

**INFLUENCE OF TOTAL QUALITY MANAGEMENT PRACTICES ON
JOB SATISFACTION:
A CASE OF THE ADMINISTRATION POLICE SERVICE, NAIROBI COUNTY**

BY

NZIOKI BIANCA NDANU

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DECLARATION

This research project is my original work which has never been presented to any other institution or university for the award of any degree, diploma or certificate whatsoever.

Signature Date.....

Ms. Bianca N. Nzioki

L50/78929/2009

This research project is being submitted for examination with my approval as the university supervisor.

Signature Date

Prof. Christopher Gakuu

Department of Extra-Mural Studies

DEDICATION

To my daughter Ashley Amara; you are my greatest gift from God. You give my life meaning and purpose; I will always be there for you.

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The process of developing this research project report has been very invaluable. Different institutions and individuals have been very supportive and indeed have largely influenced this document in being what it is today.

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ABBREVIATION AND ACRONYMS

AP: Administration Police

APS: Administration Police Service

APSP: Administration Police Strategic Plan

QC: Quality Control

SPSS: Statistical Package for Social Sciences

TQM: Total Quality Management

ABSTRACT

Total Quality Management (TQM) is a management philosophy which is used by organizations that strive to improve their efficiency and competitiveness in the business market places. It is an integrated approach to achieving and sustaining high quality output, focusing on the maintenance and continuous improvement of processes in order to meet or exceed customer satisfaction.

This study sought to investigate the influence of TQM practices on job satisfaction in the Administration Police Service (APS). The objective of the study was to determine how TQM practices influence job satisfaction in the APS. The study adopted descriptive survey as it portrayed an accurate profile of persons, events and situations; it allowed the collection of large amounts of data from a sizeable population in a highly economical way. The target population for this study was 703 in-service Administration Police officers of the non-ranked and low-ranked cadres (constable to senior sergeant) within the county of Nairobi. Probability sampling was used. The sample size was 255 officers. The primary data for the study was collected using self-administered questionnaires and personal interviews. It was examined and checked for completeness and comprehensibility. It was then summarized, coded and tabulated. Descriptive statistics including mean, standard deviation and inferential statistics- correlation were computed to establish the relationship between independent and dependent variables.

Based on the findings the study established that top management support, employee participation, training and recognition influenced job satisfaction of officers in the APS as there existed a positive significant correlation between each of the independent variables and job satisfaction. It concluded that top management in the APS should emphasize on establishment of quality goals and policies, focusing on the ability to inspire performance and enhance job satisfaction. The study recommends that top management should be the driver for TQM implementation in the APS.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Total Quality Management (TQM) is a holistic approach to long-term success that views continuous improvement in all aspects of an organization as a process and not as a short-term goal. It aims to radically transform the organization through progressive changes in attitudes, practices, structures and systems. Among its objectives is to establish a management system and corporate culture to ensure that customer satisfaction is enhanced; which involves a systematic method for continuous improvement of organizational processes, resulting in high quality products and services (Waldman, 1994). This leads to better service quality and organizational performance (Cook et al., 2002)

TQM is the commitment of all employees to the continuous improvement of work process with the aim of satisfying customers' requirements and needs (Lee et al., 2006). It has gained widespread attention as it is fundamentally a way of organizing and involving the whole organization so that all members participate in planning and implementing continuous quality improvements (Lin et al., 1995; Lin, B. et al., 1995).

The function of TQM is extensively recognized as being a critical determinant in the success and survival of both manufacturing and service organizations in today's competitive environment. Prior empirical research has been confirmed that the effective implementation of TQM led to improvements in organizational performance (Anderson et al., 1999; Flynn et al., 1994; Millen et al., 1999; Prajogo et al., 2004; Samson et al., 1999), improved employees' job satisfaction (Guimaraes, 1996; Harber et al., 1991; Ooi et al., 2007b) as well as lower production costs and improved productivity (Garvin, 1983; Lam, 1996).

An organization that fosters high employee job satisfaction is more capable of retaining and attracting employees with the skills that it needs (Shahalizadeh et al., 2006). Job satisfaction positively affects employee performance (Porac et al., 1983; Vroom, 1964).

According to Shahalizadeh et al., (2006) employee job satisfaction refers to the attitude of employees towards their jobs and the organization which employs them. The researchers pointed out that job satisfaction is influenced by many organizational contextual factors, ranging from salaries, job security, job autonomy, work place flexibility and leadership.

The Administration Police Service (APS) forms part of the country's security agencies. Its establishment and mandate is provided for under the Constitution of Kenya in Section 243. The Service is mandated to provide and maintain law and order. Despite the fact that the association existing between TQM and employees' job satisfaction has been previously studied in several professions, the study of the relationship of TQM practices with government security officers' job satisfaction has not been researched in any great depth. To a larger extent, such a study has not been conducted within the APS in Kenya.

Research on law enforcement agencies and police officers' job satisfaction, has received very sparse attention. Buzawa and colleagues (1994) identified about twenty articles that examine the determinants of police officers' job satisfaction, making this field one of the most under-researched fields of criminal justice (Dantzker, 1994). Very minimal literature exists up to date on this area of study. This research work presented an empirical study where the main objective was to examine TQM practices and their relationship with Administration Police (AP) officers' job satisfaction.

1.2 Statement of the Problem

This study sought to establish the influence of TQM practices on job satisfaction within the APS. Although the concept of job satisfaction has been extensively investigated in other professions, there has been limited empirical research conducted on it among police officers (Bennett, 1997; Dantzker, 1994; Zhao et al., 1999). As Bennett maintained, job satisfaction is a "neglected but important and timely topic in police studies" (1997, p. 296). Buzawa et al. (1994) stated that "research on job satisfaction in policing is newer than similar research involving other professions; only about twenty published articles treating job satisfaction as a dependent variable pertain directly to policing" (Zhao et al., 1999, p. 154). At present, very scanty literature on police job satisfaction can be traced.

Hoath et al. (1998) listed the reasons why police job satisfaction is important. First is that negative worker attitudes, including job dissatisfaction, may adversely affect job performance, that is, both the quantity and quality of the law enforcement service an organization provides. Second, negative police attitudes may adversely affect the attitudes and views the public develop about a law enforcement organization and its officers, thus undermining police-community relations. Third, a police organization has a moral obligation to demonstrate concern for its employees and promote positive work-related attitudes among them. Fourth, job satisfaction promotes lower stress levels and, accordingly, fewer symptoms of stress such as absenteeism and alcoholism.

Success in policing as in other social sciences is related to the level of job satisfaction held by police personnel, in addition to other factors affecting the organizational success (Lambert et al., 2002; Lurigo et al., 1994). Griffin et al., noted that "job satisfaction, which has long been recognized in private industry as a prerequisite for successful job performance, has been merely a slogan in police organizations" (1978, p. 77). Decades later, research on job satisfaction among police officers is still too limited.

The existing studies on TQM and job satisfaction offer inconsistent findings. There are two different views regarding the relationship between TQM practices and job satisfaction. Based on previous research, one view illustrates that TQM practices have a positive effect on job satisfaction, implying that organizations that implement TQM will improve in job satisfaction. The other view demonstrates that TQM impedes job satisfaction.

According to Harber et al., (1991) TQM has been found to have an important influence on an individual's job satisfaction. It often produces healthier organization climates within the working environment (Poister et al., 1997). These conclusions were consistent with previous studies (Boselie et al., 2002; Jun et al., 2006; Morrow, 1997; Ooi et al., 2007a; Sommer et al., 1994), which found that with TQM practices, job satisfaction of employees improves.

In contrast to such arguments that proposed positive relationship between TQM and job satisfaction, several scholars however have claimed that TQM, in fact, creates restrictive uniformity in employee behavior and the human culture of the organization by standardization thereby inhibiting innovation and creativity among employees (Boje et al., 1993; Kivimaki et al., 1997). As a result, it decreases job satisfaction among employees (Kivimaki et al., 1997).

Locally, several studies have been conducted in regard to TQM practices. Oloko (1999) investigated obstacles in the implementation of TQM in the Banking Sector focusing on a Case of the Standard Chartered Bank (K) Ltd. She found out that factors including employees' resistance and insufficient funds hindered effective implementation of TQM in the banking industry. Muthoni (2007) carried out a survey of TQM Practices in the Hotel Industry in Kenya. She focused on the Case of 3-5 Star Hotels operating in Nairobi. She found that TQM practices adopted in hotels included teamwork, education and training as well as reward and motivation. Ndirangu (2010) carried out an assessment of TQM practices in the Thermal Power Plants in Kenya and found that top management support, learning and technical training and education as well as rewards and incentives were some of the TQM practices adopted at Thermal Power Plants in Kenya.

Previous literature has revealed that there is a research gap on the topic of job satisfaction in policing. In addition, existing studies on TQM practices and their influence on job satisfaction offer inconsistent findings. Further, no documented study exists to address the influence of TQM practices on job satisfaction within the APS. This study sought to address the existing knowledge gap by establishing the influence of TQM practices on job satisfaction within the APS.

1.3 Purpose of the Study

The purpose of this research was to establish the influence of TQM practices on job satisfaction within the APS.

1.4 Objectives of the Study

The objectives of this research work were:

- i. To determine the extent to which top management support influences job satisfaction within the APS
- ii. To establish how employee participation influences job satisfaction of officers within the APS
- iii. To establish how training influences job satisfaction of officers within the APS
- iv. To determine how recognition influences job satisfaction of officers within the APS

1.5 Research Questions

The researcher sought to answer the following questions through this study:

- i. How does top management support influence job satisfaction within the APS?
- ii. How does employee participation influence job satisfaction of officers within the APS?
- iii. How does training influence job satisfaction of officers within the APS?
- iv. How does recognition influence job satisfaction within the APS?

1.6 Significance of the Study

This study contributes in advancing TQM literature with a better understanding of TQM practices (leadership, employee participation, training and recognition) and their association with AP officers' job satisfaction.

The top management of the APS is able to identify and understand the major determinants of job satisfaction among officers; of focus is the influence of TQM practices. This provides invaluable information on how to enhance officers' job satisfaction which will lead to increase in the quality of security services rendered to stakeholders and members of the public and to a large extent enhance the credibility of the APS.

The research findings create a need for the evaluation of policy and practices within the APS that govern the management of officers. Of significance is the human resource practices concerned with their welfare.

In addition, the study contributes to significant knowledge in TQM and the service industry since there is still minimal study that has been done in this field due to its origin, which is more related to the manufacturing organizations. Study findings are a useful contribution to the limited theory and research on TQM practices and police officers' job satisfaction and will therefore provide avenues of exploration for future studies.

The findings of this research work may be duplicated by other scholars in future who will want to further study about TQM practices and job satisfaction in the police services.

1.7 Delimitation of the Study

The scope of study was the Nairobi County. Even though AP officers are present all over the country, similar offices and establishments were available within each of the counties. The research work focused on officers of non-ranked and low rank cadres; between the ranks of constable to senior sergeant.

Lin (2003) explained that the low-rank police officers have to work without schedule and quantity limitation; they take rotating shifts from time to time and work under risky circumstances. This underlined the need for this group of officers to participate in this study. In addition, it was important to understand their perspectives regarding the APS management practices and how they impact on their work output and job satisfaction.

Top level managers were largely exempted from this study because they are the policy makers. Recipients of their management practices and decisions would be the best suited in providing feedback.

1.8 Limitation of the Study

In undertaking this study, the researcher encountered challenges as follows:

- i. Fear of victimization was a key limitation to this research work. Respondents were concerned about giving factual information on the basis that information provided could be used against them.
- ii. Issue of confidentiality of respondents thus affecting their honesty in providing information was raised.
- iii. Respondents were apprehensive sharing information with the researcher based on rank differences i.e. the researcher being of a senior rank in the APS than the respondents; and the evident chain of command in communication between junior and senior officers within the police service.

Based on these limitations, the researcher informed respondents that confidentiality of all respondents and information provided was guaranteed, as it is one of the ethical issues in research. As a result, no officer was victimized based on their contributions in informing the study.

The researcher also pointed out that neither names nor identification numbers were to be included in any of the research instruments and therefore no chances of linking any information to a particular officer. This was reason enough for officers to provide true, factual and adequate information.

In addition, the researcher collected research information while not in the official attire for purposes of appearing less formal to the respondents and probably much more approachable.

The researcher informed respondents that their cooperation and provision of accurate information would go a long way in informing the implications of this research. In addition, if implemented, their participation would have informed their job satisfaction.

1.9 Assumptions of the Study

- i. It was assumed that the officers who participated in the study were a representation of views of their colleagues in the other counties. This was based on the fact that AP establishments are similar in all the counties.

- ii. It was assumed that different geographical locations of respective counties did not affect TQM practices within the APS and therefore could not be used as a reason to invalidate the findings of the research work.
- iii. It was assumed that AP officers were adequately represented in the study regardless of percentages of respective gender that participated as respondents

1.10 Definition of Significant Terms

Administration Police Service: It is a national security organ established by the Constitution of Kenya under section 243.

Employee Participation: Officers at all levels, regardless of their respective ranks are the essence of the APS and their full involvement enables their abilities to be used for its benefit.

Job Satisfaction: It is an affective reaction by employees to specific aspects of their job.

Leadership and Top Management: Top management provides leadership that influences people to strive willingly towards achievement of stipulated goals.

Recognition: Recognition refers to the public acknowledgment of superior performance of specific activities.

Total Quality Management: It is the commitment of all employees in an organization to the continuous improvement of work process with the aim of satisfying customers' requirements and needs.

Training: It refers to the acquisition of specific skills or knowledge. Training programs attempt to teach employees how to perform particular activities or a specific job.

1.11 Organization of the Study

This research work is organized into five chapters. Chapter one provides an introduction to the study. Chapter two outlines the literature review as stipulated by different researchers and authors in the field of TQM and job satisfaction. The researcher defines the methodology used in conducting the research in Chapter three. Chapter four provides

the data analysis, presentation and interpretation while Chapter five outlines a summary of the findings, discussions, conclusion and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses job satisfaction as stipulated by different scholars. It focuses on the understanding of the concept and practices of TQM. Its content includes: an analysis of TQM by the quality gurus, concept of TQM, employee job satisfaction, TQM practices including: leadership and top management support, employee participation, training, recognition and the relationship between TQM and job satisfaction. Finally, a conceptual framework for the study is provided by the researcher.

2.2 Theoretical Literature

The philosophy of TQM is principally credited to a number of quality gurus: Crosby (1979), Ishikawa (1985), Deming (1986), Feigenbaum (1991) and Juran (1993). Despite the fact that each illustrates a distinctive approach to TQM and with different emphasis, it is evident that they all embrace similar principles and practices. Their propositions are the foundation for understanding the concept of TQM.

2.2.1 Philip B. Crosby's Approach to TQM

Crosby (1979) identified a number of important principles and practices for a successful quality improvement program, which include: management participation, management responsibility for quality, employee recognition, education, reduction of the cost of quality (prevention costs, appraisal costs, and failure costs), emphasis on prevention rather than after-the-event inspection, doing things right the first time, and zero defects. Crosby claimed that mistakes are caused by two reasons: lack of knowledge and lack of attention. Education and training can eliminate the first cause and a personal commitment to excellence (zero defects) and attention to detail will cure the second. Crosby also stressed the importance of management style to successful quality improvement. The key to quality improvement is to change the thinking of top managers; to get them not to

accept mistakes and defects, as this would in turn reduce work expectations and standards in their jobs. Understanding, commitment, and communication are all essential.

2.2.2 Karou Ishikawa's Approach to TQM

Ishikawa (1985) argued that quality management extends beyond the product and encompasses after-sales service, the quality of management, the quality of individuals and the firm itself. He claimed that the success of a firm is highly dependent on treating quality improvement as a never-ending quest. A commitment to continuous improvement can ensure that people will never stop learning. He advocated employee participation as the key to the successful implementation of TQM. Quality circles, he believed, are an important vehicle to achieve this. Like all other gurus he emphasized the importance of education, stating that quality begins and ends with it.

2.2.3 Edwards Deming's Approach to TQM

The theoretical essence of the Deming approach to TQM concerns the creation of an organizational system that fosters cooperation and learning for facilitating the implementation of process management practices, which, in turn, leads to continuous improvement of processes, products, and services as well as to employee fulfillment, both of which are critical to customer satisfaction, and ultimately, to firm survival (Anderson et al., 1994).

Deming (1986) stressed the responsibilities of top management to take the lead in changing processes and systems. Leadership plays an important role in ensuring the success of quality management, because it is the top management's responsibility to create and communicate a vision to move the firm toward continuous improvement. Top management is responsible for most quality problems; it should give employees clear standards for what is considered acceptable work, and provide the methods to achieve it. These methods include an appropriate working environment and climate for work free of fault-finding, blame or fear.

Deming (1986) also emphasized the importance of identification and measurement of customer requirements, creation of supplier partnership, use of functional teams to

identify and solve quality problems, enhancement of employee skills, participation of employees, and pursuit of continuous improvement. Anderson et al. (1994) developed a theory of quality management underlying the Deming management method. They proposed that: the effectiveness of the Deming management method arises from leadership efforts toward the simultaneous creation of a cooperative and learning organization to facilitate the implementation of process-management practices, which, when implemented, support customer satisfaction and organizational survival through sustained employee fulfillment and continuous improvement of processes, products, and services. The means to improve quality lie in the ability to control and manage systems and processes properly, and in the role of management responsibilities in achieving this.

2.2.4 Armand Feigenbaum's Approach to TQM

Feigenbaum emphasized that efforts should be made toward the prevention of poor quality rather than detecting it after the event. He argued that quality is an integral part of the day-to-day work of the line staff, and operatives of a firm. There are two factors affecting product quality: the technological i.e. machines, materials, and processes; and the human i.e. operators, foremen, and other firm personnel. Of these two factors, the human is of greater importance by far.

Feigenbaum considered top management commitment, employee participation, supplier quality management, information system, evaluation, communication, use of quality costs, and use of statistical technology to be an essential component of TQM. He argued that employees should be rewarded for their quality improvement suggestions, quality is everybody's job. He stated that effective employee training and education should focus on the following three main aspects: quality attitudes, quality knowledge, and quality skills.

2.2.5 Joseph M. Juran's Approach to TQM

TQM is the system of activities directed at achieving delighted customers, empowered employees, higher revenues, and lower costs (Juran et al., 1993). Juran believed that quality problems are due to management rather than workers. The attainment of quality

requires activities in all functions of a firm. Firm-wide assessment of quality, supplier quality management, using statistical methods, quality information system, and competitive benchmarking are essential to quality improvement. Juran's approach emphasizes on teams i.e. QC circles, self-managing teams, and project work, which can promote quality improvement, improve communication between management and employees coordination, and improve coordination between employees. He also emphasized the importance of top management commitment and empowerment, participation, recognition and rewards.

2.3 Total Quality Management

The concept of TQM has emerged as one of the most competitive strategic options during the 1990s and has been extensively adopted all through the world (Rad, 2006). However, TQM in the service sector is still early and on the stages of theory development (Vouzias and Psychogios, 2007).

Generally, TQM has been defined and represented in various ways, for instance, a hunt for "excellence", developing a "right first time" approach, "zero defects" and satisfying the customer (Moore and Brown, 2006). TQM is primarily a company-wide procedure, where workers are motivated and empowered to do the correct things, right first time and every time, to reflect on what they do and to progress in what they do (Mohanty and Behera, 1996).

Flynn et al. (1994) defined TQM as an integrated approach to achieving and sustaining high quality output, focusing on the maintenance and continuous improvement of processes and defect prevention at all levels and in all functions of the firm, in order to meet or exceed customer expectations. According to Ho and Fung (1994), TQM is a way of managing to improve the effectiveness, flexibility, and competitiveness of a business as a whole. It is also a method of removing waste, by involving everyone in improving the way things are done.

Hackman and Wageman (1995) systematically reviewed the three quality gurus' (Deming, Juran, and Ishikawa) propositions about TQM. According to their review

results, the following five interventions are the core of TQM: explicit identification and measurement of customer wants and needs; creation of supplier partnership; use of functional teams to identify and solve quality problems; use of scientific methods to monitor performance and identify points of high leverage for performance improvement; use of process management heuristics to enhance team effectiveness.

Ho and Fung (1994) identified ten TQM elements: leadership, commitment, total customer satisfaction, continuous improvement, total involvement, training and education, ownership, reward and recognition, error prevention, cooperation and teamwork. Waldman (1994) identified eight key TQM elements: top management commitment to place quality as a top priority, a broad definition of quality as meeting customers' expectations, TQM values and vision, the development of a quality culture, involvement and empowerment of all organizational members in cooperative efforts to achieve quality improvements, an orientation toward managing-by-fact, the commitment to continuously improve employees' capabilities and work processes through training and benchmarking, attempts to get external suppliers and customers involved in TQM efforts.

Worldwide, much research has been conducted in the field of TQM implementation. Review of relevant TQM literature reveals that different researchers adopted different TQM definitions and frameworks based on their own understanding of TQM and research objectives.

2.4 Employee Job Satisfaction

Employee job satisfaction is one of the most extensively researched employee work-related attitudes in the literature of business and management (Loscocco et al., 1991; Naumann, 1993). Although many researchers have studied and defined job satisfaction, currently no universally accepted definition of job satisfaction has been agreed upon.

Job satisfaction refers to an affective reaction of individuals to specific aspects of their job or positive emotional status. It refers to employees' contribution and recognition towards achievement of organizational goals (Guimareas, 1996; Weiss, 1967). Therefore, focusing on TQM practices will lead to improvement in employee job satisfaction. Locke

(1969, p. 316) defined job satisfaction as “the pleasurable emotional state resulting from the appraisal of one’s job as achieving or facilitating the achievement of one’s job values.” Job satisfaction has been argued by Blau (1999, p. 1099) as “the most often researched work attitude in the organizational behavior literature,” being seen as a desirable outcome at both the individual and organizational level.

An alternative approach is that proposed by Sousa-Poza and Sousa-Poza, based on the assumption that there are basic and universal human needs, and that, if an individual’s needs are fulfilled in their current situation, then that individual will be happy. This framework postulates that job satisfaction depends on the balance between work-role inputs – such as education, working time, effort – and work-role outputs – wages, fringe benefits, status, working conditions, intrinsic aspect of the job. If work-role outputs (‘pleasures’) increase relative to work-role inputs (‘pains’), then job satisfaction will increase (European Foundation for the improvement of living and working conditions, 2007).

Investigated by several disciplines such as psychology, sociology, economics and management science, job satisfaction is a frequently studied subject in work and organizational literature. This is mainly due to the fact that many experts believe that job satisfaction trends can affect labor, market behavior and influence work productivity, work effort, employee absenteeism and staff turnover. Moreover, job satisfaction is considered a strong predictor of overall individual well-being, as well as a good predictor of intentions or decisions of employees to leave a job (European Foundation for the improvement of living and working conditions, 2007).

The development of the concept of satisfaction is based on the work by Lock, who defines job satisfaction as a positive or pleasant emotional state, resulting from a person’s appreciation of his/her own job or experience (Saari et al., 2004). Its formulation is based on the fact that job satisfaction might be explained as a weighted sum of the discrepancies between the value of certain aspects of job and the value which the individual would expect or would wish to have (Fabra et al., 2008). Beyond the research literature and studies, job satisfaction is also important in everyday life. Organizations

have significant effects on the people who work for them and some of those effects are reflected in how people feel about their work. This makes job satisfaction an issue of substantial importance for both employers and employees.

Lam (1995b) points out that research findings suggest that job satisfaction is not a static state but is subject to influence and modification from forces within and outside an individual that is his or her own personal characteristics and the immediate working environment. Over the years, scholars have identified a number of important environmental factors that are thought to influence job satisfaction (Lambert et al, 2001). These include salary level, climate management, promotion opportunities, fairness of appraisal systems, and satisfaction with co-workers.

According to an empirical study (Cass et al., 2003) the most likely workplace determinants of employee job satisfaction are whether the employee has good relationships with management; finds the job interesting; can work independently; have good progression opportunities and good relationship with colleagues. Lam (1996) found that job satisfaction is not a static state but is subject to the influence and modification from forces within, which are namely: personal characteristics and external to an individual, such as the immediate working environment (Lam, 1996). Any firm would generally comprise satisfied as well as dissatisfied employees. A particular firm would consist of satisfied as well as dissatisfied employees all depending on the way they respond to working conditions (Lam, 1996; Zhang, 2000).

Studies on the job satisfaction of police officers indicate that creating more opportunities for officers to participate in decision-making processes, improve their problem-solving skills, and have more autonomy in their daily activities, along with similar innovations in police management, improves the level of job satisfaction among officers (Kohan et al., 2002; Halsted et al., 2000; Skogan et al., 1997; Trojanovicz et al., 1990 & Wycoff et al., 1993).

2.5 Total Quality Management Practices

This study conducted literature searches on four TQM practices as follows: leadership and top management support, employee participation, training and recognition.

2.5.1 Leadership and Top Management Support

Leadership is the ability to inspire confidence and support among those needed to achieve organizational goals (DuBrin, 1995). Anderson et al. (1994a) explained the concept of leadership as: the ability of top management to establish, practice, and lead a long-term vision for the firm, driven by changing customer requirements, as opposed to an internal management control role. Leadership is thus exemplified by clarity of vision, long-term orientation, coaching management style, participative change, employee empowerment, planning and implementing organizational change.

Quality leadership by top management has been emphasized and supported by many researchers as the basis for proper implementation of TQM in order to achieve customer satisfaction, quality product, continuous improvement and job satisfaction (Anderson et al. 1995). In order to achieve total quality it is imperative that the top managers clearly define the quality goals and as well treat quality as an important aspect. They are expected to set quality as a priority while allocating adequate resources to continuous quality improvement and evaluating employees based on their performances (Minjoon et al. 2006).

Many organizations have failed in implementing TQM because of the reluctance of top management in delegating some authorities and empower employees (Minjoon et al. 2006). This is a very crucial aspect because if the managers are committed in empowering the employees, the employees will be responsible for the quality of their work and this will go a long way to enhance continuous improvement. TQM initiative programs, always emphasizes on the importance of top management as the main driver of TQM activities.

Lawler (1994) further pointed out that priorities should be set by top managers by ensuring that commitment to the principle of TQM exists throughout all departments in

their organization. Other advocates of TQM such as Deming (1982) argued that most quality problems are caused by management and the system they create and operate (Minjoon et al. 2006). Pearson et al. (1995) explained that managerial leaderships require management at all levels to shift their role from authoritarian decision maker to coaching facilitator.

According to Juran and Gryna (1993), certain roles of top management can be identified as: establish quality policies, establish and deploy quality goals, provide resources, provide problem-oriented training, and stimulate improvement. The European Quality Award (1994) and the Malcolm Baldrige Quality Award (1999) recognize the crucial role of leadership in creating the goals, values and systems that guide the pursuit of continuous performance improvement. A predominant theme in quality management literature is that strong commitment from top management is vital. The foundation of an effective leadership effort is top commitment. Demonstrating such commitment is therefore a primary leadership principle for achieving TQM. Lack of top management commitment is one of the reasons for the failure of TQM efforts (Brown et al., 2003).

However, top management commitment itself is not sufficient. It is more important that top management personally participate in various quality management activities. Furthermore, it should strongly encourage employee involvement in quality management activities. According to DuBrin (1995), an important leadership practice is to encourage people to assess the level of quality. To be an effective leader in most modern firms, the top manager must continue to develop and learn. Knowledge of the business and continual learning are essential prerequisites to effective leadership (DuBrin, 1995). The extensive literature review by Anderson et al. (1994a) suggested that if leadership wants to create organizational cultures that will be more amenable to learning, they must set the example by becoming learners themselves and involving others in the learning process. Thus, a learning organization will be established.

Empowerment is the process of delegating decision-making authority to lower levels within the firm. Particularly dramatic is empowerment of the workforce (Gryna et al., 1993), which is valuable because it may release creative energy (DuBrin, 1995). In order

to effectively lead the firm, top management must empower employees to solve the problems they encounter. Thus, employees can have the authority to fix problems and prevent their further occurrence.

In addition, to effectively lead a firm, top management must be committed to providing sufficient resources for employees' education and training, building trustful relationships with employees, and regarding them as valuable resources of the firm. Top management must be committed to allocating sufficient resources to prevent, as well as repair, quality problems. It should discuss quality frequently; for example, by giving speeches on the topic and asking questions about quality at every staff meeting.

Management acts as the driver for TQM implementation, creating values, goals and systems to satisfy customer expectations and to improve an organization's performance (Rad, 2006). It is responsible for providing direction and encouragement to the organization (Walsh et al, 2002). Management commitment is crucial for a company's quality development since, with their support and contributions, sufficient resources will be allocated to enhance training activities resulting in better quality measurement, improved customer satisfaction and benchmarking.

2.5.2 Employee Participation

Employee participation can be defined as the degree to which employees in a firm engage in activities, employees acquire new knowledge, see the benefits of the quality disciplines, and obtain a sense of accomplishment by solving quality problems. Participation is decisive in inspiring action on quality management (Juran et al., 1993).

Employee participation is exemplified by things such as teamwork, employee suggestions and employee commitment. A remarkable characteristic of employee participation is teamwork; for example: cross-functional teams and within-functional teams. The aim of a team is to improve the input and output of any stage. A team may well be composed of people from different staff areas, everyone having a chance to contribute ideas, plans and figures.

Cross-functional quality teams and task forces are among the most common features of TQM firms (Wageman et al., 1995). Teamwork can be characterized as collaboration between managers and non-managers, between different functions (Dean et al., 1994). Teamwork practices include identifying the needs of all groups and firms involved in decision-making, trying to find solutions that will benefit everyone involved, and sharing responsibility and credit. Such practices are often implemented by forming teams.

Wageman et al., (1995) stated that the single most commonly used TQM implementation practice is formation of short-term problem-solving teams. Problem-solving teams work on a wide variety of tasks, ranging from cross functional involvement in tackling quality problems related to many functional departments to solving within-functional quality problems. Anderson et al. (1994a) suggested that internal cooperation among employees enables higher individual performance by creating mutually beneficial situations among organizational members and between organizational members, and the firm as a whole.

A Quality Control (QC) circle is a group of workforce-level people, usually from within one department, who volunteer to meet weekly to address quality problems that occur within their department (Gryna et al., 1993). QC circles have been successfully implemented in Japan, contributing a great deal to the Japanese economy (Lillrank and Kano, 1989). Wageman et al., (1995) stated that sixty five per cent of TQM firms create employee suggestion systems. Production workers should regularly participate in operating decisions such as planning, goal setting, and monitoring of performance. They are encouraged to make suggestions and take a relatively high degree of responsibility for overall performance (Deming, 1986).

To have effective employee participation, employee contributions and ideas must receive serious consideration and be placed into operation whenever the recommendations are sound and relevant. Among the motivational programs that have received major attention are employee suggestion programs (Feigenbaum, 1991).

Deming (1986) and Ishikawa (1985) identified one source of human motivation at work as task motivation, the good feeling that comes from accomplishing things and seeing

them actually work. For achieving effective employee participation, employees should be committed to their jobs. Job commitment can be defined in terms of one's loyalty, identification, and involvement with the firm (Mitchell, 1979). If employees are committed to their jobs, they will be motivated to spend more energy on providing high process, product, and service quality to satisfy the firm's customers (Lam, 1995).

In order to have effective employee participation, employees should be encouraged to report their own working problems as well as problems they find in other areas of the firm. Employees should be encouraged to inform top managers or supervisors concerning conditions that need correction (for example: inherited defects, machines not maintained, and poor tools). More importantly, employees should be encouraged to fix their own working problems (Deming, 1986).

2.5.3 Training

Training refers to the acquisition of specific skills or knowledge. Training programs attempt to teach employees how to perform particular activities or a specific job. Education, on the other hand, is much more general, and attempts to provide employees with general knowledge that can be applied in many different settings (Cherrington, 1995). He suggested that education and training require a systematic approach. The development of a sound education and training program requires systematically gathering data about the employees' or the firm's needs. A good assessment includes an analysis of: how well the firm is achieving its goals; the skills needed by the workforce to accomplish these goals; and the strengths and weaknesses of the current workforce. A careful analysis of these items provides valuable information to design effective training activities.

Investment in education and training is vitally important for ensuring the success of education and training programs. According to Hackman et al., (1995), training is the second most commonly used TQM implementation practice in the United States. Firms that implement TQM invest heavily in training for employees at different levels. Deming (1986) spoke often of the importance of properly training workers in performing their work. Otherwise, it is difficult to improve their work.

The cross-functional quality teams among the characteristics of TQM firms were in favor of learning by the simple fact that they are cross-functional; individual members are exposed to more and more diverse, points of view than would be the case if they worked mostly by themselves or in within-functional teams (Hackman et al., 1995). Learning is the ability and willingness of the firm to engage in knowledge seeking activities at the individual, group or team, and organizational levels (Anderson et al., 1994a). In order to have effective learning activities, a firm should continually encourage employees to accept education and training. The TQM aspiration of continuous improvement in meeting customer requirements is supported by a thorough learning orientation, including substantial investments in training and the widespread use of statistical and interpersonal techniques designed to promote individual and team learning (Hackman et al., 1995).

According to Deming (1986), Japanese firms obviously regard their employees as their most significant competitive assets and provide good general orientation as well as training in specific skills. Note that investment in employee education and training is to pursue long-term overall business excellence. In fact, employees are valuable resources worthy of receiving education and training throughout their career development.

Feigenbaum (1991) argued that a brief and general course for first-line supervision is modern methods of planning and controlling quality, concentrating essentially upon the physical elements affecting product quality. In order to use various quality tools or methods effectively, employees should be trained in these methods. More training should be given to employees such as quality inspectors, supervisors, and production operators. It is important to provide training to employees just at the time they need it; namely, just-in-time training. In order to perform their work well, employees at different levels should accept specific work-skills training. Such training can improve employees' skills.

In addition, employees should accept quality consciousness education in order to improve their commitment to quality. Newly recruited employees should accept more education on quality awareness. Newsletter, poster slogan, and quality day are commonly used for educating and/or training employees (Zhang, 2000). Education and training have failed if they do not result in a change of behavior (Juran et al., 1993).

2.5.4 Recognition

Recognition is defined as the public acknowledgment of superior performance of specific activities. Reward is defined as benefits, such as increased salary, bonuses and promotion, which are conferred for generally superior performance with respect to goals (Juran et al., 1993). Public recognition is an important source of human motivation (Deming, 1986). It almost goes without saying that an important feature of any quality improvement program is the showing of due recognition for improved performance by any individual, section, department or division within the firm (Dale et al., 1990). To effectively support their quality effort, firms must implement an employee compensation system that strongly links quality and customer satisfaction with pay (Brown et al., 1994).

Deming (1986) and Ishikawa (1985) identified one source of human motivation at work as social motivation, the energy that comes from cooperation with others on a shared task and the incentive provided by recognition from others. A large majority of firms implementing TQM modify their performance measurement and reward systems so that achievement of specific quality goals can be assessed and rewarded (Hackman et al., 1995).

TQM implementation relies increasingly on performance measurement and performance contingent rewards to motivate and control employees. According to the review results by Hackman et al., (1995), eighty five percent of TQM firms have developed programs to reward individuals and teams for quality achievements. DuBrin (1995) stated that punishment is a behavior modification strategy. Punishment is the presentation of an undesirable consequence or the removal of a desirable consequence because of unacceptable behavior, and is regarded as negative motivator.

DuBrin (1995) further proposed that a reward and recognition system should be equitable. Workers who achieve the same level of performance should receive comparable rewards. Similarly, workers who fail to obtain certain levels of performance should receive comparable punishment. In this regard, punishment is a special recognition and “reward” for employees who do not perform well. It is important to note that employees’ recognition and rewards should be based on equity. Effective recognition

and reward activities can stimulate employee commitment to the firm. A firm's TQM initiative must be supported with a recognition and reward system that encourages and motivates employees to achieve the desired performance. Firms that are serious about achieving quality and customer satisfaction must integrate these aspects into their recognition and reward system.

Ishikawa (1985) suggested that firm-wide gain-sharing or profit-sharing programs can appropriately be used to recognize and reward collective excellence. Excellent employee suggestions should be financially rewarded in order to encourage employee participation. The forms of recognition can be a praise letter, an oral praise, award ceremony, moral award, publicly presenting successful working experiences (Zhang, 2000a).

Mann et al., (1994) suggested that working condition improvement be used to recognize employee quality improvement efforts. Cherrington (1995) stated that the forms of reward can be merit pay, piece-rate incentives, team and group incentives, skill based pay and pay-for-knowledge, suggestion system, profit sharing, salary increase, and bonus scheme.

2.6 Relationship between TQM and Job Satisfaction

TQM has been found to have an important influence on an individual's job satisfaction (Harber et al., 1991) and often produce healthier organization climates within the working environment (Poister et al., 1997). Gardner et al., (1996) conducted a study on employees' affective reactions (i.e. job satisfaction, commitment, and turnover intention) to organizational quality efforts. The respondents of the survey consisted of 228 employees of a large bank in Australia. The results indicated that the employees' participation of organizational quality efforts would be significantly related to employees' affective reactions, with those perceiving greater organizational quality efforts seen exhibiting the more positive related to employees' job satisfaction within the organization.

In an empirical study (Karia, 1999); an analysis was conducted on the impact of TQM practices on employees' work-related attitudes. The respondents of the study consisted of

104 employees from five organizations operating in Malaysia that practice TQM. The findings of the study revealed that the implementation of TQM practices did have an impact on all aspects of employees' job satisfaction. The findings of both Gardner et al., (1996) and Karia (1999) are supported by Guimaraes (1996) when he conducted a study on TQM's impact on employees' attitudes. The results showed that job satisfaction within the company had increased, which indicated that the implementation of TQM had changed the working environment; thus, employees' attitudes had improved. As a result, employees levels of satisfaction increased and their deliberate willfulness to stay within the organization.

These conclusions were consistent with previous studies (Sommer et al., 1994; Morrow, 1997; Boselie et al., 2002; Jun et al., 2006; Ooi et al., 2007a), which found that with TQM practices, job satisfaction of employees improves.

In contrast to the above arguments and opinions that proposed relationship between TQM and job satisfaction, there was an opposite school of thought. Several scholars however have claimed that TQM, in fact, creates restrictive uniformity in employee behavior and the human culture of the organization by standardization and market-driven orientation (Boje et al., 1993; Kivimaki et al., 1997). As a result, TQM was imprested as the "resurrection of Taylorism" (Kivimaki et al., 1997, p. 2), which actually decreases job satisfaction among employees.

In a survey of 211 front-line supervisors from eight diverse organizations which had been running on TQM program for more than two years in Hong Kong, Lam (1995a) found that a TQM program did not enhance all aspects of job satisfaction. The results revealed that TQM has made work more challenging – there was more of it and it required greater individual skill and involvement. However, most of the respondents did not seem to like this change, indicating that TQM practices did not make their work more interesting and important.

In a related study, Lam (1996) conducted a survey on the impact of TQM on middle managers and front-line workers. A total of 171 front-line workers and 67 middle

managers were sampled from eight diverse organizations in Hong Kong that had practiced TQM for more than three years. The findings of the study revealed that the TQM program had not made their work more motivating and they did not feel a good sense of work accomplishment as a result. Moreover, respondents believed that TQM had reduced their job autonomy.

Luthans (1996) assessed the impact of TQM on a health care organization by using a pre-post-test quasi experiment control group design to test the hypotheses that TQM had on hard (performance and turnover) and affective (job satisfaction and organizational commitment) organizational outcomes. A longitudinal analysis collected baseline measures for the TQM intervention in 1991, followed by post measure in 1992 and 1993. The results showed that there were no significant findings regarding TQM's impact on job satisfaction.

Empirical research in a TQM prize-winning surgical clinic in Finland conducted by Kivimaki et al. (1997) confirmed their earlier studies. A longitudinal study was carried out before and after implementing TQM in a surgical clinic as well as two non-TQM surgical clinics which served as the control group. Kivimaki et al. (1997) found that an economically feasible TQM implementation may not necessarily alter the well-being (in terms of job satisfaction) and work-related perceptions of the staff.

In respect to the cited scenarios, this study will sought to understand the influence of TQM practices on job satisfaction of officers within the APS; thereby creating a distinguishable case.

2.7 Conceptual Framework

Based on the literature review, the researcher developed a conceptual framework that was used to examine the relationship between TQM practices and job satisfaction within the APS. The link between TQM practices and job satisfaction are shown in Figure 1. In this framework, TQM practices (leadership, employee participation, training and recognition) are independent variables and job satisfaction is a dependent variable, respectively.

The study sought to answer research questions earlier articulated in the research proposal. In addition, it attempted to bridge the research gap by providing a basis for a thorough and insightful discernment of TQM practices and their influence on job satisfaction of AP officers. This is in respect to theoretical framework and research work of other scholars, instances which have been earlier cited in this document.

2.7.1 Independent Variables

In the study, TQM has been defined as a management philosophy for continuously improving overall organizational performance and employees' job satisfaction based on leadership and top management support, employee participation, training and recognition.

Training: It refers to the acquisition of specific skills or knowledge. Training programs attempt to teach employees how to perform particular activities or a specific job.

Employee Participation: Officers at all levels, regardless of their respective ranks are the essence of the APS and their full involvement enables their abilities to be used for its benefit.

Leadership: Leadership is the activity of influencing people to strive willingly towards achievement of stipulated goals. Leaders establish unity of purpose and direction and should create and maintain the internal environment in which employees (AP officers) become fully involved in achieving the organization's objectives.

Recognition: It is defined as the public acknowledgment of superior performance over specific activities.

2.7.2 Dependent Variable

Job satisfaction is an affective reaction by employees to specific aspects of their job. It entails how AP officers feel about their jobs and different aspects of their jobs. It is the extent to which they like (satisfaction) or dislike (dissatisfaction) their jobs.

**INDEPENDENT
VARIABLES**

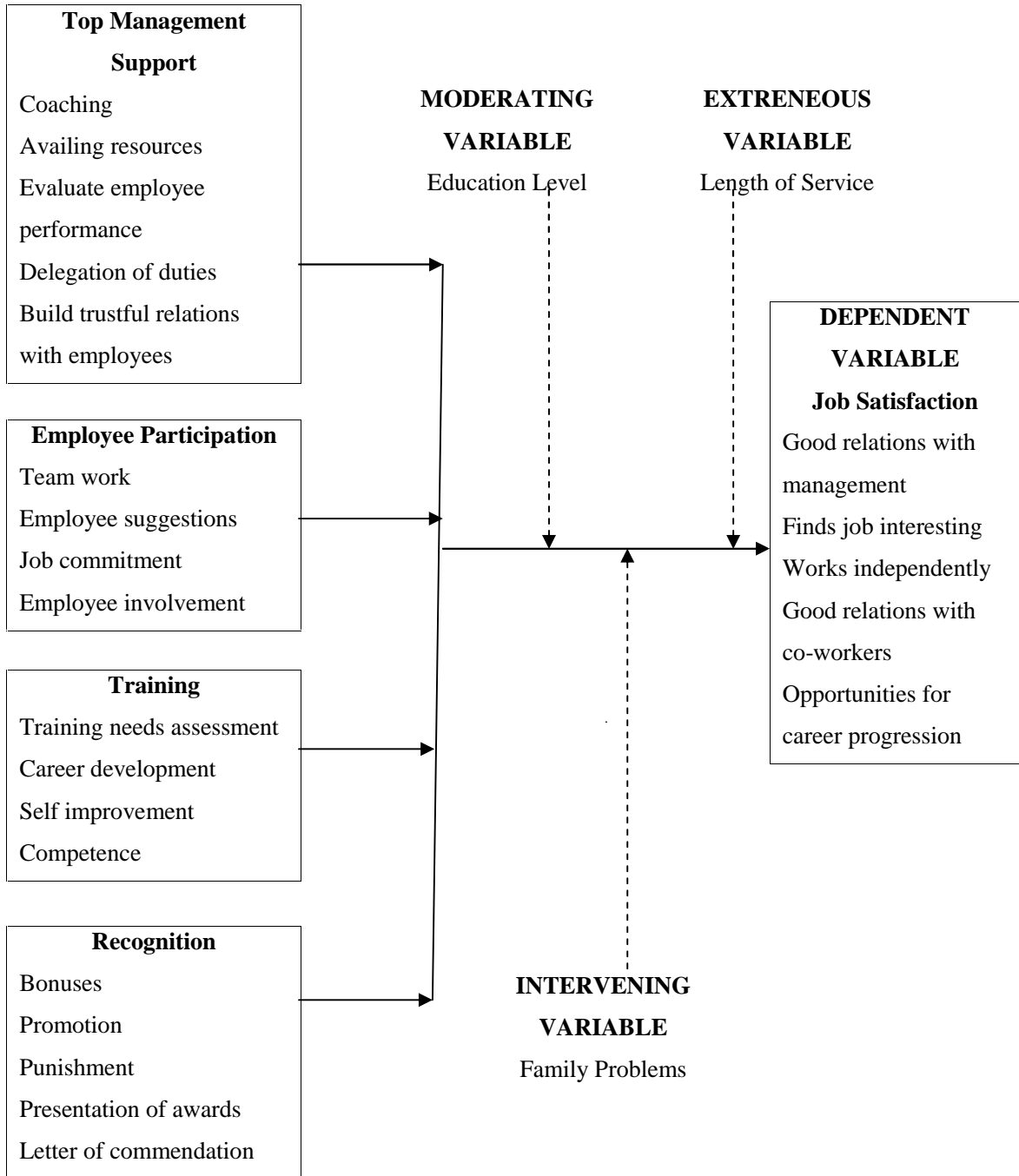


Figure 1: Conceptual Framework

2.8 Summary

This chapter has discussed job satisfaction as stipulated by different scholars. It has focused on the understanding of the concept and practices of TQM including: an analysis of TQM by the quality gurus, concept of TQM, employee job satisfaction, TQM practices including: leadership and top management support, employee participation, training, recognition and the relationship between TQM and job satisfaction. A conceptual framework for the study has been provided by the researcher.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

According to Bless and Achola (1988), a research is a methodology to guide the researcher in collecting, analyzing and interpreting observed facts. This chapter outlines the research design, target population, variables, sampling techniques and sample size, data collection methods and instruments, validity and reliability, data analysis and presentation techniques and operationalization of variables.

3.2 Research Design

According to Chandaran, (2004), research design defines the techniques that are to be used in collecting data, sampling strategies and tools appropriate for a study. It is the arrangement of conditions for collection and analysis of data in a manner that aims to instill relevance to the research purpose.

The research design for this study was descriptive survey. It portrays an accurate profile of persons, events or situations and allows the collection of large amounts of data from a sizeable population in a highly economical way. This design proved effective for this research work. Babbie, (2001) argued that it allows for the collection of data that can be analysed quantitatively. According to Saunders and Thornhill (2003), a descriptive design involves planning, organizing, collecting and analyzing of data so as to provide the information being sought. It refers to the way the study is designed; the method used to carry out a research.

3.3 Target Population

Population refers to an entire group of individuals who are the concern for the study within the area of the study (Mugenda and Mugenda, 1999). According to Ngechu (2004), a population is a well defined set of people, services, elements and events, group of things or households that are being investigated.

The target population for this study was in-service AP officers of the non-ranked and low-ranked cadres (constable to senior sergeant); within the county of Nairobi. AP establishments are similar in all counties and therefore Nairobi was a representative of the others. It was also more effective for the researcher in terms of distance, time and cost. The officers (respondents) were of either sex.

The researcher used proposed optimal staffing figures of officers as stipulated in the Administration Police Strategic Plan (APSP) 2009-2013, to determine the size of the target population. According to the APSP each sub-county is supposed to consist of 71 officers and 64 officers in the county headquarters. At the time of research, Nairobi had 9 sub-counties (Embakasi, Dagoretti, Njiru, Makadara, Kamkunji, Starehe, Kasarani, Westlands and Langata), and one county headquarter. This translated to 703 officers.

3.4 Sampling Techniques and Sample Size

Probability sampling was used in the research work. It provided a scientific technique of drawing samples from the population according to the laws of chance whereby each unit in the population had some definite pre-assigned probability of being selected in the sample.

Stratified random sampling was used to administer the research instrument. This involved classification of the target sample into mutually exclusive subgroups and respondents were selected randomly from each sample group. This ensured that the study was reliably representative. The subgroups for the research work were based on the different administrative units in the county.

Yamane (1967) provided a simplified formula to calculate sample size. The formula was used to calculate the sample size for this study.

$$n = \frac{N}{1 + N (e)^2} \dots\dots\dots (Yamane, 1967)$$

Where: n = sample size

N = population size

e = level of precision (0.05)

The sample size for the target population was 255 officers. Each of the districts had a sample size of 26 officers and 23 for the county headquarter.

3.5 Data Collection

The method and instruments of data collection were identified and developed by the researcher.

3.5.1 Methods of Data Collection

The method of data collection used for this study was a survey. It entailed questioning people and recording their responses for analysis. This method was very resourceful particularly in collecting primary data. It made it possible to gather abstract information of all types. According to Saunders and Thornhill (2003), survey is more efficient and economical than observation. Information can be gathered using a few well chosen questions that would take much more time and effort if observed. Survey method is most appropriate where the respondents are uniquely qualified to provide the desired information. For purposes of this research, the target population and sample had been uniquely selected in order to effectively answer the research questions.

There are three main techniques that can be used to get information using the survey method. They are: personal interview, telephone interview and mail interview/self-administered questionnaires. This research work used personal interviews and self-administered questionnaires.

3.5.2 Data Collection Instruments

Instruments are developed to collect necessary information (Mugenda and Mugenda, 1999). In this study, self-administered questionnaires were the main instrument for collecting primary data. This was suitable because respondents had the opportunity to complete the questionnaires at their own convenience. In addition, this method was more effective in terms of cost and time.

Questionnaires were mailed making it possible to get respondents who would have otherwise been inaccessible. It also allowed respondents more time in collecting facts and consider replies at length than is possible with the telephone interview. According to Anderson (2003) self-administered questionnaires allow for intensity and richness of individual perceptions in responses. They also have the advantage of being more impersonal, hence providing more anonymity than other communication methods. This increased the chances of respondents providing more factual information.

3.5.3 Development of Data Collection Instruments

The questionnaire was structured based on the study objectives. Each variable in the study formed its own sub-section in the questionnaire. The questionnaire had a mix of closed and open-ended questions to ensure that the respondents provided relevant and optimal information.

A Likert scale framework was used in the questionnaire design to categorize responses ranging from 1- strongly disagree to 5- strongly agree. Likert-type scale took much less time to construct (Edwards and Kenny, 1946), and therefore was convenient for the researcher.

3.6 Validity and Reliability

The researcher instrument was tested for validity and reliability to ascertain its credibility in collecting primary data.

3.6.1 Validity of the Instrument

Validity refers to the extent to which an instrument collects data that it is meant to. It is the degree to which results obtained from the analysis of data actually represent the phenomenon under study. It refers to the appropriateness, meaningfulness and usefulness of any inferences a researcher draws based on data obtained through the use of an instrument. In this study, the researcher sought to ensure that content-related validity was guaranteed. Research instruments were reviewed to ensure that they adequately addressed the research objectives. Expert opinion from the supervisor was sought and literature searches were done in order to establish validity. Validity was enhanced through the

collection of data from appropriate respondents. Language used on the questionnaire was kept simple to avoid any ambiguity and misunderstanding.

3.6.2 Reliability of the Instrument

Reliability measures the degree to which a research instrument yields consistent results or data after repeated trials. It refers to the consistency of scores or answers provided by an instrument. The test-retest method was used to ascertain reliability. Twenty respondents from Machakos County were involved in the pilot study. Cronbach's alpha formula was used in calculating the reliability of data. A coefficient of 0.8 or higher was accepted (Mugenda and Mugenda, 2003). Reliability was obtained by correlating the scores of each questionnaire. Pearson product moment correlation coefficient (r) was used to test reliability of the questionnaires.

$$Re = \frac{2r}{1+r} \dots\dots\dots (Tuckman, 1972)$$

The questionnaires were considered to be reliable when the value for the coefficient of reliability (Re) was closer to 1.0; getting consistent responses when the same question was posed to the same respondent more than once.

3.7 Data Analysis and Presentation Techniques

Questionnaires from the field were checked for completeness. The data was edited, coded and classified. The researcher used qualitative and quantitative techniques in analyzing the data. Qualitative data was analyzed through content analysis and presented in prose form. Quantitative data was presented using tables for ease of understanding and analysis. It was analyzed with the use of the Statistical Packages for Social Sciences (SPSS) Version 17.5 package.

Descriptive statistics- mean and standard deviation were used to determine the extent to which TQM practices influenced job satisfaction within the APS. Inferential statistics- correlation was applied to determine the effect of TQM practices on AP officers' job satisfaction.

Questions were posed for each of the variables and responses categorized using a likert scale ranging from 1 – Strongly Disagree to 5 – Strongly Agree. The responses were scored on a scale of 1-5 from a score of 5 for Strongly Agree to a score of 1 for Strongly Disagree. The scores were then used to measure each of the variables.

3.8 Operationalization of Variables.

The independent variables (TQM practices) illustrated by top management support, employee participation, training and recognition were posed as statements of facts that sought to establish their relationship with the dependent variable, job satisfaction. The data was analyzed to establish the influence of TQM practices on job satisfaction within the APS. The results formed the basis for the conclusions and recommendations for this research; how TQM practices influenced job satisfaction in the APS.

Table 3. 1 Operationalization of Variables

Objectives	Variables	Indicators	Method of collecting data	Data Analysis Techniques
	To determine the extent to which top management support influences job satisfaction within the APS	Top Management Support	Coaching, Availing resources, Evaluate employee performance, Delegation of duties, Build trustful relations with employees	Questionnaire Interview
To establish the level of employee participation and its influence on job satisfaction	Employee Participation	Team work, Employee suggestions, Job commitment , Employee	Questionnaire, Interview	Mean, Standard deviation, Percentage, Correlation

within the APS		involvement		
To establish how training influences job satisfaction of officers within the APS	Training	Training needs assessment, Career development, Self improvement, Competence	Questionnaire, Interview	Mean, Standard deviation, Percentage, Correlation
To determine how recognition influences job satisfaction within the APS	Recognition	Bonuses, Promotion, Punishment, Presentation of awards, Letter of commendation	Questionnaire, Interview	Mean, Standard deviation, Percentage, Correlation

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter discusses data analysis, presentations and interpretations of the research findings based on the main objective of the study: to determine how TQM practices influence job satisfaction within the APS.

4.1.1 Response Rate

The sample size for the study was 255; 224 respondents answered and returned the questionnaires. This constituted a response rate of 87.84%. Mugenda and Mugenda (2003) indicated a respondent rate of 50% to 70% was sufficient for a study. A respondent rate of 87.84% was therefore highly acceptable.

4.1.2 Reliability Results

Table 4.1 illustrates the study findings on reliability analysis.

Table 4. 1: Reliability Results

Variable	Crobanch	No. of Items
Top Management Support	0.7227	224
Employee Participation	0.8692	224
Training	0.8449	224
Recognition	0.8340	224
Overall	0.8627	

A pilot study was conducted whereby questionnaires were administered to twenty respondents from Machakos County. The pre-test was conducted by the principal researcher (Neuman, 2000). From the findings, the Crobach Coefficient was 0.8627 which was approximated to 0.86. This value was considered close to 1 thus making the research instrument reliable.

4.1.3 Validity Outcomes

Mugenda and Mugenda (1999) stated that in order to enhance validity of a questionnaire, data should be collected from reliable sources. Validity was enhanced through the collection of data from appropriate respondents. Language used on the questionnaire was kept simple to avoid any ambiguity and misunderstanding.

4.2 General Information

The study sought to know the gender of the respondents. The outcome is presented in table 4.2

Table 4. 2: Gender of the Respondents

Gender	Frequency	Percentage
Male	199	89
Female	25	11
Total	224	100

Based on the study findings, majority of the respondents at 89% were male while 11% were female. This implied that information was collected from both male and female officers from the APS.

4.2.1 Respondents' Age Group

Table 4.3 presents the findings on age brackets of the respondents.

Table 4. 3 : Respondents' Age Group

Age Bracket	Frequency	Percentage
30 years and below	121	54
31 - 35 years	43	19
36 - 40 years	41	18
41 - 45 years	19	9
Total	224	100

From the findings, most of the respondents, 54% indicated that they were aged 30 years and below, 19% were between 31-35 years of age, 18% of the respondents were aged between 36-40 years while 9% were aged between 41–45 years. This implied that respondents from diverse age groups were incorporated in the study.

4.2.2 Respondent’s Station of Duty

The study established the respondents’ area of duty as indicated in table 4.4.

Table 4. 4: Respondent’s County/ Sub-County of Duty

Station	Frequency	Percentage
Embakasi	17	7.6
Dagoretti	24	10.7
Njiru	22	9.8
Makadara	24	10.7
Kamkunji	26	11.6
Starehe	26	11.6
Kasarani	22	9.8
Westlands	20	8.9
Langata	22	9.8
County Headquarters	21	9.5
Total	224	100.0

The sub-counties within Nairobi County were Embakasi, Dagoretti, Njiru, Makadara, Kamukunji, Starehe, Kasarani, Westlands, Langata and the County Headquarters. Each of the duty stations was represented by officers at 7.6%, 10.7% and 9.8%, 10.7%, 11.6%, 11.6%, 9.8%, 8.9%, 9.8% and 9.5% respectively. This illustrated that information collected was representative of the entire Nairobi County.

4.2.3 Rank of the Respondents

Table 4.5 indicates the respondents response on the rank they held in the APS at the time of data collection.

Table 4. 5: Rank of the Respondents

The ranks of the respondents were noted and findings indicated in table 4.5.

Rank	Frequency	Percentage
Constable	98	43.8
Corporal	53	23.7
Sergeant	46	20.5
Senior Sergeant	27	12.0
Total	224	100.0

Most of the respondents, 43.8% were ranked as constables, 23.7% were ranked as corporals, 20.5% were ranked as sergeants while 12% were ranked as senior sergeants. This implied that the respondents were of different rank levels; therefore data collected cut across all ranks and was representative.

4.2.4 Respondents' Number of Years in Service

The study requested the respondents to indicate the number of years they had served in the APS. The findings are presented in the table 4.6.

Table 4. 6: Number of Years in Service

Number of Years	Frequency	Percentage
Less than 5 years	80	35.7
6 – 10 years	106	47.3
16 - 20 years	16	7.2
Over 20 years	22	9.8
Total	224	100.0

Most of the respondents, 47.3% had worked in the service for a period of between 6-10 years, 35.7% indicated that they had worked for less than 5 years, 7.2% had worked for 16 to 20 years while 9.8% had worked in the APS for over 20 years. This indicated vastness of experience based on the different time frames officers had served in the APS.

4.2.5 Duration since Last Promotion

Table 4.7 indicates findings on respondents' duration in rank since their last promotion in the APS.

Table 4. 7 : Duration since Last Promotion

Duration	Frequency	Percentage
Less than a year	57	25.4
1 - 3 years	60	26.8
4 - 6 years	24	10.7
7 - 9 years	63	28.2
More than 10 years	20	8.9
Total	224	100.0

Most of the respondents, 28.2% had stayed for 7-9 years, 26.8% had stayed for 1-3 years, 25.4% had stayed for less than a year, 10.7% had stayed for 4-6 years while 8.9% of the respondents indicated that they had stayed for more than 10 years since their last promotion. This demonstrated that promotion of officers was practiced within the APS.

4.2.6 Highest Level of Education Attained by Respondents

The study sought the highest academic qualifications attained by the respondents. The findings are indicated in table 4.8.

Table 4. 8 : Highest Level of Education

Level of Education	Frequency	Percentage
Primary School Certificate	16	7.1
Secondary School Certificate	112	50.0
Diploma	79	35.3
Degree	17	7.6
Total	224	100.0

Based on the study findings, a majority 50% of respondents indicated that they had attained secondary school certificates, 35.3% had attained diplomas with 7.6% being in possession of university degrees. 7.1% of the respondents had attained primary school certificates. This signified that the respondents had academic qualifications and therefore well placed to participate in the study.

4.3 Top Management Support

Table 4.9 outlines respondents' responses on the extent to which they agreed top management support was evident in the APS.

Table 4. 9: Top Management Support

Top Management Support Practices	Neutral	Agree	Strongly Agree	N	Mean	Std Deviation
Top managers coach junior officers on what is expected of them at work	9	88	127	224	4.75	0.72
Top managers adequately avail resources for execution of tasks	2	114	108	224	4.42	0.50
Top managers evaluate performance of officers' at work	9	105	110	224	4.46	0.48
Top managers delegate duties to officers	9	81	134	224	4.81	0.91
There exists trustful working relations between junior officers and those in the top management	30	87	107	224	4.69	0.83

From the findings, majority of the respondents strongly agreed that top managers delegated duties to officers, coached them on what was expected of them at work, which depicted the existence of trustful working relations as indicated by a mean of 4.81, 4.75 and 4.69 with standard deviation of 0.91, 0.72 and 0.83 respectively. The study also found out that most of the respondents agreed that top managers evaluated performance of officers' at work and adequately availed resources for execution of tasks as indicated by a mean of 4.46 and 4.42 with standard deviation of 0.48 and 0.50 respectively.

4.3.1 Correlation between Top Management Support and Job Satisfaction

Table 4.10 indicates results on correlation between top management and job satisfaction.

Table 4. 10: Correlation on Top Management Support and Job Satisfaction

		Job Satisfaction
Top Management Support	Pearson Correlation	0.280(*)
	Sig. (2-tailed)	0.001
	N	224

The strength of association between top management support and job satisfaction was strong and positive having scored a correlation coefficient of 0.280 and a 95% precision level. The correlation was statistically significant since it had a P- Value of 0.001 which is less than 0.05 hence statistically significant.

4.4 Employee Participation

Table 4.11 indicates respondents' responses on whether they were encouraged to participate in work place processes within the APS. The study aimed to find out the extent to which employee participation practices were applied in the APS.

Table 4. 11 : Employee Participation

Employee Participation Practices	Neutral	Agree	Strongly Agree	N	Mean	Std Deviation
Officers practice team work in execution of their duties	2	120	102	224	4.88	0.64
Junior officers are allowed to give suggestions on work place issues	4	87	133	224	4.61	0.49
Job commitment is evident among officers of non-ranked and low rank cadres	8	100	116	224	4.18	0.34
Junior officers are involved in decision making processes at the work place	14	97	113	224	4.03	0.21

Based on the findings, majority of the respondents strongly agreed that non-ranked and low-ranked officers practiced team work while executing their duties and that they were allowed to give suggestions on work place issues as indicated by a mean of 4.88 and 4.61 and supported by standard deviation of 0.64 and 0.49 respectively. Respondents also agreed that job commitment was evident among officers of non-ranked and low ranked cadres; and that they were involved in decision making processes at the work place. This was indicated by a mean of 4.18 and 4.03 with standard deviations of 0.34 and 0.21 correspondingly.

4.4.1 Correlation between Employee Participation and Job Satisfaction

Table 4.12 indicates the correlation coefficient results between training and job satisfaction. The significant level was at 0.05.

Table 4. 12: Correlation Coefficient Results on Employee Participation and Job Satisfaction

		Job Satisfaction
Employee Participation	Pearson Correlation	0.250(*)
	Sig. (2-tailed)	0.000
	N	224

The study revealed a positive, significant correlation between employees participation and job satisfaction, $r = 0.250$ with $P < 0.05$ at 0.000. The findings were statistically significant as $P < 0.05$. This indicated that participation of employees had a positive influence on job satisfaction.

4.5 Training

The study intended to find out the extent to which respondents agreed to statements on application of training practices within the APS. The results are presented in table 4.13

Table 4. 13 : Training

Training Practices	Neutral	Agree	Strongly Agree	N	Mean	Std Deviation
A training needs assessment has been conducted for junior ranked officers	9	84	131	224	4.54	0.52
Junior ranked officers experience career development at their work place	11	121	92	224	4.61	0.79
Junior officers experience self-improvement at the work place	16	97	111	224	4.68	0.64
Junior officers are competent in their work	21	78	125	224	4.83	0.81
Junior officers are adequately trained on how to execute their tasks	0	107	117	224	4.94	0.91

From the findings, majority of respondents strongly agreed that junior officers were adequately trained on how to execute tasks, were competent in performing work, experienced self-improvement and that career development at the work place put in focus training needs assessment. This was indicated by a mean of 4.94, 4.83, 4.68, 4.61 and 4.54 with standard deviation of 0.91, 0.81, 0.64, 0.79 and 0.52 respectively. This implied that training of officers in the APS was an integral management component.

4.5.1 Correlation between Training and Job Satisfaction

Table 4.14 presents findings on the strength of association between training and job satisfaction

Table 4. 14: Correlation Coefficient between Training and Job Satisfaction

		Job Satisfaction
Training	Pearson Correlation	0.326(*)
	Sig. (2-tailed)	0.001
	N	224

The study revealed a positive, significant correlation between training and employees' job satisfaction, $r = 0.326$ with $P < 0.05$ at 0.001 . The findings were statistically significant as $P < 0.05$. This indicates that respondents rated training high in influencing job satisfaction. Therefore the training of officers in the APS improves job satisfaction.

4.6 Recognition

Table 4.15 indicates respondents' response on the extent to which they agreed the given recognition practices were applied in the APS.

Table 4. 15: Recognition

Recognition Practices	Neutral	Agree	Strongly Agree	N	Mean	Std Deviation
Junior ranked officers are given bonuses on successful completion of tasks	2	107	115	224	4.66	0.57
Junior ranked officers are given promotions based on satisfactory performance	0	106	118	224	4.51	0.47
Junior ranked officers are punished on indiscipline and poor performance	101	17	106	224	4.00	0.13
Junior ranked officers are presented with awards on exemplary performance	0	101	123	224	4.73	0.69
Letters of commendation are given on excellent performance	17	89	118	224	4.13	0.59

From the findings, majority of the respondents strongly agreed that junior ranked officers were presented with awards on exemplary performance, offered bonuses on successful completion of tasks and were promoted based on satisfactory performance influencing job satisfaction as indicated by a mean of 4.73, 4.66 and 4.51 with standard deviation of 0.69, 0.57 and 0.47. The study further found that most respondents agreed that letters of commendation were given on excellent performance while junior ranked officers were punished on indiscipline and poor performance. This was indicated by a mean of 4.13 and

4.00 and supported by the standard deviation of 0.28 and 0.13 respectively. This implied that recognition of officers based on satisfactory performance was evident in the APS.

4.6.1: Correlation between Recognition and Job Satisfaction

Table 4.16 indicates the findings on the correlation coefficient between recognition and job satisfaction.

Table 4. 16: Correlation between Recognition and Job Satisfaction

		Job Satisfaction
Recognition	Pearson Correlation	0.253(*)
	Sig. (2-tailed)	0.000
	N	224

The study revealed a positive, significant correlation between employees’ recognition and job satisfaction, $r = 0.253$ with $P < 0.05$ at 0.000. The findings were statistically significant as $P < 0.05$. This indicates that recognition motivates employees hence influencing job satisfaction.

4.7 Job Satisfaction

The study investigated the extent to which respondents agreed that job satisfaction indicators were applied in the APS and findings presented in table 4.17.

Table 4. 17: Job Satisfaction

Job Satisfaction Practices	Neutral	Agree	Strongly Agree	N	Mean	Std Deviation
Non-ranked and low ranked officers have good working relations with top management	19	158	47	224	4.40	0.33
Junior officers find their work interesting	101	109	11	224	3.79	0.24

Officers of low ranks work independently (i.e. without constant interference by the top management)	28	139	59	224	4.37	0.63
Junior officers have good working relations with co-workers (with each other)	38	158	32	224	4.03	0.41
Junior officers experience opportunities for career progression	34	148	42	224	3.61	0.13

From the findings, respondents agreed that non-ranked and low ranked officers have good working relations with top management and work independently without constant interference. They also have good working relations with co-workers as indicated by a mean of 4.40, 4.37 and 4.03 with standard deviation of 0.33, 0.27 and 0.19 respectively. The study further found out that most of the respondents were neutral on whether junior officers experience opportunities for career progression and find their work interesting as indicated by a mean of 3.79 and 3.61 and supported by standard deviation of 0.24 and 0.13.

CHAPTER FIVE
SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSION AND
RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary of findings from chapter four and discussions relating to the researcher's findings and other empirical findings outlined in chapter two. It gives a conclusion and presents recommendations of the study based on the study objectives. Recommendation for further study is provided by the researcher.

5.2 Summary of the Findings

The practices of top management support, employee participation, training and recognition were evaluated in view of their respective influence on job satisfaction of officers within the APS.

5.2.1 Top Management Support

The study findings revealed that top management in the APS influenced job satisfaction. This was supported by a correlation coefficient factor of 0.280 at 95% precision level.

5.2.2 Employee Participation

The study findings established that there existed a positive correlation between employees' participation and job satisfaction as indicated by a coefficient factor of 0.250 with a $P < 0.05$ at 0.000.

5.2.3 Training

The study demonstrated that training in the APS influenced job satisfaction as indicated by a correlation coefficient factor of 0.326 where $P < 0.05$ at 0.001.

5.2.4 Recognition

The study found out that the influence of training on employees' job satisfaction was statistically significant, demonstrated by a correlation coefficient factor of 0.253 with $P < 0.05$.

5.3 Discussion

The study findings were compared and contrasted with other empirical findings discussed in chapter two of the project report.

5.3.1 Top Management Support

The study established that top management support positively influenced job satisfaction of officers within the APS. It revealed that quality management activities of coaching of junior officers, availing adequate resources for execution of tasks, evaluating performance, delegating duties and building of trustful relations with junior officers were important components of top management support that influenced job satisfaction of officers within the APS.

These findings concurred with Rad (2006) who found that management commitment was critical for organization quality development since with their support and contributions, sufficient resources would be allocated to enhance training activities resulting in better quality measurement, improved customer satisfaction and benchmarking.

Minjoon et al. (2006) noted that many organizations had failed in implementing TQM because of the reluctance of top management in delegating some authorities and empowering employees. This was a crucial aspect because if managers were committed in empowering the employees, the employees would be responsible for the quality of their work and this would go a long way in enhancing continuous improvement.

The results of this study agreed with Pearson et al. (1995) who explained that managerial leaderships required management at all levels to shift their role from authoritarian decision maker to coaching facilitator.

5.3.2 Employee Participation

The study demonstrated that employee participation was an important TQM practice that influenced job satisfaction of officers within the APS. It proved that team work, giving of suggestions on work place issues, job commitment and involvement in decision making were activities that made officers feel valued at the work place, thereby enhancing their dedication to work leading to job satisfaction.

The study results corresponded with Anderson et al. (1994a) who stated that internal cooperation among employees enables higher individual performance by creating mutually beneficial situations among organizational members and between organizational members and the firm as a whole.

Feigenbaum, (1991) noted that to have effective employee participation, employee contributions and ideas needed to have received serious consideration and be placed into operation whenever the recommendations were sound and relevant. Among the motivational programs that received major attention were employee suggestion programs.

Mitchell (1979) stated that in order to achieve effective employee participation, employees required to be committed to their jobs which could be defined in terms of loyalty, identification, and involvement with the firm. Employees' commitment to jobs meant they were motivated to spend more energy on providing high process, product, and service quality to satisfy the firm's goal (Lam, 1995).

5.3.3 Training

The study found that training was a key TQM practice that had influenced job satisfaction of officers within the APS. It identified that a training needs assessment had been conducted, career development was experienced, self-improvement at the work place was evident and that officers were competent in their work.

The study findings corresponded with Hackman et al., (1995) who stated that training was the second most commonly used TQM implementation practice in the United States. He noted that firms that implemented TQM invested heavily in training for employees at different levels.

Deming (1986) spoke often of the importance of properly training workers in performing their work. Otherwise, it would be difficult to improve their work. He confirmed that Japanese firms regarded their employees as the most significant competitive assets and provided them with good general orientation as well as training in specific skills. He affirmed that investment in employee education and training was to pursue long-term overall business excellence and that employees were the most valuable resources worthy of receiving education and training throughout their career development.

5.3.4 Recognition

The study demonstrated that TQM practice of recognition positively influenced job satisfaction of APS officers. It verified that promotions based on satisfactory performance, punishment for indiscipline and poor performance, presentation of awards on exemplary performance and provision of letters of commendation based on excellent performance were all activities practiced within the APS and that impacted on the quality of work thereby influencing job satisfaction.

The study results were consistent with DuBrin (1995) who proposed that reward and recognition systems should be equitable. Workers who achieved the same level of performance were supposed to receive comparable rewards. Similarly, workers who failed to obtain certain levels of performance were to receive comparable punishment. In this regard, punishment was regarded as a special recognition and “reward” for employees who did not perform well. Effective recognition and reward activities stimulated employee commitment to the firm.

Dale et al. (1990) found that public recognition was an important factor in human motivation and in any quality improvement program that influenced job satisfaction.

5.4 Conclusion

The study concluded that in order to achieve total quality it was important for top management to define quality goals as well as treat quality as a key organization aspect. Top management was expected to identify quality as a priority while availing resources for execution of tasks and evaluating performance of officers. Top management acted as

the driver for TQM implementation, creating values, goals and systems to improve organization performance and enhance job satisfaction.

The study established that to have effective employee participation, employee contributions and ideas needed to receive consideration whenever their recommendations were sound and relevant. Employee participation was based on team work during execution of tasks, giving of suggestions on work place issues, job commitment and involvement in decision making. Where these were evident, employees were loyal to their duties and felt that they were valuable and resourceful to the organization.

The study findings demonstrated that acceptance of quality conscious training by employees improved their commitment to quality management. A sound training program required systematically gathering data about the employees' and organization needs. This included an assessment of how well the APS was achieving its goals; the skills needed by the workforce to accomplish these goals; and the strengths and weaknesses of the current workforce.

The study ascertained that public recognition was an important quality improvement feature; the showing of due recognition for improved performance by an individual, section or department of the APS. Notable was the fact that officers who achieved same level of performance were supposed to receive comparable rewards. Similarly, workers who failed to obtain certain levels of performance needed to receive comparable punishment. Employees' recognition and rewards were to be based on equity.

The study concluded that TQM practices of top management support, employee participation, training and recognition influenced job satisfaction of officers in the APS.

5.5 Recommendations

The Deputy Inspector General of the APS is the overall authority of the Service and should spearhead and be responsible for the implementation of the study recommendations. However, respective section heads could oversee the day-to-day implementation and management as follows:

1. The Deputy Inspector General should ensure that commitment to the principle of TQM exists throughout all departments in the APS. This should include the development of policies and setting goals that are quality conscious.
2. Respective Section Heads should create opportunities for officers to participate in problem-solving negotiations, contribute in decision-making processes and propose innovations in police management.
3. The Chief of Planning Training and Research should initiate training on quality management at the basic training for recruits. This should also be incorporated into all the other police training syllabus to enable continuous improvement in the rendering of services and provide satisfaction to officers that is derived from one being knowledgeable and committed to duty. Employees are valuable resources who should receive training throughout their career development.
4. The Chief of Administration should develop and implement recognition and reward systems that are specific to quality improvement activities within the APS. Specific compensation systems should be put in place that will link quality to desired performance.

5.6 Recommendation for further Study

This research project recommends that a further study is carried out to establish the influence of TQM practices on service delivery in the APS.

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APPENDICE

Appendix I: Introduction Letter

Dear Sir/ Madam,

This study is being conducted by Ms. Bianca N. Nzioki, a graduate student seeking a Master of Arts degree in Project Planning and Management at the University of Nairobi. The research topic is on the Influence of Total Quality Management (TQM) Practices on Job Satisfaction: A case of the Administration Police Service (APS). The objective of this research is to understand how TQM practices influence job satisfaction within the APS.

Enclosed with this letter is a questionnaire that asks a variety of questions about different TQM practices within the APS and how they influence job satisfaction of officers. Kindly look at the questionnaire and if you choose to do so, complete it and send it back to the researcher in the enclosed postage paid envelope. The questionnaire will take ten to fifteen minutes to complete. Since the validity of results depend on obtaining a high response rate, your participation is crucial to the success of this study.

Return of the questionnaire will indicate your consent to participate in this study. Please be assured that your responses will be held in the strictest confidence. You should not write your name on the questionnaire as responses will not be identified with you personally. This provides you the opportunity to give honest and factual information. The potential benefits of this research among others will be in providing invaluable information on how to enhance job satisfaction of officers within the APS. This would lead to increase in quality of security services rendered to stakeholders and the public and to a larger extent enhance the credibility of the APS.

In case of any questions regarding this study, please contact the researcher on mobile number +254 722 169 381.

Thank in advance

Ms. Bianca N. Nzioki

Appendix II: Research Questionnaire

The Influence of TQM Practices on Job Satisfaction

A case of the Administration Police Service

Instructions

Please answer all the questions honestly and exhaustively. All the information given will be strictly used for academic purpose and research. It will be treated with utmost confidentiality.

SECTION A: GENERAL INFORMATION

Please tick the answer that suites your situation.

No.	Question	Answer Categories
1.	Sex of respondent	Male [] Female []
2.	Age group	30 years and below [] 31 - 35 years [] 36 - 40 years [] 41 - 45 years [] 46 - 50 years [] 50 years and above []
3.	District of duty	Embakasi [] Dagoretti [] Njiru [] Makadara [] Kamkunji [] Starehe [] Kasarani [] Westlands [] Langata [] Provincial Headquarters []
4.	Rank	Constable [] Corporal [] Sergeant [] Senior Sergeant []
5.	Number of years in service	Less than 5 years [] 6 – 10 years []

		11 – 15 years [] 16 – 20 years [] Over 20 years []
6.	Duration since last promotion	Less than a year [] 1 – 3 years [] 4 – 6 years [] 7 – 9 years [] More than 10 years []
7.	Highest level of education attained	Primary School Certificate [] Secondary school Certificate [] Diploma [] Graduate [] Postgraduate [] Any other please specify.....

SECTION B: TOP MANAGEMENT SUPPORT

Top management support is an important management practice that the leadership of any organization should be able to demonstrate. It is exhibited in different ways among those that are listed in the table below.

On a scale of 1-5 illustrated as **1- strongly disagree, 2- disagree, 3- neutral (neither disagree nor agree), 4- agree, 5- strongly agree**; please indicate the extent to which the below listed top management practices are applied in the Administration Police Service. Please tick in the appropriate box.

No	Top Management Practices	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Top managers coach junior officers on what is expected of them at work					
2.	Top managers adequately avail resources for execution of tasks					
3.	Top managers evaluate performance of officers' at work					
4.	Top managers delegate duties to officers					

5.	There exists trustful working relations between junior officers and those in the top management					
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SECTION C: EMPLOYEE PARTICIPATION

Employee Participation is an important management practice that the leadership of any organization should demonstrate. This is because it enhances job satisfaction.

On a scale of 1-5 illustrated as **1- strongly disagree, 2- disagree, 3- neutral (neither disagree nor agree), 4- agree, 5- strongly agree**; please indicate the extent to which the below listed employee participation practices are applied in the Administration Police Service. Please tick in the appropriate box.

No	Employee Participation Practices	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Officers practice team work in execution of their duties					
2.	Junior officers are allowed to give suggestions on work place issues					
3.	Job commitment is evident among officers of non-ranked and low rank cadres					
4.	Junior officers are involved in decision making processes at the work place					

SECTION D: TRAINING

Training is an important management practice that the leadership of any organization should implement. It influences job satisfaction.

On a scale of 1-5 illustrated as **1- strongly disagree, 2- disagree, 3- neutral (neither disagree nor agree), 4- agree, 5- strongly agree**; please indicate the extent to which the below listed training practices are applied in the Administration Police Service. Please tick in the appropriate box.

No	Training Practices	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	A training needs assessment has been conducted for junior ranked officers					
2.	Junior ranked officers experience career development at their work place					
3.	Junior officers experience self-improvement at the work place					
4.	Junior officers are competent in their work					
5.	Junior officers are adequately trained on how to execute their tasks					

SECTION E: RECOGNITION

Recognition is the public acknowledgement of superior performance of specific activities. It is mostly acknowledged through a reward system.

On a scale of 1-5 illustrated as **1- strongly disagree, 2- disagree, 3- neutral (neither disagree nor agree), 4- agree, 5- strongly agree**; please indicate the extent to which the below listed recognition practices are applied in the Administration Police Service. Please tick in the appropriate box.

No	Recognition Practices	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Junior ranked officers are given bonuses on successful completion of tasks					
2.	Junior ranked officers are given promotions based on satisfactory performance					
3.	Junior ranked officers are punished on indiscipline and poor performance					
4.	Junior ranked officers are					

	presented with awards on exemplary performance					
5.	Letters of commendation are given on excellent performance					

SECTION F: JOB SATISFACTION

Job satisfaction of employees in an organization is important because it largely defines their work output.

On a scale of 1-5 illustrated as **1- strongly disagree, 2- disagree, 3- neutral (neither disagree nor agree), 4- agree, 5- strongly agree**; please indicate the extent to which the below listed job satisfaction indicators are applicable in the Administration Police Service. Please tick in the appropriate box.

No	Job Satisfaction Indicators	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Non-ranked and low ranked officers have good working relations with top management					
2.	Junior officers find their work interesting					
3.	Officers of low ranks work independently (i.e. without constant interference by the top management)					
4.	Junior officers have good working relations with co-workers (with each other)					
5.	Junior officers experience opportunities for career progression					

Appendix III: Correlations Matrix

Independent Variables		Top Management Support	Employee Participation	Training	Recognition
Top Management Support	Pearson Correlation	1	.250**	.326	.280**
	Sig. (2-tailed)		.001	.698	.000
	N	224	224	224	224
Employee Participation	Pearson Correlation	.250*	1	.022	.148*
	Sig. (2-tailed)	.000		.744	.027
	N	224	224	224	224
Training	Pearson Correlation	.326*	.022	1	.253**
	Sig. (2-tailed)	.001	.744		.000
	N	224	224	224	224
Recognition	Pearson Correlation	.280*	.148*	.253*	1
	Sig. (2-tailed)	.001	.027	.000	
	N	224	224	224	224
**. Correlation is significant at the 0.01 level (2-tailed).					
*. Correlation is significant at the 0.05 level (2-tailed).					