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Total Quality Management from the Personnel Perspective in Sports Organizations

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Abstract. The primary objective of this research is to explore the perspectives of personnel within sports organizations concerning Total Quality Management (TQM). Specifically, the study targets a sample comprising 127 voluntary institutional personnel employed at the Istanbul Directorate of Youth Services and Sports. To gauge the extent of TQM implementation, the 'Total Quality Management Implementation Factors Scale,' developed by Balcı (2002), was randomly administered to this sample. The research delves into the levels of TQM implementation among the personnel of the Istanbul Directorate of Youth Services and Sports. The acquired data were scrutinized in correlation with variables such as gender, age, education level, duration of employment, title, and job satisfaction. The study investigates the implementation of Total Quality Management (TQM) among personnel at the Istanbul Directorate of Youth Services and Sports, utilizing the 'Total Quality Management Implementation Factors Scale' developed by Balcı (2002). The research assesses TQM levels in relation to various variables, including gender, age, education level, duration of employment, title, and job satisfaction.

Keywords. Intimidation, Mobbing, Psychological Violence, Negative Behaviors

Introduction

Total Quality Management (TQM), initially shaped by the principles of W. Edwards Deming, Joseph Juran, and Kaoru Ishikawa, has undergone a transformative journey, evolving into a social movement. Its roots in industrial contexts have expanded to diverse sectors, including healthcare institutions, public bureaucracies, non-profit organizations, and educational institutions, showcasing its adaptability and broad applicability (Hackman and Wageman, 1995).

The impact of TQM on business performance has become a focal point of interest over the last two decades for professionals, managers, practitioners, and researchers alike. This attention reflects a growing recognition of TQM's role in enhancing organizational effectiveness and efficiency. Notably, the concept of service quality, traditionally a key focus in the private sector, has gained prominence in recent discussions within public administration literature.

Traditionally, public sector organizations have operated within a framework shaped by political authorities and central bureaucratic institutions. In this bureaucratic model, employees in the public sector are mandated to adhere to established procedures,

demonstrating accountability to the public. However, the focus of service delivery in this model tends to be internal, prioritizing organizational processes over the specific needs of citizens. Consequently, the concept of service quality, viewed from the perspective of recipients, has often been marginalized and considered irrelevant (Caemmerer and Dewar, 2013).

In contrast to the private sector, the definition of service quality in the public sector is more comprehensive. This expanded scope arises from the inherent responsibility of public sector institutions to provide quality services to citizens and communities within a country. Public sector organizations are held accountable by service users and other stakeholders for delivering high - quality services, and they bear the responsibility to ensure excellence in this regard (Wisniewski, 2001).

Total Quality Management (TQM) is a strategic approach to management that focuses on meeting the goals and objectives of a product within the framework of global demands. It emphasizes the importance of ensuring that products, services, and processes consistently meet high-quality standards. In the context of TQM, quality is viewed as a continuous process rather than a final outcome. It is seen as an ongoing journey to maintain excellence rather than a static goal.

In the realm of sports, the TQM approach extends to all aspects of the sports environment, encompassing athletes, managers, coaches, fans, and more. All elements contributing to the sports landscape are considered both internal and external productions that must align with high-quality standards dictated by sports capacity. TQM in sports aims to create a harmonious and quality - driven ecosystem where competition and collaboration coexist, contributing to the overall excellence of the sports experience.

HRM plays a crucial role in placing individuals in suitable positions and forming teams aligned with the company's culture. It requires a management approach to effectively identify and manage employees. TQM has a profound impact on HRM, particularly in job analysis. The application of TQM in job analysis enhances the effectiveness and efficiency of employees. Simultaneously, it contributes to elevating employee satisfaction and improving the overall quality of work life. TQM achieves these outcomes by minimizing costs and prioritizing employees' health and safety, showcasing its comprehensive influence on HRM practices (AKTAŞ and BAKKALOĞLU, 2023).

The implementation of Total Quality Management (TQM) involves several key stages in developing a comprehensive strategy:

Planning: The manager is responsible for strategic planning, outlining the objectives, and defining the path towards achieving quality goals.

Direction: The manager provides guidance and leadership to ensure that the organization is aligned with the quality objectives set during the planning stage.

Control: Maintaining control is crucial in TQM. This involves monitoring processes, ensuring adherence to standards, and taking corrective actions when necessary to maintain quality.

Organizational Structure: Designing and optimizing the organizational structure to support TQM initiatives, fostering a culture of quality at all levels.

Maintenance of Tools: Ensuring that the tools and resources required for quality improvement are in place and well-maintained for effective implementation.

Management: Implementing effective management practices that prioritize quality, including training, performance evaluations, and continuous improvement.

System Approach: Adopting a systemic approach to quality management, where all components and processes work cohesively to achieve overall quality objectives.

Evaluation: Regularly evaluating the effectiveness of the TQM strategy through metrics, feedback, and continuous improvement initiatives.

These stages are visualized in a clear figure, emphasizing the interconnected nature of these components in the pursuit of total quality (Yıldırım, Dumangöz and Ülker, 2023).

When integrated, the elements considered as principles of Total Quality Management (TQM) include the following:

1. **Top Management Commitment:** Prioritizing quality at the highest level of the organization.
2. **Comprehensive Definition of Quality:** Encompassing all stages of a product/service's design, production, and delivery, aiming to meet customer expectations at the lowest cost.
3. **Leadership Practices Aligned with TQM Values and Vision.**
4. **Development of a Quality Culture.**
5. **Involvement and Empowerment:** Collaboration of all organizational members committed to achieving quality improvements.
6. **Effective Use of Scientific and Problem-Solving Techniques:** Includes a commitment to a data-driven approach, such as statistical process control.
7. **Commitment to Improving Employee Skills and Business Processes through Training and Benchmarking.**
8. **Encouraging the Participation of External Suppliers and Customers in TQM Initiatives** (Camp, 1989).

Total Quality Management is a comprehensive organizational approach with a primary focus on people. This methodology centers around enhancing all facets of an organization, including processes, products, and services.

The key principles of TQM involve;

Full Participation: TQM emphasizes the active involvement of all stakeholders, both internal and external, ensuring that everyone contributes to the improvement process.

Customer Satisfaction: The ultimate goal is to enhance the satisfaction of both internal and external customers. This customer-centric approach aims to meet and exceed the expectations of all participants.

Process Improvement: TQM seeks to optimize all organizational processes. By continually refining procedures, products, and services, the organization can adapt to changing needs and market dynamics.

Developing Customer Loyalty: Through the consistent delivery of high-quality products and services, TQM aims to cultivate customer loyalty. Satisfied customers are more likely to remain loyal to the organization.

This approach acknowledges the interconnectedness of internal and external stakeholders, recognizing their collective impact on organizational success. By prioritizing people and their satisfaction, TQM strives for continuous improvement and the establishment of enduring customer loyalty (Genç, 2007).

With all this information considered, the goal is to determine the level of implementation of Total Quality Management (TQM) among the personnel working at the Istanbul Directorate of Youth and Sports. A research study has been conducted to understand

how the obtained values vary according to variables such as gender, age, educational background, length of service, title, and job satisfaction.

Method

Within the scope of the research, following permission obtained from the Istanbul Directorate of Youth and Sports, a total of 127 personnel (84 males and 43 females), randomly selected and willingly participating in the study, were administered the Total Quality Management (TQM) Application Factors Scale developed by Balçı (2002). This scale has been tested for reliability in numerous public organizations and aims to measure the degree of TQM implementation in public organizations. In this research, the levels of Total Quality Management implementation among personnel working at the Istanbul Directorate of Youth and Sports were examined. The study focused on how the obtained values varied according to variables such as gender, age, education level, length of service, title, and job satisfaction.

Data collection tools

In the research, a 6-item information form prepared by researchers was used to determine socio- demographic characteristics in light of the literature. Additionally, the "Total Quality Management (TQM) Application Factors Scale," developed by Balçı in 2002 with validity and reliability studies conducted, was implemented to measure TQM practices.

In this study, the reliability analysis of the TKY Application Factors Scale yielded a Cronbach's Alpha value of $\alpha = 0.956$, indicating a high level of reliability for the scale. In the survey, employees were asked to choose the option that best represented themselves from among five alternatives. The TKY Application Factors Scale, developed by Balçı (2002), is a short form consisting of 32 items and is of the five-point Likert type.

Analysis of data

The data obtained in the research were collected using survey questions that are valid and acceptable in quality. These data were coded and transferred to a computer environment for analysis and evaluation with the help of the SPSS 20.00 package program. T-test and F-test will be employed for statistical analyses, and frequencies (f) and percentages (%) distributions, along with arithmetic means (\bar{x}), will be utilized to determine the distributions of individuals participating in the survey. A significance level of $P < 0.05$ has been set to determine whether there is a significant difference among the variables in the applied survey.

Results

The Total Quality Management survey used in the research consists of 32 questions. SPSS 20 was utilized for factor analysis, employing Principal Component Analysis (PCA) method and Varimax rotation in this analysis. As a result of the factor analysis, four factors have been identified.

The results of the factor analysis were initially evaluated using the Kaiser-Meyer-Olkin (KMO) Test. This test assesses the homogeneity of the variable set used for factor analysis. Since the KMO value is greater than 0.5, it can be stated that the variable set is homogeneous. This condition indicates that the dataset is suitable for Principal Component Analysis (PCA).

Bartlett's Test is used to test the significance of the correlation matrix used for Principal Component Analysis (PCA). Since the result of this test is significant, the correlation matrix can be considered suitable as input data for PCA.

Since the KMO and Bartlett's test results are deemed appropriate, a reliability analysis of the resulting factors has been conducted. As the reliability analysis results for all factors exceed 0.7, these factors have been named and subjected to further analysis.

The emerged Total Quality Management sub-factors (Factor 1, Factor 2, Factor 3, and Factor 4) have been defined as four distinct variables for use in the analyses. In Table 1, factor loadings, explained variances, and reliability values related to these factors can be observed.

Table 1 Factor Analysis

Factor Name	Factor Questions	Factor Loading	Explained Variance (%)	Reliability
Factor 1	S21	,836	22,793	0.930
	S22	,760		
	S19	,758		
	S24	,742		
	S18	,634		
	S20	,623		
	S25	,617		
	S16	,598		
	S32	,595		
	S31	,593		
	S23	,556		
	S4	,725		
	S3	,718		
	S9	,711		
Factor 2	S2	,675	19,745	0.918
	S1	,669		
	S10	,652		
	S8	,629		
	S5	,627		
	S7	,612		
Factor 3	S30	,808	11,054	0.799
	S29	,760		
	S27	,712		
Factor 4	S26	,660	9,770	0.800
	S13	,752		
	S14	,691		
	S12	,679		
	Toplam		63,361	
	KMO and Bartlett's Test Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			,912
Bartlett's Test of Sphericity		Approx. Chi-Square		2257,182
		df		351
		Sig.		0,000

Table 2 compares the mean scores of variables related to Total Quality Management scales based on gender. According to the results of the normal distribution test, it has been observed that the variables are normally distributed within the groups. Examining the p-values of the t-statistics, it can be stated that variables with p-values less than 0.05 differ based on gender, while variables with p-values greater than 0.05 do not differ based on gender. Therefore, none of the variables have a t-statistic p-value < 0.05. From these results, it can be concluded that there is no statistically significant difference in factors 1, 2, 3, and 4 variables based on different gender groups.

Table 2 T-test Results

Gender	Statistical Values					T-test			Shapiro-Wilk		
	N	X	Ss	Shx	T	df	p	Statistic	df	Sig.	
Factor 1	Female	43	2,4123	0,845	0,129	-1,668	125	0,098	,965	43	,213
	Male	84	2,698	0,946	0,103				,971	84	,057
Factor 2	Female	43	2,586	0,749	0,114	-1,458	125	0,147	,991	43	,979
	Male	84	2,825	0,930	0,101				,979	84	,195
Factor 3	Female	43	3,325	0,671	0,102	0,889	125	0,375	,944	43	,035
	Male	84	3,187	0,896	0,098				,973	84	,079
Factor 4	Female	43	2,713	0,788	0,120	-1,218	125	0,226	,966	43	,223
	Male	84	2,928	1,012	0,110				,974	84	,083

To conduct an F-test, within-group normality needs to be ensured. According to the Shapiro- Wilk test results obtained from Table 3 below, since the p-values are greater than 0.05, it can be stated that within-group normality is satisfied.

When examining the p-values of the F-tests conducted for the comparison of educational levels based on the averages of Total Quality Management Scale scores, it can be concluded that there are significant differences between educational groups for variables with p-values less than 0.05, while no significant differences exist for variables with p-values greater than 0.05. Therefore, for each variable (Variable 1, Variable 2, Variable 3, Variable 4), there is no statistically significant difference among the education level groups.

Table 3. Educational Status

	N	Descriptives			F	df	Sig.	Shapiro-Wilk			
		Mean	Std. Deviation	Std. Error				Statistic	df	Sig.	
Factor 1	Associate degree	21	2,498	1,038	0,227	0,296	3	0,828	,952	21	,366
	licence	4	2,318	0,430	0,215				,848	4	,220
	Degree	89	2,621	0,931	0,099				,971	89	,042
	Doctorate	13	2,720	0,794	0,220				,885	13	,082
Factor 2	Associate degree	21	2,894	0,998	0,218	1,086	3	0,358	,962	21	,550
	licence	4	2,139	0,210	0,105				,791	4	,086
	Degree	89	2,709	0,859	0,091				,982	89	,255
	Doctorate	13	2,932	0,892	0,247				,959	13	,744

	Associate degree	21	3,131	0,964	0,210				,960	21	,526
Factor 3	licence	4	2,813	0,239	0,120	0,543	3	0,654	,863	4	,272
	Degree	89	3,264	0,844	0,089				,974	89	,069
	Doctorate	13	3,327	0,553	0,153				,933	13	,373
	Associate degree	21	2,905	1,193	0,260				,929	21	,131
Factor 4	licence	4	2,333	0,272	0,136	0,566	3	0,639	,945	4	,683
	Degree	89	2,843	0,924	0,098				,979	89	,166
	Doctorate	13	3,026	0,775	0,215				,922	13	,269

To conduct an F-test, within-group normality needs to be ensured. According to the Shapiro-Wilk test results obtained from Table 4 below, since the p-values are greater than 0.05, it can be stated that within-group normality is satisfied.

When examining the p-values of the F-tests conducted for the comparison of age groups based on the averages of Total Quality Management Scale scores, it can be concluded that there are significant differences between age groups for variables with p-values less than 0.05, while no significant differences exist for variables with p-values greater than 0.05. Therefore, for each variable (Variable 1, Variable 2, Variable 3, Variable 4), there is no statistically significant difference among the age groups.

Table 4. Age

		Descriptives				Shapiro-Wilk					
		N	Mean	Std. Deviation	Std. Error	F	df	Sig.	Statistic	df	Sig.
Factor 1	20-30 Arası	35	2,561	0,670	0,113				,947	35	,091
	31-40 Arası	61	2,669	1,012	0,130	0,940	3	0,424	,964	61	,071
	41-50 Arası	21	2,346	0,910	0,199				,940	21	,215
	51-65 Arası	10	2,864	1,104	0,349				,945	10	,606
Factor 2	20-30 Arası	35	2,622	0,757	0,128				,967	35	,365
	31-40 Arası	61	2,787	0,917	0,117	1,411	3	0,243	,974	61	,225
	41-50 Arası	21	2,603	0,857	0,187				,954	21	,411
	51-65 Arası	10	3,211	1,011	0,320				,968	10	,876
Factor 3	20-30 Arası	35	3,121	0,676	0,114				,957	35	,185
	31-40 Arası	61	3,352	0,851	0,109	1,824	3	0,146	,965	61	,083
	41-50 Arası	21	2,952	0,705	0,154				,944	21	,256
	51-65 Arası	10	3,500	1,230	0,389				,899	10	,215
Factor 4	20-30 Arası	35	2,819	0,773	0,131				,974	35	,568
	31-40 Arası	61	2,885	0,964	0,123	0,044	3	0,988	,978	61	,324
	41-50 Arası	21	2,825	1,143	0,249				,956	21	,442
	51-65 Arası	10	2,867	1,068	0,338				,962	10	,808

Discussion and conclusion

Total Quality Management (TQM) practices, characterized by a process-oriented approach, serve as a strategic and enduring method for achieving success. The alignment of educational management processes and TQM, both rooted in human and process-oriented principles, has facilitated the application of TQM theory in educational management. Research data substantiate the success achieved in implementing TQM in educational institutions. Despite this success, challenges persist, both historically and in contemporary times (Yayla, Yayla, H and Ulusoy, 2023).

The Ministry of Public Sector Reforms in Ghana has enacted legal regulations by setting specific goals to enhance service quality and make institutions more customer-oriented. In order to monitor their performance and achieve these goals, managers of public institutions have come together by signing the "NEW CHARTER" law (Kwateng, Osei, and Acquah, 2017). It can be said that these efforts represent a step towards adopting a more effective and citizen-focused approach in public services.

Perceptions of price, product quality, service quality, situational factors, and personal factors are all factors that influence customer satisfaction. Customer satisfaction holds significant importance for an organization as it provides various benefits such as strengthening customer loyalty, attracting new customers, and enhancing the company's reputation (Kwateng, Osei, and Acquah, 2017).

In public services, the waiting times for citizens can negatively impact the perception of service. The length of waiting times can lead to an increase in complaints. Citizens value the time they spend in public services. As the waiting time extends, it can be observed that citizen dissatisfaction increases.

Therefore, the positioning of personnel working in citizen-focused services is a crucial factor to ensure fast and effective service delivery (Taylor, 1994).

Servqual model is a tool that measures the gap between consumers' expectations and the actual service they receive, aiming to assess the quality of service delivery. This model has been adopted for the evaluation of service quality in public service environments. Among the specific advantages of Servqual is its ability to allow for comparative assessments, as it is a tried and tested tool (Bryland and Curry, 2001).

Upon reviewing the literature, it is evident that the Servqual model is widely used for measuring service quality in the public sector. The delivery of services in the public sector is a complex process that goes beyond meeting the expressed needs of customers. It requires effective allocation of resources by employees, identification of unarticulated needs, determination of priorities, and explanation to the public about what is being done (Gowan, Seymour, Ibarreche, and Lackey, 2001).

With the introduction of the New Public Management approach, it is expected that public sector organizations will evolve towards a new service orientation. However, critics argue that many public sector organizations struggle to cope with this orientation due to the complexity of their operating environment. In this process, issues related to management, organizational structure, process changes, challenges faced by managers and employees, and questions regarding this transformation become crucial.

The impact on buyers of the assimilation of a potential service performance across sectors often receives insufficient attention (Parker and Bradley 2000). The changes that New Public Management brings to organizations may cause varying levels of adjustment and challenges among employees, managers, and service recipients. Therefore, it is important to focus on the challenges public sector organizations face during this period and how they are coping during this period of change.

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