Research Article

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Most Hampering Factors in the Implementation of Total Quality Management at Public Secondary Schools in South Africa

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Abstract

The study aims to investigate the most inhibiting factors to the implementation of Total Quality Management (TQM) at public secondary schools in the King Cetshwayo district of KwaZulu-Natal province in South Africa. The study adopted a posistivist paradigm and employed aa quantitative research approach in order to attend to the nature of the research problem and present numerical data. Three hundred (300) teachers and departmental heads were conveniently, but randomly sampled, and served with questionnaires to participate in the study. Empirical findings of this study revealed that the most factors hampering implementation of TQM at public secondary schools were the lack of resources/financial resources, failure by top management to create a suitable environment for quality improvement, lack of management skills, and poor commitment and philosophy to devise quality management strategies by top management. This paper indicates the suggested changes which the Department Basic Education needs to implement to improve the quality of education in public schools. The proposed changes are: to train and capacitate school principals regarding the best TQM to be implemented. There is a need to resource and fund schools to ensure all TQM-related infrastructure and human resources are available for effective or successful implementation.

Keywords: *Total Quality Management, TQM implementation, quality education, productivity, organisation*

1. Introduction

Currently the economy of or country may be described being at a level which is low. Among the factors responsible for this state of the economy, is the lack of highly -skilled employees in the country. This paper attributes the lack of enough employees with high levels of skills to deficiencies in the quality of education system prevailing at public schools. Although the Department of Basic Education (DBE) in South Africa adopted Total Quality Management (TQM) in order to compete globally and gain competitive advantage in any form of economy, it is apparent that little has been achieved in a decade since TQM was adopted. The Centre for Development & Enterprise (CDE)

(2013); Sibeko (2014); Iwu *et al.* (2014); Kayembe and Nel (2019); and Kagiso Trust (2019) have highlighted the deficiencies in the education system such as poor academic performance, educator quality training, management and teaching skills, stakeholder involvement, financial resources and infrastructure of schools, as being factors which inhibit quality education outcomes. Furthermore, Kayembe and Nel (2019) attribute the poor quality to an education system which is grossly inefficient; which, in turn, results in poor quality educational outcomes in the current education system leading to poor economic status of a country. Poor education outcomes may be attributed to TQM failures in its implementation by DBE officials and principals in schools.

Although TQM has the potential to improve quality of education, many schools are not implementing TQM because they find it to be a daunting task (DBE 2018). This may be due to poor quality management implementation strategies and commitment by top management structures in South African DBE (Shahmohammadi 2018; Taahyadin and Daud 2018).

1.1 Research question and objectives

The administrations of schools are experiencing challenges regarding TQM implementation which impede quality in education. This study poses the question: "what are the most inhibiting factors hampering TQM implementation in the administration of public secondary schools". The objective is to investigate and rank factors hampering the implementation of TQM at public secondary schools.

1.2 Prominent challenges in practice of Total Quality Management

The general view regarding the inhibiting factors/barriers to TQM may differ from organization to organization, and from country to country depending on the context. Despite differences in the inhibiting factors, there are common factors as well. For instance, in the public sector, an organization's top management may not have the full authority and control to implement TQM. This adds to their woes when embarking on any quality improvement initiatives (Khan 2010). Thus, good as TQM may be if implemented, a third of the three TQM practitioners experience obstacles which impede its implementation (Hassan 2016).

The literature reveals that there are many barriers which impede TQM implementation in an organization. According to Murgatroyd and Morgan (1994:190) cited in Ntuli (2012), inhibiting factors are categorized into two phases, namely: the initial implementation phase and post-launch or implementation phase. During the initial implementation phase, factors that impede TQM implementation include a lack of commitment by principals; poor planning of quality programs; lack of information on which to build TQM initiatives, and lack of capacity and skills. Such factors form the pre-requisites for the implementation of TQM in schools. Therefore, if these factors are poorly managed, there will be no future for quality in the organization. On the other hand, post-launch inhibiting factors may impede the continuity of TQM implementation. Murgatroyd and Morgan vindicate this view by arguing that the inability to form meaningful and purposeful teams regarding the scope for TQM strategy; and fixing problems without fixing processes could inhibit TQM implementation.

The literature from different researchers reveals that lack of top management commitment; lack of training and education; lack of employee empowerment and participation; poor planning; unqualified human resource; resistance to change; poor communication; lack of customer focus; lack of teamwork; inadequate resources, employee turnover; lack of motivation; lack of benchmarking; poor quality culture; organizational culture; lack of information; lack of government support; lack of continuous improvement; insufficient financial resources, bureaucracy and lack of delegation are inhibiting factors in the implementation (Khan 2010; Elfaituri 2012; Ntuli 2012; Erraboe 2013; Mosadeghrad 2014; Sibeko 2014; Hassan 2016; Aletaiby 2018; Akinlolu 2018). The above-mentioned factors have a negative impact on the implementation of TQM in schools. However, some have gained popularity over others. The study by Hassan (2016) confirms that the following were the most inhibiting factors in the TQM implementation, namely:

1.3 Lack of proper leadership and management commitment

The need for leadership and management become key in setting mission, vision and plans on how desired results could be achieved. If top management lacks leadership and commitment very little can be achieved (Ntuli 2012). Khan (2010) concurs that committed leadership and constancy of purpose are found to be compelling for any quality intervention to be successful. Thus, if top management lacks commitment and strong leadership skills, TQM implementation could be a daunting task. The lack of competition, and educational standards for quality education outside organizations could influence top management not consider the need for change in the organization (Mosadeghrad 2014). AL-Zamany, Hoddell and Savage 2002 cited in Hassan (2016) consider that lack of top management commitment is a major reason for the failure of quality programs. It is considerably true, that leaders may want to achieve quality results which TQM can produce yet hold back support to TQM programs (Sainis, 2018).

1.4 Lack of stakeholder engagement and empowerment

Khan (2011) and Mosadeghrad (2014) consider that lack of stakeholder engagement and empowerment has become the inhibiting factors to TQM implementation. This is vindicated by Al-Hayani *et al.* 2012 cited in Hassan (2016) who argue that successful TQM implementation can take place only if there is effective ongoing communication and engagement of all the relevant stakeholders in the corporate vision. Without that, little is to be achieved. The top management of an organization has an onus to invite relevant stakeholders if it were to implement TQM successfully. In this process of engaging stakeholders, it is necessary to understand each other's expectations before and after the implementation of TQM processes (Sohel-Uz-Zaman and Anjalin 2016; Sains 2018). For schools, it might be necessary to communicate with students, parents, society, the local community, non-teaching, and teaching staff members of the school. Engaging such stakeholders helps the school to share the vision and purpose of TQM, and consequently give a sense of ownership to stakeholders towards TQM implementation (Pillay and Bozas 2016; Akinlolu 2018 and Shroff 2019).

The lack of employee involvement and empowerment are confirmed to be critical challenge for TQM implementation in many organizations (Elfaituri 2012 and Karimi 2016). If this factor is not carefully thought through, it might hinder TQM implementation as stakeholders could possibly resist change. In other words, communication and empowering of employees makes change much easier for implementation. This could include sharing of vision, purpose and objectives which will bring about much needed changes. It is thus, important for managers to be mindful of involvement and empowering of employees so that TQM can be well implemented; because such failure could hinder the effective implementation of TQM in the organization (Khan 2011 and Aletaiby 2018).

In TQM implementation, autocratic and bureaucratic kind of leadership may not work for managers who do not want to involve employees and other stakeholders. The School Governing Bodies (SGBs) have become paramount and are cornerstones for the successful implementation of any program. The formation of this structure aims to incorporate all relevant stakeholders in the organization, which brings support to the top management (South African Schools Act 84 of 1996). This decision-making structure is imperative for stakeholders to take part in the decision-making process if TQM in education is the goal (Mubaslat and Al- Tarawneh 2011; Patel 2013 and Karimi 2016).

1.5 Inadequate knowledge and lack of training

Inadequate knowledge or understanding of TQM and lack of training programs in TQM were ranked as the most inhibiting factors (Hassan 2016). This is consistent with the findings of (Akinlolu 2018) who argued that the lack of education and training of employees impedes the implementation of TQM. It is therefore undeniable that equipping both top management and all relevant stakeholders with skills and knowledge within the organization could effectively enhance TQM implementation.

Poor recognition and a rewarding strategy of employees who up-skill themselves through enrolling to postgraduate studies and other training programs such as capacity building workshops may perpetuate ignorance. Some employees may feel discouraged from furthering studies which, in return, help them to improve the quality of the work due to poor recognition strategy by the Department of Basic Education (Bush *et al.* 2011; Khan 2011 and Makhoba 2018). Insufficient knowledge by both top management and general employees could lead to resistance to TQM implementation caused by the inability to engage employees to understand why introducing TQM is important and what could be the benefits for both customers and the organization at large (Masejane 2012; Kigozi 2019; Dilawo, and Salimi 2019).

The lacks of training, knowledge and skills which must be addressed for TQM to be properly implemented seem to be factor (Sohel-Uz-Zaman, Anjalin 2016; Hassani 2016, Kigozi 2019). This may be caused by fear and doubts about how TQM implementation processes will unfold. Thus, if all stakeholders and top management are well trained, a positive attitude could be created and ultimately TQM implementation (Kigozi 2019; Dilawo and Salimi 2019).

1.6 Lack of sufficient resources and funding

Lack of sufficient resources and funding is regarded as one of the greatest challenges in the implementation of TQM in the organization (Suleman, Gul 2015; Nicolaou and Kentas 2017; Dilawo and Salimi 2019). The viability of resources and funding plays a crucial for TQM implementation because it can be used for TQM implementation processes and infrastructure. Resources and funding are a point of departure for quality improvement to take place in the organization because quality is considered expensive (Alsughayir 2014). Adequate resources and funding encapsulate physical, financial and human resources, therefore, the need to set a reasonable budget is very important for TQM implementation (Kigozi 2019). The organisation should have a reasonable budget set aside for quality training programmes. Addressing the issue of understaffed and resources could also improve TQM implementation (Makhoba 2018 and Aletaiby 2018).

Within budgetary processes, it might be necessary to consider motivational factors in the implementation of TQM. Developing a reward and recognition system is pivotal for the sustainability of the motivation of the personnel. Setting a budget that accommodates prizes or tokens for rewarding and recognizing workers who enthusiastically participate and make significant developments in the implementations of TQM is deemed imperative for effective and sustainability TQM implementation (Ejimafor 2015; Crawford 2017; Phanice 2017 and Mabaso 2017). To ensure that all required tools and infrastructure is set, sufficient financial resources must be budgeted.

1.7 The lack of cultural change

The need for change to the organizational culture is the most frequently encountered barrier in the implementation of TQM (Rokke 2013; Mosadeghrad 2014). Whether it is poor or quality culture, it is regarded as the determinant for the future of TQM implementation in the organization (Mosadeghrad 2014). Therefore, it might be necessary to transform the organization's culture if were to implement TQM successfully. The lack of thorough preparation before TQM implementation could lead to a failure of the TQM application (Poudel and Shrestha 2018; Kistrani and Permana 2019). Preparations include among other things the need to study the current organizational culture which has a powerful impact towards is desired by the TQM implementers (Karimi and Kadir 2012).

It is postulated that on the level of the employee, the lack of organizational culture could affect participation and involvement when new programs are to be introduced (Wani and Mehraj 2014). Organisational managers should therefore encourage organisational flexibility within the organization to stay prepared for any change that may be introduced (Vad der Westhuizen 2007; Karimi and Kadir 2012; Hassan 2016).

The resistance to change is usually caused by the existing culture that may be inflexible for new

changes. Despite the fact that it may not be easy to change organisational culture, but it may be integrated both organizational culture and climate to prepare for possible changes in the future (Karimi and Kadir 2012; Hassan 2016). Failure to consider and study current organizational culture could impede TQM implementation, because it has a direct impact on how employees perform their duties (Eniola *et al.* 2019). TQM in its nature is grounded on a participative and teamwork approach, thus managers who enjoy an autocratic management culture might feel that their power will be lost (Khan 2010; Grondahl and Martinsson 2011; Dilawo and Sailimiz 2019).

1.8 Lack of benchmarking

A lack of benchmarking in an organization may impede the TQM implementation (Shibani, Saidani and Gherbal 2012; Johnson and Kleiner 2013; Akinlolu 2018). Benchmarking occurs when an organization compares the practices it uses against those of the competition (Noe *et al.* 2012). Moreover, Hough *et al.* (2011) describe benchmarking as a valuable way of learning from the practices of other organizations and using their techniques to improve one's activities. In many schools, this is reported to have been poorly done. This assertion is vindicated by many authors who argued that benchmarking helps many organizations to improve its standard for better customer satisfaction (Erraboe 2013; Pillay and Bozas 2016; Hassan 2016).

When benchmarking, top management studies the characteristics that define the high quality of other organizations and develop a plan about how to improve in order to compete in a space. Part of the characteristics in schools could be the provision of adequate instructional materials and educational infrastructure, imparting the 'right' knowledge, creating a conducive learning atmosphere, provision of teacher support and welfare and availability of high-quality teachers (Ibrahim *et al.* 2017 cited in Senol and Daghi 2017). Top management that does not do research will always lose against the competition. This view is indicated by the principle of continuous improvement, which is largely engulfed by the need to conduct research regularly to benchmark in the sector (Shibani, Saidani and Gherb 2012; Pillay and Bozas 2016).

2. Research Methodology

2.1 Ethical considerations

Ethical considerations refer to the protection of the participant's rights, obtaining of informed consent, and an institutional review process which entails obtaining ethical approval from the institution (Kumar 2014; Spickard 2017). Ethical considerations of the Durban University of Technology were strictly adhered to in this study. Ethical clearance was applied for and obtained from the Institutional Review Ethics Committee (IREC) of the Durban University of Technology, prior to data collection. Permission to conduct the study in schools was obtained from the KwaZulu-Natal Department of Basic Education (KZNDBE). KZN DBE permission was shared with all circuit managers in circuit management centres of the King Cetshwayo District.

2.2 Research approach and paradigm

The study employed a quantitative research approach, thus it implied adopting a positivist paradigm in this study. Cresswell (2014) describes quantitative research as an approach used to analyze numerical (statistical) data. Positivist paradigm was adopted when designing the research instrument and conducting the study. Jackson *et al.* (2017) state that the positivist paradigms present research results as objective facts and established truths in quantitative research.

2.3 Population

King Cetshwayo district is one of those districts which is characterized by a variety of schools in a range of geographical areas, namely; rural, semi-rural, urban and semi-urban schools. This was necessary to project balanced views about research problem under investigation. One-hundred (100) public secondary schools were conveniently sampled from the larger population of 204 public secondary schools in the King Cetshwayo district. Teachers and Heads of Departments/Departmental Heads (HoDs/DHs) formed a sample to this study.

2.4 Sampling technique

Three-hundred (300) research participants of teachers (TQM implementers at ground level) and HOD(s) (TQM administrators) were sampled and participated in a study. Spickard (2017) defines the sample as a group of people representing the total population. The study adopted a convenient sampling technique to sample research participants in order to collect quantitative data. Mahmud (2012) describes convenient sampling as a technique used to obtain those participants that are most conveniently available to part-take in the study. The number of research participants who participated in quantitative study was limited to three (03) participants with the ratio of 1: 2 (01 HOD and 02 teachers) per school that was conveniently sampled.

2.5 Instrumentation

The questionnaires were used to collect data from the research participants. Adams and Lawrence (2015) define a questionnaire as a document that is presented in hard-copy or on a computer, consisting of items that assess one or more constructs of knowledge in a study. Nominal and Likert scale items of the questionnaire were used when designing the questionnaire. Questionnaires were used in this study with closed-ended questions. Closed-ended questions were typically asking the respondent to make choices from a set of alternatives. The questionnaires were considered to be the right instruments since they are easily analysed for results while conserves the right to anonymity (Kumar 2014; Adams and Lawrence 2015).

The questionnaire was formulated and validated with literature which was expounded in this study. The questionnaire was pre-tested and validated by a TQM and education management expert before finally administering to research participants. This ensured that the instrument (questionnaire) measured what it was supposed to measure in terms of construct, content, and face validity, and to check whether the measures were free of error to yield consistent results (reliability) when data is analyzed (Adams and Lawrence 2015).Upon data analysis, the questionnaire indicated consistency and reliable results against previous results from the literature.

2.6 Data presentation, interpretation, and analysis

The quantitative data collected from participants was edited (for misclassification, inconsistencies, and incompleteness), evaluated and analysed in order to establish factors hampering practices of TQM at public secondary schools. Responses were coded quantitatively and developed frequencies to establish choices and prevailing factors that inhibit TQM implementation at public secondary schools. Statistical Package for Social Sciences (SPSS) was used in analyzing quantitative data, because of its quick ability to analyze, and transform all forms of quantitative data (Arkkelin 2014). The data was verified by statisticians and quality management experts. This process served to fulfil the validity and reliability requirements of the study.

3. Discussion of Results

3.1 Gender of the respondents

Table 1: Gender of respondents

Gender	No	Respondents	Percentage
Male	01	67	36, 81%
Female	02	115	63, 19%
Total		**182**	**100%**

Table 1 shows the gender of respondents who participated in this study. The males were 36,81% whilst females were 63,19% of the total number of respondents who participated in this study. The dominance of females over males at schools could be attributed to the ever-changing landscape of a patriarchal society which has been significantly addressed by democratic values in the RSA constitution to allow women to participate in the economy of this country (Mutabai *et al.* 2016). This shows that there is a positive shift in addressing a patriarchal society.

3.2 Age in years

Table 2: Age group of respondents

Age in years	No	No. of respondents	Percentage
Under 30	01	24	13,19%
30-39	02	65	37,71%
40-49	03	55	30,22%
50-59	04	36	19, 78%
60 upwards	05	02	1,10%
Total		**182**	**100%**

Table 2 shows the age of respondents who participated in this study. Table 2 shows that 13, 19% of respondents were below thirty years of age and that 37, 71% were between the age of 30 to 39 years old. The table further shows that 30, 22% of respondents were between the age of 40 to 49, whilst 19, 78% of respondents were between the age of 50 to 59. The last age group had 1, 10% of respondents who were at the age of 60 upwards. The dominance of respondents, who were above 30 years of age, could mean that respondents who participated in this study were mature and this could also mean that they had experience.

3.3 Highest qualifications

Table 3: Highest educational qualifications of respondents

Qualification	No	No. of Respondents	Percentage
Post Matric Diploma	01	14	7, 69%
Professional B. Ed. / B. Paed.	02	69	37, 91%
Post-graduate certificate in Education	03	49	26, 92%
Bachelor of Education Honours	04	32	17, 58%
Master of Education	05	09	4, 95%
D. Ed./PHD	06	05	2, 75%
Other	07	04	2, 10%
Total		**182**	**100%**

Table 3 shows the highest qualifications of respondents who participated in this study. The table shows that 7, 69% of respondents had a post-matric diploma, whilst 37, 91 % of respondents, had a Bachelor of Education (B.Ed.), or a Bachelor of Pedagogy (B.Ped.). A 26, 92% of respondents had a Post Graduate Certificate in Education (PGCE) as their highest qualification. The table shows that 17, 58% of respondents had a Bachelor of Education Honours (B.Ed. Honours) as their highest qualification, whilst 4, 95% of the participants had a Master's Degree in Education (M.Ed.) as their highest qualification. 2, 75% of respondents had a Doctoral degree (D.ED or PhD) as their highest qualification, whilst 2, 10% of respondents had other qualification as their highest qualifications that were not education related.

3.4 Ranking of respondents' positions

Table 4: Ranking of respondents' positions

Rank Positions	No	No. of Respondents	Percentage
Education Post Level One	01	142	78, 2%
Departmental Head (HD)	02	33	18, 13%
Senior Educator	03	07	3, 85%
Total		**182**	**100%**

Table 4 shows the rank positions of participants who participated in this study. It shows that 78, 2% of respondents were post-level one educators who basically did not occupy any positions of power. The 18, 13% of respondents were Departmental Heads (HD), whilst 3, 85% of respondents were Senior Educators. Most of the respondents who participated in this study were post-level one educators. Such participants in terms of their duty, teach or administer the curriculum, and do not take any managerial position (DBE 2016).

3.5 Teaching experience in years

Table 5: Teaching experience in years

Experience in years	No	No. of respondents	Percentage
0 -5	01	25	13, 74%
6-10	02	52	28, 58%
11-15	03	48	26, 37%
16-20	04	37	20, 33%
Over 20	05	20	10, 99%
Total		**182**	**100%**

Table 5 shows the teaching experience of respondents who participated in this study. It shows that 13, 74% of respondents had teaching experience between 0 to 5 years. The 28, 58% of respondents had experience between 6 to 10 years in teaching and learning environment. 26, 37% of respondents had between 11 to 15 years of experience in teaching, whilst 20, 33% of respondents had between 16 to 20 years of experience. The 10, 99% of respondents had more than 20 years of experience in teaching and learning environments.

The majority of respondents (28, 58%) who participated in this study had 6 to 10 years of experience, followed by 26, 37% of respondents who had teaching experience varying from 11 to 15 years of teaching experience. It can be concluded that responses from such participants can be trusted because of their job experience in the teaching and learning fraternity.

3.6 The geographical areas of respondents

Table 6: Geographical areas of respondents

Geographical Area	No	No. of respondents	Percentage
Urban Area	01	22	12, 09%
Semi-Urban Area	02	41	22, 53%
Rural Area	03	59	32, 42%
Semi-rural Area	04	60	32, 97%
Total		**182**	**100%**

Table 6 shows the geographical area of respondents who participated in this study. It shows that 12, 09% of respondents were located in urban areas, whilst 22, 53 of respondents lived in a semi-urban area. The table further shows that 32, 42% of respondents were located in rural areas, whilst 32, 97% of respondents were situated in semi-rural areas. The majority of respondents (32, 97%) were situated in semi-rural areas, followed by 32, 42% of respondents situated in rural areas. This means that findings of this study will be influenced mainly by views of respondents most of whom are from rural and semi-rural areas.

3.7 Factors impeding TQM implantation in public secondary schools

Table 8: Ranking of inhibiting factors to TQM

Factors inhibiting the implementation of quality management system	Frequency	Rank
There is a lack of financial resources to implement quality management systems.	100	01
Top management fails to create a suitable environment for staff development.	85	02
There is a lack of management skills by top management.	59	03
Top management lacks the commitment and philosophy to devise quality management strategies.	59	03
The staff members resist change in the school.	57	04
Poor implementation is caused by inadequate knowledge and misunderstanding.	46	05
Poor organizational communications have been a serious factor in QMS implementation.	42	06
There are short training programmes for better implementation of quality by top management.	40	07
There is a lack of use of quality measurement tools in my school.	37	08
Staff members reject quality management programmes because there is no fair reward and recognition.	35	09

Rank no 1: There is a lack of financial resources to implement quality management systems

The most inhibiting factor in the implementation of quality improvement programmes (TQM) is the lack of financial resources. This was stated by 100 participants of this study. This factor is therefore ranked the highest factor which impedes quality in schools. Resources and funding are a point of departure for quality improvement to take place in the organization because quality requires enough physical, and human resources (Alsughayir 2014; Kigozi 2019; Dilawo and Salimi 2019). TQM implementation requires financial resources as it is aligned with operations of the organization. Thus, lack of such resources could possible impede proper functioning and lead to ultimate failure of the organization.

Rank no 2: Top management fails to create suitable environment for staff development

Table 8 shows that top management's failure to create a suitable environment for staff development is ranked number two. This factor appeared as an inhibiting factor to 85 participants who responded to the statement. This is consistent with Rampa (2004) who stated that poor skills of

top management have the potential to fail implementation of TQM. If top management fails to create suitable environment for staff development, it basically projects the need to upskill managers in order to improve their leadership and management skills; thus, providing necessary training and capacity building workshops could possibly assist managers to be able to create suitable environment for staff development.

Rank no 3: There is a lack of management skills by top management

Table 8 shows that the third inhibiting factor which impedes TQM implementation in schools is that top management lack skills. The table shows that this factor is ranked three and has appeared to 59 participants of this study. This finding is consistent with Karimi (2016) who argued that top management fails to implement TQM because they lack management skills. TQM implementation requires thorough planning, organising, controlling and leading. These are basic management skills that plays vital role in the administration of the organisation. If top management lack such skills little or nothing could be achieved in terms TQM implementation in organisations.

Rank no 3: Top managements lack of commitment and philosophy to devise quality management strategies.

Table 8 shows that the third inhibiting factor which impedes TQM implementation in top management of schools is lack of commitment and philosophy to devise quality management strategies. The table also shows that this factor is ranked three and has been noted by 59 respondents in this study. This finding vindicates Shahammahomadi (2018) who stated that top management's commitment and philosophy to TQM plays a crucial role in implementing TQM successfully in the organisation. Poor quality outcomes and resistance to change by staff members could be the basis of poor commitment in devising quality management strategies. It might be necessary for managers, to investigate why quality management strategies could not be implemented.

Rank no 4: The staff members resist change in the school

Table 8 shows that the fourth inhibiting factor which impedes TQM implementation in schools is the resistance of staff members to change, in the school. The table shows that this factor is ranked four and has appeared to 57 respondents in this study. Duma (2018) states that staff members/ employees resist change or quality improvement programmes because of fear to lose current benefits or status. Resistance to change is a serious impediment to the development and improvement of an organisation. Organisations which have no improvements, lose customers, and then they become unfit for purpose because customers are keen to have improved products.

Rank no 5: Poor implementation is caused by inadequate knowledge and misunderstanding

Table 8 shows that the fifty inhibiting factor to TQM is the poor implementation that is caused by inadequate knowledge and misunderstanding. The table shows that this factor appeared 46 times from respondents and is ranked no.5 in the table. The inability to engage employees to understand why introducing TQM is important could lead to resistance (Masejane 2012; Kigozi 2019). Inadequate knowledge and misunderstanding are indicative of poor training during the TQM introductory phase. Lack of competence-based training in TQM implementation may lead to such failures. If inadequacy of knowledge and misunderstandings are poorly addressed this may lead to failure of TQM implementation and ultimately force employees to revert to their previous mode of operations.

Rank no 6: Poor organisational communications have been a serious factor in QMS implementation

Table 8 shows that the 6th factor which is inhibiting TQM implementation, is that poor organisational communications have been a serious factor in QMS implementation. This factor appears 42 times from respondents, and it is ranked no 6. Mosadeghrad (2014) and Akinlolu (2018) state that poor organisation and communication could be a source of defiance or resistance to any change initiative. Communication is vital for TQM implementation. If TQM plans and strategies are not communicated they may lead to role conflicts among employees. It further results in many mistakes being committed by employees which leads to wasteful expenses in organisations.

Rank no 7: There are short training programmes for better implementation of quality by top management.

Table 8 shows that the 7th inhibiting factor is the shortage of training programmes for better implementation of quality by top management. This factor appeared 40 times from respondents, and it is ranked no 7 on the table. Sohel-Uz-Zaman and Anjalin (2016) postulated that there is a lack of training, skills and knowledge which must be addressed for TQM to be properly implemented. Training programmes enable managers and employees to better implement TQM strategies. Thus, shortage of training programmes for TQM may result in dismal failure of the TQM implementation in organisations.

Rank no 8: There is a lack of use of quality measurements tools in my school

Table 8 shows that the lack of using quality measurement tools is ranked factor no 8 on the table. This factor appeared in 37 respondents who participated in this study. If the organisation operates without quality measurement tools, it can achieve little in terms of enhancing quality because one will never know whether /not quality initiative programmes achieve the envisaged quality standards or objectives (Sainis 2018). Thus, tools are used to assess and identify all progressive and inhibiting factors within the organisation.

Rank no 9: Staff members reject quality management programmes because there is no fair reward and recognition.

Table 8 shows that the 9th inhibiting factor which impedes TQM implementation is staff members rejecting quality management programmes because there is no fair reward and recognition given for additional work. The table shows that this factor is ranked 9 and has appeared 35 times among the respondents of this study. Hassan (2016) states that inappropriate rewarding and rewarding systems may demotivate employees to play their roles in quality management aspects within the organisation. Poor recognition and rewards play critical role in motivating employees to perform beyond the expectations and ultimately bring customer satisfaction.

9. Limitations of the study

This paper used convenient sampling technique to select participants for data collection. Thus, it implies that, if all schools had participated in this study, different findings might have prevailed. Participants were only sampled in ordinary public secondary schools within the King Cetshwayo district of KwaZulu-Natal. The study findings could not be generalised to other education districts, and provinces, because it did not represent all schools; only conveniently sampled schools. Parents and students as first-line customers of education did not participate in this study. They might have expressed different views about how they perceive TQM in ordinary public secondary schools.

4. Conclusion

The main intention of the study was to investigate most inhibiting factors in the implementation of TQM. The study revealed that the most hampering factors in the implementation of TQM emanates from the lack of financial resources, failure by top management to create a suitable environment for staff development, and lack of management skills by top management. These findings were consistent with the literature findings. Conclusively, it could be said that for TQM to be well implemented in the schools in King Cetshwayo district, financial resources, capacitating top management with skills could improve TQM implementation at public secondary schools.

5. Key Findings and Recommendations of the Study

- There is a lack of financial resources to implement quality management systems in public secondary schools. DBE must fund and implement reasonable measures/ plans to increase the budget or financial allocation to public secondary schools, particularly in schools situated in townships and rural areas.
- Top management needs support from DBE officials to create a suitable environment for staff development and other quality management strategies which strengthen accountability and

enforcement of quality procedures.

- There is a need to upskill top management of the schools if the public schools were to implement TQM to improve the quality of education offered in public secondary schools.
- DBE must strengthen the powers of top management to avoid a lack of commitment and philosophy to devise quality management strategies for schools. Strengthening accountability will ensure commitment to TQM management practices which will result in quality improvement.
- DBE must enforce the accountability of staff members who resist change in schools before punitive measures can be applied. However, in enforcing accountability, DBE must hold sufficient workshops which will train employees to understand the rationale behind such quality management systems.
- DBE must revise the post-provisioning model to accommodate the poor schools in terms of providing human resources. Understaffed schools find it difficult to implement TQM since they lack capacity in terms of educators who are supposed to play their roles in TQM implementation.
- DBE must provide infrastructure resources in schools to enable accessibility of basic operations in schools. DBE needs to expand and invest in infrastructure resources and other equipment or basic assets of schools which are critical for better functioning of schools.

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