

Predictive Estimate Of Some Psychological Variables On Quality Management Among Senior Staff In The University College Hospital, Ibadan, Nigeria

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Abstract: *Quality management among organization staff all over the world has assumed an alarming dimension. It has become so worrisome that it has gained prominence in social discourse. The prevalence rate of quality management among organization in different parts of the world gives room for low productivity and low service delivery. Despite these researches, factors that predict the occurrence adequately investigated in this part of the world. This study therefore investigated the predictive estimate of some psychological variables on quality management among senior staff in the university college hospital, Ibadan. A descriptive survey research design was adopted in the study. Three hundred participants were selected through simple random sampling from their wards and department within the University College Hospital (UCH), Ibadan. Their ages ranged between 39 and 44 years with mean of 22.40 years (SD= 4.19). Four structured questionnaire; Emotional intelligence Scale ($\alpha=0.87$), Job commitment Scale ($\alpha=0.86$), Interpersonal competence Scale ($\alpha=0.73$), Communication skill scale ($\alpha=0.77$) and Administrative support scale ($\alpha=0.77$) were used to collect data. The findings revealed that there was significant positive relationships between Job commitment ($r = 0.199$; $p < 0.05$); Emotional intelligence ($r = 0.138$; $p < 0.05$); Interpersonal competence ($r = 0.116$; $p < 0.05$); Communication skill ($r = 0.168$; $p < 0.05$). However, Administrative support did not have significant correlation with Quality Management ($r = 0.016$, $p > 0.05$) and quality management among the participants. The five variables jointly accounted for 17.2% variance in predicting quality management among the participants. The independent variables made positive relative contribution to quality management in the following order: Emotional intelligence contributed most to the prediction of quality management among senior staff in University College Hospital, Ibadan ($\beta = 0.365$; $t = 6.028$; $p < 0.05$), next to it is interpersonal competence ($\beta = 0.315$, $t = 2.274$; $p < 0.05$). This was followed by Job commitment ($\beta = 0.291$, $t = 5.003$; $p < 0.05$). In the fourth position was Communication skill ($\beta = 0.263$, $t = 2.043$; $p < 0.05$) respectively. Administrative support made the least contribution to the prediction of Quality Management ($\beta = 0.118$, $t = 0.021$; $p > 0.05$) had relative contribution to quality management. Based on this finding, it is recommended that staffs should be exposed to administrative support and emotional intelligence boosting training as a strategy for increasing quality management in organization. Positive interpersonal competences should also be encouraged. Senior staffs should bridge up the communication gaps in their relationship with their young staffs.*

Introduction

Survival in health sector requires healthy changes in the institution. Terms such as standards and quality of health delivery are becoming handy these days. The system introduced in this country, which was originally aimed at training leaders and professionals for effective management of the nation's available resources, has over decades been in a state of severe crisis, stemming from an increase in disparity between the requirements vital to providing quality health and the available resources. According to Arora (2010) quality of services throughout its lifespan is quality management. All personnel of the organization are committed to quality by doing the right thing the first time and every time by employing the organization's recourses to provide value added quality to the customers. Quality management accomplishes the business goals by designing and services to achieve customer satisfaction at an economic level. Quality management improvement process has now become part of the fabric of strategy implementation, geared towards defect-free superior process-management, total customer satisfaction and superior customer service. Thus, an organization seeking ways to overcome the problem of poor quality of services, and willing to succeed in today's contemporary business environment must of necessity, put in place proper quality management.

Quality Management is an operational philosophy committed to consumer (customer) satisfaction and continuous improvement. Quality management is committed to excellence and being the best in all functions of service delivery, because quality management aims to maximize resources and improve quality (Wheelen & Hunger, 2011). Quality management is a business philosophy that embodies the belief that management process must focus on integrating the idea of consumer drive quality throughout an organization (Zikmund, 2012). It emphasizes continuous improvement of service delivery and quality. Managers improve durability and enhance services with additional features as the services mature in age. They also strive to speed up delivery and improve other services, in order to keep their competitive. The philosophy underlying quality management strategy is to see consumers and clients as the vital key to organizational success. Organizations with quality management strategy see their business

through the eyes of their consumers and clients and then measure their organization's performance against consumer or client expectations, not through the organization's expectations.

Therefore, a Nigerian organization that employs quality management (QM) strategy must evaluate its operations through the eyes of its consumers and clients (Aluko, 2010). However, effective and efficient QM strategy, entails that, the quality of service must go beyond acceptability for a given price range. For instance, rather than leaving consumers satisfied that nothing went wrong with the service, a service should give the consumer some delightful surprises, or provide unexpected benefits. This means therefore, that service quality assurance requires more than just meeting consumer's or clients' minimum standards. The level of service quality is the degree to which a service is equal to or greater than consumers' or clients' expectations (Aluko, 2010). Quality management is a comprehensive system approach that works horizontally across an organization, involving all departments and employees and extending backward and forward to include both suppliers and clients/customers. Quality management is only one of many acronyms used to label management systems that focus on quality (Ogundele, 2005).

Quality Management has different problem to which managers have different barriers to quality management which are inadequate human resources development and management; lack of planning for quality; lack of leadership for quality; inadequate resources for quality management; and lack of customer focus, (Goldman, 2008; Dimitriades, 2009; Kotler, 2010; Gberville & Isiavwe-Ogbari, 2011). The most significant problems were inadequate resources, followed by inadequate human resources development and lack of planning. A primary reason for quality management failure in organization is due to half-heartedly implemented quality management. Many organizations are not willing to undertake the total cultural transformation that quality management requires (Ugboro & Obeng, 2010) There are number of factors that can influence quality management among senior staff in UCH, one of the factor is communication skill. Communications skill has become an important area of study and becoming highly valued according to the demands of quality management among employers and employee in an organization. Rather, communication can be viewed as an active process, influenced by all the complexities and ambiguities of human behaviour. It is also fraught with potential points of breakdown. According to Clappitt (2005) stated that communication skills refers to a way individual actively construct meanings within a unique vortex that includes the words used, the context of the utterances, and the people involved. A more accurate way of looking at the process of communication is probably as a dynamic, circuitous process in which elements such as non-verbal behaviour and individual styles of interpreting and ascribing meaning to events have significant influence.

Strategies such as constructing a clear, unambiguous message can encourage effective communication, but so too can seeking to understand meanings imposed by the listener via processes such as actively listening to feedback. Effective communication is logical, rational and persuasive and it is especially useful in industrial relations, organizational change and relaxation. There is strong relationship between good communication and successful quality implementation. Although communication has always been key requirement of good management, it's even more important in the implementation of quality management. Quality management depends on communication that flows in the all direction up, down and external customers have to know suppliers what they need. Suppliers have to know their customers what they can realistically provide. Communication is defined as the exchange of information and understanding between two or more persons or groups. Note the emphasis on exchange and understanding. Without understanding between sender and receiver concerning the message, there is no communication. All information is encoded, and prior agreement must be reached on the meaning of the code. Communication downward cannot work because it focuses on what we want to say and should be up & down. Employees should be encouraged to set measurable goals.

Another factor that can influence quality management among senior staff in UCH, one of the factors is interpersonal competence. Interpersonal competence skills have been defined as ability to work well with people, and involve your acceptance of others, without prejudice. This does not always mean that you like the person, but you are able to overcome your dislike in order to achieve your tasks (Smith, 2009). Interpersonal competences have long been considered a very important aspect in human functionality and, consequently, researchers have been interested in this area. As societies become more fragmented and diverse, it has become even more important to successfully engage in interpersonal competence and this ability is considered to be one of the key abilities of an individual's proper functioning.

An ability to engage in interpersonal competence in various social situations is known to be important for healthy adjustment in society and psychological well-being for various age groups and evidence supporting this is well documented (Blakemore & Frith, 2004; Larson, Whitton, & Hauser, 2007). Interpersonal competences, in particular, have been emphasized as an important area of competence in employment. Considering the importance of interpersonal competence at work, developing the interpersonal competencies of employees is important, not only for human resource management, but also for organization. Interpersonal competences are ability to respond to worker's needs positively, fostering a non-discriminatory work environment where workers can develop to their full personal potentials, and delegating authority. Interpersonal competence consists of a set of skills, knowledge about communication, and self-evaluation. Competent interpersonal relationship skills include self-disclosure, owned feelings and thoughts, and descriptiveness and support (Robinson, 2006). Interpersonal competences under leadership relate to leadership style, handling conflicts, running meetings, team building and promoting change.

Emotions also are factors in the success of the organization for an employee in the process of decision making; ensure customer loyalty, transparency and open communication, teamwork, strategic renewal, creativity and more innovative changes (Groves and Vance, 2009). Human emotions can certainly be traced through assumptions based on facial expression, behavior, and

physical movement. Negative emotions such as anger and fear can have a negative impact on an individual's focus on work. According to Cobb (2000), the current definition of emotional intelligence as defined by Mayer, Salovey, and Caruso (2000), includes the capacity to perceive, understand and manage emotions". Workers high in emotional intelligence based on the above definition should have some of the elements required for also being high in quality management such as self-acceptance, positive relations with others, environmental mastery, purpose in life and organization growth. Emotional intelligence has been theoretically related to several important human values including life satisfaction, the quality of interpersonal relationships, and success in occupations that involve considerable reasoning with emotional information such as those involving creativity, leadership, sales and psychotherapy (Burgess, & Tough, 2001).

Emotional intelligence is also one of the vital aspect that can influence quality management and it refer to the competence to identify and express emotions, understand emotions, assimilate emotions in thought, and regulate both positive and negative emotions in the self and in others (Matthews, 2002). A relatively new concept, the idea of emotional intelligence is seen by some as another approach to defining social and practical intelligence. Emotional, social, and practical intelligence have been referred to as the nonacademic intelligences (Sternberg & Detterman, 2006) and the non-intellective intelligences (Wechsler, 2008). Whether or not emotional, social, and practical intelligences are distinct or overlapping constructs remains controversial, as does Gardner's theory of multiple intelligences. However, there remains considerable interest in the concepts of interpersonal and intrapersonal intelligences, the major components of emotional intelligence.

Job commitment has an important place in the study of organizational behaviour. This is in part due to the vast number of works that have found relationships between job commitment, attitudes and behaviours in the workplace (Porter, 2007). Job commitment has been studied in the public, private, and non-profit sector, and more recently internationally. Early research focused on defining the concept and current research continues to examine job commitment through two popular approaches, commitment-related attitudes and commitment-related behaviours. A variety of antecedents and outcomes have been identified in the past thirty years (Mowday, 2009). Job commitment has an important place in the study of organizational behaviour. This is in part due to the vast number of works that have found relationships between job commitment, attitudes and behaviours in the workplace (Angle & Perry, 2001). Furthermore, Batemen and Strasser (2004) however, state that the reasons for studying job commitment are related to "(a) employee behaviors and performance effectiveness, (b) attitudinal, affective, and cognitive constructs such as job satisfaction, (c) characteristics of the employee's job and role, such as responsibility and (d) personal characteristics of the employee such as age, job tenure". Job commitment has been studied in the public, private, and non-profit sector, and more recently internationally. Early research focused on defining the concept and current research continues to examine job commitment through two popular approaches, commitment-related attitudes and commitment-related behaviors. A variety of antecedents and outcomes have been identified in the past thirty years (Hall, 1999).

Administrative staff posits support and endeavor continuously to create a conducive working environment for high quality management and outcome, organization excellence and success. Nonetheless, at the end, these high expectations and continuous efforts will be marked as high performance or low performance in terms of outcomes attained by the workers at the end of every year. Highlighting the importance of administrative support in the job performance of staffs in organization setting, New York Reuters Health (2005) reported that "feeling loved and supported by family and friends appear to protect women, but not men, from major depression," Kendler (2005) noted that it is a deep human need to be loved and cared for. Our mental health will not do well if we are in an environment where our needs are not filled. Different researchers have differently defined administrative support. For example, Hagihara, Tarumi, and Miller (1998) defined administrative support as "the provision and receipt of tangible and intangible goals, services, and benefits (such as encouragement and reassurance) in the context of informational relationships (e.g., family, friends, co-worker and boss). In this situation, persons exposed to stressors are helped, either in reappraising the threat implicated in the stressor, or in coping with the consequence of the stressor or through emotional, informational or administrative support. We designed this study to fill that gap by examining the predictive estimate of some psychological variables on quality management among senior staffs in UCH, Ibadan.

Statement of the Problem

Over the years, the size and number of business have proliferated hugely within and across industries in Nigeria. Companies producing homogenous products and services have to device workable strategies on how to woo the limited number of consumers (customers) to their sales. Managers in Western countries and parts of Asia have been known to have delved into the use of quality management in order to enable them compete in the global or international market, and they seem to be doing quite well (at least evidence from Japanese and USA auto and hospitals is a clear example). The necessity of quality management in Nigerian Business Organizations stems from the fact that foreign companies have continued to dominate the local market in virtually all sections of the economy, except for those sectors that are under complete government control. The problems associated with the Nigerian companies in relation to Quality Management are quite enormous and Nigerian companies are evidently lagging behind in the global or international market competition; thus, they are fast losing ground, with some of them going out business completely. The Nigerian Managers have seemingly failed to explore quality management for their organizations. They have rather gotten struck in the endless pursuit of what does not work for them any longer, the "blind" pursuit of profit stability and growth. They also failed to appreciate that change is necessary and that a change from the above stated pursuit to the pursuit of a consumer (customer) focus strategy is a long overdue strategy decision that has been tipped to guarantee the ultimate realization of the organizational goals. Quality

management impact on the Nigerian industries which the health sector is part of, becomes problematic hence, the weak or poor service delivery of the health sector in the actualization of its desired goals and objectives. Given this gap, this study intends to investigate some psychological variables on quality management among senior staff in University College Hospital (UCH), Ibadan.

Purpose of the study

On the basis of the statement of the problem, this study intends to examine the influence of communication skills, interpersonal competences, emotional intelligence, job commitment and administrative support on quality management among senior staff in UCH, Ibadan, Oyo State Nigeria. The major aims are to:

- examine the relationship that exists between communication skills, interpersonal competences, emotional intelligence, job commitment and administrative support on quality management among senior staffs in UCH, Ibadan.
- investigate the joint effect of the communication skills, interpersonal competences, emotional intelligence, job commitment and administrative support on quality management among senior staffs in UCH, Ibadan.
- explore the relative effect communication skills, interpersonal competences, emotional intelligence, job commitment and administrative support on quality management among senior staffs in UCH, Ibadan

Research Questions

- i. What pattern of relationship exists between the independent variables (communication skills, interpersonal competences, emotional intelligence, job commitment and administrative support) and Quality Management among senior staffs in UCH, Ibadan?
- ii. To what extent will communication skills, interpersonal competences, emotional intelligence, job commitment and administrative support when combined predict the Quality Management among senior staff in UCH, Ibadan?
- iii. What extent will each of the variables (communication skills, interpersonal competences, emotional intelligence, job commitment and administrative support) predicts Quality Management among senior staff in UCH, Ibadan?

Methodology

Research Design

This study employed the use of sample survey design using ex-post facto method to achieve the purpose of the study. This is a type of design that seeks to establish investigation among variables by observation, which researcher usually has no control over the variables of interest and therefore cannot manipulate them. Usually, data are collected after the event or phenomenon under investigation has taken place hence the name ex-post facto. It is expected that the sample drawn would be generalized and inferences was made on the whole population of the study. The variables were being observed as have been treated in their natural occurrence.

Population

The study's population comprises of senior staffs in UCH, Ibadan, Nigeria. The purpose of selecting this population is to study elements of people with common characteristics.

Sample size

The sample size consists of 300 of senior staffs in UCH, Ibadan in Oyo state secretariat, Nigeria. It is assumed that the selected samples have common characteristics or elements of the population of the study. Based on this, an inference was drawn and generalization was made on the population of the study.

Sampling Technique

Stratified random was used to select the sample size from the population of the study. This was done by breaking the population of the study into strata according to their socio-demographic characteristics. Also the stratification was done based on classification of participants from their various secondary school of study.

Instruments

The study made use of questionnaires to gather information from the respondents of the study. The questionnaire was explained in sections: section A to F. Section A taps information on the socio-demographic characteristics of the participants like sex, age, and so on.

Section B: Interpersonal Competences scale

Section B of the questionnaire deals with interpersonal competences developed by Liu and Wang (2005) This consists of 20 items with a response format ranging from Strongly Disagree = SD to Strongly Agree = SA. All the items were adapted for the study ($\alpha = 0.91$). The researcher obtained an alpha coefficient of 0.90. Guttman split – half = 0.78, alpha for part 1 = 0.81 while alpha for part 2=0.84. This implies that this section is also reliable for this study.

Section C: Communication scale

Section C of the questionnaire deals with communication developed by McCulloch (2007). This consists of 15 items with a response format ranging from Strongly Disagree = SD to Strongly Agree = SA. The internal consistency after moderation of items ranged between 0.38 to 0.76 with overall coefficient of 0.88. The Guttman Split-half coefficient observed was 0.78, equal length Spearman Brown was 0.73 and unequal length was 0.71. The coefficient for the first half (7 items) was 0.70 while the second half (8 items) was 0.72

Section D: Emotional Intelligence scale

This was adopted from Schutte and Dornheim (1998). It contains 15-item scale with a likert format ranging from Strongly Agree (SA) = 1; Agree (D) = 2; Neutral (N) = 3; Disagree (D) = 4; Strongly Disagree (SD) = 5. It is designed to measure how emotional intelligence affects the student choice of career. Based on Cronbach’s alpha, has been reported to .77

Section E: Job Commitment

Section E of the questionnaire deals with job commitment developed by Menroe (2002) This consists of 15 items with a response format ranging from Strongly Agree = SA to Strongly Disagree = SD. All the items were adapted for the study ($\alpha = 0.91$). The researcher obtained an alpha coefficient of 0.90. Guttman split – half = 0.78, alpha for part 1 = 0.81 while alpha for part 2=0.84. This implies that this section is also reliable for this study.

Section F: Administrative support scale

The fifteen administrative support items, adapted by Miller from Moos and Trickett (1974), assess administrative support in classroom and school related activities (e.g., “How often do you take part in class discussions or activities”). Internal constituency for the administrative support items, based on Cronbach’s alpha, has been reported to range from .77 to .83 (Berndt & Miller, 1990; McDougall & Hymel, 1998).

Data Collection and Method of Data Analysis

The researcher begins the administration with the help of his colleague. Explanations were made to the authority as regards the essence of the research and the procedure of administration. The researcher ensured them of confidentiality as the study did not intend to investigate into their privacy and the results of the findings were used for academic purposes. The researcher was assisted by research assistants in the administrative processes of the research from each class of the selected schools that were observed. Copies of questionnaires were distributed round the students through the assistant and instructions were given to them as to how the questionnaires would be administered. The study made use of Pearson Product Moment Correlation (PPMC) and Multiple Regression Analysis to analyse the findings of the study. Multiple Regression Analysis was used to test for joint and independent effect of the variables on school adjustment while PPMC was used to test for relationship among the variables.

Research question 1:

What pattern of relationship exists between the (Job commitment, Emotional intelligence, Interpersonal competence, Administrative support, Communication skill) and Quality Management among senior staff of UCH?

Table 1: Descriptive Statistics and Inter-correlations among Job commitment, Emotional intelligence, Interpersonal competence, Administrative support, Communication skill on Quality Management among senior staff of UCH

	Mean	S.D	1	2	3	4	5	6
Quality Management	17.58	8.06	1.000					
Job commitment	15.61	8.65	.199	1.000				
Emotional intelligence	20.62	14.81	.138	-.351	1.000			
Interpersonal competence	17.86	10.16	.116	-.048	.003	1.000		
Administrative support	17.13	10.25	.016	.092	-.051	-.001	1.000	
Communication skill	18.76	11.99	.168	.119	-.101	.142	.362	1.000

From the results presented on Table 1, Job commitment, Emotional intelligence Interpersonal competence, Administrative support and Communication skill, correlate significantly and positively with Quality Management behaviour among the senior staff of college hospital (Job commitment = $r = 0.199$; $P < 0.05$; Emotional intelligence = $r = 0.138$; $P < 0.05$; Interpersonal competence = $r = 0.116$; $P < 0.05$; Communication skill = $r = 0.168$; $P < 0.05$. However, Administrative support did not have significant correlation with Quality Management ($r = 0.016$, $P > 0.05$).

Research question 2:

What is the composite effect of each of the independent variables (Job commitment, Emotional intelligence, Interpersonal competence, Administrative support and Communication skill on Quality Management among senior staff of UCH?

Table 2: Multiple Regression Analysis on Quality Management behaviour

Multiple R	= 0.440				
Multiple R ²	= 0.194				
Multiple R ² (Adjusted)	= 0.172				
Standard Error of Estimate	= 7.337				
Source of Variation	Df	Sum of Squares	Mean Square	F-Ratio	P

Regression	5	3763.491	470.436	8.739	<.05
Residual	294	15663.425	53.826		
Total	299	19426.916			

The results on Table 2 show that the combination of the independent variables (Job commitment, Emotional intelligence, Interpersonal competence, Administrative support and Communication skill) accounted for 17.2% of the total variance in Quality Management (R^2 (adjusted) = 0.172). The analysis of variance of the multiple regression data yielded an F-ratio value which was found to be significant at 0.05 Alpha level ($F = 8.739$, $P < 0.05$).

Research question 3:

What is the relative effect of each of the independent variables (Job commitment, Emotional intelligence, Interpersonal competence, Administrative support and Communication skill) on Quality Management among senior staff of UCH?

Table 3: The relative contribution of each of the Independent Variables to Quality Management among senior staff of university college hospital

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.892	2.740		4.690	.000
Job commitment	4.683	.936	.291	5.003	<.05
Emotional intelligence	6.088	1.010	.365	6.028	<.05
Interpersonal competence	.239	.871	.315	2.274	<.05
Administrative support	.193	.046	.118	.021	NS
Communication skill	.142	.041	.263	2.043	<.05

a Dependent Variable: Quality Management

The results displayed on table 3 above indicate the contributions of each of the independent variables to the prediction. In terms of magnitude of the contribution Emotional intelligence contributed most to the prediction of Quality Management ($\beta = 0.365$; $t = 6.028$; $P < 0.05$). Next to it is interpersonal competence ($\beta = 0.315$, $t = 2.274$; $P < 0.05$). This was followed by Job commitment ($\beta = 0.291$, $t = 5.003$; $P < 0.05$). In the fourth position was Communication skill ($\beta = 0.263$, $t = 2.043$; $P < 0.05$) respectively. Administrative support made the least contribution to the prediction of Quality Management ($\beta = 0.118$, $t = 0.021$; $P > 0.05$). Thus, of the five independent variables, four made significant relatively contribution to the prediction of Quality Management among senior staff of college hospital.

Discussion of Findings

In response to the research question one which asks what pattern of relationship exists between the independent variables (Job commitment, Emotional intelligence, Interpersonal competence, Administrative support and Communication skill) and the Quality Management among senior staff of college hospital. Which states that there is no significant relationship between emotional intelligence and quality management among senior staff of college hospital was rejected. It was found that there was significant relationship between emotional intelligence and quality management. This finding is in line with the finding of Fan and Chen (2001) reported that emotional intelligence influenced employee's quality management. Weishaar (2001) maintained the effects of various emotional intelligence on employee's quality management. Emotional intelligence can encourage employee's and employers' quality management in many ways. One way that emotion can contribute positively to their employer's education is to assist them with their organization at work (Ball & Blachman, 1999).

The result from this study also shows that there was negative significant relationship between job commitment and quality management. This finding is in line with Ooi and Arumugam (2006) found that job commitment, rewards and recognition and communication significantly influence quality management. However, their study is limited to a semi-conductor industry. One study in the United States examined the relationship between the quality management on job commitment. Hospitals that were able to attract and retain good nurses and provided opportunities for good nursing care (termed 'magnet' hospitals) were compared with control hospitals.

The result from this study also shows that there was negative significant relationship between communication skill and quality management. This finding is in line with Gorton, (2005), found that communication and quality management have positive

influence on employees. Thus, it is better for employees who are living with close by to their organization to resolve their conflict so that this inner conflict between employee and employers will not disrupt the job performance of the employees. A study conducted by Grych (2001) showed that communication skills have a positive influence on quality management. Nwadinigwe (2000) found that workers preferred positive communication and are less prone to difficulties in the organization environment. This is because they have been enjoyed and love of togetherness, peace, sharing and understanding in the organization with their employers. Stephen (1996) reported that workers happier with communication types which are in line with what Frank Pearson had postulated that some employees preferred communication styles and usually practices it among their staff, this which affects their quality management.

The result from this study also shows that there was negative significant relationship between interpersonal competence and quality management. This finding is in line with Elliot and Gramling (1990) found that interpersonal competence helps the workers to increase quality management. They also found that interpersonal competence plays a positive role in workers quality management and increases their job performance and productivity. Furthermore, a positive correlation between interpersonal competences and quality management has been reported by Nahid and Sarkis, (1994) in that high level of interpersonal competences have been associated with high level of quality management in an organization among employees. Interpersonal competence was found to be one of the most important factors for worker quality management (Tao, Dong, Pratt, Hunsberger, & Pancer, 2000).

The result from this study also shows that there was negative significant relationship between administration and quality management. This finding is in line with Fuligni (1997) examined the relative impact of administrative support, as well as other proximal environmental factors, on the quality management of workers from immigrant families (majorly from the Asian Countries), and found that administrative support for achievement had no independent effects on quality management. In contrast, other studies have found evidence of a negative or inverse relation between administrative support and quality management (Cotterell, 1992). Cauce, (1992) found a positive relation between informal (i.e., administrative and non-familial adult) support and quality management, as well as a positive relation between administrative support and quality management. Also Cotterell (1992) found male adolescents perceptions of supportive ties to be positively related to quality management plans. Epstein (1993) in an extensive study observed that employees' grades changed over time in relation to the grades of their workers. He observed that employees with staff who achieved high grades in work were more likely to show improvements in their own grades than were employees who began at similar levels of quality management but whose staffs were not high achievers. Wentzel found that administrative support from staff was positively related to the pursuit of quality management as well as efforts to achieve social responsibility goals.

In response to the research question two which states whether there is any joint contribution of the independent variables on the quality management among senior staff of college hospital. The result shows that there was joint effect of the factors (communication skills, interpersonal competences, emotional intelligence, job commitment and administrative support) on quality management. It was further revealed that 17.2% variance in the prediction of quality management among senior staff of college hospital, this was due to the prediction of the independent variables. The ANOVA results from the regression analysis also attests to the causal effect of the independent variables on the dependent variables; hence, the rejection of the null hypothesis. In line with this finding, a combination of variables like communication skills, interpersonal competences, emotional intelligence and job commitment has been observed by Carroll (1997) on quality management.

The result of the third research question on the relative effect of each of the variables was also not significant except administrative support. In all, academic work as a whole, it is revealed that the degree of communication skills, interpersonal competences, emotional intelligence and job commitment is very relevant to quality management among senior staff of college hospital. This finding corroborates the study of Ryan (2006); Simon (2007) who found that the communication skills, interpersonal competences and emotional intelligence have independent effect on quality management among senior staff of college hospital. It is also in contrary with the findings of Holley (2011) who found that low administrative support and lack of interpersonal competences could act as a negative factor that could increase quality management among senior staff of college hospital. Adedipe (2005) in their finding reported that there was significant relationship between interpersonal competences, emotional intelligence, job commitment and administrative support on quality management.

Conclusion

This research work has established that, there is a positive relationship between interpersonal competence, administrative support and communication skill on quality management. Positive relationships were also found between job commitment and emotional intelligence on quality management of staffs. The independent variables, when combined together have positive effect on quality management. Nonetheless, there is need for replication and refinement of this work in the future.

Recommendations

As a result of the findings of this research work, the researcher postulated that without good resourceful leadership, corruption free personnel as well as the board member, accountability in every department, there can never be prudent management of its revenue. Therefore, in order to combat the problems of effective utilization of quality management practices so that intended development of University College Hospital (UCH) staff is enhanced and patient enjoy modern items of development and satisfaction, the researcher recommended the following:

- 1) Management of the college hospital should ensure that the current level of awareness of quality management among the staff does not fall. Rather they should create more awareness by ensuring that specific structures that will support quality management practice are created.

- 2) There should be constant training and education of staff in quality management practices. This will ensure changes in employee's beliefs, behaviour and attitude to quality.
- 3) There should be constant evaluation of quality management practices so as to ensure constant improvement in quality.
- 4) In other words, human resources are crucial to higher productivity and quality products of any university college hospital. Hence, there must be team spirit among the workforce, so as to pull resources together and work harmoniously towards realizing the goals and objectives of the university college hospital system.
- 5) Employee input to quality should be encouraged so as to evoke the total commitment of employees in the operational end of total service delivery. Lastly, training of staff personnel especially low and middle level management to appreciate the importance of total quality management as a cost reduction strategy

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