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Effect of Total Quality Management Through Continuous Improvement Practices on Students' Academic Achievement

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ABSTRACT: Quality education remains central to national development, prompting educational institutions to adopt corporate management frameworks. TQM emphasizes continuous improvement, customer satisfaction, and stakeholder involvement. Applied to education, it positions students as the primary "customers" and academic success as the "product." Despite substantial investment in education, many developing countries still experience poor academic performance and weak quality assurance systems. This study examined the influence of continuous improvement practices, specifically continuous assessment, feedback mechanisms, and student involvement on students' academic achievement in private secondary schools in Delta State, Nigeria. A descriptive survey research design with a quantitative approach was employed. From a population of 2000 final-year secondary school students, 322 were selected using stratified random sampling. Data were collected with a validated questionnaire (Cronbach Alpha = 0.87) and analyzed using SPSS 25 through descriptive statistics and multiple regression. **Findings** revealed that continuous assessment ($\beta = 0.380$, $p < 0.001$), feedback mechanisms ($\beta = 0.320$, $p < 0.001$), and student involvement ($\beta = 0.260$, $p = 0.001$) have significant positive effects on students' academic achievement. Collectively, these practices explained 50.3% of the variance in achievement (Adjusted $R^2 = 0.503$), while ANOVA confirmed the model's fitness ($F(3, 296) = 58.230$, $p < 0.0005$). **The study concludes** that embedding continuous improvement practices within the TQM framework enhances student outcomes. It **recommends** institutionalizing continuous assessment, providing timely feedback, and actively involving students in academic decision-making to foster sustained achievement.

Keywords: Total Quality Management, Continuous Improvement, Academic Achievement, Continuous Assessment, Feedback, Student Involvement.

INTRODUCTION

In an era where quality education is pivotal to national development, institutions of higher learning are increasingly adopting corporate models such as Total Quality Management (TQM) to improve academic outcomes. TQM, a management philosophy centered on continuous improvement and customer satisfaction, when applied to education, positions students as the "customers" and academic success as the "product." This study seeks to assess how continuous improvement

practices a core element of TQM influence students' academic achievement.

Despite substantial investments in the educational sector, many institutions in developing countries struggle with poor academic performance and inadequate quality assurance mechanisms. While TQM is widely practiced in manufacturing and service sectors, its application in education remains inconsistent. There is a need to empirically examine whether continuous improvement practices under the TQM framework can enhance academic performance among students.

Objectives of the Study

The general objective of this study is to examine the Influence of Total Quality Management through Continuous Improvement Practices on Students' Academic Achievement**.** The specific objectives are**:**

1. To assess the influence of continuous assessment on students' academic achievement.

2. To evaluate the effect of feedback mechanisms on students' academic achievement.

3. To examine the role of student involvement in academic planning on academic achievement.

Hypotheses

H_{01}: Continuous assessment does not significantly influence students' academic achievement.

H_{02}: Feedback mechanisms have no significant effect on academic achievement.

H_{03}: Student involvement does not significantly correlate with academic achievement.

LITERATURE REVIEW

Concept of Total Quality Management

TQM represents a comprehensive management philosophy which focuses on continuous improvement, customer satisfaction and employee involvement to reach organizational excellence (Panigrahi, 2023). Through every organizational section TQM applies quality management principles which leads to a culture that values quality along with superior performance standards. Olayiwola and colleagues (2024) describe TQM as organizational management practices that ensure customer requirements are consistently met or surpassed. Don et al (2023) presents TQM as an approach necessitating involvement across all employee levels to maintain ongoing product quality improvements. The method involves continual enhancement of administrative and production processes through result evaluation and analysis which leads to discovering new performance improvement methods and reducing production time and effort by removing superfluous functions for both consumers and the production system. According to Ugwu (2023), TQM represents a comprehensive management approach that combines essential managerial practices with improvement initiatives and technical solutions around a disciplined commitment to ongoing process enhancement and both employee empowerment and customer focus. A deep understanding of this concept requires an examination of TQM's components.

The management approach known as TQM aims to secure long-term success by surpassing customer expectations through ongoing enhancements of organizational processes. Ali (2020) defines TQM as a management system which centers on customer satisfaction while engaging all employees in ongoing process improvements.

Menteşoğullari (2023) defines TQM as an organizational management approach that focuses on quality through inclusive member participation to achieve long-term success by satisfying customers while benefiting both the organization and society. The interpretation presented shows how organizational goals match societal benefits and demonstrates how TQM serves as a socially responsible framework. The educational sector adapts this definition to highlight student satisfaction together with ongoing curriculum development and teacher growth as essential components of quality management.

TQM represents a methodical approach to optimize organizational processes for improved efficiency and effectiveness from a process-oriented perspective. The study by Khurniawan et al (2021) describes TQM as an organizational approach that enhances competitiveness and effectiveness while promoting flexibility for stakeholder benefits. This perspective highlights how flexibility and adaptability play crucial roles in maintaining quality standards. Educational institutions may choose to apply this definition by refining their teaching methods alongside administrative operations and assessment systems to create a superior learning atmosphere.

According to Palavesh (2021), TQM is a structured approach that delivers products or services which fulfill customer requirements through organizational achievement of objectives. This principle aims to unite customer satisfaction with institutional goals which fits well with the educational mission of schools and universities. TQM maintains a commitment to continuous improvement which establishes it as a dynamic philosophy. Menteşoğullari (2023) defined TQM as a management transformation which emphasizes continuous quality and productivity enhancement by involving all organization members.

In the context of education, this definition could refer to the ongoing refinement of teaching methods, the integration of new technologies, and the adaptation of curricula to meet evolving industry and societal needs. It implies that quality is not a one-time achievement but a perpetual journey toward excellence. Suhas and Sajjan (2020) defines TQM as "conformance to requirements and zero defects." This perspective stresses precision and adherence to set standards, a concept that educational institutions might adopt in the context of maintaining academic integrity and meeting accreditation standards.

TQM places the customer, or end-user, at the center of its framework. In the context of education, the "customer" may include students, parents, employers, and society at large. According to Lepistö et al (2024), "TQM is a system of activities intended to ensure that customer satisfaction is achieved throughout the production process."

For schools, this may translate into fostering student satisfaction by creating engaging curricula, providing state-of-the-art resources, and maintaining a supportive learning environment. Employers also benefit as they receive graduates equipped with the skills necessary for the workforce. Börnfelt (2023) extends this concept to education, defining TQM as "a means of managing an organization so that every job, every process, is carried out right the first time and that defects are eradicated from operations." This definition aligns with the goal of achieving high-quality teaching and learning experiences while eliminating inefficiencies.

One of the distinguishing features of TQM is its emphasis on the involvement of all organizational members. According to Hamsinah (2023), "TQM is about the culture, attitude, and organization of a company that strives to provide customers with products and services that satisfy their needs." This interpretation highlights the need for a

quality-driven culture that engages every employee. In schools, this could involve empowering teachers to take ownership of quality initiatives, engaging administrative staff in decision-making processes, and encouraging collaboration among stakeholders. Hilman (2020) contributed to this discourse by emphasizing that "TQM involves everyone in the organization and is not confined to the quality control department." This broad inclusion ensures that quality becomes an integral part of the organizational ethos rather than a task for a specific group.

When adapted to education, TQM takes on unique dimensions while retaining its core principles. Al Mulhem (2020) defines TQM in education as "a structured process that aims at improving the standards of education by addressing teaching methods, resource management, and student satisfaction." This educational perspective recognizes students as central stakeholders and emphasizes the need for continuous curriculum refinement, effective teaching strategies, and the creation of a supportive learning environment. TQM practices in education also extend to maintaining accreditation standards, fostering stakeholder engagement, and utilizing data-driven approaches for decision-making.

TQM is often associated with broader societal benefits, making it a socially responsible approach. According to Faeq et al (2022), "TQM aims to achieve long-term success through customer satisfaction and benefits to all members of the organization and society." In education, this societal focus translates into producing graduates who contribute positively to their communities, industries, and the nation at large. It underscores the role of schools and universities in shaping responsible, skilled, and informed citizens.

Continuous Improvement Practice

Continuous Improvement (CI) is a core element of TQM and other quality enhancement frameworks. It is a systematic, ongoing effort to enhance products, services, processes, or systems by making incremental improvements over time or achieving significant breakthroughs. Originating from manufacturing and quality management philosophies, continuous improvement has been adopted in various fields, including healthcare, education, and public administration. This document provides a comprehensive exploration of the definitions and key aspects of continuous improvement practices.

Continuous Improvement is broadly defined as "the ongoing improvement of products, services, or processes through incremental and breakthrough changes" (Escrig, 2021). The concept emphasizes that improvement is not a one-time initiative but a perpetual process aimed at achieving higher standards of quality and performance.

Merabet et al (2021) described continuous improvement as a philosophy of "systematic efforts to achieve stable and predictable process results by improving the systems and processes that determine those results." This definition highlights the focus on processes rather than outcomes, recognizing that sustainable improvement comes from addressing the root causes of inefficiencies. In education, continuous improvement can be seen in efforts to enhance teaching methodologies, curriculum design, assessment tools, and overall institutional effectiveness.

The process-oriented nature of continuous improvement is emphasized in several definitions. Kaizen, a Japanese term meaning "change for better," is often used synonymously with continuous improvement and highlights its incremental approach. According to Kareska (2024), "Kaizen means

improvement, and it applies to all people, all processes, and all systems, ensuring that improvements are consistent and continuous."

This approach is widely adopted in education, where schools and universities work to refine teaching strategies, classroom management, and administrative processes incrementally over time. For example, an educational institution may continuously analyze assessment data to adjust teaching methods and improve student outcomes. Chevrollier and Kuijf (2023) extends this perspective, defining continuous improvement as "a company-wide process of focused and sustained incremental innovation." This definition underscores the importance of organizational commitment to improvement and the need for innovation as part of the process.

Continuous Improvement is often considered the backbone of Total Quality Management. Woo and Kang (2020) described it as "a relentless quest for excellence that involves every part of an organization and every stakeholder." This aligns with TQM's holistic approach, where all members of an organization contribute to improvement efforts. In TQM, continuous improvement encompasses various activities, including regular performance reviews, customer feedback analysis, and the adoption of best practices. In the context of education, this may include periodic curriculum revisions, professional development for teachers, and the introduction of innovative teaching tools.

Continuous improvement is often categorized into two types: incremental improvements and breakthrough improvements.

1. Incremental Improvements: These are small, consistent changes that gradually enhance processes or systems. Okpala et al (2024) explains that "incremental improvement is the heart of the continuous improvement philosophy, as it focuses on making small changes that collectively result in significant long-term benefits." In schools, this could mean minor adjustments to lesson plans, improved scheduling of classes, or gradual upgrades to classroom technology.

2. Breakthrough Improvements: These involve significant changes that result in substantial improvements. Breakthroughs often arise from innovations, new technologies, or entirely reimagined processes. Sader et al (2022) described these as "leaps in performance that redefine the standards of excellence." For example, an educational breakthrough could involve the adoption of a new learning management system (LMS) that transforms how teachers and students interact.

Another dimension of continuous improvement is its role as an organizational culture. Okure (2023) argued that "continuous improvement is not just a process but a mindset embedded within the organization." This cultural perspective emphasizes that all employees, regardless of their role, are responsible for seeking opportunities to improve. In educational institutions, this cultural approach manifests through professional development programs, collaborative learning among teachers and the establishment of feedback loops where students and parents can contribute to improvement initiatives. In the context of education, continuous improvement is defined as a structured process aimed at enhancing teaching, learning, and institutional performance over time.

Akinyemi and Mohammed (2023) described it as "a series of deliberate actions to refine educational practices, ensuring that they remain relevant and effective in achieving learning outcomes." He further stated that the key elements of continuous improvement in education include data-driven decision making which involves using assessment and feedback data to identify areas for

improvement, Collaboration which Encourage teamwork among teachers, administrators, and students to address challenges, ongoing training that provides professional development opportunities for educators and student-centric approaches tailoring teaching strategies to meet diverse learning needs.

Continuous Assessment

Continuous assessment (CA) refers to the systematic evaluation of students' progress throughout the academic session using a variety of tools such as quizzes, assignments, projects, and short tests rather than relying solely on final examinations. This process provides opportunities for learners to engage in consistent study habits, reinforcing knowledge retention and skill acquisition (Maarif and Bakar, 2025). By distributing assessment tasks across the term, CA minimizes exam anxiety and helps students better manage their workload, which in turn promotes stronger academic achievement. Studies have demonstrated that institutions with robust continuous assessment frameworks often record higher levels of academic performance among students (Kumar et al, 2021).

Moreover, continuous assessment functions as an ongoing feedback system that enables teachers to monitor student progress and adjust instruction accordingly. When teachers analyze CA results, they can identify areas where learners struggle and design targeted interventions that improve comprehension and skill development (Olson et al., 2020). This proactive identification of weaknesses ensures that students receive remedial attention before the end of the academic term, thus reducing failure rates and enhancing overall achievement. Continuous assessment is therefore not only an evaluation tool but also a diagnostic and improvement strategy.

Finally, continuous assessment fosters student accountability by encouraging consistent engagement with learning activities. Regularly graded tasks compel students to study steadily rather than resort to last-minute cramming, which is often associated with poor knowledge retention (Ndaba, 2024). The incremental nature of CA also motivates learners by offering multiple opportunities to demonstrate understanding, thereby promoting confidence and persistence in academic pursuits. Collectively, these elements make continuous assessment a critical determinant of academic success in educational institutions.

Feedback Mechanism

Feedback mechanisms represent structured processes through which teachers provide learners with constructive information about their performance, strengths, and areas for improvement. Effective feedback enhances academic achievement by clarifying expectations and guiding students toward self-regulated learning (Anyanwu et al, 2025). When feedback is timely and specific, students are able to correct mistakes promptly, deepen their understanding, and refine their learning strategies (Okpara, 2024). In higher education, feedback systems are particularly important as they bridge the gap between teaching and learning outcomes.

Additionally, feedback mechanisms empower students to take ownership of their learning. Constructive feedback fosters metacognition by encouraging learners to reflect on how they approach tasks, why they made mistakes, and what strategies could improve their performance (Okojie, 2025; Nduka, Atueyi, Osakwe & Mbanefo, 2021). Research has shown that students who regularly receive meaningful feedback are more motivated to improve and demonstrate greater persistence in overcoming academic challenges (Okoro, 2020; Nduka, Ananwude & Osakwe, 2019). This iterative cycle of performance and correction contributes significantly to long-term academic growth.

Feedback also functions as a motivational tool that shapes students' academic attitudes. Positive reinforcement can increase self-efficacy, while constructive criticism delivered respectfully helps learners develop resilience and adaptability (Formella and Ugwuanyi, 2024). In contexts where feedback is absent or delayed, students often remain uncertain about their progress, which undermines confidence and learning outcomes. Therefore, effective feedback mechanisms serve as vital levers for improving both immediate performance and sustained academic achievement.

Student Involvement

Student involvement refers to the active engagement of learners in academic planning, decision-making, and classroom activities. Astin's (1999) theory of student involvement posits that the more students invest time and energy in educationally purposeful activities, the greater their learning and achievement. Involving students in course discussions, curriculum evaluation, or collaborative projects fosters a sense of ownership and responsibility toward learning outcomes (Uzorka et al., 2024). This participatory approach enhances motivation and commitment, which translates into improved academic achievement.

Furthermore, student involvement nurtures higher-order thinking and problem-solving skills by encouraging learners to actively contribute to the learning environment. When students participate in academic planning or peer-learning sessions, they develop critical thinking abilities and communication skills, both of which are essential for academic success (Akanni, 2024). Research shows that engaged students are more likely to demonstrate persistence, achieve higher grades, and report greater satisfaction with their educational experiences (Maniriho, 2024).

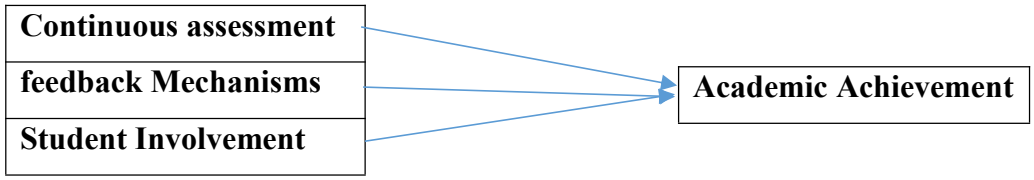
Finally, involving students in academic processes creates a supportive learning culture that benefits both learners and institutions. Students who are consulted in curriculum decisions or learning assessments often feel valued, which boosts morale and performance (Umeji, 2025). This inclusion fosters collaboration between teachers and students, leading to improved teaching methods and tailored interventions that enhance learning outcomes. Consequently, student involvement is not merely an optional strategy but a crucial determinant of sustained academic achievement in modern educational systems.

Student Academic Performance

Academic performance describes the extent to which students fulfill educational expectations, typically assessed through grades, standardized tests, and evaluations that measure their comprehension, skills, and knowledge across subjects. It serves as a fundamental gauge within educational systems to track both individual progress and the overall effectiveness of teaching practices (Abubakar et al, 2024). Strong academic performance is often linked to greater future academic opportunities and career prospects, while lower performance may highlight areas where students could benefit from additional academic support. Academic performance among students has consistently been a priority for educational institutions, sparking ongoing discussions about the role schools should play in fostering it. Traditionally, schools have been seen as responsible for delivering academic content, but there is debate over whether their role should extend beyond strict academics to encompass broader developmental goals. Some argue that schools should focus primarily on preparing students with essential academic skills for further education or career paths. This perspective emphasizes measurable outcomes, such as test scores and graduation rates, as benchmarks for academic performance.

Schools that focus narrowly on these metrics, however, may overlook essential social, emotional, and motivational factors critical to student engagement and success. Students' academic performance refers to the extent to which students achieve their educational goals, typically measured through grades, test scores, completion rates, and other indicators of learning. Various factors influence academic performance, including cognitive abilities, motivation, socioeconomic background, and the learning environment. For instance, students from higher socioeconomic backgrounds generally have access to more resources and support, positively impacting their academic outcomes. Personal qualities such as self-motivation, resilience, and self-belief also contribute to a student's academic success (Orooluwatomiwa, 2023). Academic performance further provides critical feedback for teachers and institutions, helping them identify areas that may require curriculum or instructional improvements.

Student academic performance reflects how well students reach their educational objectives, commonly evaluated through metrics like grades, test scores, and completion rates. Performance outcomes are influenced by a multifaceted set of interdependent factors, spanning cognitive, psychological, social, and environmental dimensions.



Theoretical Exposition

Continuous Improvement Practices and Private Secondary Schools' Performance

Continuous improvement practices are essential for the sustained performance and development of private secondary schools. These practices involve a systematic and ongoing effort to enhance school processes, teaching methodologies, and student outcomes. The implementation of continuous improvement strategies can significantly impact the quality of education and overall school performance (Al-Saffar and Obeidat, 2020).

Continuous improvement in private secondary schools entails the use of data-driven decision making, professional development programs, and curriculum enhancements. According to Lasisi et al (2024), schools that embrace continuous improvement foster a culture of learning and adaptability, which is crucial in responding to the evolving educational landscape. By integrating feedback mechanisms and performance assessments, schools can identify gaps in instructional methods and implement targeted interventions to address them.

One key component of continuous improvement is the Plan-Do-Study-Act (PDSA) cycle, a model that allows schools to test new strategies, analyze their effectiveness, and make necessary adjustments. Research by Hellberg and Fauskanger (2023) suggests that schools utilizing the PDSA approach experience better academic performance, as it promotes a structured and reflective approach to learning and teaching improvements.

Professional development is a significant aspect of continuous improvement that directly influences school performance. When teachers engage in ongoing training and capacity-building programs, they acquire new instructional skills and strategies that enhance student learning experiences (Kumari, 2022). In private secondary schools, where academic excellence is a key competitive factor, continuous professional development helps maintain high teaching standards and fosters innovative educational practices.

Moreover, data-driven instruction plays a crucial role in continuous improvement. Schools that analyze student performance data can tailor instructional strategies to meet individual student needs. Hearne (2023) highlights that schools implementing data-driven approaches witness improved student engagement and higher achievement levels. Private secondary schools that integrate technology in data analysis and assessment are better positioned to enhance their academic standards.

School leadership is a vital factor in fostering a culture of continuous improvement. Effective school leaders prioritize goal setting, resource allocation, and collaboration among staff to drive sustained progress. According to Khattak et al. (2020), leaders who emphasize continuous improvement practices create an environment that encourages innovation and accountability. In private secondary schools, where competition for student enrollment is high, leadership commitment to ongoing development ensures institutional growth and improved reputation.

Collaboration among educators is another essential aspect of continuous improvement. Schools that encourage teamwork and shared decision-making foster an inclusive learning environment that benefits both teachers and students. Studies by Admiraal et al (2021) indicate that schools with strong professional learning communities experience higher student performance and teacher satisfaction.

Despite the benefits of continuous improvement, private secondary schools face challenges such as resistance to change, limited financial resources, and workload pressures. Teachers and staff may be hesitant to adopt new practices due to the fear of uncertainty or lack of adequate training (Hamlaoui, 2021). Additionally, financial constraints can limit access to advanced technology and professional development opportunities, affecting the implementation of improvement strategies.

To overcome these challenges, schools must foster a growth mindset and provide incentives for staff engagement in continuous improvement initiatives. Research by Shaya et al, (2023) suggests that institutions promoting a culture of resilience and adaptability achieve higher success in implementing innovative educational practices.

In conclusion, continuous improvement practices are critical in enhancing private secondary schools' performance. By leveraging data-driven decision-making, professional development, and collaborative leadership, schools can foster an environment of ongoing growth and excellence. While challenges such as resistance to change and financial constraints exist, adopting a strategic and inclusive approach ensures sustainable improvements in academic standards and institutional success.

METHODOLOGY

A descriptive survey design using a quantitative approach was employed. The population comprised 2000 final-year secondary school students across three senatorial zones in Delta State. A stratified

random sampling technique was used to select a sample of 300 respondents. A 5-point Likert-scale questionnaire was used, measuring variables such as continuous assessment (CA), feedback mechanisms (FB), student involvement (SI), and academic achievement (AA). The instrument was validated by experts, and reliability was confirmed with a Cronbach Alpha of 0.87. Data were analyzed using descriptive statistics and regression analysis with SPSS 25.

RESULTS AND DISCUSSION

To determine the effect of TQM through continuous improvement practices on students' academic achievement, multiple regression was conducted between students' academic achievement (dependent variable) and continuous assessment, feedback mechanism, student involvement using sample data from field survey. The results are shown in tables 1, 2 and 3 below.

Table 1: Multiple Regression Analysis among the Construct of Continuous Improvement Practices

Coefficients[a]

Model	Unstandardized coefficients		Standardized coefficients	T	Sig.
	B	Std. Error	Beta		
1 (constant)	1.738	1.010		1.721	.086
Continuous Assessment	. 420	.070	.380	6.00	.000
Feedback Mechanisms	.350	.060	.320	5.830	.000
Student Involvement	.290	.080	.260	3.630	.001

Dependent variable: Students' Academic Achievement. Source: SPSS output of field survey, 2025.

Table 1 above showed that the results from multiple regression analysis revealed that all the constructs of continuous improvement practices (continuous assessment, feedback mechanisms and students involvement) have positive effect on students' academic achievement. It recorded that continuous assessment has positive effect on students' academic achievement ($\beta = 0.380$, $p < 0.001$), feedback mechanisms ($\beta = 0.320$, $p < 0.001$), and student involvement ($\beta = 0.260$, $p = 0.001$). The β value shows the effect of these constructs on students' academic achievement i.e, the extent to which they accounted for the change in students' academic achievement.

Table 2 Model Summary of Multiple Regression

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.714	.510	.503	.912

a. Predictors: (constant), Continuous assessment, feedback mechanism and Student involvement.

Source: SPSS output of field survey, 2025

Table 2 above showed the model summary of the multiple regression. It showed the change in students' academic achievement brought about by continuous assessment, feedback mechanisms and students involvement. .503(50.3%) of the change in students' academic achievement is explained by continuous assessment, feedback mechanisms and students involvement.

Table 3: Fitness of the Model Analysis (ANOVAa)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	389.620	3	129.870	58.230	.000[b]
	Residual	373. 980	296	1.260		
	Total	763.600	299			

a. Dependent variable: Student Academic Achievement

b. Predictors: (constant), Continuous assessment, feedback mechanism, Student involvement

Source: SPSS output of field survey, 2025

The *F*-ratio in table 3 above tests whether the overall regression model is a good fit for the data. The table showed that TQM through continuous improvement practices significantly predict students' academic achievement, F (3, 296) = 58.230, $p < .0005$ (This means that the regression model is a good fit of the data).

Findings

The study finds that:

i. Continuous assessment influence academic achievement.
ii. Feedback mechanisms have significant effect on academic achievement.
iii. Student involvement significantly correlate with academic achievement.

Discussion of Findings

The findings affirm that TQM through continuous improvement practices significantly enhances students' academic achievement. This emanated from the result of regression analysis in table 1 which showed continuous assessment ($\beta = 0.380$, $p < 0.001$), feedback mechanisms ($\beta = 0.320$, $p < 0.001$), and student involvement ($\beta = 0.260$, $p = 0.001$). This indicated that they all have positive effect on students' academic achievement. Table 2 showed that the R Square Adjusted value .503 (50.3%) indicates that continuous assessment, feedback mechanisms and students' involvement accounted for variance in students' academic achievement. It also shows that the change in students' academic achievement is explained by continuous assessment, feedback mechanisms and students' involvement.

These results are also in line with the findings of Lasisi et al (2024) that schools that embrace continuous improvement foster a culture of learning and adaptability, which is crucial in responding to the evolving educational landscape. These imply that continuous assessment promotes regular learning habits, while timely feedback helps students correct learning deficiencies. Furthermore, involving students in academic planning improves motivation and performance (Yusuf & Balogun, 2020).

CONCLUSION

This study establishes that continuous improvement practices embedded within the TQM framework positively affect academic achievement. Institutions that embrace these practices are more likely to experience better student outcomes. Based on the findings, the study made the following recommendations:

1. Institutions should institutionalize continuous assessment policies to encourage consistent academic engagement.

2. Feedback systems must be timely, constructive, and student-focused to foster learning.

3. Students should be actively involved in academic decision-making and course evaluations.

4. Management should train staff in TQM principles and continuous improvement strategies.

Suggestions for Further Research

- Comparative studies across public and private institutions.

- Longitudinal studies examining the long-term impact of TQM on alumni success.

- Mixed-methods research to capture deeper insights into TQM practices.

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