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Total Quality Management: Instrument for Goal Attainment in Higher Institutions in Rivers State

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Abstract
This conceptual paper was carried out to ascertain how the introduction of Total Quality Management can be a viable instrument for goal attainment in higher institutions in Rivers State. Literature was extensively reviewed on Quality, Total Quality Management and Goal Attainment. The tenets of Total Quality Management which form the Total Quality Management paradigm for this study are customer (student) focus, continuous improvement, teamwork, workers' (lecturers') empowerment and supportive leadership. A successful implementation of Total Quality Management principles requires a proper definition of the mission and specific objectives of the organization, a proper dissemination of the culture, and a meticulous implementation. For the purpose of this paper, goal attainment was discussed using academic performance of students and lecturers' performance. Scholars were of the view that there is a strong relationship between the dimensions of Total Quality Management and Goal Attainment. This paper therefore recommended that students in higher institutions in Rivers State should be given preference as the major customers of the school, while school administrators should strive to continuously improve the physical facilities, tools and equipment used for instruction. Furthermore, teamwork should be

encouraged to achieve cordial relationships within the school community even as lecturers and all school personnel should be empowered to carry out their duties. Finally, school leadership should be supportive in providing an enabling environment for staff and students to achieve the goals and objectives of the school.

Keywords: Total Quality Management, Goal Attainment, Higher Institutions

The role and importance of education in the growth and development of any nation has been well established in a lot of literature. Sreenivasulu (2013) argued that the economic growth and development of a country is depends on the education system of that particular country. Accordingly, Turkkahraman (2012) stated that the principal aim of education is the sustenance of individual and societal improvement. Thus, the nature of the educational structure is a major determinant for the overall development of any society and as argued by Cheru (2002)the quality of the manpower that is required for societal improvement is a function of the state of a nation's educational sector. This implies that education plays a significant role in generating the basic foundations of socio-economic development (Turkkahraman, 2012). Governments and practitioners across the globe are therefore saddled with the enormous responsibility of ensuring that educational institutions are efficiently and effectively managed in pursuance of the hitherto millennium development goal and the now sustainable development goal on education.

The Nigerian Educational sector seem to be grappling with a lot of challenges. This situation is succinctly expressed in the work of Odia and Omofonmwan (2007), which stated that the Nigeria educational system today is plagued by decline in standard, deterioration of facilities, examination malpractices, mass promotion syndrome and the like. This sorry situation has not only negatively affected the quality of the products of Nigerian educational institutions but also the quality of the productive manpower of the country. The attempt to call attention to the Government to be more responsive towards improving the educational sector particularly at the tertiary level has led to series of industrial actions including long dragged strike actions by the various Unions within the University System. Okebukola (2000) tracing this trend in Nigerian tertiary institutions, stated that in the 1970s quality in tertiary education was guaranteed until the dip in the national economy, which made it increasingly difficult to maintain the high quality and the attainment of educational goals. With the continued decay, he argued that in the 1990s the various unions mounted pressure on the government to initiate a turnaround of the decay in the system through appropriate governmental intervention. But the situation has lingered, leading to the most recent strike action by the Academic Staff Union of Universities (ASUU) in August, 2017.

The situation with the educational sector in Rivers State is a reflection of the national problem. Onyeike and Owuama (2012) pointed out that the effect of the poor functioning of the educational system both in the State and the nation are similar as both experience high rate of drop out, mass failure in public exams, and general wastage of human and material resources. With the increasing manpower demand in the

State that is brought about by the effect of the oil economy, which has led to increase in industrial activities in the State, there is widening skills gap that can only be bridged with a drastic improvements in the management of educational institutions. However, this is not yet the case as the educational sector in the State still grappling with a barrage of problems including those associated with poor quality resulting from dysfunctional management systems. The attempts to institute quality control measures have not yielded the desired results and the resultant effect is poor infrastructure, workforce, poor students' academic performance etc., all of which diminish the chances of goal attainment in these educational institutions. As a consequence, the rate at which students now seek foreign tertiary education even in other African countries such as Ghana and South Africa amongst others is unprecedented. This situation now calls for urgent actions to bring back quality to the educational sector and to enhance goal attainment of educational institutions in Nigeria. Accordingly, Addae-Korankye (2013) pointed to Mansour's (2007) conclusion that "Total Quality Management (TQM) has proved to be among the most effective quality techniques that have been applied" in organizations. This revolutionary system of managing organizations could very much provide the much desired turn around in the fortunes of higher institutions in Rivers State. The purpose of this study is therefore to examine the relationship between Total Quality Management (TQM) and Goal Attainment and how this relationship can enhance the attainment of the goals of higher institutions in Rivers State. The paper is a conceptual paper that reviewed the concepts of Total Quality Management (TQM) and Goal Attainment, as well as the relationship between both variables.

Total Quality Management

Sadikoglu and Olcay (2014) defined Total quality management (TQM) as "a firm-wide management philosophy of continuously improving the quality of the products/services/processes by focusing on the customers' needs and expectations to enhance customer satisfaction and firm performance." It is a management system that focuses on the concept of quality. For Gharakhani, Rahmati, Farrokhi and Farahmandian (2013), TQM is a "systematic quality improvement approach". Even though the concept of quality has a long history and no single universally accepted definition, Ndoye (2002) argued that with regard to education, any definition of quality must address the following three questions:

• *What do the pupils actually learn?* What knowledge, skills, capacities and values do the programs offer?

• *For what purposes do the pupils learn?* How their learning and what is its significance in terms of individual and community needs, which the education system must draw on in order to determine its goals and its relevance in a given context?

• *How do the pupils learn?* How are teaching and learning strategies linked to pedagogical choices, attitudes and interactions of teachers and pupils, and the climate and environment of the school and classroom?

From these three questions, it can be seen that quality can best be defined by the customer. It is on this premise that TQM focuses attention on customers' expectations. Thus, Gharakhani, Rahmati, Farrohi and Farahmandian (2013), argued that TQM is a

holistic management philosophy that strives for continuous improvement in all functions of an organizationand this is aimed at increasing customer satisfaction. Ogbari and Borishade (2015)corroborate this position by stating that TQM, which is centered on quality based on the participation of all organizational members aims at long term success through customer satisfaction.

Discussing the TQM system within the educational context, Farooq, Akhtar, Ullah and Memon (2007) argued that TQM is an art of organizing the whole to achieve excellence and in their submission, the application of TQM in education will give better results in all fields of the process of education. This suggests that TQM programmes are directed at clear cut goals. For instance, Gharakhani*et al.*(2013, p.47) noted that TQM, as a firm-wide management practice is intended to improve performance in terms of quality, productivity, customer satisfaction, and profitability. Farooq, *et al.* (2007) also suggest that TQM focuses on the achievement ofa never ending improvement through the collaboration of members of the educational organization, while Ooi (2009) add that "it is acknowledged as the most 'holistic' approach offered to date in sustaining the efforts for organizational improvement". In line with these goal,Addae-Korankye (2013) affirms that "TQM generally means a quest for excellence, creating the right attitudes and controls to make prevention of defects or errors possible and optimize customer satisfaction by increased efficiency and effectiveness".There are certain aspects of TQM that constitute the major tenets of the TQM paradigm. They include customer focus, continuous improvement and teamwork, workers'empowerment, supportive leadership and constancy of purpose (Mehmood, Qadeer and Ahmad, 2014; Wang, 2006; Rougan, 2015).These tenets are discussed below.

Customer Focus
Customer focus is the hallmark of TQM. It refers to a dedication to the understanding and satisfaction of customers' needs all the time. Haja and Vijayavel (2014) argues that the first and most important characteristic of TQM is the attention an organization grants its customers. Wang (2006) states that the principle of customer focus involves internal customers such as employees who share their responsibilities for a common goal of their organization and the external customers who are the consumers of the products and services offered by the organization.

Continuous Improvement
Haja and Vijayavel (2014) view this tenet of TQM having to do with the continuously improving the results in all aspects of work by continuously improving the people, processes, technology and machine capabilities. Thus continuous improvement represents a culture of never ending improvement of organizational structures and processes.

Teamwork
Within an organization teamwork facilitates organizational success. Asawo, Gabriel and Blue-Jack (2016) define teamwork as a close fit between management and staff

that produces an interlocking effort, which brings all organizational participants to a common focus. Thus teamwork within higher institutions refer to a harmonious working relationship among lecturers and between lecturer and other non-academic staff, and management.

Workers' Empowerment
Workers' need to feel that they are important to the overall progress of their organization. Thus workers need to be empowered to make useful contributions to their work. Haja and Vijayavel (2014) explain that workers empowerment entails training workers in quality measurement tools and allowing the workers to make decisions relating to quality, and valuing and implementing the contributions that they make.

Supportive Leadership
Leadership has a crucial role to play in organizational success. Thus,Rougan (2015) argue that for TQM to be successful, top management must not only actively support it but must be seen by employees to be supporting its implementation. This is because leadership points other organizational members in the direction they should go. Rougan (2015) is therefore of the view that even though ordinary organizational members are involved in the final organizational outcome, management has a significant responsibility to help workers through the different stages of TQM implementation.

TQM Implementation
Madar (2015: 128-129),suggest that TQM implementation requires the followingsix key steps: (1) Conducting a study to diagnose the current position, (2) obtaining support and full commitment to TQM concept from all levels of management, (3) educating staff according to the principles of TQM and facilitate necessary changes in management style, (4) changes in policies, procedures and work practices that will fit and would facilitate new organizational culture required, (5) starting the quality improvement process, and (6) reviewing progress made and fostering a sustained commitment from all levels of the organization. These steps, require a well-planned TQM installation and its systematic sustenance, which in Madar' (2015) will attract the following advantages:
1. Improvement in company'sreputation,
2. Significant improvement in quality of products and services,
3. Increased productivity,
4. Increase in market share,
5. Motivated workforce,
6. Lower costs, and
7. Continuous improvement.
To install and sustain the TQM system in the educational institutions, there is the need to develop staff through continuous quality training and self-development, and motivation of workers through intrinsic measures including the improvement of reward systems as well as the deployment of TQM coordinators, quality bulletins and

newsletters.The next section of this study is focused on the parameters of goal attainment in educational institutions and how TQM impacts its accomplishment.

Goal Attainment

Goals are the aim or objectives towards which an endeavor is directed. It is the terminal point, or the end that an organization seeks to achieve in fulfillment of its operations. They are usually strategic objectives established by management which outline the expected outcomes, and to guide the efforts of employees.Organizational goals are important because they guide employees' efforts, justifies the activities and existence of the organization, define performance standards, and provides constraints for pursuing unnecessary goals. It also function as incentives for behaviour. Organizational goals are predetermined, and are official and operative. Official goals are set in line with the organization's aims as contained in their public statements, while operative goals are the actual concrete steps to be taken to achieve the objectives.

As stated in Teryima, (2016), the goal of an organization is an expectation of what it is trying to accomplish. The goals determine to a large extent the inputs and outputs, and the activities which bring about the achievements so desired. He reiterated that some of the functions of goals include:

- Goals provide a standard for performance.
- Goals serve as basis for planning management control related to the activities of   that   organization.
- Goals serve as guidelines for decision making and justification of action taken.
- Goals influence the structure of the organization and help determine the nature of the   technology employed.
- Goals help mobilize commitment of individuals and groups for the activities of the   organization.
- Goals give an indication of what the organization is really like.
- Goals serve as basis for the evaluation of change and organizational development.
- Goals are the basis for the objectives and policies of the organization. (Teryima, 2016)

Higher institutions (tertiary education) is the education given after secondary education in universities, Colleges of education, polytechnics, and monotechnics including those institutions offering correspondence courses. The National Policy on Education (1977, revised 2014) states that the goals of tertiary education shall be to:

(a)   contribute to national development high level relevant manpower training,
(b)   develop and inculcate proper values for the survival of the individual and society,
(c)   develop the intellectual capability of individuals to understand and appreciate their local and external environments,
(d)   acquire both physical and intellectual skills which will enable individuals to be self – reliant and useful members of the society,

(e)   promote and encourage scholarship and community service,
(f)   forge and cement national unity, and
(g)   Promote national and international understanding and interaction.

These goals are to be pursued through:
(a)   Teaching,
(b)   Research and development,
(c)   Virile staff development programmes,
(d)   Generation and dissemination of knowledge,
(e)   A variety of modes of programmes including full-time, part-time, block-release, day-release, sandwich, etc.,
(f)   Access to training funds such as those provided by the Industrial Training Fund (ITF);
(g)   Students Industrial Work Experience Scheme (SIWES),
(h)   Maintenance of minimum educational standards through appropriate agencies,
(i)   Inter-institutional co-operation,
(j)   Dedicated services to the community through extra-mural and extension services (National Policy on Education, 2014).

For goals to be attained, the proposed goals need to be communicated to every member of the work environment. Thus, goals need to be clearly spelt out to help employees achieve the organization's desired end. Training initiatives provided for employees go a long way to support the attainment of set goals. Therefore, management's focus should be to teach, motivate, provide and assist those directly responsible for the operational goals to contribute maximally for the goal attainment. The training initiatives which vest organizational members with proper knowledge, skills and attitudes support corporate efforts in obtaining goals. The training initiatives vary from one goal to the other according to the desired outcome. Furthermore, the training opportunities which are intended to equip the organizational members for the attainment of goals, also allows them experience personal growth as they strive for excellence in the work environment. For the purpose of this study, goal attainment in higher institutions will be discussed using academic performance of students and lecturer performance.

Academic Performance
Not many definitions abound on the meaning of Academic Performance. A notable definition among the few existing ones is that given by Kinanee (2001).The author defined academic performance as the display of knowledge, skill, or accomplishment in an area of endeavour. It is the degree of success or accomplishment in a given area of training. It also refers to inherent potentials within the individual which is displayed as knowledge attained or skills developed. Academic performance in schools is usually measured by behaviour, which measures the extent of learning that has taken place within a given period of training.

Academic performance can best be appreciated when discussed in relation to such phenomena as academic failure, underachievement and poor academic

performance. Academic failure according to Uwakwe, Oke and Aire (2000) referred to the performance that falls below a specified standard. In a similar vein, Kinanee (2001) described underachievement as that which occurs when a student's grade or test scores are markedly below measured or demonstrated aptitude for academic achievement. As underachiever is therefore one that falls short of his measured Intelligence Quotient. This is similar to a poor academic performer as this also describes one who falls below a desired academic standard (Uwakwe *et al.* 2000).

Causes of Poor Academic Performance in School Environment
To a very large extent, causes of poor academic performance are caused by various factors which are resident in the school, in the home and family, and in the child. Keeping the last two constant, we shall examine those factors that are domiciled within the school as identified by Uwakwe *et al.* (2000).
1. **Deficient Physical Environment:** This includes poor location of school, the general topography, and school's physical structure.
2. **Poor Interpersonal Relationship:** This refers to a strain in relationship and could be between management, teachers, students, and peers.
3. **Poor Quality of Teaching Staff:** This could take the dimension of non-existence of teachers, inadequacy of teachers, and poor/lack of training of teachers, dysfunctional teaching methods, and lack of experience.
4. **Lack of Learning Evaluation:** The essence of evaluating teaching/learning process   is to ascertain the efficacy of the process, as well as the effectiveness of learning. This greatly enhances feedback which is vital to the   entire   learning process. Where this is absent, academic underachievement is brewed.
5. **Inadequacy of Teaching Equipment and Facilities:** This is the absence of/shortfall in the required teaching aid/materials.
6. **Poor Teachers' Condition of Service:** This refers to poor quality of work life and is responsible for low teachers' morale.
7. **Inadequate or Inappropriate Curricula:** This relates to the situation where the content of study is irrelevant to or misrepresented in the light of present realities.
8. **Lack of emotional stability**
The above factors when corrected, would lead to the appropriate development of the cognitive skills that are required for coping with the demands of the learning process and that are associated with academic achievement.

Lecturers Performance
        Lecturer performance deals with how well an educational facilitator (teacher) carries out his duties. It is the accomplishment of expected, specified or formal role requirements and is assessed by how well he is able to bring about a relatively permanent change in his students. This change is assessed against the level of student focus expressed by the instructors as well as their continuous improvement in undertaking their assignments. Other measures include the level of teamwork and the extent of empowerment and supportive leadership at the lecturer's disposal. This is usually the outcome of performance appraisal schemes. Performance appraisal

activities according to Cole (2002) assess the employee's performance in carrying out the general duties of his or her role, together with any specific targets that have been set. Consequently, performance is reflected on the overall organizational effectiveness and as Armstrong (2000) posited, it is characterized by higher levels of skill, competence, commitment and motivation.

To distinguish performance levels, Cole (2002) opined that poor performance reflects consistent failure to perform work to a reasonable and acceptable standard and is an evidence of negligence or inadequate attention to the requirements of the job.The standards expected of employees which were spelt out in various documents such as rule-books, employee handbooks and disciplinary procedures depends to a large extent on the professional qualification and attitude to work. Kinanee (2001) identified qualification, methodology and accessibility as factors that contribute to teacher performance. Performance is enhanced when the basic qualification of a teacher is complimented by regular skills development activities.

Ndoye (2002) emphasized that educational reform programmes are needed to give teachers the opportunity to use new methods and techniques in the class to deliver more relevant content and facilitate learning. Dembele (2003) buttressed this by stating that successful educational reforms are those that alter the practice of teaching for the better and teacher professional development stand as the principal means to this end. But, Teacher performance is greatly boosted by effective management and motivation as well as information and communication especially when it has to do with implementation policies that affect the teaching and learning process (Ndoye, 2001).A lot of literature show a connection between total quality and goal attainment and this is the subject of review in the next section.

Total Quality Management and Goal Attainment in Higher Education

Scholars have proved that the application of Total Quality Management principles can be used as an instrument to attain organizational goals of educational institutions. Wani and Mehraj (2014: 72) posited that:

The concept of TQM is applicable to academics. Many educators believe that it provides guiding principles for needed educational reforms. Students take classes, consume meals, sleep in residence halls, buy books and use many services for which they pay tuition and other fees. The student certainly fits the definition of the word customer.

Furthermore, evidence of increased teamwork, more purposeful communication, higher staff morale and reduction in absenteeism and turnover are the expected outcomes with the application of TQM in educational institutions. Total Quality Management principles have therefore proved successful for all organizational types, including educational institutions. Lunenburg (2010), posited that the 14 point TQM principles of Edwards Deming have been proven to be powerful, thus can be applied to corporations, service organizations, elementary, secondary schools and universities, and educators wish to apply them to schools, as a basis for the integration of positive development in education which include term – teaching, site – based management, cooperative learning and outcomes – based education, which provides a

basis for achieving excellence and a systematic change in schools. The ultimate aim of this change being the attainment of set educational goals. The five components of TQM in the field of education which could enhance goal attainment include: Student services, Physical environment and resources, Human resources, Processes, and Product (output).

Okeke (2001) identified lack of quality management as one of the problems plaguing higher institutions in Nigeria. He identified mismanagement of education, and the subsequent poor performance of students in the classroom. Subsequently, he opined that management practices like TQM which have been in use in the business organizations all over the world is now receiving attention in educational institutions as alternatives to old management practices, and will significantly position higher institution perceived as "ivory tower" but which have now been isolated from the society, to meet the desired goals for which they were established. The management of educational institutions in itself does not differ from the management of other organizations in terms of job done, methods and procedures used, but in terms of power used. In modern times, educational goals are viewed not just to impart knowledge to students, but that students and teachers must design and deploy education together for positive goal attainment, this is the hallmark of TQM.

Total Quality Management (TQM) has been adopted by many organizations worldwide. Though its implementation in non-profit organizations, such as higher institutions, presents more challenges and difficulties than those encountered in business organizations, the philosophy of Total Quality management involves certain fundamental changes which will impact the entire institution, and thus requires time and perseverance. The introduction of TQM tenets in institutions also requires changes in person – job relationships. The conclusions reached above are a pointer that academic excellence of students, which is the goal of educational institutions is possible, but to a very long extent depends on a number of variables which include, but are not limited to: the focus of lecturers' on students, continuous improvement, teamwork, teachers' empowerment and supportive leadership.

Students' can perform poorly academically unless they are given full attention by the lecturers who interact with them daily. Except the students who are very active participants in the teaching/learning process are considered as the major reason for the existence of the school in the first place, and their views seen as important in the administration of the school, some processes may not be well understood to be improved upon. The needs of the students must be the focal point of all activities as much as possible. The implication here is that the extent to which the academic needs of the students are understood and appreciated depends on the level to which they will perform. According to the management essay (2015), if students are active participants in the classroom, it is more likely that true learning is really taking place. Therefore, policies within the schools should be directed primarily at the academic improvement of the students, importance attached to their views, and their contributions in class used to help them improve. When students' needs such as an enabling learning environment become a primary focus of school's administration, they are given the treatment of

importance as an integral part of the school's existence. Satisfied students will work towards achieving the goals of educational institutions.

To a large extent also, School authorities that do not take into consideration the fact that there is always a better way of undertaking work procedures will not be conscious of eliminating scrap, rework and unnecessary complexity. This attitude will therefore stand as a barrier for competitiveness and innovation. Since change is constant, school authority should emphasize continuous improvement in the academic programmes of the school, constantly enhance the facilities of the school for quality academic out comes, consciously and significantly improve the training offered in the schools and introduce increased measures to accommodate change in training methods. Wani and Mehraj (2014)opined that the TQM philosophy, which includes a drive for continuous improvement would ensure better organizational performance both in terms of effectiveness and efficiency. As facilities are enhanced, and lecturers' performances are improved by constant retraining, there will be a positive impact on students' performance.

When teams are developed in a work environment, tasks are seen as a co-operate effort and every one does his/ her bit; this is a prerequisite for effective and efficient performance. To develop trust, harmony, support and boundary less co-operation, teachers must encourage students to undertake practical assignments in teams, and see themselves (student and staff) as part of the same community. A study by management essay (2015) suggested that to accomplish collaborative learning with technology, new metaphors for teaching - e.g. teaching as choreography or teaching as maneuvering - must emerge as teachers focus more on structuring the learning and social environment to encourage active participation and group self-reliance in completing team work. Also, staff members whether or not in the same department should be strongly bounded together to work harmoniously, making teamwork the hallmark of relationships in the school; this will enhance monitoring and evaluation of students' performance. With teams, the academic deficiencies of students will be greatly remedied, as they give allowance for the strong to compensate for the weaknesses of others.

To genuinely record a high academic achievement on the part of students, staff members should be adequately empowered to carry out their tasks. Empowerment is all about allowing employees to make decisions believing that they can do without strict supervision. The implication of this is that as staff members enjoy a high degree of trust by management, and are encouraged to contribute to the development of their work schedule; carrying out their duties with less supervision and minimal external interference, they will be motivated by a sense of achievement, recognition, enjoyment of the job, promotion opportunities, responsibility, and a chance for personal growth. They become more committed to render quality service towards the enhancement of educational goals. This atmosphere where people feel comfortable, confident, motivated and responsible for conducting their work spurs them to release into the school system their power and wealth of useful knowledge.

Finally, if students must perform to achieve set academic goals, there must be a supportive and effective leadership in place. Onyeike and Owuama (2012) argued that

the presence of competent, dynamic and committed leadership is very crucial for the successful implementation of educational programmes. The leadership must be in place to emphasize focus on the students, build the team, empower staff and advocate constant quality improvement. The implication is, where the right leadership is absent, the right system for the attainment of quality results cannot be created. When there are no leaders to create and communicate the vision and constantly emphasize the goals and objectives of the school to students and all stakeholders, there will be no conscious effort to constantly improve on all the variables that will bring about high academic performance. Management which believes in the achievement of the over-all objectives of the school and constantly rewards hardworking staff and students is a huge encouragement for maximal academic output. Excellence comes about by a full commitment of management to actualize it by providing a supportive quality based leadership.

A concerted effort by management of higher institutions within Rivers State to install and sustain TQM will no doubt, significantly enhance goal attainment of both students and lecturers because one responsibility of management is to operate a no-fear TQM system with a focus on continuous growth, which offers excitement and challenge to both students and teachers (Farooq *et al.,* 2007).Otherwise, there may be a resort to earlier management practices which do not take into consideration the useful variables discussed above for high academic enhancements.

Conclusion
This study has provided an appropriate mechanism for improving the dwindling fortunes of academic standards. It has collaborated the management systems that have strategically positioned the educational systems of the western nations of the world as a viable option for higher institutions in Rivers State in the quest to make a meaningful progress in students' academic performances. This study is thus significant as it delves into a relatively new area in school administration and would therefore provide a useful resource for positive transformation in their operations and outcomes. The tenets of Total Quality Management (TQM) practice would be useful in transforming the administration of higher institutions in the quest to improve students' academic performances, which is the major goal of every school organization. The Higher institutions need to be transformed to be more innovative in nature, leading them towards being quality institutions of knowledge production and dissemination. A lot of innovative experiments are being done to improve the performance of this sector for the realization of the importance of innovation and modernization. Application of TQM concepts is one of such procedures, which will go a long way in reforming the higher education system. This will therefore result in the advancement of the goals specified in the National Policy on Education (2014).

 Recommendations
Drawing from the conceptual review on the relationship between TQM and goal attainment, the following recommendations are made:

(1) Students in higher institutions and in all formal learning institutions within the state should be given preference, and treated as the major customers of the organization (school).Their educational needs should be given priority attention in the school's administration.

(2) To improve and record a high academic performance, administrators of higher institutions should strive continuously to improve the physical facilities, tools and equipment needed for instruction. Those responsible for planning educational programmes should strive to improve on the planned academic programmes according to emerging needs as may be relevant to the ever changing needs of society.

(3) Relationships within the school community should be very cordial. Teamwork among students in undertaking their tasks should be encouraged especially for practical assignments. Staff members should inter-depend on each other and work harmoniously to achieve the school's objectives. Management, staff and students should see themselves as members of one big family.

(4) Lecturers and all school personnel should be empowered, and allowed to carry out their duties. To a large extent this brings about creativity and innovations. External interference and supervision on staff should be minimal.

(5) Leadership of the school should be supportive and provide an enabling environment for staff and students by constantly defining and emphasizing the goals and the objectives the school seeks to achieve.

These TQM principles if implemented will enable school systems to benefit from innovations in order to operate at an acceptable level of efficiency and effectiveness.

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