
FEMALE	98	49.00
Total	200	100.00

The table 2 shows the frequency and percentage of respondents according to sex. The majority of the respondents are male with a frequency of 102 or 51%, and the lowest are female with a frequency of 98 or 49%.

Table 3

Frequency and Percentage of respondents according to Educational Attainment

Educational Attainment	Frequency	Percent
Doctorate degree	34	17.00
Doctorate level	20	10.00
Master's degree	84	42.00
Masters level	13	6.50
College degree	37	18.50
college level	12	6.00
Total	200	100.00

The table 3 shows the frequency and percentage of respondents according to educational attainment. Most of the respondents have a master's degree with a frequency of 84 or 42%, followed by a college degree with a frequency of 37 or 18.50%. Next is the doctorate with a frequency of 34 or 17%, then a doctorate level with a frequency of 20 or 10%. Next is a master's level with a frequency of 13 or 6.60, and the lowest is a college level with a frequency of 12 or 6%.

Table 4

Frequency and Percentage of respondents according to Employment Status

Employment Status	Frequency	Percent
Permanent	138	69.00
Casual	39	19.50
Contractual	23	11.50
Total	200	100.00

The table 4 shows the frequency and percentage of respondents according to employment status. Most of the respondents have permanent employment status with a frequency of 138 or 69%, followed by casual employment status with a frequency of 39 or 19.50%, and lastly, contractual employment status with a frequency of 23 or 11.50%.

Table 5

Frequency and Percentage of respondents according to Job Classification

Job Classification	Frequency	Percent
Director level	15	7.50
Managerial level	26	13.00
Supervisory level	12	6.00
Teaching Personnel	104	52.00
Non-Teaching Personnel	43	21.50
Total	200	100.00

The table 5 shows the frequency and percentage of respondents according to job classification. Most of the respondents are teaching personnel with a frequency of 104 or 53%, followed by non-teaching personnel with a frequency of 43 or 21.50%. Next is the managerial level with a frequency of 26 or 13%, then the director level with a frequency of 15 or 7.50%, and lastly, the supervisory level with a frequency of 12 or 6%.

Table 6

Frequency and Percentage of respondents according to Years in Company

Years in Company	Frequency	Percent
0 - 10 years	45	22.50
11 - 20 years	36	18.00
21 - 30 years	54	27.00
31 - 40 years	39	19.50
41 - 50 years	26	13.00
Total	200	100.00

The table 6 shows the frequency and percentage of respondents according to years in the company. Most of the respondents are those aged 21 – 30 years in the company with a frequency of 54 or 27%, followed by 0 – 10 years in the company with a frequency of 45 or 22.50%. Next is 31 – 40 years in the company with a frequency of 39 or 19.50%, then 11 – 20 years in the company with a frequency of 36 or 18%, and lastly 41 – 50 years in the company with a frequency of 26 or 13%.

Table 7
Level of Organizational Operation of an HEI in terms of Physical Setting

The table 7 shows the level of organizational operation of an HEI in terms of physical setting and its verbal interpretation. The majority of the respondents chose the layout of classrooms and workspaces promotes efficiency and collaboration with a weighted mean of 3.56 and a standard deviation of 0.52 with a verbal interpretation of strongly agree.

The physical settings of Higher Education Institutions (HEIs) play a crucial role in their overall effectiveness and performance, encompassing both infrastructure and its management. Effective facility management is essential for meeting the needs of students and faculty, ensuring that educational spaces are conducive to learning (Astuti, 2023; Yahya, 2023).

In summary, the organizational operations of HEIs regarding physical settings involve managing facilities effectively, responding to external pressures, fostering innovation, and securing financial support, all of which contribute to institutional success and improved educational outcomes.

INDICATORS	WEIGHTED MEAN	STD DEV	VERBAL INTERPRETATION
1. The physical facilities of the HEI are well-maintained and conducive to learning	3.49	0.54	STRONGLY AGREE
2. The campus infrastructure supports both academic and extracurricular activities effectively.	3.53	0.51	STRONGLY AGREE
3. The layout of classrooms and workspaces promotes efficiency and collaboration.	3.56	0.52	STRONGLY AGREE
4. The HEI consistently upgrades its physical environment to meet modern educational standards.	3.10	0.75	AGREE
OVERALL WEIGHTED MEAN	**3.42**		**STRONGLY AGREE**

Table 8

Level of Organizational Operation of an HEI in terms of Informal Organization

INDICATORS	WEIGHTED MEAN	STD DEV	VERBAL INTERPRETATION
1. Informal communication within the HEI fosters a supportive and collaborative culture.	3.52	0.52	STRONGLY AGREE
2. The social interactions among staff and faculty positively influence workplace relationships.	3.49	0.53	STRONGLY AGREE
3. Informal networks help in addressing challenges and improving operational efficiency.	3.54	0.52	STRONGLY AGREE
4. The informal organization complements the formal structure in achieving institutional goals.	3.59	0.52	STRONGLY AGREE
OVERALL WEIGHTED MEAN	**3.54**		**STRONGLY AGREE**

The table 8 shows the level of organizational operation of an HEI in terms of informal organization and its verbal interpretation. The majority of the respondents chose the informal organization to complement the formal structure in achieving institutional goals with a weighted mean of 3.59 and standard deviation of 0.52 with a verbal interpretation of strongly agree.

The informal organization within Higher Education Institutions (HEIs) is influenced by organizational citizenship behaviour (OCB), leadership styles, and organizational culture. OCB, which involves voluntary, non-mandatory behaviours, positively influences organizational commitment and effectiveness in HEIs. It fosters a positive work environment and contributes to institutional success by enhancing faculty and staff engagement, ultimately benefiting students (Nguyen et al., 2022; Osman, 2024).

Leadership styles, particularly inclusive leadership, promote OCB by fostering a culture of organizational justice and collaboration. This, in turn, enhances informal networks and innovation within HEIs (Tran & Choi, 2019).

In summary, informal organizations in HEIs are shaped by OCB, leadership styles, and organizational culture, all of which contribute to institutional performance and the overall quality of education.

Table 9

Level of Organizational Operation of an HEI in terms of Formal Organization Structure

INDICATORS	WEIGHTED MEAN	STD DEV	VERBAL INTERPRETATION
1. The HEI has a clear and well-defined organizational structure that supports its objectives.	3.36	0.49	STRONGLY AGREE
2. Roles and responsibilities within the institution are communicated to all employees.	3.50	0.53	STRONGLY AGREE
3. The formal organizational structure facilitates decision-making and accountability.	3.52	0.52	STRONGLY AGREE
4. The organizational hierarchy aligns with the strategic goals of the institution.	3.51	0.58	STRONGLY AGREE
OVERALL WEIGHTED MEAN	**3.47**		**STRONGLY AGREE**

The table 9 shows the level of organizational operation of an HEI in terms of formal organization and its verbal interpretation. Most of the respondents chose the formal organization structure that facilitates decision-making and accountability with a weighted mean of 3.52 and standard deviation of 0.52 with a verbal interpretation of strongly agree.

The formal organizational structure of Higher Education Institutions (HEIs) plays a crucial role in defining responsibilities, enhancing communication, and achieving institutional goals. However, traditional bureaucratic models may limit responsiveness to evolving educational demands (Demirkol, 2023; Cavallone et al., 2020). Leadership styles, particularly knowledge-oriented leadership, are essential in aligning employee expectations with institutional objectives, fostering a culture of knowledge-sharing and innovation (Rehman & Iqbal, 2020; Sahibzada et al., 2021).

Relational networks within HEIs' formal structures also facilitate knowledge exchange, especially when strong connections exist between sources and recipients (Alves & Pinheiro, 2022).

In summary, HEIs' organizational operations are influenced by their formal structures, leadership approaches, and adaptability which enhance internal collaboration and their capacity to address external challenges.

Table 10

Level of Organizational Operation of an HEI in terms of Role & Status Pattern

The table 10 shows the level of organizational operation of an HEI in terms of role and status pattern and its verbal interpretation. The majority of the respondents chose There is a clear distinction between roles and status across different levels of the organization with a weighted

mean of 3.41 and a standard deviation of 0.60 with a verbal interpretation of strongly agree.

The organizational operations of Higher Education Institutions (HEIs) are shaped by their roles, status patterns, and several key factors including knowledge management, sustainability practices, and governance models. HEIs contribute to the knowledge economy by producing graduates and supporting societal and economic development, with organizational and academic knowledge playing a vital role in strategic planning and management (Meghji et al., 2020).

INDICATORS	WEIGHTED MEAN	STD DEV	VERBAL INTERPRETATION
1. Employees understand their roles and how they contribute to the HEI's success.	3.34	0.49	STRONGLY AGREE
2. There is a clear distinction between roles and status across different levels of the organization.	3.41	0.60	STRONGLY AGREE
3. The HEI recognizes and rewards employees based on their roles and performance.	3.04	0.77	AGREE
4. Role and status patterns within the institution promote collaboration and mutual respect.	3.35	0.60	STRONGLY AGREE
OVERALL WEIGHTED MEAN	**3.29**		**STRONGLY AGREE**

In summary, HEIs' organizational operations are shaped by knowledge management, sustainability integration, governance autonomy, and strategic positioning, which influence their ability to adapt and thrive in a dynamic educational environment.

Table 11

Level of Organizational Operation of an HEI in terms of Individual

INDICATORS	WEIGHTED MEAN	STD DEV	VERBAL INTERPRETATION
1. Employees at the HEI are encouraged to pursue personal and professional growth.	3.47	0.57	STRONGLY AGREE
2. The institution values the contributions of individuals toward its overall success.	3.29	0.56	STRONGLY AGREE
3. Individuals are given autonomy to make decisions within their areas of responsibility.	3.21	0.76	AGREE
4. The HEI provides opportunities for individual employees to develop their skills and expertise.	3.29	0.57	STRONGLY AGREE
OVERALL WEIGHTED MEAN	**3.31**		**STRONGLY AGREE**

The table 11 shows the level of organizational operation of an HEI in terms of

individual and verbal interpretation. Most of the respondents choose Employees at the HEI are encouraged to pursue personal and professional growth with a weighted mean of 3.47 and a standard deviation of 0.57 with a verbal interpretation of strongly agree.

The level of organizational operations of Higher Education Institutions (HEIs) in terms of individual contributions is shaped by engagement, organizational culture, psychological safety, and the alignment between individual, and institutional identities. An engagement is needed to improve satisfaction and performance especially when social, and organizational resources are provided. This aligns with the Job Demands-Resources (JD-R) model, which suggests that resources enhance motivation and engagement (Silva et al., 2022). A supportive organizational culture fosters innovation and creativity, contributing to institutional success (Ibrahim et al., 2018).

In summary, individual contributions within HEIs are influenced by engagement, psychological safety, cultural alignment, and identity coherence which enhance innovation, sustainability, and overall operational effectiveness.

Table 12
Summary of Extent of Total Quality Management of an HEI

INDICATORS	WEIGHTED MEAN	VERBAL INTERPRETATION
Focus on User	3.42	STRONGLY AGREE
Process Planning	3.28	STRONGLY AGREE
Process Management	3.42	STRONGLY AGREE
Continual Improvement	3.32	STRONGLY AGREE
Total Participation	3.38	STRONGLY AGREE
OVERALL WEIGHTED MEAN	3.36	STRONGLY AGREE

The table 12 shows the summary of the extent of total quality management of an HEI in terms of focus on the user, process planning, process management, continual improvement, and total participation and its verbal interpretation. Most of the respondents chose are focused on user, process planning, and continual improvement with a weighted mean of 3.42 with a verbal interpretation of strongly agree, followed by total participation with a weighted of 3.38 with a verbal interpretation of strongly agree, and the lowest is process planning with a weighted mean of 3.28 with a verbal interpretation of strongly agree. The overall weighted mean is 3.36 with a verbal interpretation of strongly agree in the summary of the extent of total quality management of an HEI in terms of focus on the user, process planning, process management, continual improvement, and total participation.

Table 13

Multiple Regression Analysis on Level of Organizational Operation and Extent of Total Quality Management in terms of Focus on User

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sigma
	B	Std. Error	Beta		
(Constant)	.989	.284		3.484	.001
Physical Setting	-.092	.095	-.084	-.966	.335
Informal Organization	-.057	.168	-.044	-.339	.735
Formal Organization Structure	.425	.156	.346	2.716	.007
Role and Status Pattern	.201	.086	.200	2.329	.021
Individual	.228	.081	.229	2.794	.006
R square = 0.315 F = 17.859 $df_1 = 5$ $df_2 = 194$ p-value = 0.000					

The table 13 shows the value of R squared (R2=0.315) which denotes that 31.5 % of the increase in the Extent of Total Quality Management in terms of Focus on the User is attributed to the Level of Organizational Operation. The p-value= 0.000 generated from the ANOVA table explains that we have enough evidence to show that the Extent of Total Quality Management in terms of Focus on the User is significantly affected by the Level of Organizational Operation.

Formal organizational structures are essential for the successful implementation of TQM, as they provide a clear framework for roles and responsibilities, which can enhance communication and efficiency. Azouza emphasizes that structured management practices in production processes lead to improved quality control, a core principle of TQM (Azouza, 2023). This aligns with the findings that a formal structure positively correlates with user focus, as it facilitates the systematic application of quality management practices across various levels of the organization.

Table 14
Multiple Regression Analysis on Level of Organizational Operation and Extent of Total Quality Management in terms of Process Planning

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sigma
	B	Std. Error	Beta		
(Constant)	.390	.243		1.603	.111
Physical Setting	.215	.081	.192	2.654	.009
Informal Organization	.042	.144	.031	.289	.773
Formal Organization Structure	-.094	.134	-.074	-.700	.484
Role and Status Pattern	.308	.074	.295	4.159	.000
Individual	.399	.070	.386	5.706	.000
R square = 0.531 F = 43.943 $df_1 = 5$ $df_2 = 194$ p-value = 0.000					

The table 14 shows the value of R squared (R2=0.531) which denotes that 53.1 % of the increase in the Extent of Total Quality Management in terms of Process Planning is attributed to the Level of Organizational Operation. The p-value= 0.000 generated from the ANOVA table explains that we have

enough evidence to show that the Extent of Total Quality Management in terms of Process Planning is significantly affected by the Level of Organizational Operation.

Studies have indicated that organizations with clear role definitions and supportive status patterns tend to perform better in TQM initiatives, as they foster an environment where employees feel empowered to contribute to quality improvement efforts (Hemag, 2022)

Table 15

Multiple Regression Analysis on Level of Organizational Operation and Extent of Total Quality Management in terms of Process Management

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sigma
	B	Std. Error	Beta		
(Constant)	1.550	.247		6.282	.000
Physical Setting	.078	.082	.084	.942	.347
Informal Organization	-.148	.146	-.135	-1.012	.313
Formal Organization Structure	.504	.136	.484	3.703	.000
Role and Status Pattern	.181	.075	.212	2.410	.017
Individual	-.068	.071	-.080	-.955	.341
R square = 0.280 F = 15.194 $df_1 = 5$ $df_2 = 194$ p-value = 0.000					

The table 15 shows the value of R squared (R2=0.280) which denotes that 28.0 % of the increase in the Extent of Total Quality Management in terms of Process Management is attributed to the Level of Organizational Operation. The p-value= 0.000 generated from the ANOVA table explains that we have enough evidence to show that the Extent of Total Quality Management in terms of Process Management is significantly affected by the Level of Organizational Operation.

Gnevanov and Sharlaimova argue that organizational commitment tied to role clarity and status recognition; is essential for effective process management and TQM implementation (Gnevanov & Sharlaimova, 2019). The authors suggest that without a tangible commitment to TQM from all levels of the organization, the potential benefits of TQM cannot be fully realized. This is echoed by Tortorella et al., who found that organizational learning capabilities mediate the relationship between TQM adoption and operational performance, indicating that role clarity and status recognition can enhance learning and improvement processes within organizations (Tortorella et al., 2019).

Table 16

Multiple Regression Analysis on Level of Organizational Operation and Extent of Total Quality Management in terms of Continual Improvement

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sigma
	B	Std. Error	Beta		
(Constant)	1.152	.219		5.254	.000
Physical Setting	.185	.073	.204	2.525	.012
Informal Organization	.118	.130	.110	.911	.363
Formal Organization Structure	-.100	.121	-.098	-.829	.408
Role and Status Pattern	.303	.067	.360	4.536	.000
Individual	.138	.063	.166	2.191	.030
R square = 0.412 F = 27.216 $df_1 = 5$ $df_2 = 194$ p-value = 0.000					

Table 16 shows the value of R squared (R2=0.412) which denotes that 41.2 % of the increase in the Extent of Total Quality Management in terms of Continual Improvement is attributed to the Level of Organizational Operation. The p-value= 0.000 generated from the ANOVA table explains that we have enough evidence to show that the Extent of Total Quality Management in terms of Continual Improvement is significantly affected by the Level of Organizational Operation.

The concept of 'Continual Improvement' within the framework of Total Quality Management (TQM) is pivotal for enhancing organizational performance. Research indicates that various factors significantly influence the extent of TQM implementation, particularly in terms of 'Continual Improvement'. Specifically, the physical setting, role and status patterns, and individual contributions have been shown to have a substantial impact. Conversely, formal organizational structure and informal organization do not influence TQM's effectiveness in fostering Continual Improvement.

Table 17

Multiple Regression Analysis on Level of Organizational Operation and Extent of Total Quality Management in terms of Total Participation

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sigma
	B	Std. Error	Beta		
(Constant)	2.326	.346		6.719	.000
Physical Setting	-.089	.116	-.076	-.769	.443
Informal Organization	-.387	.205	-.280	-1.889	.060
Formal Organization Structure	.647	.191	.493	3.391	.001
Role and Status Pattern	.167	.105	.155	1.586	.114
Individual	-.016	.099	-.015	-.159	.873
R square = 0.110 F =4.797 $df_1 = 5$ $df_2 = 194$ p-value = 0.000					

Table 17 shows the value of R squared (R2=0.110) which denotes that 11.0 % of the increase in the Extent of Total Quality Management in terms of Total Participation is attributed to the Level of Organizational Operation. The p-value= 0.000 generated from the ANOVA table explains that we have enough evidence to show that the Extent of Total Quality Management in terms of Total Participation is significantly affected by the Level of Organizational Operation.

Total Quality Management (TQM) is a comprehensive management philosophy that emphasizes quality's importance in all organizational processes and operations. Total Participation is central to TQM, as it involves the active engagement of all employees in the pursuit of quality improvements. Research indicates that a formal organizational structure significantly influences the extent of TQM implementation, particularly in fostering total participation among employees. A study by Ayodeji et al. highlights that effective TQM practices lead to enhanced organizational performance, suggesting that a well-defined organizational structure is crucial for facilitating these practices (Ayodeji et al., 2021). This aligns with findings from Asi, who noted that TQM practices positively correlate with organizational effectiveness, underscoring the importance of a structured approach to management (Asi, 2023).

CONCLUSION AND RECOMMENDATION

Based on the conducted research, the following conclusion and recommendations have been formulated.

a. Regarding age, most respondents fall within the 41 – 50 age range, totalling 69 individuals or 34.50%. Conversely, the smallest group consists of those aged 61 and above, with only 8 respondents or 4%. In terms of gender, the predominant group is male, comprising 102 respondents or 51%, while females represent the minority with 98 respondents or 49%. Concerning educational qualifications, the largest segment of respondents holds a master's degree, accounting for 84 individuals or 42%, whereas the least represented group consists of those at the college level, totaling 12 respondents or 6%. With respect to employment status, the majority of respondents are in permanent positions, totaling 138 individuals or 69%, while the smallest group is in contractual employment, with 23 respondents or 11.50%. In terms of job classification, the largest group comprises teaching personnel, with a frequency of 104 or 53%, while the least represented category is supervisory level, with only 12 respondents or 6%. Finally, regarding

tenure within the company, the majority of respondents have been employed for 21 – 30 years, totalling 54 individuals or 27%, while the smallest group has been with the company for 41 – 50 years, comprising 26 respondents or 13%.

b. most respondents selected informal organization, which garnered a weighted mean of 3.54 and a verbal interpretation of strongly agree. In contrast, the role and status pattern received the lowest score, with a weighted mean of 3.29, also interpreted as strongly agree.
c. Majority of the respondents chose focus on user, process planning, and continual improvement with a weighted mean of 3.42 with a verbal interpretation of strongly agree, and the lowest is process planning with a weighted mean of 3.28 with a verbal interpretation of strongly agree.
d. Regarding the Focus on the User, which is linked to the Level of Organizational Operation, the respondents concurred that the Formal Organization Structure (p = 0.007); Role and Status Pattern (p = 0.021); and Individual (p = 0.006) significantly impact the Extent of Total Quality Management concerning Focus on User. Conversely, the Physical Setting (p = 0.335); and Informal Organization (p = 0.735) do not significantly affect the Extent of Total Quality Management in relation to Focus on User. In relation to Process Planning, which is also associated with the Level of Organizational Operation, the respondents further agreed that the Physical Setting (p = 0.009); Role and Status Pattern (p = 0.000); and Individual (p = 0.000) significantly influence the Extent of Total Quality Management regarding Process Planning. In contrast, the Formal Organization Structure (p = 0.484); and Informal Organization (p = 0.773) do not have a significant impact on the Extent of Total Quality Management concerning Process Planning. With respect to Process Management, which is attributed to the Level of Organizational Operation, the respondents also agreed that the Formal Organization Structure (p = 0.000); and Role and Status Pattern (p = 0.000) significantly influence the Extent of Total Quality Management in terms of Process Management. However, the Physical Setting (p = 0.347); Informal Organization (p = 0.313); and Individual (p = 0.341) do not significantly affect the Extent of Total Quality Management regarding

Process Management. Finally, concerning Continual Improvement, which is linked to the Level of Organizational Operation, the respondents also agreed that the Physical Setting (p = 0.012); Role and Status Pattern (p = 0.000); and Individual (p = 0.000) significantly influence the Extent of Total Quality Management in terms of Continual Improvement. In contrast, the Formal Organization Structure (p = 0.408); and Informal Organization (p = 0.363) do not have a significant impact on the Extent of Total Quality Management regarding Continual Improvement.

The figure below presents a Total Quality Management framework recommendation derived from the study's findings.

Figure 1. Total Quality Management Framework

a. **Strategic & Systematic Approach:** Ensure that the institution's mission and processes are aligned and systematically managed to achieve long-term success.
b. **Decision-making Based on Facts:** Base decisions on reliable data and factual analysis to ensure objectivity and improve operational effectiveness.
c. **Communication:** Maintain clear, transparent, and consistent communication across all levels of the organization to foster collaboration and understanding.
d. **Continuous Improvement:** Foster a culture of ongoing improvement where every process is regularly assessed and optimized for better performance.
e. **Focus on Customer:** Prioritize customer satisfaction (in this case, students and stakeholders) by continually meeting or exceeding their expectations.

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