

BUSINESS SCHOOLS QUALITY CULTURE PRACTICES AND FACULTY JOB SATISFACTION

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ABSTRACT

People are an organization's greatest asset. Having great people supported by a great organizational culture is a recipe for success. For this reason, more and more organizations are adopting the Total Quality Management (TQM) philosophy to effectively manage their employees and to change their organizational culture. The TQM philosophy focuses on people management practices as its foundation to achieve high quality products and services. The idea is that quality should not be forced, but should only be achieved through workers who are highly committed, highly motivated, genuinely have pride in their work, and have the desire to continuously do their best throughout their career in the organization. This paper is a result of a study to show that adopting the TQM quality practices should result in better employee job satisfaction. A random survey on business schools' faculty members throughout the United States was performed to find out whether or not schools' quality culture practices, such as empowerment, teamwork, continuous improvement, continuous training, and employee involvement could result in the respondents having greater job satisfaction.

Keywords: Quality Management, Job Satisfaction, Quality Culture, Business Schools, TQM

1. INTRODUCTION

As business schools throughout the world are working rigorously to gain or maintain the AACSB accreditation, these schools cannot ignore the importance of total quality management (TQM) practices in order to meet the requirements of the accreditation body. Although AACSB does not specifically say that its accreditation process requires business schools to adopt the quality management practices, we all know that the end result is business schools need to show that they are building quality in all of their business programs. For some business schools, the only way to be assured of the approval from the accreditation body is to adopt the TQM philosophy (Demichiell, 1997).

However, one important aspect of the quality management practices that has been mostly ignored by the schools' administration is the effect of these practices towards faculty morale. Are faculty members happy with the new working culture? Are they supportive of the change effort? We believe that workers morale and job satisfaction is the most important measure in determining whether or not a change effort has been a success. Kanji (1999) survey of 51 UK higher education institutions, indicates that some of the barriers to TQM originate from organization members. These barriers include lack of commitment, insufficient knowledge and fear of failure.

Although these new practices would mean more work to faculty members, we believe that if the practices are done right, they should result in increased faculty job satisfaction, better morale, and at the end better quality performance. Motwani (1995) claims that educational institutions that have successfully adopted the quality management principles realized various benefits such as improved communication, higher employee morale, increased productivity, improved efficiency, and reduction in costs. *"If employees are involved and objectives are linked to processes and results, and the focus remains on customers, TQM can be effective in higher education."* (Demichiell, 1997, pg. 261)

This paper presents the result of a survey carried out on various Business Schools throughout the United States. The purpose of the survey was to determine whether or not quality culture practices such as empowerment, teamwork, continuous improvement, continuous training, and employee involvement would result in greater job satisfaction among faculty members.