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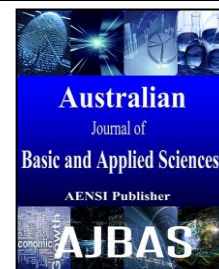
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Effect of total quality management practices on department performance and students satisfaction at private colleges in South Sulawesi, Indonesia

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ABSTRACT

This study main objective is to develop a TQM model and analyzing empirically the relationship between TQM practices and department performance and students satisfaction at private colleges in South Sulawesi Province –Indonesia. This study samples are management students of 29 private colleges with accreditation from National Accreditation Board of Higher Education. Analysis used is model Structural Equation Modeling with AMOS 18 software to significance the relationship between exogenous variables (performance faculty, staff and management commitment) and endogenous variable (departments performance and students satisfaction). This study results found that management department that implemented three TQM practices can improve department performance and student satisfaction. From empirical perspective this research fill knowledge gaps in current literature to emphasizes three TQM practices namely lecturers performance, staff and management commitment plays an important role to generate departments performance and student satisfaction. This study was limited only to student perspective, management department in accredited private colleges. Another relevant research type is at higher educations are important and relevant for subsequent research. Simultaneous application of three TQM variables at a private university are believed to be able to improve departments performance and create student satisfaction. This paper describes three TQM variables to affect department performance and students satisfaction at private colleges in South Sulawesi Province -Indonesia

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INTRODUCTION

Universities formally responsible for availability expert and skillful graduates in specific science. Specifically, private colleges have different characteristics with relatively limited funding than public universities. This has important implications for other aspects of human resources and facilities and processes optimization. Quality improvement efforts should be planned based on priority. Therefore, it needs the right strategy, both normative and technical, to improve management quality of private universities. One strategy to improve College quality is implementation of TQM concept to meet customer needs and customer Satisfaction.

College can adopt TQM concept as a continuous improvement to meet the needs, desires, and expectations of its customers, current and future (Sallis, 2008). According Balwin (2002), satisfaction

has a linear relationship with stakeholder's perception. TQM can be used as a viable tool to meet student satisfaction, achieve academic program effectiveness and students learning outcomes (Ibekwe, 2006). Formation process of students' perceptions of service quality academic strongly associated with TQM elements involved in academic services. Goetsch and Davis (1994, p. 4) said that TQM elements are involvement and empowerment of employees, while Huarng and Yao (2002), Jabnoun and Sedrani (2005) in Wicaksono Setiawan (2006) stated the elements are management commitment and empowerment of faculty and staff.

Top management commitment and campus facilities also become strong predictor for student satisfaction (Sakthivel and Raju, 2005). This is in line with Armstrong (1996) that teaching quality through interaction process with students who supported campus facilities is vital to growth of s

interest students to attend class. It can be argued that department service can provide dominant effect in determining student satisfaction. However, service quality is depend on employees empowerment through improvement process of self reliability to plan and control work plan implementation. This is consistent with Low, (2000) that student satisfaction is measured by determining how educational institutions effectively provide services to what is expected, needed, and desired by student. It is important to remember that in order to obtain a positive image, institution must be able to provide satisfaction or excellence service (Brown, 1995). Therefore, it can be interpreted that department ability to provide academic administrative services that can satisfy student is determined by performance of employee. Similarly, Srinadi and Nilakusmawati (2008) stated that employees performances are identified through job behavior focus in according with standard process that must be implemented.

Based on above, this paper intends to find out:

1. Are there simultaneous effect of lecture performance, employees performance and management commitment on departments performance ?
2. Are there simultaneous effect of lecturers performance, employees performance and management commitment on student satisfaction?
3. Is department performance significantly affect on student satisfaction improvement.?

Theory Review:

Performance and commitment to TQM:

Performance refers to success level to carry out task and ability to achieve its intended purpose. Performance is good and successful if the desired goal can be achieved rightly (Donnelly, Gibson and Ivancevich, 2003). Leadership commitment is commitment to maintain quality and customer needs (Marchese, 1991). Carothers (1992) equate leadership with administrative. It means "to serve" to company or university (Huang and Yao, 2002; Jabnoun and Sedrani, 2005: 9). Leaders communicate the vision, quality policy and quality improvement. Leaders encourage the involvement of faculty and staff.

Leaders participate in process of quality improvement, facility management support, management recognizes and appreciates the achievements of faculty and staff. Goetch and Davis, (1994: 14-18) argues that involvement and empowerment of employees is essential to implement TQM. Beaver (1994) showed that TQM is very important to ensure that institutions are running well and College customers are well served. Wiklund, P.S. and Wiklund, H. (1999) stated that student satisfaction measurement has become a central theme in TQM. I Gusti Ayu Putu Eka Srinadi and urges Nilakusmawati (2008) suggested that employee's performance can be measured by

following indicators: staff/employees professionalism; staff/employees friendliness; convenience in service; staff courtesy; clarity and provision of information by staff; Accuracy of calculation of value on card study results. P.B. Sakthivel and G. Rajendran R. Raju (2005) stated that among five TQM practices, commitment of top management and campus facilities that have a strong predictor of student satisfaction.

Satisfaction and Department Performance:

According to Hensler and Brunnel in Tjiptono & Diana (2004), TQM contains customer satisfaction principle. According to Juran (1989), quality is composed of two main elements, namely: a. how far a product or service can meet consumer desires, b. how far a product or service free from flaws (incomplete/unfavorable). Brown (1995) stated that in order to obtain a company positive image, company should be able to provide satisfactory service or service excellence. Sulisworo (2008) makes a conceptual model from existing business processes into College. Key achievements that can be used to measure organization performance (key indicators) in college are relevance, academic atmosphere, internal management and organization, efficiency and productivity.

Relevance describes an organization ability to tailor services in according with user's needs (Harold, 1999; Luthje 2007 in Sulisworo, 2008). Graduates quality can be seen from the CPI (Nelson, 2000). It is a picture of skills, knowledge, attitude acquired during the learning process (Metcalf, 2006). With this understanding, need to be identified further to answer suppose if IPK (cumulative achievement index) can describe the learning objectives, skills, knowledge and attitude.

Conducive academic atmosphere is an absolute requirement for health interaction between faculty and students, among fellow lecturers, and among fellow students (College, 2006). Academic atmosphere can be measured from activities of faculty students in various learning models (Fry, et.al, 1999), their planning based on learning outcomes (D'Andrea, 1999), as well as system-oriented assessment of higher thinking levels (Wakeford, 1999; Newstead and Hoskins, 1999 in Sulisworo, 2008). Health academic atmosphere will ensure the satisfaction and spur motivation and creativity among academicians to carry out academic activities, which in turn will produce a high quality academic (College, 2006).

Organization and Internal Management have commitment description to improve the management and organization system that leads to an effective and efficient implementation of educational programs (College, 2006). In internal management, governance has a very important role for all parties in organization in decision making and policy development (Alon and Mc. Intyre, 2005). One form

of efficient internal management is an internal control system to use resources (Barr, 2002), motivated staff who concern to existing mechanisms (Shell, 2002), as well as systems and procedures for various activities in each organization's business processes, transparency and accountability in resources usage. With support from existing systems and policies, internal management will improve customer satisfaction (students) and also at same time the staff can participate to manage organizations (Versuh, 2003).

Research Hypothesis:

Lecturer performance:

Competition among College institutions to provide high quality services to consumers motivates College institutions to constantly improve itself in order to give satisfaction to student. Wolverson (2003) suggest that institution should treat students as customers, and put students needs as a higher priority. One college element who contacts directly students is lecturer. Ulrich (2001) proposes that lecturer role is an essential element for customer satisfaction in academic services. One parameters to assess the academic services of a lecturer is lecturers performance (Pramudyo, 2010). Good and successful performance is achieved if the desired goal can be achieved rightly. Robbins (2002) states that performance is a measurement of what worked and not worked by employees. Lecturers performance is one of critical success factors in learning process in College. Prawirosentono (1999), states that there is a close relationship between individual performance and corporate performance. The statement shows good lecturers performance makes good college performance. Gaspersz (1997) states that basically customer satisfaction can be defined simply as a condition in which the needs, desires, and expectations of customers are met through products consumed. Kotler (1994) stated that customer satisfaction is one's satisfaction level after comparing performance felt and expectations

Employee Performance:

According Baldrige (1998), TQM concept requires employees involvement to changes service quality improvement. Employees are academic administrative support personnel with great contribution to improve education quality. Administrative operations reach all operation of college. Srinadi and Nilakusmawati (2008) states that employees behaviors are associated with interaction ability between staff support and students in according with standard processes implemented. Employee effect on performance are about how much they contributes to organization related to output quality, attendance period at work and cooperative attitude (Matthis and Jackson, 2002). Administrative services will affect directly or indirectly on academic services quality. Although

they serves as unit support of academic administration, but employee is part of a strategic plan to increase academic quality. This is relevant to opinion of Low (2000) that student satisfaction is measured how educational institutions effectively provide services in according with expectation, need and desire of student. It is important to remember that in order to obtain a positive image, institution must be able to provide satisfactory service or service excellence (Brown, 1995). It can be interpreted that department ability to provide academic administrative services that can satisfy student is determined by employee performance. This is relevant to opinion of Srinadi and Nilakusmawati (2008) that employees performances are identified through behavior that is focused on job in according to standard process that must be implemented.

Management Commitment:

According Sakthivel and Raju (2005), top management commitment and campus facilities become strong predictor for student satisfaction. This opinion is in line with Entin (1994) that TQM implementation increase student satisfaction at 10 institutions in Boston, its success depends on commitment of leaders and managers. Management commitment is a commitment to put quality and customer needs (Marchese, 1991), or vice versa. While Huarng and Yao (2002) and Jabnoun and Sedrani (2005) stated that management commitment is management's ability to implement and guide the long-term vision, create and maintain internal environment to make faculty and staff involved in achieving the organization goals, participate as well as recognize and reward the achievements faculty and staff in field of quality. Moreover Garvin (1987) propose that a high level of quality performance is always accompanied by presence of organizational commitment toward that goal, while high products quality can not be realized if there is no commitment from top management. It can be interpreted that it institutional and departments performance is determined by leaders and managers commitment to be able to dinamize all stages process in system of department governance to level of high quality performance. Based on above, working hypothesis are follows:

1. Lecturer performance affect on departments performance
2. Employee performance affects on departments performance
3. Managers commitment affect on departments performance
4. Lecturer performance affect on student satisfaction
5. Employee performance affect on student satisfaction
6. Managers commitment affect on student satisfaction

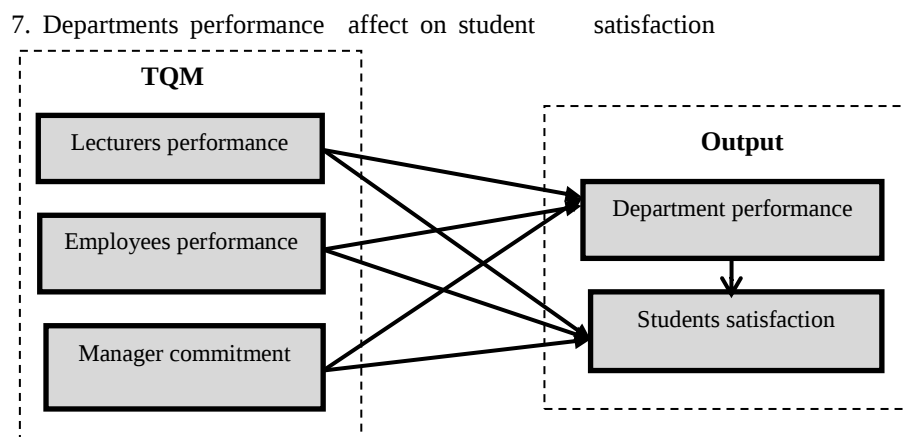


Fig. 1: Model of hypothesis testing

Methodology:

Data:

Data is collected randomly by questionnaires at private universities in South Sulawesi – Indonesia of management department. Demographic characteristics of sample are not distinguished by particular groups. From 400 questionnaires distributed and returned, there are 391 valid

questionnaires and 9 questionnaire incomplete. This study used confirmatory factor analysis to measure the effect of lecturers performance, employee performance, and management commitment as exogenous variables on departments performance and student satisfaction as an endogenous variable. The technical characteristics of respondents described as follows:

Table 1: Technical characteristics of respondents

Universities and Colleges managers if management department courses and accredited by BAN-PT		Number of Students and respondents		
		Percentage (%)	Active student	Respondents
University	10	32,27	5.583	126
College	19	67,73	11,745	265
Total	29	100	17.328	391

Measurement Instruments:

Measurement and data collection use indicators with an assessment based on Agree-Disagree Scale to develop a statement that generates answers agree - disagree in range 1 to 10 (Ferdinand, 2011). Instruments to measure each variable are 5 indicators

for lecturers performance, 5 indicators for employee performance, 5 indicators for management commitment, 4 indicators for department performance and 4 indicators for student satisfaction. Classification variables measurements can be seen in Table 2.

Table 2: Variables Classification in Research Model

Variables	Concept	Indicators	Adapted from
Lecturer oerformance	What are received by students from lecturers performance in academic service	5	Mitchel and Larson (1987)
Employee performance	Way and work result of administrative staff in administration services	6	Srinadi and Nilakusmawati (2008)
Manager commitment	Willingness and effort of department manager to manage high quality department	5	Huarng and Yao (2002), Jabnoun and Sedrani (2005).
Department performance	Work result of department manager in implementing duty as manager	4	Harold (1999), Lüthje (2007),Zorilla (2007),Nelson 2000), Metcalfe (2006), Shell (2002), Dikti(2006), Fry, et.al (1999), D'Andrea(1999), Wakeford (1999, Newstead and Hoskins (1999), Fallows (1999), Santos (2006), Alon and Mc. Intyre (2005), Barr (2002), Versuh (2003), Conraths and Trusso (2007)
Student satisfaction	Students feelings on educators service, support personnel, department commitment on service quality	5	Parasuraman, Berry and Zeithml in Irawan (2002), Kotler (1994)

Validation and Reliability of Measurement:

Validity measurement testing is done by calculating the correlation between the scores of items indicators with a total score. The correlation coefficient between the scores of each item indicator

with a total score is calculated by Pearson correlation analysis using SPSS. An indicator is valid if the correlation coefficient r count is greater than the correlation coefficient r table at a significance level of 5% (Sugiyono, 2004). Indicator is valid if the

value of r count > 0.098 , while measurement is reliable if the value of Cronbach alpha > 0.60 . The

test results are shown in Table 3 and Table 4.

Table 3: Measurement validity

Estimator	Indicator	Symbol and Test Result of Validity						Description
Lecturer performance (X1)	Pearson Correlation	X1.1	X1.2	X1.3	X1.4	X1.5	-	Valid
Employee performance (X2)	Pearson Correlation	X2.1	X2.2	X2.3	X2.4	X2.5	X2.6	-
Manager commitment (X3)	Pearson Correlation	X3.1	X3.2	X3.3	X3.4	X3.5	-	-
Department performance (Y)	Pearson Correlation	Y1	Y2	Y3	Y4	-	-	-
Student Satisfaction (Z)	Pearson Correlation	Z1	Z2	Z3	Z4	Z5	-	-

Table 4: Reliability Measurement

Estimator	Lecturer Performance	Employee Performance	Manager Commitment	Department Performance	Student Satisfaction
Cronbach α	0,951	0,949	0,895	0,924	0,933
Reliability standard	0.6	0.6	0.6	0.6	0.6
Description	Reliable	Reliable	Reliable	Reliable	Reliable

Confirmatory Factor Analysis:

Confirmatory Factor analysis is intended to test the predictive power between variables observed, both at individual and construct level (Ferdinand, 2011). Model fit is based on critical ratio (CR) with regression weight equal or greater than 2. In addition, model fit is good if the degree of freedom is positive,

non-significance probability chi-square with $p \geq 0.05$ (Hair et al, 1992), $TLI > 0.90$, and $CMIN/DF$, CFI and RMSEA low. Based on test results, as shown in Table 5, it is shown that the model fit is good. Therefore, such indicators can be used to predict constructs or latent variables.

Table 5: Goodness of Fit Models Test Result

Criterion	Cut off Value	Model Result	Model Evaluation
Chi-Square	Should small ($\leq 146,567$)	133,623	Good
Significance Probability	$\leq 0,05$	0,187	Good
Relative Chi-Square	$\geq 2,00$	1,114	Good
RMSEA	$\geq 0,08$	0,017	Good
TLI	$\leq 0,95$	0,997	Good
CFI	$\leq 0,95$	0,999	Good

Research Finding:

Test results show that exogenous variables (lecturer performance, employees performance and management commitment) are important predictors to improve departments performance and student satisfaction. While the endogenous variable (departments performance) is quasi moderating variable which empirically shows relationship of lecturers performance, employees performance and management commitment on students satisfaction through departments performance as quasi moderating variable, as shown in Figure 2. Hypothesis testing results shows that test value are significant at $P < 0.05$, as shown in Table 5. These also show that the variables can become predictor of student satisfaction to contribute to educational institutions development. These test results can fill a knowledge gap in literature to emphasize that TQM practice (lecturers performance, employees performance and management commitment) are vital to department performance to generate student satisfaction at management department.

RESULTS AND DISCUSSION

Testing process of structural model from hypothesis has been developed based on a comprehensive literature review. This study has formulated several findings based on analysis as follows:

Effect of Lecturers Performance Against The Departments Performance:

Lecturers performance is measured through five indicators namely work quality, ability, initiative, communication and timeliness. These indicators are valid and reliable to measure lecturers performance. Department performance is measured by four indicators namely academic atmosphere, internal management and organization and efficiency. The indicators are valid because with Pearson Correlation > 0.098 and reliable with a Cronbach alpha > 0.60 . These means that these four indicators positively relate and have an adequate level of validity and can become reliable indicator variables to explain

department performance. Based on test results of SEM in Table 5, coefficient the effect of lecturer performance on department performance is at $P = 0.00$. This proves the first hypothesis can be accepted. Better work quality, ability, initiative,

communication and timeliness of lecturers can increase performance of College. Significant effect of lecturer performance on departments performance of this study is consistent with theoretical concepts referenced in this study.

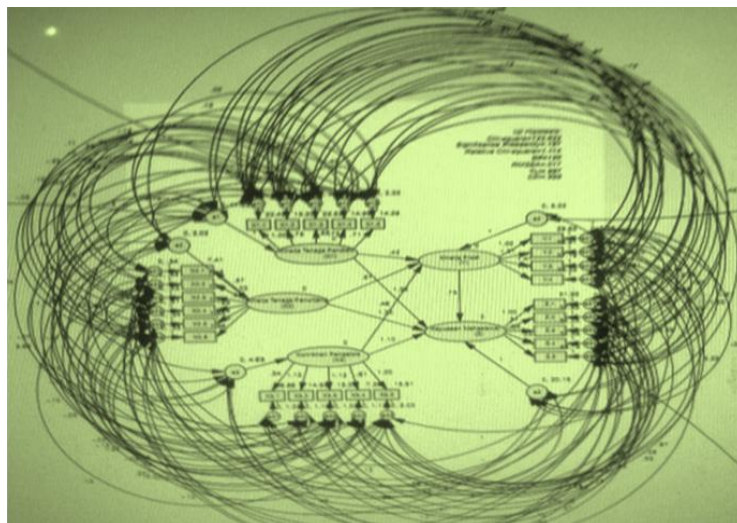


Fig. 2: Overall Model Testing (Final Model)

Table 5: Hypothesis Testing Result, significant at $P^{***} < 0.05$.

Hypotheses			Estimate	S.E.	C.R.	P
Department Performance _ (Y)	<---	Lecturer Performance _ (X1)	,42	,09	4,67	***
Department Performance _ (Y)	<---	Employee Performance _ (X2)	,87	,23	3,73	***
Department Performance _ (Y)	<---	Manager Commitment _ (X3)	,46	,21	2,25	,02
Student Satisfaction _ (Z)	<---	Lecturer Performance _ (X1)	1,36	,24	5,61	***
Student Satisfaction _ (Z)	<---	Employee Performance _ (X2)	1,33	,55	2,40	,02
Student Satisfaction _ (Z)	<---	Manager Commitment _ (X3)	1,10	,49	2,22	,03
Student Satisfaction _ (Z)	<---	Department Performance _ (Y)	,75	,17	4,39	***

Effect of Employee Performance on Department Performance:

Employees performance is measured by six indicators namely professionalism, friendliness, comfort, courtesy, clarity and accuracy. All six indicators are valid with Pearson Correlation > 0.098 and reliable on Cronbach alpha > 0.60 . This means that all six indicators positively relate and have adequate level of validity and can become reliable indicator to explain employees performance. SEM test results in Table 5 shows that employee performance significantly affect on department performance at coefficient $P = 0.00$. It shows that second hypothesis can be accepted. This finding indicates that higher employee performance cause higher departments performance, or higher professionalism, friendliness, comfort, courtesy, clarity and accuracy led to higher department performance.

Effect of Management Commitment To Departments Performance:

Management commitment is measured by five indicators namely vision and mission, improving quality, availability of human resources, support

facilities and awards. All five indicators are valid with Pearson Correlation value > 0.098 and reliable on Cronbach alpha > 0.60 . These mean that five indicators relate positively and have validity level to explain management commitment. Test result of SEM in Table 5 shows coefficients $P = 0.02$. It means third hypothesis is also accepted. This indicates that management commitment has significant effect on department performance. This finding indicates that higher management commitment will lead to higher departments performance, or the vision and mission, improving quality, involvement of human resources, as well as support facilities led to higher departments performance. This study finding this study is consistent with theoretical concepts referenced in this study.

Effect of Lecturers Performance on Student Satisfaction:

Student satisfaction is measured through five indicators namely tangible, reliability, responsiveness, assurance and empathy. All indicators are valid with Pearson Correlation values > 0.098 and reliable on Cronbach alpha > 0.60 . This

means that all five indicators are positively relates and have good reliable and validity level as indicators to explain lecturers performance. SEM analysis results in Table 5 shows coefficients of lecturers performance on student satisfaction is significant at $P = 0.00$. This suggests that fourth hypothesis is accepted. It means lecturers performance has significant positive direct effect on student satisfaction at private universities in South Sulawesi. These findings indicate that higher performance of lecturers cause high student satisfaction, the better quality of work, ability, initiative, communication and timeliness of lecturer cause higher student satisfaction. The significance effect of lecturer performance on student satisfaction this study is consistent with theoretical concepts referenced in this study.

Effect of Employee Performance on Students Satisfaction:

SEM examination results in Table 5, to examine the effect of employee performance on student satisfaction coefficient $P = 0.02$. It shows that employees performance and significant positive direct effect on student satisfaction at private universities in South Sulawesi. This suggests that fifth hypothesis is accepted. These findings indicate that higher performance of employee caused the higher student satisfaction. In other words, higher the professionalism, friendliness, comfort, courtesy, clarity and accuracy led to higher student satisfaction. The findings of this study are consistent with results of theoretical concepts referenced in this study.

Effect of Management Commitment To Student Satisfaction Department:

Research results show that coefficient the effect of management commitment on student satisfaction is significant at $P = 0.03$. It means the sixth hypothesis is accepted. It means that management commitment positively has direct effect on student satisfaction. This finding indicates that higher management commitment led to higher student satisfaction. Higher willingness and managers effort in realize the vision and mission, quality improvement, availability of human resources, support facilities and award will lead to higher student satisfaction. The significance of test results is consistent line with theoretical concepts referenced in this study.

Effect of Department Performance on Student Satisfaction:

Student satisfaction is measured by five indicators namely reliability, responsiveness, empathy, assurance and tangible. These five indicators are valid with Pearson Correlation > 0.098 and reliable on Cronbach alpha > 0.60 . This means the five indicators relate positively and has good

validity level and reliable indicator to explain student satisfaction variable. Test results is shown by coefficient the effect of department performance on student satisfaction at $P = 0.00$. It shows that department performance has direct positive effect on student satisfaction. It proves that seventh hypothesis is accepted. These findings indicate that higher departments performance lead to higher student satisfaction, or higher relevance indicator, academic atmosphere, internal management and organization, efficiency and productivity led to higher department performance.

Conclusion:

Based on analysis and discussion as well as some of findings from testing the effect of lecturers performance (X1), employees performance (X2) and management commitment (X3) on departments performance (Y) and student satisfaction (Z), it can be concluded that entire hypothesis is proven and accepted. Therefore, lecturers performance, employee performance and managers commitment simultaneously have positive effect on department performance and student satisfaction. These evidence is shown by test results with all value of coefficient P is smaller than 0.005. These values indicate that the effect is very strong.

Recommendation:

Application of these study findings can lead to increase student satisfaction substantially. Education experts can use this study results as a reference in order to improve quality as targeted and give hope to students to enroll in management department of private universities at South Sulawesi, Indonesia. These study findings can not be generalized, but limited only to management courses which have been accredited, not unaccredited department.

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