Organisational Capability in Internalising Quality Culture in Higher Institution

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Abstract
The study examines the influence of leadership roles related to organisational capability consisting of directing setting, strategic and organisational process, alignment, intervention and strategic capability on depending variable internalising quality culture in IIUM. The study used 100 samples consisting of lecturers, non-academic staff and students drew through purposive sampling in Gombak campus. The study employed descriptive and multiple regression analysis (MRA) in analysing the data. The results revealed that predictors directing setting, strategic and organisational processes and strategic capabilities significantly influenced internalising quality culture in IIUM.
Keywords: Leadership, leadership roles, quality, quality culture, IIUM

Introduction

Higher education has been recognized as a fundamental instrument for the building of a knowledge economy and the development of human capitals all over the world (World Bank, 1999). Higher education remains serves as the catalyst, bed rock, power house as well as the driving force for the strong socio-economic, political, cultural, healthier and industrial development of a nation as higher education institutions are key mechanisms increasingly recognized as wealth and human capital producing industries (Peretomode, 2007). World Bank, (2004) affirms that higher education is fundamental instrument to all developing countries to prosper in a world economy where knowledge has become a vital area of advantage. What is critical to national competitiveness is the quality of knowledge generated in the higher educational institutions. Qualitative education shapes individual mind and play a vital role to economical, social and political transformation. Globally, higher level manpower training is widely recognised as tool for national development. Higher education performs its functions to the society and nation at large when educational leadership remains visionary and focused so that it could play as a catalyst for achieving the national aims especially at institutions of higher learning. Leaders in educational settings play essential roles and one of them is to establish and maintain the school culture being a powerful symbolic tool for influencing teaching and learning in schools (Moore, & Manning, 2001) and one of the cultures is the quality culture.

There is enough evidence to claim that IIUM has been promoting quality culture through various activities. However, there is little information about organisational capability and personal characteristics in discharging the leader roles towards internalising quality culture. Therefore, purpose of the present study is to examine leadership roles in relationship to organisational capability and personal characteristics in influencing quality culture in IIUM.

Study Variables

Higher Educational Institution

'Higher education institutions are essential platforms for innovative partnerships, to join together researchers, policy-makers, civil society and the private sector, to design and deliver knowledge and action for sustainable development (UNSECO, 2000)'. University Education remains nation's hope for national development and trans-border education makes higher education more globalised and massive. Today education quality remains a topical issue.

Leadership

Leadership remains a fundamental for organisational success. Leadership has been interpreted as 'a process of influence leading to the achievement of desired purposes. It involves inspiring and supporting others towards the achievement of a vision for the school which is based on clear personal and professional values' (Bush and Glover, 2003: 10).

Strategic Leadership

There are a number of leadership styles and one important within the leadership paradigm is strategic leadership which Davies and Davies (2008) see as a concept that covers five elements comprising of direction-settings, planning, broad major dimensions, medium and long term framework and template as well as four concepts

related to personal characteristics. Strategic leadership is viewed as a person's (or executive team's) ability to anticipate, envision, maintain flexibility, think strategically, and work with others to initiate changes that will create a viable future for the organization (Ireland and Hitt, 2005).

Quality Culture

The function of maintaining quality in today's business environment has been promoted through TQM and evidence of its success could be seen in many organizations (Douglas & Judge, 2001). Now organizations operate in a very competitive world as such they must embrace quality in their strategies in order to produce goods and provide services which meet customer satisfaction. This implies that organization must implement the concept of total quality management to attain corporate objectives. By embracing the philosophy and principles of TQM, the organizations will enhance their commitment to quality thereby maintaining their competitive position in the market.
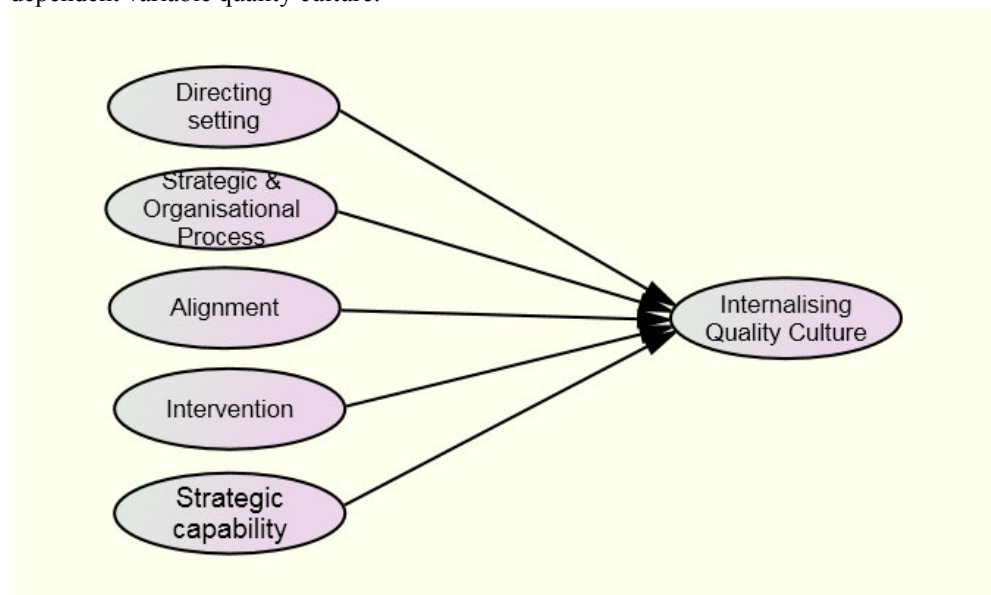
In educational setting, quality culture is internalize through quality assurance and it is the term used to refers to all actions that are well-planned and systematic that includes policies, attitudes, action, procedures, which are the necessities to provide adequate confidence. It ensures that the quality is maintained and enhanced continuously so that the products and services are able to meet the specified quality standard.

Internalising Quality Culture

Quality culture is being promoted in the educational settings through various mechanisms and Ministry for higher education and institutional leadership are responsible to ensure quality is maintained and promoted. Internalising quality culture involves identifying the customer's needs and device means of meeting and satisfying the expectations, needs as well as implement programmes and activities to improve products and services. Internalising quality culture educational institution like IIUM can satisfy our customers (students) thereby increases their loyalty.

Conceptual Framework

The conceptual framework contains five independent variables consists of directing setting, strategic organisational process, alignment, intervention and strategic capacity and one dependent variable internalising quality culture. The conceptual frame demonstrates that the independent variables directly influence the dependent variable quality culture.

Hypotheses of the Study

H1: Directing setting influences internalising quality culture
H2: Strategic and organisational process influence internalising quality culture
H3: Alignment influences internalising quality culture
H4: Intervention influences internalising quality culture in IIUM
H5: Strategic capabilities influence internalising quality culture

Method
Population
Target population refers to the entire group of individuals or objects to which researchers are interested in generalizing the conclusions. In the present study, the target population comprises of students and the academic staff of IIUM. IIUM has population of that cut across Gombak, Kuantan, ISTAC, Damansara and CFS. The study is limited to Gombak campus with an estimated population of over 4000 students both undergraduate

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and postgraduate students. The study specifically focused on postgraduate students, academic staff and other non-academic staff who occupy leadership position.

Samples

In the present study a sample of 100 respondents comprising of postgraduates students, non- academic and academic staff of Gombak campus was used. The study used 10% margin error in drawing the samples size being one of the recommended ways. One method of determining sample size is to specify margins of error for the items that are regarded as most vital to the survey. An estimation of the sample size needed is first made separately for each of these important items" (Cochran, 1977, p. 81).

Measure

Self developed questionnaire was used in the study and the items were drawn based on the concept of strategic leadership. The self developed questionnaire has 30 items and consists of two sections with sections demographic information of the respondents that covering aspects such as gender, age; work experience in years, teaching specialization among others and the second section covers the items section designed in form of 5-likert scale ranging from strongly agree as '1', disagree as '2', neither agree nor disagree '3', agree '4' and strongly agree '5'. The instruments has an internal consistency of .800.

Data Analysis

The data was managed and processed using SPSS and the study used descriptive and multiple regression analysis (MRA) to test the hypotheses.

Results

Table 1.1 presents the descriptive statistics for the role of leaderships and the findings demonstrates that all the roles have adequate satisfactory mean loadings directing setting (m =3.97; SD = .952), strategic and organisational processes (m =3.80; SD = .658), alignment (m = 3.75; SD = .701), intervention (m =3.78; SD =1.22) and strategic capacities (m =3.78; SD =.629)

Table 1.1: Descriptive statistics

Roles	Mean	Std. Dev
Directing_setting	3.9716	.952
Strategic_and_organisational_processess	3.8011	.658
Alignment	3.7519	.701
Intervention	3.7869	1.22
Strategic_capabilities	3.7898	.629

Table 2.2 depicts a multiple regression analysis results with leader roles as independent variables and quality culture and dependent variable. The multiple regression result shows a significant regression model between directing setting, strategic and organisational processes and strategic capabilities, in which (F= 43.349, p<0.05). The result of the model demonstrated that directing setting, strategic and organisational processes and strategic capabilities positive impact on quality culture in such a way that the regression equation predicted almost (29 %) contribution of directing setting, strategic and organisational processes and strategic capabilities to secondary quality culture.

Table 2.2: Multiple Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.329	.697		3.343	.001
	Directing_setting	.040	.125	.040	.320	.017
	Strategic_and_organisational_processess	.187	.217	.129	.861	.000
	Alignment	.123	.231	.090	.532	.596
	Intervention	.020	.091	.026	.222	.825
	Strategic_capabilities	.043	.230	.028	.187	.045

a. Dependent Variable: Quality_culture

Hypotheses Testing

The results demonstrate that three hypotheses directing setting, strategic and organisational processes and strategic capabilities influences quality culture were accepted. The findings revealed that these leadership roles play significant role in internalising quality culture.

Discussion

The purpose of the study measure the influence of leadership roles on the internalising quality culture and of the five hypotheses tested three were accepted while two were rejected.

The findings demonstrate that all the leadership roles were satisfactory adequate indicating that IIUM leadership perform these functions adequately towards internalising quality culture. The findings illustrates that directing settings is the function that have been given more priority attention with highest mean value. The second most important function was strategic organisational processes whereas other functions alignment, intervention and strategic capabilities have the same priority attention.

On the other hand**,** it was found that directing setting, strategic organisational processes and strategic capabilities have significant influence on internalising quality culture. This indicates that these factors are the significant predictors of internalising quality culture.

The multiple regression analysis (MRA) model provides evidence that leadership role have a significant impact on internalising quality culture. The study contributes to the body of strategic leadership and total quality management. Through MRA, the study proposes and validates an the leadership roles and their impact on internalising quality culture. Demonstrating the significant impact of directing setting, strategic organisational processes and strategic capabilities, the present study enhances the current understanding of strategic leadership roles theoretically and practically. It is important to note that alignment and intervention were not strong predictor of internalising quality culture in IIUM.

Conclusion

Results indicate significant impact of leadership roles dimensions on internalising quality culture in IIUM, implying that the leadership employs all the relevant leadership qualities and techniques to ensure internalizing quality culture. The study depicts that fostering suitable leadership strategies involving these three critical roles are very fundamental in internalising quality culture. Specifically, the results indicate clearly that an organization wishing to foster and sustain effective leadership needs to exercise these leadership roles so as to provide enable and supportive environment for employees. The research provides substantial findings in the area of strategic leadership and quality culture, but it is no exception when it comes to limitations. The study used small sample size comprising of academic staff, non-academic staff and students which is somehow inadequate to generalize the findings.

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