Challenges to Successful Total Quality Management Implementation in Public Secondary Schools: A Case Study of Kohat District, Pakistan

Qaiser Suleman
PhD Scholar, Institute of Education & Research, Kohat University of Science
& Technology Kohat, Khyber Pakhtunkhwa, (Pakistan)
Email: Look_for_reality@yahoo.com

Rizwana Gul
M.Phil Scholar, Institute of Education & Research, Kohat University of Science
& Technology Kohat, Khyber Pakhtunkhwa, (Pakistan)

Abstract
The current study explores the challenges faced by public secondary schools in successful implementation of total quality management (TQM) in Kohat District. A sample of 25 heads and 75 secondary school teachers selected from 25 public secondary schools through simple random sampling technique was used. Descriptive research designed was used and a self-developed semi-structured questionnaire was used for gathering information from the sample subjects. Descriptive statistics i.e., mean, standard deviation and inferential statistic i.e., t-test were employed for the statistical analysis of the data. The findings showed that public secondary schools face a number of challenges in implementing TQM. The results indicated that ineffective leadership; lack of funding and resources; insubordination of workforce; lack of management commitment; poor and ineffective planning; political interference; and poor teachers' status and morale were the main challenges faced by public secondary schools in implementing TQM. Based on findings, it was strongly recommended that all the educational institutions should be bound by the competent authorities to adopt the philosophy of TQM. A special professional in-service training programme regarding TQM implementation should be introduced so that secondary school heads may be equipped with the modern techniques of successful TQM implementation. In addition, sufficient funding and infrastructure facilities should be provided to each school on priority basis.
Keywords: Challenges, Successful, Total Quality Management, Implementation, Public Secondary Schools

Introduction

Effective implementation of total quality management (TQM) in organizations has become an important concern to the workforce including customers, employees, professional and profitable companies who are working directly or indirectly in the organizations. TQM is a general management philosophy and a combination of different tools which compel educational institutions to follow a description of quality and the ways to attain it (Murad and Rajesh, 2010). Total Quality Management has been accepted as a management paradigm by a lot of organizations throughout the world. Quality movement has been originated with quality improvements project at business companies throughout the world. But later this quality movement was extended to other institutions including insurance; non-profit organizations; banking; healthcare; educational institutions and government. Total quality management models based on quality education generally comprised of a number of principals or essential elements i.e., top management leadership; teamwork; workforce involvement; customer focus; continuous improvement tools, training etc. (Oduwaiye, et al., 2012). Though educational systems are going through vigorous development and restructuring, TQM has captured the attention of educational managers and leaders who are worried to ensure educational outcomes through students' achievement (Siu-Runyan and Heart, 1992). Quality of education is an important issue in the world of competitive environment. Therefore, changes or amendments are required in the educational process to improve education (Mishra and Pandey, 2013). Education is an indispensable requirement for the national growth and development. Therefore, there is intense need of quality management in the educational sector especially at the basic level. The basic educational system acts as foundation stone for the academic future of every nation which is possible by ensuring principles of quality management of basic schools (Murad and Rajesh, 2010).

Total quality management (TQM) as a management approach of an organization which is concentrated on quality in which all its workforce are involved to ensure organizational development and long-term success. This aim could be possible through customer satisfaction. In addition to customer satisfaction, it is imperative to beneficialize the society and all the employees of an organization (Karani and Okibo, 2012). TQM is an organized and systematic quality improvement approach for organizational management to improve its outcomes in terms of quality, customer satisfaction, production and profitability. As TQM has been adopted by many organizations world-wide for decades, therefore, it has captured the attention of many researchers from different areas (Gharakhani, et al, 2013). The aim of total quality management is to utilize resources effectively, to

accomplish success, and to ensure financial stability. Successful TQM implementation results in improving overall organizational performance such as improved employees participation, better communication and improved enrolment of learners, better quality and improved competitive advantage (Wani and Mehraj, 2014).

The current paper aims to identify the challenges faced by public secondary schools in implementing TQM. TQM is the most important area of any organization as organizational development is directly related to the effective and successful implementation of TQM. But unfortunately, this area has been ignored at secondary level in Pakistan. No adequate researches have been conducted about TQM at this level. Therefore, the current research paper has been written to explore the problems and barriers in implementing TQM at secondary level. The findings of the study will be helpful for the ministry of education and policy makers to know the challenges facing the implementation of TQM in secondary schools. In this way, they will be able to devise proper possible solutions to these challenges while making education policies. Furthermore, the study will be beneficial to the quality assurance department and other authorities in planning management and policy making. In addition, the principals and teachers of secondary schools will be informed about the challenges faced by their institutions and they will be able to find out appropriate and possible solutions to these challenges ensuring effective TQM implementation.

Review of Related Literature

Total Quality Management (TQM) is an evolutionary concept which has been developed with human civilization. In recent years, TQM has captured the attention throughout the world. Concept of TQM has been emerged due to continuous change in worldwide economic structure and thus changes in expectations of customers (Mallur, et al., n.d). The concept of TQM has been presented by many quality experts in different ways. Robbins (2001) defined TQM as "a philosophy of management that is driven by the constant attainment of customer satisfaction through continuous improvement of all organizational process". Oakland (1989) says TQM is "an approach to improving the effectiveness and flexibility of business as a whole". Dean and Bowen (1994) defined TQM as management approach consisting of jointly supported principles which are all supported by a number of practices and techniques. ISO (International Organization for Standardization) defined TQM as "TQM is a management approach for an organization, centered on quality, based on the participation of all its members and aiming at long-term success through customer satisfaction, and benefits to all members of the organization and to society" (Cited in Jamaa, 2010). Emphasizing on customer satisfaction, Corrigan (1995) defined TQM as "TQM is a management philosophy that builds a customer-driven, learning organization dedicated to total customer satisfaction through continuous improvement in the effectiveness and efficiency of the organization and its processes".

Total quality management is termed as management approach used to improve the quality, efficiency and productivity in organizations especially businesses. TQM is a broad system approach performing horizontally through an organization involving all departments and workers and extending backward and forward to include both suppliers and customers. This requires brilliant leadership staff, although they remain the scarcest resource in the world today (Tichy and Cohen, 1997). TQM ensures to fulfill the needs as indicated by the customers. It is achieved through workforce in the organization being committed to achieve the targets or results, a desire for quality and decisions based on performance data (Kaufman (1992). TQM plays a crucial role in uplifting and ensuring long-term success of an organization. Implementation of TQM has been considered an important factor for enhancing organizational productivity and efficiency (Gharakhani, et al, 2013). Important elements for TQM implementation comprise of establishing a strong sense of school vision; improving personal mastery learning of workforce; concentrating on student-driven values; developing commendable and achievable goals; and enhancing day-to-day and routine management (Herman & Herman, 1995). Commenting on TQM implementation, Toremen et al (2009) mentioned that there is need for an effective change management, educating staff and utilizing human resources to attain a system-wide quality improvement, to implement the principles of TQM. Successful implementation of TQM needs effective leadership, institutional commitment and a clear vision. According to Wani and Mehraj (2014), the development of a long-range leadership, teamwork for a common vision and institutional commitment are necessary factors for the successful implementation of TQM. Further they added that leadership, accountability and cooperation are important dimensions of TQM which have positive effects on the organizational performance. Therefore, these dimensions of TQM may be implemented, improved, well-organized and made effective to ensure effective functioning, better performance and quality. Yusuf et al. (2007) also stressed on effective leadership for successful implementation of TQM and mentioned that management leadership is a vital factor in implementing TQM because it ensures better performance through influencing workforce within an organization. Lack of commitment in the top management levels causes problems in successful TQM implementation. Top management is totally involved in implementing and stimulating the TQM approach. Further they added that effective implementation of TQM needs effective reforms in organizational environment and culture which is not possible without effective management and leadership. Effective leadership may promote a clear mission and then devise appropriate strategies to make it

successful (Yusuf et al., 2007). Effective management is an important and indispensible factor for the successful implementation of TQM. Commitment of top management assists the workforce to adopt a clear direction of functioning and working (Pheng and Jasmine, 2004).

Other contributory factors regarding TQM implementation are; resources; employee satisfaction and needs; training; suitable organizational culture; favorable environment; subordinates' cooperation; effective curriculum; effective planning etc. which are essential to successful implementation of TQM. Ater (2013) found that resources are very beneficial in the process of TQM implementation in public secondary schools. Personnel, educational materials and funding are very important for successful implementation of TQM. Zhang (n.d) commented on employee satisfaction and mentioned that recognition, appreciation and rewarding activities may promote and stimulate workforce commitment for quality improvement. Otherwise, these activities will be useless and lead to failure. Better working conditions; attractive salary packages; staff upgradation; financial rewards for better suggestions are excellent and effective techniques for appreciation, recognition and rewards. Further he mentioned that workers may be considered valuable and the resources may be utilized for their quality education and training throughout their career (Zhang, n. d). Discussing on the importance of training and development of workforce, Ater (2013) and Mann (1992) mentioned that training and development of personnel is one of the most important aspects of TQM implementation.

Researches have been revealed that inadequate knowledge, lack of tools, lack of funding, lack of feasible leadership commitment, poor data and deployment plans, inflexibility of piecemeal implementation, unrealistic expectations, and inadequate managerial skills are some possible barriers in the process of successful implementation of TQM (Munro, 2008; Sergiovanni, 2001). Lack of top management commitment affects TQM efforts negatively which is one of the main reasons of failure of TQM efforts (Brown et al., 1994). Ineffective leadership; obstruction to change; contradictory policies; inappropriate organizational structure; and poor management of the change process are other shortcomings in implementing TQM (Dale, et al., 2007). Kosgei (2014) concluded that a number of challenges in implementing TQM were; lack of commitment by the management and some workforce, school's organizational culture, poor documentation, inadequate training of staff, and ineffective communication. In a research study conducted by Mobegi et al, (2010) in Gucha district, revealed that there were insufficient physical, learning and instructional materials in all schools. The ratio of textbook-pupil was 1:20. Furthermore, they reported that over 81.1% mixed boys and girls' schools lacked important facilities, such as tapped water, transport and electricity. Hamidi and Zamanparrar (2008) investigated problems and barriers in implementing TQM and they reported that lack of senior and middle management commitment is the main barrier in implementing TQM. Lack of senior management commitment is an important factor that causes failure reports in implementing TQM. They further added that no progress is possible without management commitment and ensuring appropriate and supportive organizational culture. Training programs for the workforce are essential for the effective TQM implementation.

Purpose of the Study
The purpose of the current study is to identify the challenges faced by public secondary schools in implementing total quality management (TQM) in Kohat District, Pakistan. The study will also suggest some workable recommendations for the effective and successful implementation of TQM in public secondary schools.

Materials and Methods
Population
The target population of the study was all the heads and teachers working at public secondary schools in Kohat District, Pakistan. There were total 72 public secondary schools in Kohat District in which 47 were male and 25 were female. There were total 72 heads (principals, Incharge principals, headmaster/mistress, and incharge headmaster/mistress) and 894 teachers (603 male and 291 female) were serving in these schools (EMIS, 2014).

Delimitations of the Study
The study was delimited to 25 male secondary schools due to lack of resources and culture barriers. There were various cadres of teachers working in public secondary schools i.e., SST (Secondary School Teacher), CT (Certified Teacher), SCT (Senior Certified Teacher), DM (Drawing Master), SDM (Senior Drawing Master), PET (Physical Education Teacher), SPET (Senior Physical Education Teacher), TT (Theology Teacher), STT (Senior Theology Teacher), AT (Arabic Teacher), SAT (Senior Arabic Teacher) and Qari and it was not possible for researchers to collect data from all these cadres. Therefore, the study was further delimited to only secondary school teachers (SSTs) for the current study.

Sample and Sampling Technique
The study was conducted in Kohat, one of the southern districts of Khyber Pakhtunkhwa province. A complete list of secondary schools with teaching and non-teaching staff was available on the record. Therefore, a sample

of 25 heads and 75 secondary school teachers was selected through simple random sampling techniques for the current study.

Research Design and Instrumentation
Descriptive research design was used as the study in hand describes the current state of the affairs i.e. what is? or what exists? In more simple words, it investigates the barriers and problems in implementing TQM which comes under the umbrella of descriptive research. Keeping in viewing the descriptive research design, a self-designed semi-structured questionnaire was used to solicit the responses from the respondents. The closed ended items were designed on five point likerts scale i.e., SA, A, UD, DA and SDA. In addition, a self-explanatory open ended question was given at the end to seek the challenges faced by the institutions in TQM implementation.

Pilot Testing
In order to validate the questionnaire, pilot testing was conducted in three secondary schools which were not included in sample schools to remove the misconceptions and ambiguities in the questions of the questionnaire. For this purpose, questionnaires were distributed in three heads and 15 secondary school teachers and information were gathered. Analyzing the responses, some items were found weak and were removed in the light of suggestions given by the experts.

Validity and Reliability
Validity and reliability are the most important processes of refining and validating the research instrument. Therefore, validity was checked through three specialists in the field of education in which two of them had Doctorate Degrees and third one had M.Phil Degree. The instrument was designed on five point likerts scale and therefore, Cronbach's Alpha was deemed to be used for calculating the reliability of the research instrument. Using the SPSS reliability analysis procedure, an internal consistency analysis was calculated separately for each item of each critical factor. The overall reliability coefficient was found to be 0.877 which is acceptable for research instrument. The detail reliability analysis for each item through Cronbach's Alpha is explained in the following table:

Table 01: Showing the Internal Consistency Reliability of the Items (Cronbach's Alpha)

Items	Number of Items	Cronbach's Alpha
Poor and ineffective leadership	1	0.765
Lack of proper training/inadequate human resource development	1	0.893
Lack of funding and resources	1	0.869
Lack of cooperation and insubordination of workforce	1	0.994
Lack of management commitment	1	0.953
Poor and ineffective planning	1	0.866
Poor teachers' status and morale	1	0.798
Total	**07**	**0.877**

Data Collection
Data collection process was started in the month of February, 2015 and completed in April, 2015. The data was collected through personal visits of the researchers. Before distributing questionnaire among the participants, the principal author explained the concept of TQM management, its principles and its different dimensions i.e., management system; record management; customer focus and satisfaction; programme design; internal communication; infrastructure; physical environment & resources; staff development; instructional process; assessment process; and product management. Then questionnaires were distributed among the sample subjects and were asked to respond without any hesitation and free of biasness. In this way data was collected.

Data Analysis
After gathering the responses from the sample subjects, these were organized, tabulated and analyzed. Descriptive statistics i.e., mean, standard deviation, rank order and inferential statistics i.e., t-test were employed for the analysis of the data. The items of the open ended question were analyzed on the basis of frequencies, percentage and rank order.

Analysis and Data Interpretation
The study addresses the challenges faced by the secondary schools in implementing TQM and their possible solutions. Descriptive research design was used. Information regarding problems and barriers in TQM implementation were gathered through self-developed semi-structured questionnaire. In order to analyze

statistically, raw data was organized, tabulated and analyzed through descriptive statistics i.e., mean, standard deviation, rank order, percentage and inferential statistics i.e., t-test. The whole statistical process is described in detail as:

Table 2: The poor implementation of TQM in your school is due to poor and ineffective leadership.

Respondents	N	Mean	St. Dev.	SE	t-value	p-value
Heads	25	3.93	1.29			
				0.27	**-0.277***	**0.768**
Teachers	75	4.01	1.12			

*Non-Significant   df = 98   table value of t at 0.05 = 1.9845

Table 2 depicts that the calculated value of t was found to be -0.277 which is statistically non-significant (p>0.05) as it is less than the table value of t at 0.05 level of confidence. Further the descriptive statistic indicates that mean scores of heads (mean=3.93, SD=1.29) and teachers (mean=4.01, SD=1.12) are nearly identical. Both heads and teachers agreed that the poor implementation of TQM in their school is due to poor and ineffective leadership.

Table 3:   Lack of proper professional training and inadequate human resource development is one of the challenges in implementing TQM.

Respondents	N	Mean	St. Dev.	SE	t-value	p-value
Heads	25	3.62	1.43			
				0.35	**0.089***	**0.933**
Teachers	75	3.59	1.56			

*Non-Significant   df = 98   table value of t at 0.05 = 1.9845

Table 3 shows that the calculated value of t was found to be 0.089 which is statistically non-significant (p>0.05) as it is less than the table value of t at 0.05 level of confidence. Furthermore, the descriptive statistic depicts that mean scores of heads (mean=3.62, SD=1.43) and teachers (mean=3.59, SD=1.56) are nearly similar. Both heads and teachers agreed that lack of proper professional training and inadequate human resource development is one of the challenges in implementing TQM.

Table 4:   Lack of funding and resources are the impediments in effective implementation of TQM

Respondents	N	Mean	St. Dev.	SE	t-value	p-value
Heads	25	4.12	1.32			
				0.29	**-0.333***	**0.733**
Teachers	75	4.22	1.24			

*Non-Significant   df = 98   table value of t at 0.05 = 1.9845

Table 4 illustrates that the calculated value of t was found to be -0.333 which is statistically non-significant (p>0.05) as it is less than the table value of t at 0.05 level of confidence. In addition, the descriptive statistic indicates that mean scores of heads (mean=4.12, SD=1.32) and teachers (mean=4.22, SD=1.24) are nearly the same. Both heads and teachers agreed that lack of funding and resources are the impediments in effective implementation of TQM.

Table 5:   Lack of cooperation and insubordination of workforce badly effects the implementation of TQM in your school.

Respondents	N	Mean	St. Dev.	SE	t-value	p-value
Heads	25	4.06	1.03			
				0.26	**2.598***	**0.019**
Teachers	75	3.42	1.17			

*Significant   df = 98   table value of t at 0.05 = 1.9845

Table 5 illustrates that the calculated value of t was found to be 2.598 which is statistically significant (p<0.05) as it is greater than the table value of t at 0.05 level of confidence. In addition, the descriptive statistic also depicts that mean scores of heads (mean=4.06, SD=1.03) and teachers (mean=3.42, SD=1.17) are somewhat different. The responses of the heads are more positive as compared to the teachers' perception about the statement. But overall, heads and teachers both agreed that lack of cooperation and insubordination of workforce badly effects the implementation of TQM in their school.

Table 6:   Lack of management commitment in your school causes failure of TQM implementation.

Respondents	N	Mean	St. Dev.	SE	t-value	p-value
Heads	25	4.16	1.09			
				0.26	**0.274**	**0.792**
Teachers	75	4.09	1.16			

*Non-Significant   **df = 98**   **table value of t at 0.05 = 1.9845**

Table 6 depicts that the calculated value of t was found to be 0.274 which is statistically non-significant (p>0.05) as it is less than the table value of t at 0.05 level of confidence. Besides, the descriptive analysis also indicates that mean scores of heads (mean=4.16, SD=1.09) and teachers (mean=4.09, SD=1.16) are nearly the same. Heads and teachers both agreed that lack of management commitment in their school causes failure of TQM implementation.

Table 7:   Ineffective TQM implementation in your school is due to poor planning for institutional development.

Respondents	N	Mean	St. Dev.	SE	t-value	p-value
Heads	25	3.98	1.20			
				0.27	**0.219**	**0.823**
Teachers	75	3.92	1.14			

*Non-Significant   **df = 98**   **table value of t at 0.05 = 1.9845**

Table 7 elaborates that the calculated value of t was found to be 0.219 which is statistically non-significant (p>0.05) as it is less than the table value of t at 0.05 level of confidence. Further, the descriptive analysis also shows that mean scores of heads (mean=3.98, SD=1.20) and teachers (mean=3.92, SD=1.14) are nearly the same. Heads and teachers both agreed that ineffective TQM implementation in their school is due to poor planning for institutional development.

Table 8:   Poor teachers' status and morale also effects TQM implementation.

Respondents	N	Mean	St. Dev.	SE	t-value	p-value
Heads	25	3.92	1.45			
				0.32	**-0.425**	**0.664**
Teachers	75	4.06	1.36			

*Non-Significant   **df = 98**   **table value of t at 0.05 = 1.9845**

Table 8 illustrates that the calculated value of t was found to be -0.425 which is statistically non-significant (p>0.05) because it is less than the table value of t at 0.05 level of confidence. Furthermore, the descriptive analysis also indicates that mean scores of heads (mean=4.06, SD=1.45) and teachers (mean=3.92, SD=1.36) are nearly similar. Both heads and teachers agreed that poor teachers' status and morale also effects TQM implementation.

Table 9:   Summary of the mean, standard deviation and rank order of heads' perceptions regarding challenges in TQM Implementation

Challenges to Successful TQM Implementation	Mean	Standard Deviation	Rank Order
Lack of management commitment	4.16	1.09	1
Lack of funding and resources	4.12	1.32	2
Lack of cooperation and insubordination of workforce	4.06	1.03	3
Poor and ineffective planning	3.98	1.20	4
Poor and ineffective leadership	3.93	1.29	5
Poor teachers' status and morale	3.92	1.45	6
Lack of proper training/inadequate HRD	3.62	1.43	7

Table 9 indicated the summary of heads' perceptions regarding challenges in implementing TQM in public secondary schools. Furthermore, the responses of the heads regarding challenges to successful TQM implementation were explained through following bar graph:
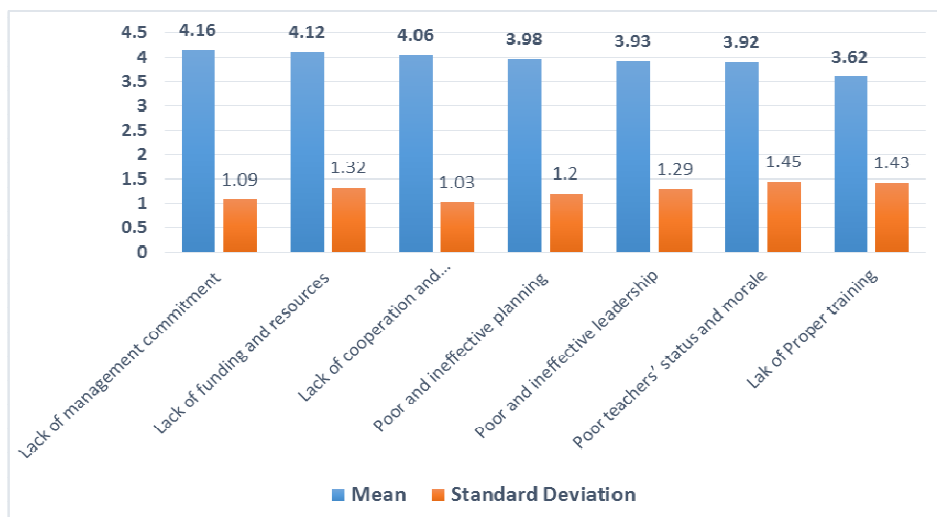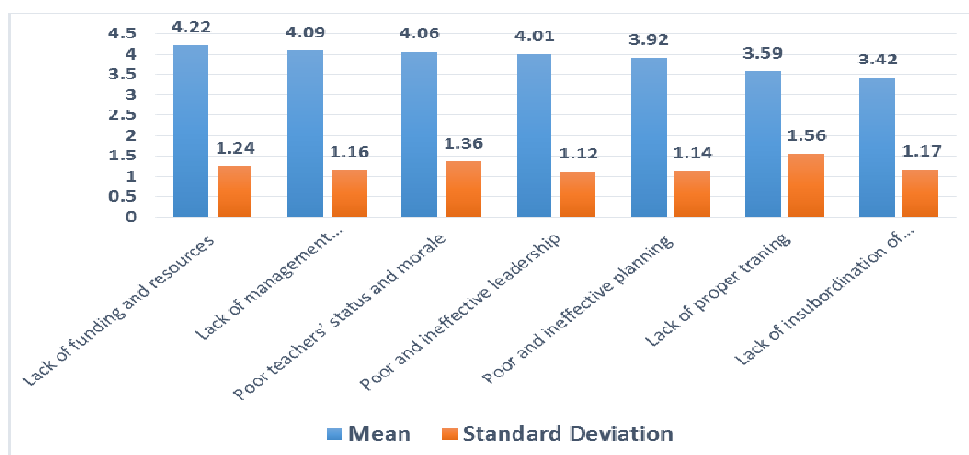
Figure 1:   Showing summary of the mean and standard deviation of Heads' perceptions regarding challenges to successful TQM implementation

Table 10: Summary of the mean, standard deviation and rank order of teachers' perceptions regarding challenges in TQM Implementation

Challenges to Successful TQM Implementation	Mean	Standard Deviation	Rank Order
Lack of funding and resources	4.22	1.24	1
Lack of management commitment	4.09	1.16	2
Poor teachers' status and morale	4.06	1.36	3
Poor and ineffective leadership	4.01	1.12	4
Poor and ineffective planning	3.92	1.14	5
Lack of proper training/inadequate HRD	3.59	1.56	6
Lack of cooperation and insubordination of workforce	3.42	1.17	7

Table 10 indicated the summary of teachers' perceptions regarding challenges to successful TQM implementation in public secondary schools. In addition, the responses of the teachers regarding challenges to successful TQM implementation were explained through following bar graph:

Figure 2:   Showing summary of the mean and standard deviation of Teachers' perceptions regarding challenges to successful TQM implementation

Table 11:   Percentage rating and rank order of heads' perceptions regarding challenges in TQM Implementation (Open ended question)

Challenges to Successful TQM Implementation	Frequencies	%age	Rank Order
Political interference	22	88%	1
Lack of competent teaching staff	20	80%	2
Disobedience of subordinates	19	76%	4
Lack of incentives for teachers for professional growth	18	72%	3
Instability of curriculum	18	72%	5
Lack of community cooperation	16	64%	6
Poor performance of PTA	16	64%	7
Poor infrastructural facilities	15	60%	8
Poor availability of textbooks	12	48%	9

Table 11 indicates the percentage rating of heads' perceptions regarding challenges faced by public secondary school in implementing TQM. The table shows political interference as the highest rated challenge with 88% followed by lack of competent teaching staff with 80%. Disobedience of subordinates was rated as third big challenge with 76%. Others challenges were rated as Lack of incentives for teachers for professional growth (72%), Instability of curriculum (72%), lack of community cooperation (64%), poor performance of PTA (64%), poor infrastructural facilities (60%), and poor availability of textbooks (48%). Further the findings were explained through the following pie chart:
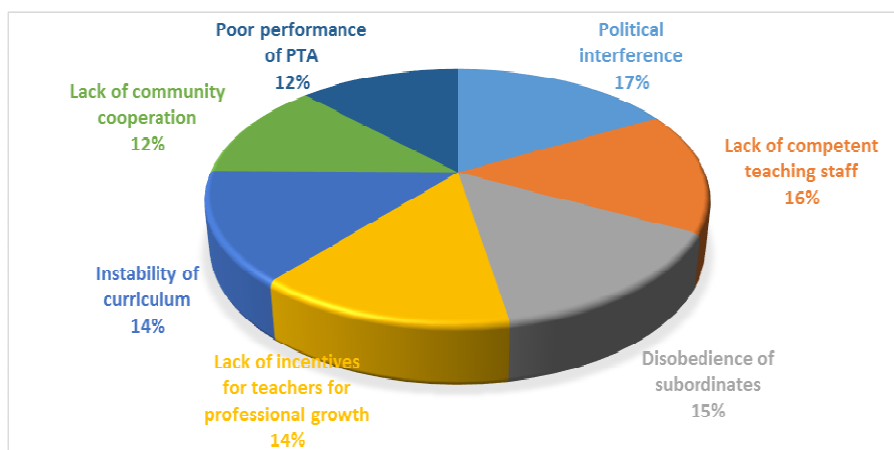
Figure 03: Showing percentage rating of heads' perceptions regarding Challenges
in TQM Implementation

Table 12:   Percentage rating and rank order of teachers' perceptions regarding challenges in TQM Implementation (Open ended question)

Challenges to Successful TQM Implementation	Frequencies	%age	Rank Order
Poor teachers' status and morale	66	87.8%	1
Lack of competent teaching staff	64	85.1%	2
Political interference	62	82.7%	3
Overcrowded classrooms	58	77.1%	4
Disobedience of subordinates	56	74.5%	5
Instability of curriculum	54	71.8%	6
Poor infrastructural facilities	53	70.5%	7
Lack of community cooperation	51	67.8%	8
Lack of democratic environment	49	65.2%	9
Poor availability of textbooks & Instructional Materials	42	55.9%	11

Table 12 depicts the percentage rating of teachers' perceptions regarding challenges faced by public secondary school in implementing TQM. The table indicates poor teachers' status and morale as the highest rated challenge with 87.8% followed by lack of competent teaching staff with 85.1%. Political interference was rated as third big challenge with 82.7%. others challenges were rated by teachers as Overcrowded classrooms

(77.1%), disobedience of subordinates (74.5%), instability of curriculum (71.8%), poor infrastructural facilities (70.5%), lack of community cooperation (67.8%), lack of democratic environment (65.2%), injustice of the heads (58.5%), and poor availability of textbooks (55.9%). Furthermore, the responses were clarified with the following pie chart:
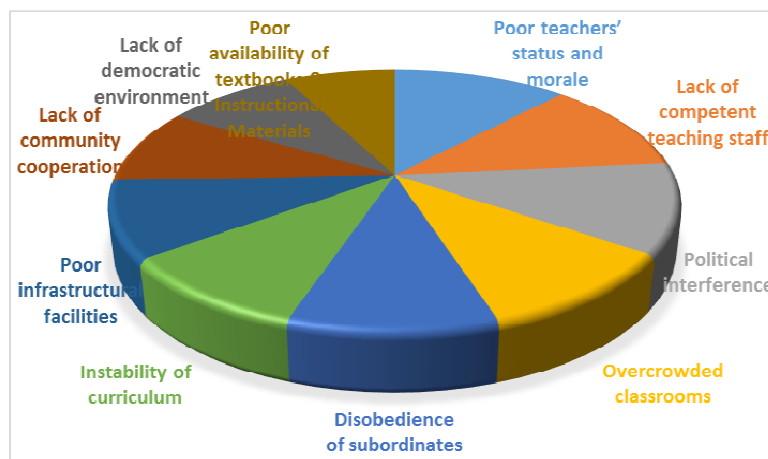

Figure 04: Showing percentage rating of teachers' perceptions regarding challenges in TQM Implementation

Findings and Discussion

The current study was conducted to explore the challenges faced by public secondary schools in implementing TQM in Kohat District, Pakistan. Effective and successful total quality management (TQM) implementation can be a powerful vehicle by which organizations can achieve excellence in business performance (Ater, 2013). Implementation of total quality management (TQM) enables organizations to continuously improve quality of their products and service to meet and satisfy changing customer's needs. This takes place within a dynamic changing environment brought about by competition and demand for higher quality (Ater, 2013). But unfortunately, this area has been ignored at secondary level in Pakistan which is a cause of collapsing education system and its quality and also great threat to the national development because secondary level is the foundation stone for the national development. It is the need of time to adopt effectively the philosophy of TQM at this level. Therefore, the current study was conducted at this ignored level to assess the obstacles and hurdles to the successful TQM implementation. According to Yusuf et al (2007), Success of any organization depends upon the effective leadership role of the head or manager. Management leadership is an important factor in TQM implementation because it improves performance through influencing other TQM practices. But unfortunately, the current study explored that ineffective and poor leadership hinders the successful implementation of total quality management in public secondary schools. Both principals and teachers responded that there is lack of effective leadership in public secondary schools which leads to failure of total quality management implementation.

Resources played a great role in implementation of TQM practices in public secondary schools (Ater, 2013). Without adequate resources and funding, the institutions will face problems in every field i.e., management & administration; planning; instructional process; students' performance; infrastructural facilities; etc. The results of the current study indicated that insufficient funding and resources was a main barrier in the way of effective implementation of TQM in public secondary schools. Majority of heads and teachers responded that they have lack of resources and funding which is responsible for the overall poor institutional performance.   Every organization needs a competent and cooperative workforce for its growth and development. Disobedience and insubordination of the workforce is a great threat to the accomplishment of predetermined educational objectives of the institutions. But researches show that insubordination of workforce is a big challenge for the heads of schools (Atieno and Simatwa, 2012). The current study revealed that disobedience and insubordination of workforce is one of the big challenges in TQM implementation. It was rated one of the main challenges in implementing TQM in secondary schools. The virus of political interference badly infects the outcomes of an organization or institution. In Pakistan, every department has been infected by this virus and consequently, they failed to demonstrate excellent performance. Therefore, it is the need of time to eradicate at grass-root level this virus to ensure effective implementation of total quality management and merit policy. The current study revealed that political interference is one of the big challenges which negatively affect the process of implementing TQM.

Effective planning is directly related to the success of any organization. No organization can develop without proper and effective planning. Planning is a direct channel towards accomplishment of the predetermined educational objectives of an institution or organization. The findings of the current study revealed that the implementation of TQM is badly effected by poor planning in public secondary schools which is also a big challenge and threat to the quality education and management. Professionally well qualified teachers can play an important role in the development of an institution. But unfortunately, most of the secondary schools lack of professionally competent teachers. Teachers are rarely given professional training and sometimes teachers are nominated for professional training although they are not eligible for such training. In more simple words, teachers are nominated for such training on the basis of favoritism and nepotism. In addition, they are not given attractive packages i.e., DA (daily allowance) and TA (traveling allowance) for such training. Consequently, competent and eligible teachers hesitate to attend training workshops etc. The current study explored that lack of incentives for teachers for their professional growth badly affects TQM implementation process. Both heads and teachers responded that teachers are not paid for professional training which badly affects TQM implementation in public secondary schools.

Poor teachers' status and morale is a key factor that negatively affect the overall school activities especially instructional activities. In Pakistan teachers are not paid their actual respect, rights and status. They are financially depressed and are paid meager salaries even which are not enough to fulfill their routine necessities. Therefore, quality of education is collapsing day by day. The current study revealed that poor teachers' status and morale is one of the big challenges for public secondary schools in implementing TQM. Quality education is directly related to the effective curriculum. Researches have shown that our curriculum is ineffective and does not fulfill the emerging needs of students and society. Every year, meager changes have been done in curriculum for reprinting to earn more which is a sort of corruption. Consequently, most of the schools face the problem of scarcity of textbooks which is an obstacle in smooth instructional process. In addition, teachers face problems in teaching as they are required to study it in home or before class. In this way, teachers' precious time is wasted. The study in hand investigated that unstable curriculum affect the process of TQM implementation in institutions at secondary level.

Educational and infrastructural facilities have a significant positive affect on the overall school activities. But unluckily, public secondary schools lack of educational, infrastructural and physical facilities i.e., lack of classrooms and furniture; lack of drinking water facility; lack of specially designed science laboratory; improper security arrangement; lack of toilets for students; non-availability of computer laboratory; lack of power generators facility; lack of teaching aids & scientific apparatus; lack of specially designed library; lack of telephone & internet facility; unsatisfactory condition of school building; lack of first aid facility; and non-availability of examination hall (Suleman, 2015). The findings of the current study explored that lack of infrastructural facilitates is one of the key challenges in total quality management (TQM) implementation in public secondary schools. Both heads (75.5%) and teachers (60%) responded that there is lack of infrastructural facilities which hinders overall school performance and activities. Community plays a remarkable role in uplifting and enriching institutional progress and is considered an influential and contributory factor towards the accomplishment of predetermined educational objectives. That is why the role of community cannot be ignored in implementing total quality management in schools. The current study explored that non-participation of parents in PTA meetings and poor communication with school personnel is a challenge for the heads in implementing TQM in public secondary schools. Lack of parental cooperation makes it difficult for principals to manage institutional activities effectively.

Conclusions
The results revealed that a number of challenges were faced by public secondary schools in implementing TQM. These challenges were; poor and ineffective leadership; lack of funding and resources; insubordination of workforce; lack of management commitment; poor and ineffective planning; poor teacher morale; political interference; poor performance of PTAs; poor infrastructural facilities; lack of competent teaching staff; unstable curriculum; unfavorable schools' environment; and poor availability of textbooks & instructional materials.

Recommendations
Based on findings and conclusions, the researchers made the following recommendations for the successful implementation to TQM:
1. All the educational institutions should be bound by the competent authorities to adopt the philosophy of TQM at each level.
2. A special supervisory staff should be appointed to check educational institutions after every year to ensure TQM implementation

3. A special professional in-service training programme regarding TQM implementation should be introduced so that secondary school heads may be equipped with the modern techniques of successful TQM implementation.

4. Proper funding should be provided to public secondary schools to ensure effective implementation of total quality management.

5. Well qualified management and teaching staff should be appointed through competitive examination on merit to ensure successful implementation of TQM.

6. Poor morale of teachers is a big challenge in implementing total quality management, therefore, it is strongly recommended that teachers should be given attractive and handsome package of salaries and also they should be provided with proper educational facilities. Furthermore, a proper service structure should be approved and notified so that teachers may feel satisfied.

7. The virus of political interference badly infects the overall performance of an organization or institution therefore, it is strongly recommended that the virus of political interference should be eradicated to ensure effective implementation of total quality management and merit policy.

8. Existing curriculum should be reviewed and redesigned in the light of the emerging needs of the learners and society and should be made stable.

9. All educational institutions should be provided all necessary infrastructural facilities on priority basis.

10. Parents Teachers Associations (PTAs) and school management committees should be made effective and parents' participation should be ensured in the governance process of schools. In addition, members of these committees should be facilitated and trained.

11. For future research studies, it is recommended that this type of research study should be conducted at higher secondary and tertiary level in other districts and divisions of the country.

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