

## **Relationship between Total Quality Management Practices and Organizational Justice**

*Commerce*

**Muhammad Ali**

Assistant professor, Commerce Department  
University of Balochistan Quetta, Pakistan

### **Abstract**

*The aim of the study was to examine the relationship between TQM practices implementation, distributive and procedural justice perceptions of the faculty members. Data was collected through Questionnaire from faculty members of university of Balochistan. Sample size for the study was 100 and for testing the relationship between total Quality Management practices and organizational justice perception correlation analysis was used. The reliability of the questionnaire was tested by cronbach alpha test. The results revealed that total quality management practices, distributive and procedural justice perceptions are positively associated. The implication of the study is that, the higher authorities of the universities should take serious measure for successful implementation of the TQM practices for enhancing the organizational justice perception of the faculty members.*

**Keywords:** *TQM (total quality management), Distributive justice and procedural justice*

### **Introduction**

Simply "TQM is a management philosophy devoted to continual improvement and responding to customer needs and expectations" (Robbins, Coulter, & vohra, 2010). Total quality management practices are very important for any organization to survive in this competitive world. By using the TQM practices such as customer focus, continuous improvement and employee empowerment the organization can improve its performance and can achieve competitive edge on competitors (Irani, Beskese, & Love, 2004). The best strategy for achieving competitive advantage in higher education is associated with the utilization of TQM. In higher education

institutes TQM model of excellence is based on the concept such as organize, neatness, cleaning, standardization, discipline, marketing, education quality control, quality control circles, ISO 9000 and total preventive maintenance. . The higher education institutes should not consider only the students and employers as a customer but it also consider the other stakeholders such as Government bodies, franchise colleges, academic staff, management and administration and professional bodies other than educational institutions in improving the quality services (Ho & Wearn, 1996).

The purpose of the present study is to investigate the relationship between TQM practices and organizational justice perception of the faculty members of the university. The research questions of the present study which will be answered as follows

What is the relationship between TQM practices and distributive justice perception in the university?

What is the relationship between TQM practices and procedural justice perception in the university?

## **Literature Review**

### **Total quality Management in Higher Education:**

Total quality management can be defined as “Total quality management is an integrative philosophy of management for continuously improving the quality of products and processes. It functions on the premise that the quality of products and processes is the responsibility of everyone who is involved with the creation or consumption of products and services offered by the organization” (Singh S. R., 2012). TQM has two dimensions, hard and soft. Hard dimension such as tool and techniques ensuring conformance to performance standards, key performance results, strategic planning, continuous improvements, zero defect mentality, knowledge and process management. Soft dimensions are leadership, relationship, management with partners, human resource philosophy and system and human resource function. Successful implementation of TQM depends not only on the hard dimensions but also on the soft dimensions (Singh, Greetika, & Dubey, 2011). The education quality of any institution mainly depends on the strategic planning, faculty, examination system, resources, policies and curriculum design. Quality management is very important for higher education institutions in order to perform effectively and efficiently. For this purpose the establishment of quality assurance unit in the universities will be very helpful. This unit will do the internal and external scanning of the organization and it will also help full in adopting of new courses and teaching methods (Rana, 2009). The critical factors of TQM in higher education is

different from manufacturing sector which are leadership , vision, program design , process control and improvements , measurement and evaluation and stakeholder focused approach. The top management of the universities should focus on these factors for successful implementation of TQM (Asif , Awan, Khan, & Ahmad, 2011). TQM implementation in higher education increases the morale of participant, the productivity and it will show a quick response to the environmental changes and become more responsible towards students and corporate sector needs. TQM programs and organizational effectiveness are positively associated however the effective TQM practices implementation needs essential training of the faculty for the establishment of goals for continuous improvements (Elmuti, Kathawala, & Manippallil, 1996).

### **Organizational Justice**

In the present study to dimensions of organizational justice are studied, distributive justice and procedural justice. Distributive justice refers to the employees' judgment about the allocation of resources, rewards and decision made by the organization was fair or not. Procedural justice refers to the fairness of the organizational processes when employees have the perception that the organization involve them in decision making and made the decisions in unbiased manner.

Three dimensions of organizational justice such as procedural, distributive and interactional justice are positively correlated with job satisfaction and employees' job satisfaction in the organization depends on their organizational justice perception. The management and organization could make an influence on employee's behaviour by organizing a justified environment for employees. Thus organizational justice is a key to job satisfaction (Yaqhoubi, Mashinchi, Ahmad, Hadi, & Hamid, 2012). As compared to procedural justice the distributive justice has more strong effect on the pay satisfaction and job satisfaction of the employees and the procedural justice has more high impact on the organizational commitment of the employees (McFarlin & Sweenely, 1992).The procedural justice has more significant impacts on employees trust on management, affective commitment and withdrawal behaviours however the distributive justice has no substantial impact on the employees trust on these three variables (Barling & Phillips). The life satisfaction of the employees is positively associated with their procedural and distributive justice perceptions (Lambert & Hogan, 2011).A study conducted in banking sector also showed that the distributive justice, interactional justice and temporal justice are also positively associated with job satisfaction (Usmani & Jamal, 2013).

In the present study an attempt will be made to analyze the relationship between TQM practices and organizational justice perception of the faculty members in university.

### **Hypothesis of the study**

Hypothesis1. TQM practices implemented in the university will be positively correlated with Distributive justice perception of the faculty members.

Hypothesis2. TQM practices implemented in the university will be positively correlated with procedural justice perception of the faculty members

In the present study the correlation between TQM practices such as leadership, vision, programme design, evaluation, process control and other stakeholders focus are investigated with distributive and procedural justice perception of the faculty members.

### **Research Methodology**

Empirical and descriptive research method was use to investigate the relationship between TQM practices implementation and organizational justice perception among the faculty members of the university. Convenience sampling technique was used to collect the data from respondents. The sample size for the study was 100 and questionnaires were distributed for data collection.

### **Variables Measurement**

The reliability of the questionnaire was tested by applying cronbach alpha test and SPSS 19 version was used for this purpose. TQM practices implementation was assessed on five point Likert scale (strongly disagree to strongly agree) and the scale used was developed by (Asif , Awan, Khan, & Ahmad, 2011).Leadership was measured with five items and the reliability for leadership (TQM practice) was  $\alpha= 0.8$ . Vision was measured with three items and the reliability for it was  $\alpha=0.52$ . program design and resource allocation was measured with three items and the reliability for it was  $\alpha=0.72$ .Measurement and evaluation was measured with three items and reliability for it was  $\alpha=0.65$ .process control and improvement was measured with three items and reliability for it was  $\alpha=0.67$  and other stakeholders focus was measured with 3 items and the reliability for it was  $\alpha= 0.77$ . Distributive justice was evaluated on five point Likert scale from strongly disagree to strongly agree. Distributive justice was measured with five items and the scale was developed by Neihoff and Moorman (1993). The reliability for distributive justice was  $\alpha= 0.81$ .

Procedural justice was assessed on five point Likert scale from strongly disagree to strongly agree. It was measured with six items and the scale was developed by Neihoff and Moorman (1993). The reliability for procedural justice was  $\alpha=0.86$  (table 1).

**Table-1 showing Reliability Statistics**

<b>Variables</b>	<b>Cronbach's Alpha</b>	<b>N of Items</b>
Leadership	0.8	5
Vision	0.52	3
Program design & resource allocation	0.72	3
Measurement and Evaluation	0.65	3
Process control and improvement	0.67	3
Other stakeholders focus	0.77	3
Distributive justice	0.81	5
Procedural justice	0.86	6

### Data Analysis and Results

The data has been analyzed with the help of computer software SPSS version 19. The Cronbach alpha test was used for checking the reliability of the questionnaire. Mean and standard deviations of all variables are given in table 2 .Correlation analysis was used to determine the relationship between Total Quality Management practices and organizational justice perceptions (distributive and procedural justice perceptions) of the faculty members. The mean and standard deviation of the variables are given in table 2.

**Table 2.Descriptive Statistics**

	Mean	Std. Deviation	N
Leaderships	2.92	.778	10 0
Vision	2.78	.754	10 0
Program design & resource allocation	3.10	.844	10 0

Measurement & evaluation	3.11	.785	10 0
Process control & improvement	3.03	.859	10 0
Other stakeholders	2.68	.929	10 0
Distributive justice	4.23	1.415	10 0
Procedural justice	3.21	1.359	10 0

The correlation table reveals the relationship among total quality management practices, distributive justice and procedural justice. The outcome show that leadership dimension of the TQM practices is positively associated with distributive justice perception ( $r=0.34$ ,  $n=100$ ,  $p<0.01$ , two tailed). Leadership dimension is also positively associated with procedural justice perception ( $r=0.45$ ,  $n=100$ ,  $p<0.01$ , two tailed). The vision dimension of the TQM practices has a positive significant correlation with distributive justice perception ( $r=0.25$ ,  $n=100$ ,  $p<0.05$ , two tailed). The vision dimension of the TQM practices is positively correlated with procedural justice perception ( $r=0.46$ ,  $n=100$ ,  $p<0.01$ , two tailed). The program design and resource allocation dimension of TQM is positively associated with distributive justice perception ( $r=0.28$ ,  $n=100$ ,  $p<0.01$ , two tailed). The program design and resource allocation is also positively correlated with procedural justice perception ( $r=0.48$ ,  $n=100$ ,  $p<0.01$ , two tailed). Measurement and evaluation dimension of TQM has a positive correlation with distributive justice ( $r=0.32$ ,  $n=100$ ,  $p<0.01$ , two tailed). The measurement and evaluation dimension is also positively correlated with procedural justice perception ( $r=0.41$ ,  $n=100$ ,  $p<0.01$ , two tailed). The process control and improvement dimension of TQM practices has a positive significant correlation with distributive justice ( $r=0.36$ ,  $n=100$ ,  $p<0.01$ , two tailed). The process control and improvement is also positively correlated with procedural justice perception ( $r=0.61$ ,  $n=100$ ,  $p<0.01$ , two tailed). The Other stakeholder focus dimension of TQM has positive significant correlation with distributive justice perception ( $r=0.27$ ,  $n=100$ ,  $p<0.01$ , two tailed). The Other stakeholders focus is positively associated with procedural justice perception ( $r=0.44$ ,  $n=100$ ,  $p<0.01$ , two tailed).

**Table -3: Correlation among variables**

Variables	1	2	3	4	5	6	7	8
(1)Leaderships	1							
(2)Vision	.34**	1						
(3)Program design & resource allocation	.22*	.37**	1					
(4)Measurement & evaluation	.41**	.39**	.53**	1				
(5)Process control & improvement	.51**	.27**	.39**	.39**	1			
(6)Other stakeholders	.22*	.23*	.25*	.15	.48**	1		
(7)Distributive justice	.34**	.25*	.28**	.32**	.36**	.27**	1	
(8)Procedural justice	.45**	.46**	.42**	.41**	.61**	.44**	.55**	1

\*\*Correlation is significant at the 0.01 level (2- tailed).p<0.01

\*correlation is significant at the 0.05 level (2- tailed).P<0.05

N= 100

### Discussion and Conclusion

The purpose of the current study was to analyze the relationship between total quality management practices implementation and organizational justice perception of the faculty members in a university. TQM was measured with six dimensions such as leadership, vision, program design and resource allocation, measurement and evaluation, process control and improvement and other stakeholders focus. Organizational justice was measured with its two main dimensions such as distributive justice and procedural justice. The research outcomes indicated that TQM practices are positively associated with distributive justice which confirms the first hypothesis .The TQM practices are positively associated with procedural justice perception which confirms the second hypothesis of the present study. Collectively we can say that TQM practices implementation is positively associated with organizational justice. Higher the TQM practices implementation higher will be the organizational justice perception among the faculty members in the university and it will ultimately increase their trust on the organization and they will be more committed with their job and organization. The effective implementation of TQM practices in any organization mostly results in high productivity and in fact the organization gets competitive edge over its competitors in the market (Irani, Beskese, & Love, 2004). TQM practices implementation is more essential as the higher education plays the most important role in the economic development of the country. The main product of the higher educational institutes is their students and the most important customers of their products are Government and other business organization (Stringham, 2004). So the effective implementation of the TQM practices in educational institutes can improve the quality of the education of the concerned institute as the TQM process

chiefly focus on the quality and continuous improvement (Talib, et al Rehman, & Qureshi, 2010).

The limitations of the study is that the sample size of the study was just 100 and only one university faculty members were targeted for the study. The effect of the total quality management practices implementation on the faculty members of different universities was not made. Future study should focus on these points.



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