



Total Quality Management Practices and Organizational Excellence of Government Secondary Schools in Khyber Pukhtunkhwa

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Abstract - The study was designed to look into the importance of Total Quality Management TQM in refining the organizational excellence of government secondary schools in Khyber Pukhtunkhwa. The researcher developed a questionnaire to measure teacher performance, school leadership practices and organizational excellence of the secondary school. One hundred and fourteen principals working in the government secondary schools marked the questionnaire. The required data was analyzed using linear and multiple regressions. Teacher performance and school leadership practices contributed 64 and 30 percent respectively towards organizational excellence. The teacher performance and School administration taken together contributed eighty percent towards the organizational excellence of the secondary schools. It was found the teacher performance and School leadership possessing the excellent qualities /practices are the dominant predictors of organizational excellence. Some bold recommendations were suggested to implement the TQM regarding the performance of the teachers and principal positively.

Keywords: Total Quality Management, Secondary School, Organizational Excellence, Teacher Performance, School Leadership

I. INTRODUCTION

Embracing the Total Quality Management (TQM) phenomenon is a call for organizational excellence. TQM as a concept evolved as a result of the need by business organizations for continuous quality improvement as well as increase in efficiency and survival in the face of competition in world market. TQM is a strategy for improving team performance through the commitment of all employees from top management to a security guard. An effective management is well aware about the things which make his organization an ideal enriched with top quality. Quality control is a process in which standards are set to meet the top quality but in achieving the high quality critics and checkers are of great importance who try to know either the quality is being met or not. If they find any fault in the product, company owners order to waste that product and unless that fault is not eliminated. When the management observes the drawbacks in quality, the product is not offered in the market to be sold. In this way much of the money and time is wasted but in achieving the standard and quality an organization has to do it (Tauqeer, 2020). Quality of education can also be improved by following the process of quality control in which head of an institution can play a role of an inspector who try to know the unwanted steps in teaching learning process. Apart from this, assessment is very necessary to find the faults of teaching learning process. By doing assessment we can find the merits and demerits of the process. By eliminating the objects which are unwanted, we can improve the quality of education and the organization or an institution goes on the way to achieve the top quality (Sallis, 2002). Quality is difficult to define and is an intangible and dynamic concept. It is essential to uphold the quality and threshold standard because it has great implications for human beings (Abbas, 2018; Abuzar, 2019).

There are numerous well-known definitions of quality. Crosby (2020) defines quality as “conformance to requirement”. Parallel to him, Juran and Gryna (1999) outline quality as “fitness to be used” and highly liked by the public. Deming (2014) defines quality as “a predictable degree of uniformity and dependability at low fee and desirable to the market”.

Total Quality Management TQM incorporates quality assurance, extends and develops it. TQM is about creating a quality culture where the aim of every member of staff is to delight their customers, and where the structure of their organization allows them to do so. In TQM the customer is considered superior. It is the approach popularized by Peters and Waterman (2018), and which has been a constant theme of well known writers(Kandani, 2021).

Total Quality Management is both a philosophy and a methodology. It can assist institutions to manage change and to set their own agendas for dealing with the overabundance of new external pressures. Significant claims are made for TQM. There are those in education who believe that TQM properly applied in the system can complete a similar transformation. However, TQM does not and will not bring results overnight; neither is it a panacea for all the problems that beset education. Rather it is an important set of tools that can be used in the management of educational institutions” (Deming, 2014).

Total quality control, total quality service, continuous improvement, strategic quality management, systematic improvement, quality first, quality initiatives, service quality are some of the many titles used to describe Total Quality Management TQM practices. If a school, for example, felt that it wanted to launch ‘Students First’ or ‘The School Improvement Program’ then it should feel free to do so. It is not the name that is important, but the fact that the quality program will have a joyful effect on the culture and climate of the school. Besides this, the pupils and their parents will be interested to see the TQM practices for better results

Two different but related ideas are revealed by total quality management. A philosophy of continuous improvement is the first impression that is explained by TQM. The second notion uses Total quality management to specify the tools and techniques, such as brain- storming and force-field analysis. These quality tools and techniques are used to improve quality. Total quality management consists of two things: a mind-set and a set of practical activities (Hendricks, 1997).

The needs of the customers and clients are focused in an organization that is governed by the practical and strategic move toward total quality management. It does not accept anything less than being excellent. Total quality management is not considered a collection of slogans, rather it is a well thought and effective theory to achieve the highly liked standard of quality in a continuous manner which fulfills or even goes beyond the requirements and desires of the public. It can be supposed a philosophy for continuous improvement that can only be reached through people. TQM focuses on the long-term quality improvement instead of short term goals and targets. It focuses on constant innovation, improvement and change, and the organizations that implement TQM are bound to follow the process of continuous improvement. Through TQM practices, the organizations try to analyze what they are doing and they always plan and think to have more likes. TQM creates the culture of trusting the staff and delegating the responsibility and decision to support continuous improvement which results into quality delivery within their specialties’(Arawati, 2018; Al-Zamany, 2012).

The relationship between organizational excellence and TQM practices was explored in the light of common set of principles of TQM in this study. These principles are derived from the works of various researchers. A number of policy statements have recognized and articulated the indispensability of education in the national development.

Recognizing this prime role of education in the society, the Federal Ministry of Education in the National Policy on Education 2009 has adopted education as an instrument par excellence for effecting national development. It states further that education will continue to be highly rated in the national development plans because education is the most important instrument for change in the intellectual and social outlook of a society (Ahire, 2020)

In the light of the above, Ahenta (2015) observed that within the educational system itself, the importance of secondary education can hardly be overemphasized. Emphasizing the importance of secondary education in national development, it is the bedrock and foundation for all other levels of education. The objectives of the educational system in a country can hardly be realized unless the strategies for improving staff personnel administration parallel to Total Quality Management are implemented in the schools.

Statement of the problem

Total quality management practices are considered a significant element for the achievement of organizational excellence in any organization. Most of the schools lack in total quality management practices and hence are unable to achieve excellence in their performance due to various factors. We are far behind the developed countries to adopt total quality management practices in education and are still resorting to the traditional ways of teaching and management. The present study aimed at exploring the relationship between certain determinants taken as total quality management practices and organizational excellence at Secondary School level in the province of Khyber Pukhtunkhwa.

Research Questions

In the light of the objectives, the following research questions are formed to conduct the study:

1. What is the contribution of school leadership towards organizational excellence in Govt. secondary schools in the Khyber Pukhtunkhwa.
2. What is the contribution of teacher performance towards the organizational excellence of schools?
3. What is the joint contribution of school leadership and teacher performance towards organizational excellence in Government secondary schools in the province of Khyber Pukhtunkhwa?

II. RESEARCH METHODOLOGY

Population of the study

The principals working in all the government high schools of the Khyber Pukhtunkhwa were the population of the study. As an easy approach, a sample of one hundred and fourteen principals randomly selected from one hundred and fourteen schools participated in the study.

Research Instrumentation

The researcher developed an instrument to measure the teacher performance, school leadership and organizational excellence on five points Likert Scale to collect the required data. The 'School Leadership' and 'Teacher performance' were taken as Total Quality Management Practices towards Organizational Excellence of the secondary schools.

Data analysis

After collecting the data, the information was converted into numerical presentation and SPSS software was used to analyze the data. Linear and multiple regression analysis were employed to answer the three research questions of the study.

III. RESULTS

Research Question 1: What is the contribution of school leadership practices towards organizational excellence?

Table 1: Linear Regression Analysis of school leadership with organizational excellence

R	R Square	Adjusted R Square	Std. Error of the Estimate
.555 ^a	.308	.321	2.13

a. Predictor: (Constant), School Leadership

The table1 displays that principal's leadership significantly 30 percent ($R^2 = .308$, $p < 0.05$) contributed towards the organizational excellence. It means that the leadership is a bold determinant of organizational excellence. Having good leadership, the organizational excellence is ensured. Organizational excellence of a school is well determined with better leadership practices of the principal.

Research Question2: What is the contribution of teacher performance towards the organizational excellence?

Table 2: Linear Regression Analysis of teacher performance with organizational excellence

R	R Square	Adjusted R Square	Std. Error of the Estimate
.799 ^a	.638	.621	3.91

a. Predictors: (Constant), Teacher performance

The table 2 shows the regression analyses between teacher performance and the organizational excellence. Here R square shows the predicting power of independent variable to dependable variable. Teacher performance has contributed around 64% to the variance of organizational excellence. It displays that a teacher performance is good predictor of organizational excellence. The school principal should try to improve the teacher performance to show the better excellence of the school to achieve the predetermined targets.

Research Question 3: What is the jointcontribution of school leadership and teacher performance taken as total quality management practices towards organizational excellence at secondary school level in the province of Khyber Pukhtunkhwa?

Table3. Multiple regression analysis of the two TQM predictors with organizational excellence.

R	R Square	Adjusted R Square	Std. Error of the Estimate
.898	.806	.809	2.189

Table 3 shows the two TQM practices (teacher performance and school leadership) taken together contributed 80 percent towards the organizational of the secondary school. It shows that the TWO stakeholders are responsible for the excellent results of an educational organization.

IV. CONCLUSIONS

From the study, it was concluded that most of the principals of secondary schools are not interested in the implementation of total quality management practices as desired for the organizational excellence of the schools. Students are not satisfied by the teacher's performance resulting failure in annual exams. The teaching staff was found responsible for this failure status of the students. It may be counted as drawback on principal side as he is not displaying TQM practices in schools. The principal don't intend to move towards innovation and creativity practices which is the result of lack of their interest and knowledge about the implementation of total quality management practices. It is also concluded from the study that principals were not showing TQM implementation practically. It was also found that the vision required for TQM is lacking in the principals. It was revealed by the present study that there were no practical efforts on the part of principals towards innovation, change and creativity. This research also resulted into the fact that the

school atmosphere is moderately conducive and inter-personal relations needs to be improved for the smooth working of quality improvement

It was concluded that leadership at school plays a major role in contributing to the organizational excellence of schools. It was concluded statistically that teacher performance and school leadership are the bold determinants of organizational excellence of the secondary school.

V. RECOMMENDATIONS

After analyzing the findings of the study the following recommendations were made:

1. It is strongly recommended that a school principal must display practically total quality management for better excellence of his school. By ensuring the required quality in teaching learning process, the academic results of the students besides overall output of the school.
2. The school principals must have a shared vision of leadership which will enable him to lead the school in a better way to gain the organizational excellence.
3. It is also recommended that the school principals must lead their team honestly with fairness. He must be able to know the abilities of each teacher to better utilize their abilities to achieve organizational excellence. The researcher also recommends that the school management should intend to move towards innovation and creativity practices.
4. The inter-personal relationships within the institution must be good and it is recommended that for this purpose there should be cordial and cooperative relationship among all the stake holders of the school.
5. Due worth should be given to the voice of students and their active participation must be encouraged as they are the primary customers of the institution. It will contribute a lot towards the achievements of the organizational excellence.
6. The head teachers of secondary schools should consult staff in decisions concerning them so that the teachers will not be left in the dark over decisions that concerns them.
7. The head teachers should involve teachers in decision making because when they are involved in decisions regarding their work, they become more committed to it.
8. The head teachers should encourage active participation of teachers in school activities so that everybody will feel belonged and that will enhance cordial relationship in the school.,
9. The head teachers should recognize the ability and capabilities of their teachers as that will in turn motivate them to put in their best
10. The head teacher should be friendly, courteous and consistent in their interaction with teachers and others so that they will not be looked upon as weak leaders. Firmness in the part of the head teachers will make teachers sit up and do what they are supposed to do at the right time.
11. School rules and regulations should be made known to teachers and pupils so that they obey them.
12. The head teachers of secondary schools should related more informally with teachers to diffuse the atmosphere of superiority, domination, intimidation and victimization often perceived by teachers as concomitant with their position
13. It is strongly recommended that the involvement of the whole staff in improvement activities is ensured. They should be equipped with skills and abilities like, commitment, knowledge, and responsibility to improve quality.
14. Quality improvement regarding teacher performance should be top priority of the school leadership. There should be no harassment of any kind for any one.
15. Feedback from Students and community must be regularly obtained to have a review and evaluation of the teacher performance.
16. Highly effective and dynamic leadership should be provided to schools at secondary school level to ensure the quality output.
17. Continuous process improvement through improving the system of process measurement and monitoring is recommended.

18. Necessary training and resources should be provided to the schools to develop their man power and equip them with skills and techniques which are necessary for implementation of Total quality Management.
19. It is also recommended that a program for developing leadership and strategy should be put in place. Training of staff for quality should be initiated and there should be full focus on students' satisfaction, senior management should be committed and ensures the progress measurement, communicate the quality message, use the tools and techniques of TQM, develop the self-assessment culture and ensure the teamwork.
20. The government should focus on the performance of teachers and principal by a transparent performance Appraisal system.
21. The teachers and principal must be appreciated/ promoted on good results and punished on poor performance

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