"ANALYSIS OF TOTAL QUALITY MANAGEMENT IMPLEMENTATION IN SECONDARY SCHOOLS OF DISTRICT SHEIKHUPURA"

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Abstract
This study aimed to look at the total quality management implementation in secondary schools in District Sheikhupura. TQM also predicted to be the most acceptable strategy applied in organizations to improve quality and make them successful and efficient during the previous several decades. This research helps in the context of TQM implementation and overall customer improvement. This research aims to determine TQM implementation in secondary schools of District Sheikhupura to improve their performance and enhance competency in their area. The design of the study was transcendental phenomenology. Multistage purposive sampling technique was adopted to select the sample of the study. In the first stage, the sample comprised four secondary schools in the District Sheikhupura, and in the second stage, four principals and eight teachers two from each school chosen to conduct in-depth interviews. The reason to conduct Interviews with teachers was to support and check the principals' responses' validity. Data analysis was done through qualitative thematic analysis. Results showed that it became apparent that TQM processes in secondary schools are good, and the school education department is working to improve TQM implementation in secondary schools; several significant TQM application barriers still exist. The following are the four crucial and comparable obstacles identified in the data and confirmed by in-depth interviews: a) Managers expect to do numerous tasks b) Finance is the most serious issue among the others c) Management's lack of responsibility d) There is no time management.

Introduction

Since the previous decade, the school education department has been working to enhance the quality of education. It is undeniable that public and private schools compete for students while also evolving and progressing. They are overhauling their systems to guarantee that their institutions provide high-quality education and retain their market requirements (Mosadeghrad, 2005). Customers' pleasure is always the top priority in TQM, and managers are continually looking for advanced techniques to satisfy their customers. Customers' satisfaction is always the keystone of TQM. Thus organizations must constantly improve the quality to decrease customer unhappiness and stress over quality education (Hermann et al., 2000). To handle the new issues that managers encounter in their institutions, they established various management methods. According to the literature, TQM widely regarded as the most acceptable strategy for ensuring quality in any company. In addition, most managers have adopted the TQM approach in the previous several decades, assuring quality and putting their company in the front row of market competitiveness. TQM not used in schools; it also used in businesses and government agencies (Temponi, 2005).

As everyone knows, TQM has a successful implementation in developed nations' schools and higher education institutions, and now it is the turn of underdeveloped nations. Pakistan is a developing nation where the education department oversees the separation of public and private schools. In addition, there is a need for a means to assure excellent education in the public-private sector rivalry (Ali & Zairi, 2005). So the goal of this research is to see how the TQM approach utilizes in the school education department, see how widely it utilizes, and see whether it improves school performance and makes them more competent. Most notably, this research looks at the challenges that secondary schools experience while implementing the TQM in classrooms (Thakkar et al., 2006).

Total Quality Management

Although TQM was the most crucial approach for quality management, defining TQM is still not easy. TQM defines each expert based on their beliefs, knowledge, methods, and beliefs (Kruger, 2001). According to Dale (2003), a management strategy that ensures everyone in the organization's cooperation and associated commercial business processes produces services and goods that satisfy and, hopefully, surpass customer desires.

Meanwhile, Talha (2004) claims that TQM is about reaching quality objectives and standards. In basic terms, TQM is concerned with meeting the demands of consumers and ensuring their satisfaction. So it will be a win-win scenario if the consumer is happy with the service and product, which is the base of TQM.

Background of TQM

Many researchers agreed that quality management research is a never-ending process. But literature often defines the history and evolution of quality management as a four-stage process: In the first stage, the inspection may begin during industrialization and mass manufacturing. Second-stage fine control was

developed in the same way as wartime industries were. The second stage focuses on the production methodology on which it bases. As a factor impacting quality, the third stage comprises the total improvement and manufacturing method of a product. Fourth and the last stage, TQM viewed holistically and strategically (Anupam et al., 2008).

Simultaneously, the quality burden introduced to cover every employee inside the firm, and business control consolidates (Tervonen et al., 2009). TQM had its origins in the early twentieth century. An operator's work examined in the early days of manufacturing. When businesses turn out to be extended, full-time scrutiny was available (Kiboro, 2003).

Significance of the Study

The School Education department is adopting the TQM method to enhance school performance, boost customer satisfaction, and staying accredited and competitive. Asif et al., (2013) believes that many educational institutions have begun using TQM because the same issues that forced industry and government to implement it are relevant in the education sphere as well: The need for management systems has been outdated, and they cannot guarantee success in an increasingly competitive market. The investigation's inspiration came from my experience in my school in 2016 when I learned about management. In the kind of institute that I work for, the image of management "being the head" is critical. While it may seem odd to many people, it is remarkable that the company relies on flexible quality management to achieve better results without affecting the current structure. Another push for this study was because there seems to be no adoption of Total Quality Management (TQM) in public secondary schools. This gap will be filled by this research on TQM, which will provide a deeper knowledge of it. Additionally, the research also intends to learn about the challenges secondary schools are encountering in implementing TQM. The adoption of TQM in schools would reduce the school's difficulties and increase customer satisfaction while also allowing the school to stay competitive in the area.

Literature Review
Gurus of Quality

We can define guru as "A guru is a person with knowledge and set of skills in his field of study". All of those qualities with a significant and long-term impact on philosophy and approach to quality work should be present in a quality guru (Temponi, 2005). Some quality gurus mentioned are the founders of TQM. They not only describe the TQM in their life, even after dying their work help us understand the TQM and its implementation. For example, the work of Deming (1986), Crosby (1989), Juran (1993), Feigenbaum (1993), and Ishikawa (1993) played a vital role in the development of TQM. They are the pioneers and gurus of TQM (Sun, 2000).

Deming, W Edwards

He attributed a significant deal of emphasis and duty to management, both at the individual and corporate levels, claiming that 94% of quality issues are because of management. Thus, he (Deming, 1998) introduced the 14-points plan for management, and this plan was able to be applied in small and large organizations

of private and government sector. i) Develop a commitment to improving the product and services. ii) Establish a new attitude that lateness, errors, and poor craftsmanship is not acceptable. iii) Disapprove the system of making agreements based on the amount they pay. iv) Management should look into the problems because they are responsible for keeping order in the system. v) Use modern methods of in-service training. vi) Supervision techniques and standards should be improved, and supervision should shift to quality rather than quantity. vii) Eliminate fear from the workplace so that everyone can work productively for the organization. viii) Deconstruct departmental barriers. ix) Remove numerical targets, banners, and slogans from the workplace that demand higher productivity levels without giving strategies to achieve them. x) Workplace customs that are in favor of the quota system should be eradicated. xi) Make sure that hourly workers have the opportunity to be proud of their work. xii) Implement a comprehensive education and retraining program. xiii) Restructure the top management system that focuses on expanding quality every day. xiv) Deming developed a cycle to solve problems systematically (Sun, 2000).

Armand Feigenbaum

He describes TQM as follows:

"Integrate quality development, quality maintenance, and quality improvement activities is a system to combine different activities to ensure the satisfaction of the customer at cost-effective levels."

He describes three basic steps for total quality:

i.   Effective management
ii. Innovative technology
iii. The dedication of the organization.

The contributions of Feigenbaum may be concise in two ways (Klefsjo & Hellsten, 2000). Quality is the responsibility of everyone in the firm, from top management to the most inexperienced employees. And if non-quality costs are handled, they must be classified. A quality improvement programmed must reduce the costs of control and the costs of control failure.

Joseph Juran

The quality trio - quality planning, quality control, and quality improvement – was created by Joseph Juran, the inventor. TQM necessitates the development, improvement, and supervision of quality activities. Juran is a character in the film. Juran believes that quality control is part of management, so consider its vital role in quality management, it explained in detail the definition of quality (Kruger, 2001).

Kaoru Ishikawa

He had a significant impact on Japanese perceptions of quality. Ishikawa is also the guru of quality management and very popular precisely because of his work in the area of quality. Ishikawa's significant and famous work is a tool for quality, quality chain, quality circle, and the "Ishikawa diagram". He suggested that senior management must set an example and show that quality is essential to them. He underlines that TQM is a company-wide initiative and that every employee should improve work procedures (Yamashina, 2000).

Philip Crosby

"Quality is Free" and "Zero Defects" are two of Philip B Crosby's most

famous works. Crosby's four quality absolutes (Crosby, 1979) guide his quality improvement process:

- DIRFT – "Do It Right the First Time".
- TQM system based on ensuring customer satisfaction without losing the standards.
- Non-conformance cost should use to quantify quality.

Comparison between TQM models and their characteristics

A few businesses have dramatically improved their performance in the last ten years. Overall quality, or total quality management, is a term that encompasses many of the principles and approaches they've utilized. These businesses' achievements have radically altered the present vision of managers about quality management (Painter, 2000). In today's world, achieving quality has become a vital subject that all enterprises must address. Japanese management techniques and strategies are now attracting interest from western managers because of the country's economic success over the previous three decades. Western firms are studying and using Japanese management principles. Japanese firms that exploited "better quality" to gain, maintain, and expand market share has not gone unnoticed by western executives (Padhi, 2004).

Quality is now widely accepted by Western CEOs as being an essential demand in all markets, and greater quality is a competitive advantage in some areas. As the need to receive high-quality products has increased, so has the demand to learn how to achieve this. Quality models have led to a rise in quality because they provide an entire, homegrown organizational model for quality achievement and provide businesses with the opportunity to examine how this model has been put into practice (Painter, 2000).

It's difficult to overestimate the significance of these paradigms of excellence in promoting excellent practice during the last two decades. They've shown management at all levels that it can do here, and, more importantly, they have produced detailed roadmaps outlining how it should do and the quality models produced by several countries and regional organizations (Bhat & Rajashekhar, 2009).

Research Objectives

The primary purpose of this study is to examine the current status of TQM in secondary schools of District Sheikhupura. Two goals have developed to achieve this:

i.   The degree to which the TQM is implementing in secondary schools of Sheikhupura.

ii.   To investigate the challenges secondary schools are facing in the implementation of TQM.

Research Questions

This study's goal is to answer these questions:

i.   Do secondary schools are concerned about implementing TQM?

ii.   What are the most typical challenges to a successful TQM implementation in secondary schools?

Research Design

The current study was qualitative in nature; the researcher used the interpretivism paradigm. This study's research design is phenomenology, especially transcendental phenomenology. Because previous research had relied only on quantitative data, this investigation conducted unstructured in-depth interviews with principals and teachers to learn about their perspectives on TQM implementation.

Sample of Study

The researcher used a purposive sampling strategy to choose 4 principals and 8 faculty members from four secondary schools in district Sheikhupura for data collection. Teachers with more than 10 years of expertise in the classroom are the only ones chosen by the researchers to conduct in-depth interviews.

Instrumentation

A self-designed interview protocol was used to conduct in-depth interviews. Before conducting the interviews, the researcher created an interview protocol, with probing or follow-up questions answered as needed.

Validation of Instruments

Subject-matter experts did validation. The interview protocol's reliability determined via pilot testing with two school educators. The thematic analysis applied, the results from pilot testing not calculated in the final observation.

Data Collection

All analyses were made plain to participants, and approval obtained from the institution's higher authorities before collecting data. For the qualitative data collection, in-depth interviews carried.

Data Analysis

Interviews with the principals and teachers of secondary schools conducted. The researcher used the following technique for thematic analysis of the interviews:
1. Listening to the interview tapes
2. Translating and Transforming them
3. Outlining the essential quotes
4. Connecting related quotes in TQM
5. Theme generation

The First Research Question

The following three main elements address the study's first research question, "Do secondary schools have concerns about applying TQM?"

Leadership

The dedication to the quality of top management and Leadership is the essential driving factor behind TQM adoption. Therefore, integrating the operations of essential organizations under the TQM umbrella with adequate time and resource

commitments and top management engagement and performance is required. Furthermore, senior executives' physical engagement in executing the TQM is a significant factor in the organization's success. The following noteworthy conclusions may be drawn from the sample research and extrapolating the data gained from this category.

Human and financial resources seem to be inherently inefficient for TQM projects. From customers' perspectives, senior executives should critically consider why not to execute the TQM initiative. While most secondary school general managers and TQM managers understand the significant impact top management commitment may have on incorporating TQM practices in their organizations, a significant minority do not know this function. Customers seem to be dissatisfied with the Leadership's attitude toward the TQM programs.

Focus on the students

Students are the clients as well as the product of any educational institution. The ultimate aim of TQM adoption is always customer pleasure. A satisfied student is vital to any institutions' success. Any educational system is student-centered. The interests of students and their specific requirements should be upfront in the minds of decision-makers, and they should be considered essential stakeholder and partner in the renovation of public education.

The incorrect organizational intention to student attention in secondary schools is one of the essential conclusions of this research, which has come from the findings and debates of this category. Student concentration is not a stand-alone category; it has a strong relationship with other types of satisfaction, notably faculty and staff satisfaction. According to the findings and analyses, ignoring student attention negatively influences TQM implementation in school education.

The emphasis of the faculty and staff

Faculty and staff are also essential aspects of businesses. Processes should be given to employees to manage and enhance whenever possible. TQM implementation is aided by incorporating employee recommendations and incorporating them into the organization's strategy. Organizations should invest in their workers' training and education to guarantee that they are well-versed in quality management ideas. It is challenging to address issues without training, and it is impossible to alter behavior and attitudes without education.

The summary of the results linked to faculty and staff focus: Most schools prioritize and pay attention to faculty and staff education and training programs, and they effectively evaluate their performance. But it must be recognized that the value of giving employees empowerment, requesting their feedback, and giving them a voice in decision-making is sometimes overlooked. Standards for evaluating faculty and staff education and teaching effectiveness should be established in schools. TQM is understood and valued in the majority of Sheikhupura secondary schools. However, it is found that this pleasure occurs in low-consideration schools.

Second Research Question

"What are the most common hurdles to a successful TQM implementation in secondary schools?" is the study's second research question. After conducting

theme analysis, the study's significant findings on TQM adoption in secondary schools emerged. It may be stated that secondary schools are still in the early phases of development, and they need to strengthen organizational structures, service variety and quality, and competitiveness. However, various roadblocks are preventing TQM implementation in secondary schools.

The most common barriers to TQM implementation:

1. Managers expect to do numerous tasks.
2. Managers are unable to devote their full attention to TQM.
3. A lack of motivation among employees
4. Finance is the most serious issue among the others.
5. Management is in a state of flux when it comes to TQM adoption.
6. Management's lack of responsibility
7. Top executives and students are disconnected.
8. TQM has no feedback mechanism.
9. The unfriendliness of the environment
10. Inadequate assistance from upper management
11. There is no time management.
12. Ignorance of the demands of pupils

It was discovered via thematic analysis that there are 12 common hurdles to TQM adoption in secondary schools. However, all of the respondents in the interviews identified specific, substantial, and comparable difficulties in all of the schools:

Managers expect to do numerous tasks

Unstructured in-depth interviews conducted in secondary schools demonstrate that respondents have various issues with TQM. 10 out of 12 responses were about "Managers expect to do numerous tasks". This barrier is the main barrier among other barriers. Respondent believes that unnecessary tasks divide their attentions toward TQM implementation.

"We must do several jobs with 100% accuracy, and the government has placed undue stress on us by requiring us to handle the Benazir income assistance program, electoral responsibilities, inspections, and our job as polio workers. As a result, these added responsibilities divert administrators and instructors' attention away from their primary goal: providing high-quality education" (Respondent 1).

Finance is the most serious issue among the others

Respondent believes that lack of resources spoil all the efforts they do in the context of TQM. Unstructured in-depth interviews conducted in secondary schools demonstrate that respondents have various issues with TQM. 7 out of 12 responses were about financial issues. This barrier is the third most crucial barrier among other barriers.

"Our government does not devote as much attention to education as it does to other areas. Our teaching and non-teaching staff's interest and love for the work suffers as a result. I propose to our government that they pay attention to the requirements of teachers to ensure that they function at their best and that TQM maintains in secondary schools" (Respondent 9).

Management's lack of responsibility

Unstructured in-depth interviews conducted in secondary schools demonstrate that respondents have various TQM issues with TQM. 9 out of 12 responses about "Management's lack of responsibility." This barrier is the second most crucial barrier among other barriers. Respondent considers that higher authorities have no interest in TQM implementation.

"I have seen a casual attitude toward management responsibility, and I have seen numerous senior administrators who did not do their tasks honestly and did not answer to anybody" (7 Respondent).

There is no time management

Based on Unstructured in-depth interviews conducted in secondary schools, almost all the respondent claim that time management is the biggest barrier in TQM implementation. Because teachers have to perform extra tasks and higher authorities pay their attention toward extracurricular and non-teaching activities. Principals are not giving proper time to TQM, so it brings difficulties for teachers to implement TQM in classrooms. 10 out of 12 responses were about time management. This barrier is also the essential barrier among other barriers.

"TQM is without a doubt the most effective method for achieving high-quality education. However, in the face of several challenges, it is not as straightforward as we may believe. We would not be able to adopt TQM at our institution unless our employees devote 100% of their time to it" (Respondent 2).

Conclusion

Respondents were forthright and ready to participate, and they detailed their issues with TQM implementation. Unfortunately, the researcher was unable to determine whether or not corruption is a serious issue, even though we all know that corruption is a virus that exists throughout our globe and is always determined to be a severe issue in the administration of any institution.

Findings

The following prominent findings came out of the analysis of the data gathered through unstructured in-depth interviews. It presents that implementation of TQM is increased in secondary schools as compared to past decades. However, certain obstacles continue to cause issues and divert managers' attention away from the problem. The relevance and significance of TQM in secondary schools are well-known among the majority of managers. Nonetheless, they are unable to implement to their full potential. Because they are TQM and clients to the institutions, students are the most crucial aspect of the educational system. In every school, student happiness is always a top concern. Because TQM implementation and TQM outcomes based on student satisfaction, school education constantly prioritizes student needs. According to the data collected via the questionnaire, TQM implementation in secondary schools is improving, but there is still an immense difficulty producing serious challenges for TQM in secondary schools. Authorities are not thinking about students, although students are the essential component of any institute.

TQM based on the satisfaction of pupils. Isolating students' needs has a

significant negative impact on TQM in the education sector. A school's most important asset is its student and staff. It is hard to adopt TQM in any institute if we neglect them. Managers have a huge obligation to look after their employees' needs and motivate them to increase education quality. The findings suggest that most employees are willing to apply TQM in their workplace, but managers are unwilling to collaborate and emphasize the school's unimportant duties. The government offers training and seminars on quality education. However, according to the summary connected to staff emphasis, the chain of command and staff have issues with TQM implementation. Although most teachers are aware of TQM and wish to adopt it in their classrooms and schools, there are still specific issues that management must address to achieve better outcomes.

Contributions of Researcher

This research contributed significantly to the school education department's investigation of TQM practices in District Sheikhupura. This finding demonstrated the impact of quality management on secondary schools' affordability, facility satisfaction, and efficiency. Finally, it highlighted the significant barriers to effective TQM implementation in District Sheikhupura's secondary schools.

Researchers' Implications
 i.   In addition to comparative study at the district level, the additional hurdles to effective TQM implementation identified for the District Sheikhupura context may be pertinent.
 ii.   The use of a Qualitative method approach to investigate TQM practices in secondary schools is unusual.
iii.   The most well-known researchers are those who employ quantitative analysis and surveys. This study may motivate researchers to use quantitative and qualitative methods to get the best possible outcomes in companies.

Additional Research Suggestions
 i.   In a short length of time, the current study investigated the perspective of a particular region of Sheikhupura. Therefore, researchers should pick two or more districts with the most time in the future to investigate additional hurdles and results related to TQM.
 ii.   In future investigations, researchers should address the remaining hurdles.
iii.   Researchers should be cognizant of extrinsic elements that influence TQM implementation in future studies. Especially the government's influence and political engagement.

Ethical Consideration
 i.   Codes protect respondents' identities.
 ii.   The respondents led to believe that their responses will only be used for research purposes.

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