

Hafiz Amanullah\*  
Prof. Dr. Muhammad Aslam Adeeb

## VARIATION BETWEEN EXISTING AND DESIRED QUALITY MANAGEMENT PRACTICES ADOPTED BY SECONDARY SCHOOL HEAD TEACHERS

### *Abstract*

*The purpose of this study was to examine quality management practices adopted by head teachers and deputy head teachers at secondary level and gap between the practices. The idea of this study came with common observation that public secondary schools' performance conceived to be poorer than private secondary schools' performance. The problem was discussed with heads, deputy heads and teachers, and it was found that there are a lot of factors but quality management practice of head teachers is one of the main factors, as head teachers' practices failed to provide quality management. So, present study was designed to analyze head teachers' quality management practices at secondary level and to find gap between their existing and desired practices. Fifty eight head and deputy head teachers from the district of Bahawalpur, Pakistan participated in the study. Self-developed questionnaire was chosen as a research tool and after making it valid and reliable, the data was collected and analyzed by using simple percentage score. Head teachers' quality management practices were divided into three main categories: task-related practices, people-related practices and change-related practices. Findings showed that head teachers' quality management practices were very poor. However change-related practices were found better than people-related practices and task-related practices were found poorer than change-related practices. There was also a large gap between existing and desired quality*

---

\* PhD Scholar Education, The Islamia University of Bahawalpur, Pakistan

*management practices. The study therefore, recommended that head teachers should be made aware of the modern concepts of quality management through activity based refresher courses, seminars and conferences. Training sessions should be conducted to update head teachers' knowledge and to make their vision bright about quality management practices at secondary level.*

**Keywords:** *Quality Management Practices, Task-related Practices, People-related Practices, Change-related Practices, Head teachers, Gap between Existing and Desired Practices*

## ***Introduction***

Quality of education seems a global concern today as it has emerged as the most prioritized area in education sector. Provision of purposeful and high quality education serves as one of the main targets of the countries all over the world. According to the declaration of World Education Forum in Dakar (2000), "Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills". (Article 7(vi)).

The Recife Declaration of the E-9 Project (2000) and The Beijing Declaration of the E-9 Project on ICT and EFA (2001) emphasized to the provision of quality education. Quality education was declared the most prioritized area in the South Asian Ministerial Meeting at Katmandu in April (2001). Government of Pakistan also seems very concerned to deal the matter of quality in education while keeping in view the future needs of the country as well as international concern about the provision of quality education. Education in Pakistan is a provincial section and all the action plans, programs, education sector reforms and federal education policies lay a great stress on the quality of education.

Quality of education is to be made sure through reformed curriculum, better teachers and an efficient examination system according to Education Sector Reforms (2001-2005). Quality education in Pakistan according to Jatoi (2004), Shami and Hussain (2006) and, (DSD) Directorate of Staff Development (2008) is the matter of availing resources, and attaining the required standards through the best utilization of them.

National Education Policy (2009) lays a great emphasis on raising the quality of education by improving quality in textbooks and learning materials, teacher quality, improving student assessment, curriculum reform, attaining standards in the learning environment and matching with the labour market. While keeping in view all the international declarations, national policies, plans, reforms and measures, the quality management seems the basic need of all other factors contributing to enhance the quality of education and quality management seems the matter of head teacher because head teacher remains responsible to implement all educational reforms at gross root level. The idea is supported by Iqbal and Zafar Iqbal (2011) that head teacher (educational leadership) is the key to the success of educational institution.

Thus, quality management may improve the quality of education and this active role is directly or indirectly owing to the quality management practices of head teachers in the school. What is practice? According to Amanullah (2009) performing duties, meeting with responsibilities and doing a lot of activities seem to be some of the key engagements in the institution and these engagements may be called practices. Head teacher serves as a leader in the school and this leadership according to Eris (2011) depends on characteristics of staff in the institution as it may not be even possible to shape leadership independent of social culture within the boundaries of the institution.

During job hours, head teacher deals with staff and students and so this indicates head teachers' people related practices in the school. The idea is supported by Yeo, Ooi and Keong (2010) by studying the different dimensions of people related quality management practices. Students, teachers and head teachers seem to be engaged in one or the other practice for some task in the school. All of them work together and the task or target may be the main focus of all their activities.

Effective and fruitful management rests the responsibility of head teacher and Hoogervorst is of the opinion that effective management is the core ingredient to reach quality management practices. These practices may be called task related practices of head teachers in the school. Yang (2006), Jimenez and Costa (2009) concluded that task related quality management practices yield positive results for the organization (school). These positive results produce positive change in the institution and this may be the core target of quality management practices in the institution. Studies found that organizational change is the fruit of quality efforts of employees (Grunberg, Moore and Greenburg 2001).

Quality management is an efficient technique that requires full involvement of all employees according to Vlasic, Vale and Puhar (2010) and this technique leads to achieve some task, involvement of relevant people and resultantly a positive change in the institution. Head teacher is the key person to deal with all these activities (practices) and after reviewing very carefully the related literature, as well as the requirement of this study, these practices are divided into three main categories: task related practices, people related practices and change related practices. However, the practices adopted by head teachers may be divided into different categories in a number of ways.

Thus, it may be quite justified to say that there is no quality if head teachers' management practices are not up to the mark. Thus head teachers' quality management practices are required to be made more and more target oriented so that it might be possible to achieve high standards in the field of education. That is why the present study targeted to evaluate quality management practices adopted by secondary school head teachers and to find out gap between existing and desired quality management practices.

### *The Objectives*

The major focus of the study was to conduct gap analysis between existing and desired quality management practices adopted by head teachers at secondary level. The objectives of the study were:

- To study the existing quality management practices of head teachers at secondary level
- To analyze gap between existing and desired quality management practices of head teachers
- To find out which quality management practices are better than others
- To suggest some measures to improve head teachers' quality management practices

### *Methodology*

The population of this study was head teachers and deputy head teachers at secondary level in the district of Bahawalpur, Pakistan. The study was delimited to only urban and rural, male and female head teachers of public secondary schools.

There were one hundred and twenty five secondary schools in the district of Bahawalpur, Pakistan according to official school directory of Academy of Educational Planning and Management and thirty five secondary schools were randomly selected for the study so that sample may be representative of the population. As the big question of this study was to analyze whether the existing quality management practices of head teachers are according to the desired level of the practices or not? So, the target population was consisted of head teachers and deputy head teachers.

Thus, seventy head and deputy head teachers from thirty five secondary schools was sample of the study but fifty eight could be possible to be included in the study and others could not be included due to some limitations. It was a survey type study and a self-developed questionnaire was chosen as a research tool to collect data. Each statement of the questionnaire was applied a scale "0-never to 6-always" (0-never, 1-rare, 2-seldom, 3-occasional, 4-often, 5-frequent, 6-always). The level 6-always was assumed as desired level of quality management practices adopted by head teachers at secondary level as, the target of the study was to find out gap between existing and desired quality management practices.

To make sure reliability and validity of the research tool, it was distributed among teachers, researchers and experts in different academic departments of The Islamia University of Bahawalpur, Pakistan. According to the suggestions of the experts, teachers and researchers it was improved and then administered at the field for data collection. After data collection, the reliability of the tool was found using SPSS software version 17 and Cronbach Alpha (reliability of questionnaire internal consistency) value was found to be 0.935. The value was strongly significant as the standard value according to Feldmann *et al* (2007) for the Cronbach Alpha is 0.70.

Then the collected data were analyzed using simple percentage score of existing and desired quality management practices. The existing practices were found through collected data and desired practices were considered 100 in terms of percentage which assumed to be equal to level 6-always used for each practice included in questionnaire. Thus, upon the basis of results, suggestions and recommendations were made.

### ***Results and Discussion***

Head teachers' quality management practices were divided into three main categories: task related practices, people related practices and change related practices. Task related practices were further divided into six sub categories about long term and short term planning, resource management, commitment, focus, system alignment and consistency. People related practices were also further divided into six sub categories about leadership, decision making, communication, encouragement, coordination and cooperation.

Change related practices were further divided into three sub categories about new strategies and vision, risk taking and totality of practices. Each statement of these categories was applied a scale "0-never to 6-always" (0-never, 1-rare, 2-seldom, 3-occasional, 4-often, 5-frequent, 6-always).

The level 6-always was assumed as desired level of quality management practices adopted by head teachers at secondary level as, the target of the study was to find out gap between existing and desired quality management practices and this level was to describe quality management practices in terms of percentage. Thus level 6-always was considered equal to hundred percent practices (desired).

The following tables describe head teachers' quality management practices at secondary level. There is a description of existing practices at level 6-always and gap between existing and desired practices. A comparison between existing practices is also made to see which practices are better than the others.

**Table-1: Task related practices (0-Never to 6-Always %)**

Sr	Statement	Never	Rare	Seldom	Occasional	Often	Frequent	Always
1	Planning	0.00	6.56	18.66	27.24	26.90	17.22	3.42
2	Resource Management	0.34	6.08	14.20	27.18	29.35	18.53	4.32
3	Commitment	0.00	5.20	12.73	29.07	30.63	17.80	4.57
4	Focus and Rollout	0.34	3.82	23.72	30.04	25.20	12.42	4.46
5	System Alignment	1.36	7.54	15.50	29.34	27.24	15.50	4.12
6	Consistency	1.36	3.78	16.56	27.60	26.90	18.26	5.54

The table-1 shows percentage score of task related quality management practices of secondary school head teachers in their schools. According to the data only 3.42% head teachers do planning for any task while 5.54% are consistent in their daily routine matters regarding quality management.

It can be said that consistency practices are better than other practices in this category and planning practices are very poor. It is concluded that overall quality management practices for any task adopted by head teachers at secondary level are very poor.



**Table-2: People related practices (0-Never to 6-Always %)**

Sr	Statement	Never	Rare	Seldom	Occasional	Often	Frequent	Always
1	Leadership	1.38	4.87	17.58	26.20	27.62	15.45	6.90
2	Decision Making	2.13	6.73	16.08	30.75	18.24	19.62	6.45
3	Communication	2.38	5.18	14.48	22.76	30.68	18.64	5.88
4	Encouragement	1.36	5.16	15.16	26.58	27.60	16.90	7.24
5	Coordination	0.57	4.03	12.40	29.63	30.10	18.70	4.57
6	Cooperation	0.43	4.75	13.35	32.35	24.60	19.37	5.15

The table-2 shows percentage score of people related quality management practices of secondary school head teachers in their schools. According to the data only 4.57% head teachers coordinate their practices related to people in the school (staff & students) while 7.24% encourage their staff and students for better academic achievements. It can be said that encouragement practices are better than other practices in this category and coordination practices are very poor. It is concluded that overall quality management practices related to people in the school at secondary level are very poor.

**Table-3: Change related practices (0-Never to 6-Always %)**

Sr	Statement	Never	Rare	Seldom	Occasional	Often	Frequent	Always
1	New strategies and vision	2.06	4.12	15.18	27.58	26.88	18.68	5.50
2	Risk taking	0.68	6.56	17.94	27.92	25.86	14.84	6.20
3	Totality of practices	2.74	4.16	15.86	29.30	26.94	14.46	6.54

The table-3 shows percentage score of change related quality management practices of secondary school head teachers in their schools. According to the data only 5.50% head teachers have new strategies and vision for making some positive change in the

school while 6.54% keep in view the overall benefits of total change related practices. It can be said that overall practices are better than other practices in this category and practices related to new strategies and vision are very poor. It is concluded that overall quality management practices for making some positive change adopted by head teachers at secondary level are very poor.

**Table-4: Task related Quality Management Practices (Gap %)**

*EP%=Existing Practices Percentage, DP%=Desired Practices Percentage*

Sr. No	Practice Category	Frequency	EP %	DP%-EP%	Gap%
1	Planning Practices	2	3.4	100-3.4	96.6
2	Resource Management	5	4.3	100-4.3	95.7
3	Commitment	3	4.6	100-4.6	95.4
4	Focus and Rollout	3	4.5	100-4.5	95.5
5	System Alignment	2	4.1	100-4.1	95.9
6	Consistency	4	5.5	100-5.5	94.5

The table-4 shows percentage score of gap between task related quality management practices. Existing and desired quality management practices with their gap are described in terms of percentage.

The percentage score of existing practices related to consistency is 5.5 which is greater than other percentage scores of existing practices in this category and the gap is 94.5 which is less than the gap scores of other sub categories. It can be said that quality management practices of head teachers related to consistency are better than other sub categories of their practices. It is concluded that overall quality management practices for any task adopted by head teachers at secondary level are very poor as the gap between existing and desired practices is more than ninety percent in each category.

**Table-5: People related Quality Management Practices**

*EP%=Existing Practices Percentage, DP%=Desired Practices Percentage*

Sr. No	Practice Category	Frequency	EP %	DP%-EP%	Gap%
1	Leadership Practices	4	6.9	100-6.9	93.1
2	Decision Making	4	6.5	100-6.5	93.5
3	Communication	6	5.9	100-5.9	94.1
4	Encouragement	4	7.2	100-7.2	92.8
5	Coordination	3	4.6	100-4.6	95.4
6	Cooperation	3	5.2	100-5.2	94.8

The table-5 shows percentage score of people related quality management practices. Existing and desired quality management practices with their gap are described in terms of percentage. The percentage score of existing practices related to head teachers' encouragement to staff as well as students is 7.2 which is greater than other percentage scores of existing practices in this category and the gap is 92.8 which is less than the gap scores of other sub categories. It can be said that quality management practices of head teachers related to encouragement to staff and students are better than other sub categories of their practices. It is concluded that overall quality management practices adopted by head teachers at secondary level are very poor as the gap between existing and desired practices is more than ninety percent in each category.

**Table-6: Change related Quality Management Practices**

*EP%=Existing Practices Percentage, DP%=Desired Practices Percentage*

Sr. No	Practice Category	Frequency	EP %	DP%-EP%	Gap%
1	New Strategies and Vision	3	5.2	100-5.2	94.8
2	Risk Taking	4	6.2	100-6.2	93.8
3	Totality of Practices	4	6.5	100-6.5	93.5

The table-6 shows percentage score of change related quality management practices. Existing and desired quality management practices with their gap are described in terms of percentage. The percentage score of existing practices related to totality of practices is 6.5 which is greater than other percentage score of existing practices in this category and the gap is 93.5 which is less than the gap scores of the other sub category. It can be said that quality management practices of head teachers related to totality of practices are better than other sub category of their practices. It is concluded that overall quality management practices adopted by head teachers at secondary level are very poor as the gap between existing and desired practices is more than ninety percent in each category.

**Table-7: Comparison between Task Related and People Related Quality Management Practices (Overall)**

*EP%=Existing Practices Percentage*

Sr. No	Practice Category	EP %
1	Task related practices	4.41
2	People related practices	6.03

Table-7 shows comparison between task related and people related quality management practices. The percentage score of people related practices is 6.03 which is better than percentage score 4.41 of task related practices. It is concluded that people related quality management practices adopted by head teachers at secondary level are better than their task related practices.

**Table-8: Comparison between People Related and Change related Quality Management Practices (Overall)**

*EP%=Existing Practices Percentage*

Sr. No	Practice Category	EP %
1	People related practices	6.03
2	Change related practices	6.08

Table-8 shows comparison between people related and change related quality management practices. The percentage score of change related practices is 6.08 which is slightly better than percentage score 6.03 of people related practices. It is concluded there is a minor difference between people related practices and change related practices. Change related practices are very slightly better than people related practices.

**Table-9: Comparison between Change Related and Task related Quality Management Practices (Overall)**

*EP%=Existing Practices Percentage*

Sr. No	Practice Category	EP %
1	Change related practices	6.08
2	Task related practices	4.41

Table-9 shows comparison between change related and task related quality management practices. The percentage score of change related practices is 6.08 which is better than percentage score 4.41 of task related practices. It is concluded that change related quality management practices adopted by head teachers at secondary level are better than their task related practices.

### *Findings*

The data analysis of this study presents a clear picture of head teachers' quality management practices at secondary level. Head teachers' practices were divided into three main categories: task related practices, people related practices and change related practices. Findings of the study are as follows:

- Quality management practices of head teachers related to consistency in their daily routine matters in the school are better than other categories of their practices regarding any task.

- Head teachers' quality management practices (regarding any task) related to planning and system alignment are poorer than other practices in this category.
- Practices related to encouragement to staff and students are better than other quality management practices adopted by head teachers in the category of people related practices.
- Quality management practices of head teachers related to coordination of staff in different activities in the school are poorer than other people related categories of their practices.
- Head teachers' quality management practices (regarding any change) related to totality of practices are better than other practices in this category (change related practices).
- Practices related to new strategies and visions are poorer than other quality management practices adopted by head teachers in the category of change related practices.
- People related quality management practices adopted by head teachers at secondary level are better than their task related practices.
- Change related practices are better than task related practices.
- Quality management practices of head teachers related to some positive change in the school are better than people related quality management practices.
- Head teachers' change related quality management practices are better than all the other practices.

### *Conclusion*

It is concluded that quality management practices adopted by head teachers at secondary level are so poor that they are not having even the basic concept of quality management. Whatever the management they are doing, it is due to the requirement of their job continuity. However, comparison of the three categories of their practices shows that change related practices are

somewhat better than the other two categories of quality management practices. In the category of task related practices, the activity of consistency is better than others and in the same way practice related to encouragement to staff and students is better than other practices. Head teachers have no overall remarkable practices about quality management and whatever practices they have, are not fruitful to make quality of management better than the past. According to the researcher's subjective opinion while visiting the field for data collection, the head teachers only do whatever is asked by higher authorities to do and so there is no target or task in front of them. All is done according to the routine matters with no vision and no desire to take positive change at secondary schools.

### ***Recommendations***

The following measures are suggested on the basis of data analysis, findings of this study, discussion with the respondents and subjective observation of the researcher:

- There is need to improve head teachers' quality management practices at secondary level especially change related practices.
- Head teachers' task related quality management practices should be focused to improve the quality of management in education and unnecessary practices must be abandoned.
- Head teachers should pay attention to their professional development so that their management practices might be made more and more fruitful.
- Head teachers must be made aware of the modern concepts of quality management practices in education.
- Special refresher courses, seminars, and workshops are needed for making head teachers' quality management practices much focused to improve the quality of education.

- Activity based training sessions should be conducted to update head teachers' knowledge, to make their understanding better and to enhance their skills about quality management.
- Head teachers should be well equipped with innovative ideas and vision in broader perspective rather than traditional thinking approach.
- Quality management practices should be officially declared and the list should be categorized in ranking order priority wise.

### *References*

- Academy of Educational Planning and Management, Ministry of Education, (2004). *Study on Comparing School Performance to Understand Which Schools are Doing Better by Assessing and Comparing Quality of Education*. Islamabad: Government of Pakistan.
- Amanullah, H. (2009). *Analysis of School Teachers' Perceptions and Practices for Quality Education at Secondary Level*. M. Phil Thesis, Department of Education, The Islamia University of Bahawalpur, Pakistan.
- Eris, F. (2011). *Relationship between Teacher Motivation and Transformational Leadership Characteristics of School Principals*. International Journal of Education, Vol, 3. No. 2: Macrothink Institute. USA: 1-17.
- Hoogervorst, J.A.P., Koopman, P.L., Flier, H. (2005). *Total quality management: the need for an employee-centred, coherent approach*. TQM Mag., 17(1): 92-106.



- Iqbal, M., & Iqbal, M. Z. (2011). Educational Leadership for Managing Quality: Problems, Issues and Ethical Behaviour. *International Journal of Humanities and Social Sciences*. Vol. 1, No. 14. 165-169.
- Jatoi H. (2004). *Study on Comparing School Performance to understand which Schools are Doing Better by Assessing and Comparing Quality of Education*. Islamabad. Academy of Education Planning and Management Ministry of Education.
- Jimenez, D.J., & Costa, M.M. (2009). *The performance effect of HRM and TQM: a study in Spanish organizations*. *Int. J. Oper. Prod. Manage.*, 29(12): 1266-1289.
- Ministry of Education, (2003). *National Plan of Action on Education for All (2001-2015) Pakistan*. Islamabad:Government of Pakistan.
- Ministry of Education, (2003). *Quality of Primary Education in Pakistan:Preparatory Document for the Ministerial Meeting of South Asia EFA Forum*. Islamabad:Government of Pakistan.
- Ministry of Education, (2004). *Education Sector Reforms:Action Plan 2001-02, 2005-06*. Islamabad: Government of Pakistan.
- Ministry of Education, (2009). *New Education Policy 2009*. Islamabad: Government of Pakistan
- Shami, P.A. Hussain, K.S. (2006). *Learning Achievement: Quantitative and Qualitative Data*. Islamabad: Academy of Educational Planning and Management, Ministry of Education. *theory analysis*. *Journal of Educational Administration*, 49(3), 256 - 275.

- Vlasic, S., Vale, S., & Pushar, D. K. (2010). *Quality Management in Education*. Proceedings of International Conference: Interdisciplinary Management Research-V of Faculty of Economics Osijek. Croatia:565-573.
- Yang, C.C. (2006). *The impact of human resource management practices on the implementation of total quality management: an empirical study on high-tech firms*. TQM Mag., 18(2): 162-173.
- Yue, J., Ooi, K., & Keong, C. C. (2011). *Relationship between People related Total Quality Management Practices, Job Satisfaction and Turnover Intention: A Literature Review and Proposed Conceptual Model*. African Journal of Business Management, Vol, 5(15). 6632-6639.