Challenges in Implementing TQM in Public Secondary Schools

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1.1 Abstract:

The overall objective of this study is to highlight the general principles of TQM involved as well as to explain how this philosophy has been in business and it can be used as well in an academic institution. Actually, I will address the challenges that may hinder the implementation of TQM in secondary education. This study will also try to explain the way public secondary schools deal with quality issues while comparing it with TQM's. Quality in education is a major concern as it is a complex phenomenon and is tough to measure. Secondary education in Morocco is in such a phase where quality has to play an essential role. Present paper lays emphasis on the concept of Total Quality Management (TQM) in secondary education. It discusses the need of Total Quality Management (TQM) in secondary education and also the challenges and issues related to Total Quality Management (TQM) in secondary Education with special reference to Moroccan Education System. Major challenges identified are poor curriculum design, lack of funds and resources, resistance of employees towards change, lack of cooperation etc. The paper concludes with suggestions to think of suitable models for Total Quality Management in Moroccan Secondary school educational system.

1.2 Introduction:

Education is a key-factor for the development of any country. Without good quality management, good education will never ever take place. Morocco has invested too much on the educational reforms for the sake of fostering education quality but the results remain discouraging. Globalization forces societies to change their traditional and management styles' of how quality is implemented. Morocco is currently experiencing many positive changes in various areas such as tourism, agriculture and industry; however, the education quality system has caused a strong headache for several Moroccan ministries of education.

Before being a researcher on the quality of education, I am both a teacher and a father as well. The quality of education concerns my kids and my students. I always try to find good schools for my children and give my students good quality of teaching. Quality as a term, it is easy to grasp but challenging to explain. Quality is what makes a difference. It refers to excellence. In the educational context, quality refers to:

- a. Good curriculum
- b. Experienced teachers
- c. Stimulating school environment
- d. Well-resourced libraries
- e. Effective visual aids in classrooms
- f. Leadership of school management
- g. Teachers and student's empowerment

To achieve good quality of education, I found that the implementation of Total Quality Management would be the most effective solution for all the above addressed issues and concerns. TQM aims to involve everyone to take part in improving education quality; it is a shared responsibility. TQM is a vision that is based on long-term-objectives by empowering basically the teacher and students since they are the core of the school quality process.

1.3 Rationale:

Moroccan education system is really deteriorating though the various efforts made by the government. As King Mohammed VI said in a televised address in August 2013, **“It’s sad to note that the state of education is worse now than it was 20 years ago...How is it that a segment of our youth cannot realize their legitimate aspirations at professional, physical and social levels?”** This work will contribute to the exiting knowledge but specifically throughout the identification of how Moroccan public-school teachers take part in the quality system of education and what stands as an obstacle in front of their contributionsto education quality. The study will bring interesting results to secondary school boards and superintendents taking into account the application of TQM in their education planning models. Most importantly, the outcome of this work will be of great help to those in top management to adopt policies and take measures that address the employee (teacher) training needs and employee’s problems.

Research Questions:

1. To what extent Moroccan public-school teachers are familiar with the philosophy of TQM Principles?
2. How do Moroccan public-school teachers measure the standards of school quality compared to TQM principles?
3. What is the importance of implementing TQM for public school teachers' contribution to the education quality?
4. What challenges might hamper the application of TQM in Moroccan Public schools?

1.4 Scope

This study was carried out in Morocco public schools. The data was collected from public secondary schools located exactly in Rabat, Salé, Kénira region. Only Public secondary school teachers were given the questionnaires, working in public secondary schools located in:

Rabat,
Salé,
Temara,
Kenitra,
Sidi Yahay Lgharb,
Sidi Slimane,
Sidi Kacem,
Kemissat,
Tifelt.

Teachers were interviewed about the school quality. They were asked open-ended questions.

Review of Literature:

2.1 Quality Concept

Quality is a broad term that has different meanings, perspectives and objectives. It is much more perplexing to define and measure than it seems; experts deem the term quality as an enigmatic concept. However, the mass views quality as a key-factor that makes something special and unique compared to others. It is the driving force for all human efforts. It refers to the degree of excellence, so it is a very important feature that makes a difference. Quality is a prerequisite at the top of most agendas and enhancing quality is surely the most essential task that may stand as barrier facing any organization. (Edward Sallis, P 2)

It is also worth-noting that scholars and experts across the globe have conflicting point of views about the definition of the term quality. These are some different perspectives over the term quality according to manufacturing companies and firms.

- A. Quality as a fitness for use (Joseph Juran)
- B. Quality as meeting customer's needs and wants (Edward Deming)
- C. Quality as meeting the organization's final objectives
- D. Quality as a degree of excellence
- E. Quality as reliability
- F. Quality as conformance to specifications

For instance, Joseph Juran defined quality "as fitness for use". For him, quality should be based on design, conformance, availability, safety, and field. He paid much attention on the well-preparation so as to measure every single aspect depending on systematic processes and problem solving.

Edward Deming, on the other hand, believes that quality should be planned according to the customer's needs and wants. He concentrated on the relationship between the top and down management as well as the technical frameworks instead of the pride and satisfaction of the employee. (totalqualitymanagementwordpress.com)

However, Bergman and Klefyo (2003) have different interpretations over the term quality. They concentrate on the relationship between the product and its quality. The business

should pay attention to the design of the product that will produce a good quality to please both the needs and wants of the customer's and why not going beyond his/her anticipations. To them, "the quality of a product is its ability to satisfy, or preferably exceed the needs and expectations of the customer".

As one may notice through these interpretations made by different experts, they are mostly implemented in the manufacturing of both products and services. Hence, if we put the term quality into the education context, we may come up with different descriptions and perspectives of the concept of quality:

- a. Quality of Teacher's training
- b. Quality of students' levels
- c. Quality of School equipments
- d. Quality of curriculum
- e. Quality of school environment
- f. Quality school staff administration

2.2 Historical Background of Total Quality Management:

Total Quality Management as a concept was first developed by the American Edward Deming, an outstanding management theorist, after the end of World War II, mainly in 1950's for the sake of improving the production quality of goods and services. Several Japanese engineers and scientists invited Edward to give lectures at the Japanese universities about the new concept of 'quality movement'. At that time, Japan was in crisis while United States of America believed only on the notion that mass production is the key-factor to gain more market share as well as profits. Edward Deming had received warm welcome from Japan; therefore, he lectured the public indicating the major reason behind the Japanese fiscal economy. He gave less attention to quality control. For him, the business should always and for most try best to discover about customers' wants and needs through having well defined- plans to design the methods of productions and products to best suit and meet customers' expectations. He did believe that putting the customer at the heart of the companies and firms' business philosophies

would surely assist them to lead markets and gain competitive advantages over a couple of years. (Edward Sallis, p 8)

It is a customer focused system that plenty of businesses are currently implementing to improve the quality of their products as well as their services. Total quality management as a philosophy asks for the strong cooperation between both top and down management for the ultimate objective that is satisfying the needs and wants of customers.

America did not grasp the importance of quality movement whose aim is “to ensure that products conform to their specification and give customers’ satisfaction and value” (Sallis 1996 P. 6). With the advent of industrialization, quality played an essential in the development of business; therefore, Japanese economy got improved and gain competitive advantages over American one. Plenty of questions all over the world were raised asking why Japan captured a success by increasing market share across the globe. Edward Deming’s approach was taken into account by the Japanese government; Edward had strong belief that most quality issues were possibly caused due to management decisions; senior management was unable to plan ahead. They focused on short term goals instead long terms ones.

In 1970, most business organizations faced rivalry completions from Japanese counterparts such as Honda and Toyota. Later Japan gained more market share and increased sales while obtaining more profits. This pushed United States and other western countries take seriously into consideration Edwards’ vision and message over quality movement. American companies could not stop asking questions why customers would opt for Japanese products rather than American ones. “In the United States, the turning point is often said to have been a nationwide NBC documentary in 1980 called *If Japan Can, Why Can’t We*. The program highlighted the dominance of Japanese industry in many US markets. » (Edward Sellis, p 8)

Consequently, Melsa, J.L in her Volume II under the title: *Principles and tools of Total quality management* stated that America and other western countries were hooked by the message of quality importance in a business after they had lost most market share to Honda and Motorola, the Japanese companies. They have taken seriously Edward Deming’s philosophy of quality and other management theorists such as Philip B Crosby and Armand VFeigenbaum. For example, Peters and Waterman conducted a research, *In Search of Excellence*, which clarified that having an excellent relationship with customers was the reason why business

manufacturers were market leaders and gained many profits. (Sallis, P,9) So, in the 1980's American business industry started to experience the value of Total Quality management practices. For instance, Federal Express and Motorola have changed from a derogatory term to high praise, leading the global market.

Briefly, Total quality management is both a philosophy and a management system that puts the customer at the core of the organization objectives and goals. It involves all employees in continual improvement of all aspects of the business.

2.2.1 Total quality Management Principles

Total Quality management will never take place and achieve its final long term objectives unless everything and everyone is involved in the organization. The endorsement is the most influential factor in the success or failure of a Total quality management implementation. Plenty of people have misconceptions over the concept of TQM. According to Juran (1986), TQM is a philosophy intended to attain business excellence throughout both the implementation of tools and techniques, as well as the human management of soft aspects, such as human motivation at work. Successful TQM implementation will surely come from completely challenging and changing the culture of the business (*Zairi, 1996*).

TQM requires the focus on the following principles to meet its goals.

2.2.2 Be Customer Focused:

The major purpose of a TQM institution or organization is to try its best to meet both customers' needs and wants. For example, in July, 2010 Toyota Motor Corporation established a Customer First Training Centers so as to build and sustain a strong relationship with all its customers and see their concerns as well as how they view quality. (toyota- global.com). Quality must be designed according to customers' expectations. Total quality management lays much emphasis on everyone and everything to participate and to meet customers' needs and wants. To accomplish clients' requirements, both the top and bottom management should have strong commitment in customer focus process to gain high quality, reduce cost, and minimize time, which will result in attaining profitability (Miller, 1995).

2.2.3 Continuous Improvement:

Total quality Management is based on a Japanese concept namely 'Kaizen'. The Japanese word Kaizen 'refers' to 'step-by-step-improvement'. Its mission is to search for methods and ways so as to enhance operation through involving the employee in the product and service processes. Continuous improvement's philosophy lays much emphasis on the fact that the employee involvement must be central to all aspects of everyday operations because they are the most people closely to operation and more to identify the changes that must be made. Consequently, managers should empower and trust their staff and to delegate decisions with them to give them a sense of responsibility as well as pride over their works.

Kaizen, the Japanese continuous improvement phrase, is about any small project aiming to accomplish success and develop a base for business enterprise in improvement. For further illustration, Joseph Juran made a comparison over 'elephant-sized' projects and 'bite- sized' projects. He clarified that the most effective way to deal with 'elephant-sized' projects is to break them down into manageable 'bite-sized' tasks (Juran, 1989). This is what we name in project management as: Breakdown Structure technique.

2.2.5 Employee Involvement and Empowerment:

Employee involvement is a pivotal aspect of Total quality management solutions as well as in the success in any organization. The staff should have a say on what happens in the business. It is completely different from conventional quality assurance management practices, in which the top management dominates all the decisions while the subordinates have to follow the orders and instructions to complete their tasks. To put it differently, employee involvement calls for the cooperation and communication between the top-down management; therefore, the senior manager and the employee's relationship is based on trust respect and discussions.

It is apparent that TQM philosophy gives importance to employees as they are deemed as a crucial part of the quality management process. Organizations or institutions should *empower employees* to be pro-active to analyze and address the quality related to difficulty. Ignoring employees' involvement and empowerment, the company will surely fail to implement total quality management for what it stands for. In this sense, the most successful international companies take into account their employees' suggestions, and decisions through building a strong and close relationship between managers and employees.

Employee's involvement and empowerment lead to fruitful benefits for the workers and the organization at large such as:

- a. Enhancing the staff's morale
- b. Being more autonomous
- c. Increasing the organization's gains and productivity

2.2.5 Leadership:

Leadership is based on customer focus and continuous improvement throughout the endorsement of all people. Senior managers should look at their employees from the perspective of their potential abilities to lead in order to realize their goals. Still many people and studies view managers and leaders as the same having similar behaviors, traits, capabilities and values. Kottler (1990), in contrast, made a distinction between management and leadership, stating that leaders are also managers, having responsibilities for both leadership and management. Leaders are more important to an organization than managers. The conclusion we can draw from Kottler's concepts' similarities is that good managers are not necessarily good leaders because

they may not lead the business effectively, whereas, great leaders are not bad managers since good leadership results in the effective long term achievement of any institution.

Research Framework:

2.3 Deming's 14 points principles Applied to schools:

Edward Deming's principles are based on the assumptions that people want and try to do their best, so it is the management's responsibility to prompt them to achieve their goals by constantly enhancing the system where they work.

2.5.1 Create Constancy of Purpose:

Like any business or industry, educational institutions should develop a mission statement because the purpose of the system must be obvious and shared by all stakeholders- school administrators, school board members, teachers, parents, students as well as the community. For instance, the mission statement of a high school in Morocco might be to develop the attitudes and required skills and motivations for Art and Humanities students to become active citizens and be able to make good changes in their society. There also must be long term planning and allocation of resources. Fields (1993) stated that: **"Schools are in the business of personal contribution to the customers as measured by personalized service to their graduates. Schools must think in terms of futures, always 10 to 20 years ahead of today. Schools are constant in their purpose and must change to meet customer requirements"** (p. 48). The customer should be the focus in the school curriculum; his/her needs should be taken into account and must be the aim for any school's long term objectives. In the context of Moroccan secondary schools, the primary focus should not be highly on testing students (National Exam: 50 percent) but it must be on providing them with the necessary skills and knowledge. In a nutshell, the employees will never actively buy into the mission unless they get concrete proof from top management support.

2.5.2 Adopt The New Philosophy:

The new approach that Moroccan public secondary schools should rely on is quality in all aspect of the school life. Business and industry cannot compete and gain more profit with

unskilled and poorly trained employees, bad quality of materials, sullen service as well as poor management strategies. In a Total Quality management schools, education will not take place with the increasing rate of dropping out of schools, poor teaching methods, and lowered students' performance. According to TQM philosophy, there must be a transformation of management styles from boss to leadership. For schools to achieve good quality education, top management should instill an atmosphere based on cooperation and not competition.

2.5.3 Cease Dependence on Mass Inspections to Achiever Quality:

In business, mass inspection will not increase quality but instead it is going to drive it down. Deming (1986) justified that by stating:

- a. "Inspection is too late; it neither guarantees quality nor improves quality",
- b. "Mass inspection almost always is unreliable, costly, and ineffective"

Quality does not come from inspection but from improvements of the process. The analogy in education is that teachers should not depend too much on tests, exams, inspections to assess and evaluate students' performance for building quality. The school, on the other hand, needs to develop processes in which there is less testing but high concentration on the progress of learning. I, as high school teacher of English, wonder if I teach students for testing their progress or for giving them a grade of success or failure. The answer is that we evidently test far more than we evaluate. In the 2nd Bac level, students should take three tests in the first term plus 3 other ones in the 2nd term while at the end, they must take the National Exam: 50%/100%. Teachers should involve students as workers so as to evaluate and assess the quality of their product. Once learners buy into their self-evaluation process, the quality of their work is significantly ameliorated. For Edward Deming (1993), schools should not over rely on tests to categorize students into two types: bad and good.

2.5.4 End Practice of Awarding Business on Price Tag Alone:

In business or industry, price has no value or meaning without a measure of the quality being purchased. The most important is to lay emphasis on long-term costs and benefits. In education, there are several examples that can be cited. For instance, most schools have large classes crowded of students. They will not get enough opportunities to learn, so the majority

fail especially in the 2nd Bac exam. The Ministry of National Education seems indifferent or unaware of the fact that for students to repeat classes yearly is an additional cost that could be less if it spent some of its resources on building other classrooms to avoid crowding problems.

So, schools should move toward a single supplier and foster long-term relationships of loyalty and trust with that supplier.

2.5.5 Improve Constantly and Forever the System of Production and Services:

Edward Deming's philosophy is based on the continuous improvement strategy. TQM schools should keep sustaining the progress to all what is related to school community. For instance, the certified personnel in a TQM school are fully aware of its baseline and the urgent need of process variance in the role of continuous improvement based on "Plan, Do, Study, Act" Cycle (Deming 1993) as a reaction to any rework. In the education context of Morocco, schools often opt for "quick fix" instead of step-by-step improvement as Japanese approach named Kaizen. School leaders have to look at the system and examine the goals and mission. They also need to focus on both long- and short-range objectives to improve constantly.

2.5.6 Institute Training on The Job:

Edward Deming laid much emphasis on training because it is the key-factor to enhance quality. In the context of education, everyone should be trained not only teachers. For example, word processing classes help secretaries do their job better while management classes provide principals with good insights into how to lead and manage employees. But, the most important training is of teachers' because they are very closely to students. For Deming, training should be stressed on the customer's needs and wants; hence, educators need to be well trained not only on the short-term but also the long-term objectives. Training teachers takes three basic forms. Training on:

- a. New teaching and learning skills
- b. New assessment strategies (Popham, 2010a, b)
- c. Principals of management system

2.5.7 Institute Leadership:

Leadership is a key element in any quality framework. Leadership provides the engine for the transformational process of quality development. TQM schools assist all people to perform a better job but with less effort. Deming (1986) said that, **“The job of management is not supervision, but leadership” (p. 54)**. For schools to reach the required quality, everyone should act as a leader. A teacher needs to play the role of an effective leader and not an overseer or a judge. An effective leader will look for obstacles to communication and productivity. A good leader will involve the customer in the process since, at last, it is their opinions that count not the views of the institution’s management. Mike Barrett and Marison Thrope have so pertinently stated it:

*“Students do not come to the college because there is a great budget
or good staff/student ratios; to them quality is about convenience,
promptness, courtesy and reliability”. (Sallis and Hingley, 1992)*

2.5.8 Drive Out Fear:

Fear brings about only negative and discouraging results. **“No one can put out his best performance unless he feels secure”** (Deming, 1986, p.59). It is the job of senior management to establish an environment full of encouragement, safe and protection. In the academic context, students are truly scared of taking the National Exam. They deem it as a monster. Chris Keates, General Secretary of the NASUWT, said: **“Too many schools use the threat of inspection to justify poor management practices”**. He also added that **“Teachers now say that they believe they are working to meet the needs of inspection rather than the needs of the children and young people they teach”**. Therefore, the basic question that we should ask is that: *do we teach students or evaluate them? The answer is we tend to test, assess, and evaluate their performance more than we teach*. They should make a balance between the roles of a teacher versus the roles of an evaluator. The high-stakes of inspection, in Moroccan high

schools, has created an environment of fear in a lot of educational institutions. The educational system which is highly based on culture of fear drives up stress levels and health problems among educators as stated at the Annual Conference of the NASUWT, the largest teachers' union in the United Kingdom. Teachers, as students, do not feel secure, especially during the inspector's visits.

2.5.9 Break down barriers among staff areas:

TQM encourages collaboration versus competition. For schools to strive for quality, senior management and down management need to open all types of communication channels to address and discuss all kinds of issues that may deter the quality of education and look for processes and strategies to enhance both teachers' teaching styles and students' learning skills. For quality education to live longer, everyone should take a part in the decision-making. TQM schools empower both educators and students to express their concerns and solutions to a certain problem with other team members. Unfortunately, the case in Morocco is somehow hopeless for one simple reason: teachers and students do not have a value and a say on what is going on about the issues related to education. Educators in Morocco have recently got bad reputation through being beaten with batons by security forces, injured, and scattered with blood. Society, at large, depicts them as nuisances, profiteers, and as mere beneficiaries. People at the cafes or restaurants crack jokes about educators in terms of their meanness, vacations past time, and incomes. The government should first break the barrier of distorting teacher's image and increase their self-esteem and morale to cooperate as all teams have to work together to provide better solutions.

2.5.10 Eliminate slogans, exhortations, and targets for the workforce

For Edward Deming, slogans are not helpful for the business or industry; they just breed resentment and frustration among employees (Deming 1986). Top management administrators often believe that workers could do better if they attempted and worked harder. This discourages rather than inspires the team members to enhance quality. It creates adversarial relationships between top and down management. In business, it is the system that needs changes and not employees' work. If the system is based on low quality such as incompetent supervision, defective materials, poor communication channels, workers do believe that those slogans and

exhortations imply that management is unaware of or does not understand the sources of obstacles. Yet, I may not completely agree with Deming's 10 point because in the context of Moroccan education, both the system and even teachers use slogans. For business companies, it is true that the system produces slogans, but in schools educators also opt for plenty of slogans in their everyday teaching practices such as 'You, students, could do better if you revised your lessons' or 'You could succeed if you concentrated on my lesson's explanations'. Another slogan that most educators opt for is that 'all students can learn'. However, the issue is that learners cannot learn and perform well if their educators are not well-qualified, do not use ICT, do not opt for cooperative and autonomous learning and so on and so forth. Stating that 10/20 is the minimum score for passing the National Exam will not by itself achieve that goal. Instead, senior management should state the goal and at the same time planning for how to provide excellent instruction, to arrange for study teams, and to give extra help where needed. All this will give our learners more opportunities to succeed.

2.5.11 Eliminate numerical quotas for the staff and goals for management:

Deming is not in favor of quotas and goals since they stress on the outcome rather than the process. He disputes that half of the employees will be above the average and the other half will be below regardless of your performance, which will cause disappointment among employees. So, the solution is that measuring should not be taken as a method to define a certain job. On the contrary, the priority should be given on how to enhance the processes of the system and address those that lead to the limits of performance deviation. In the academic setting, schools are notorious for exercising pressure on educators to raise quizzes, tests and exams scores. To put it into obvious terms, raising the score pushes students to resort to cheating on exams as well as resistance on the part of learners and educators. I really agree with the saying that states 'numbers are the crutches of poor supervisions'.

2.5.12 Remove barriers to pride of workmanship:

Deming 12 point insists on the removal of barriers that strongly rob employees of their pride of work. Business organizations' management strips their worker's self respect by limiting his/her endorsement in processes issues, decisions making and quality. The most

serious barrier among employees is when they feel powerless to make changes. The most essential asset with any company or school is not materials, or money, or the completed products or the building; it is in fact *the people*. In Moroccan public secondary schools, quality of education is to foster students' performance to be good generation in the future, but students are powerless; they are not involved in the course of how to develop the quality processes of the Moroccan educational system. Moroccan teachers also do not feel proud of ownership of their work because they are probably the last ones to be consulted when the education situation is getting worse. TQM schools calls for empowering both the teacher and students to remove all kinds of barriers and develop strong pride of ownership that surely will have significant influence on their morale and attitudes.

2.5.13 Institute a vigorous program of education and retraining for everyone:

Dr Deming point 13 focuses on continuous training of all employees within the organization. He believes that training is the responsibly of both management and employees. The major problem that most business companies are unaware of is that they strongly encourage training but without providing the means for the individual to gain the new knowledge and skills. Organizations spend much money to recruit the right employee at the right place. It actually takes a significant amount of time and effort to look for a suitable employee who matches the open job. The major issue is that training disappears once the individual takes his/her job. Dr Deming in his point 13 used the word 'Vigorous', which is very expressive. 'Vigorous' stands for energetic, dynamic and self motivated; therefore, dynamic training fosters individuals. Fostering people's skill set fosters the organization. In the academic setting, education and training play key-factors in improving the quality of the Moroccan educational system. The school should plan and schedule training to develop the quality of the entire school. TQM schools proactively encourage teachers to obtain outside training. Nevertheless, most training in Moroccan secondary schools is held only by the inspector.

2.5.14 Put everybody in the company to work to accomplish the transformation.

According to Dr. Deming, management has to take actions so as to accomplish the transformation. Yet, transformation concerns the entire system and all of its aspects. In business, changes can be made at each stage to enhance quality, so each individual is part of team effort

to promote the input and output of the stages. Every member has the right to participate and share ideas and give plans. In educational institutions, the school board needs to have an obvious plan of action to carry out the quality mission. Attaining good quality is the responsibility of school board member but it remains insufficient. Hence, quality in education occur effectively only when every team member-principals, head teachers, educators, support staff, learners, parents and community-is involved in its processes. As Dr. Deming stated the transformation is the task of every individual (Deming, 1988, pp. 23-24).

Research and Methodology

3.1 Research Strategy:

This study uses the analytical descriptive methodology through the use of questionnaires and interviews identifying the importance of implementing TQM in Moroccan public schools and the obstacles that might hinder TQM application. The excel tool is used to analyze the frequency and percentage of teachers responses over the issue the application of TQM in Secondary education.

3.2 Sampling Strategy:

The sampling frame of this research consisted of only Public Secondary school teachers 10 head-teachers 2 inspectors and 3 PhD teachers at ENS allocated in Rabat, Salé, Kénitra Academy. The investigator used randomly the sampling technique to collect the data study. A total of 50 teachers were selected from 20 public secondary schools. The questionnaire targeted only teachers of English. All the chosen teachers, head-teachers PhD teachers and inspectors belong to Rabat, Salé, Kénitra Academy.

3.3 The tool of study

In order to achieve the aim of the study, the researcher also conducted interviews with teachers. The interviews have included an open question: Are you familiar with TQM principles? How can school quality be improved? How can teachers contribute to the school quality? What are the obstacles of TQM application in secondary education institutions in Morocco? Etc.

3.4 Procedure:

List of schools was got randomly by the investigator. In order to get the data, the

investigator personally visited the schools and contacted public school teachers of Rabat Salé, Kénitra Academy. Selected teachers were met individually for explaining the purpose of the study. The teachers were instructed how to respond to the TQM scale and further clarifications were given to them to get appropriate data. The teachers were ensured that their response will be kept confidential and will be used only for research purposes.

3.5 Data Collection:

The questionnaire was based on multiple choice answers. It was distributed to only public secondary school teachers who belong to the Academy of Rabat, Salé, Kénitra.

3.6 Statistical treatment

Frequencies and the percentage of analysis of samples answers were counted and analyzed based on the excel tool.

4.1 Analysis of the questionnaires

A. General Background of teachers' profession:

Figure 1: Gender:

The above pie chart shows the frequency and percentage rating of both male/female teachers who participated in responding to the questionnaires. So, 30 male teachers outnumber 18 female teachers.

Figure 2: Years of experience:

The above chart shows that among 48 teachers who were asked only 2, 17 □ that has got more than 18 years of teaching.

Figure 3: Highest University Degree:

The chart shows that the majority of teachers, who were asked, held basically the Bachelor of Art degree. This may explain the reasons why they did not want or could not continue their master studies.

Figure 4: Familiarity with TQM principles:

It sounds so obvious that the majority of teachers (94%) are not familiar with TQM principles. This may clarify that school quality in terms of teachers' perception is going to be a big issue. 6% of teachers that know the principles of Total Quality Management.

B. Teamwork and Cooperation:

Figure 5: The chart below summaries the frequency and percentage rating regarding teachers' teamwork and cooperation with other stakeholders.

Variables	Frequency	%age
Teachers' responsibility for the school quality	18	37,50%
Teachers have good relationships with the school administration	12	25,00%
Teachers' cooperation with their colleagues to meet students' needs and wants	10	20,83%
Parents frequently visit teachers to ask about their children's performance.	8	16,67%
Teachers have many opportunities to take part in the decision-making policies	6	12,50%

One learns from the above table that there is a big issue concerning the importance of teamwork and cooperation between teachers and other stakeholders. The table shows that there is no sense of cooperation especially between teachers and parents as well as teachers and their colleagues. Teachers are also resentful in terms of their participation in the decision-making policies since 12, 50% that believe that they have the opportunity to participate in taking decisions.

Figure 6: Teacher Cooperation with their Colleagues

This table depicts that there is a lack of cooperation among teachers over meeting the needs and wants of students. The percentage rating indicates 41,67% of teachers that totally disagree that there is no cooperation.

C. Training and Continuous Improvement:

Figure 7: The teacher is encouraged by the Ministry of Education to continue his/her higher education.

The majority of 62, 50% of teachers strongly disagree on the fact that the ministry encourages them to complete their higher education, which is really the opposite of what TQM philosophy calls for.

Figure 8: The Ministry of Education encourages and funds teachers to attend overseas workshops and seminars.

The table illustrates similar results as the above one, which means that 52, 08% strongly disagree that the ministry encourages and funds teachers to participate in overseas workshops and seminars.

D. Leadership:

Figure 9: The school has a clear vision for quality and understood by all stakeholders

The result is really supervising: 00, 00□ who would agree or strongly agree that their schools have a clear vision for quality.

Figure 10: The principle plays the role of a leader more than of a boss.

The table clarifies that only 4, 17% of teachers that agree while 45, 83% do not share the same notion; they see that their principles behave like bosses.

E. Resources and Facilities:

Figure 11: Classrooms are well-equipped with visual aids and teaching facilities

This above table explains that just 8, 33 % of teachers who agreed that their classrooms are well-equipped while the majority disagreed and strongly disagreed.

Figure 12: The teacher is not rewarded for his/her creative and innovative ESL activities:

The chart above shows that most teachers (43, 75%) believe that they are not rewarded for all their creative and innovation in ESL classrooms.

F. Assessment and Program:

Figure 13: The teacher teaches more than he evaluates students

This chart depicts that the most important result is that 31, 25 % strongly agree that they lay much emphasis on teaching rather than evaluating students. Yet, the majority of 35, 42% express a neutral attitude.

Figure14: The curriculum prepares students to get access to the job market:

This table shows that no one of the teachers questioned agree or strongly agree that the curriculum paves the way for students to get a job easily; whereas, the majority of 64, 50% strongly disagree

Figure 15: The teacher and students find the program interesting and manageable:

Still the third table shows negative results over the quality of assessment and program. 00, 00% of teachers who strongly agree that the syllabus is interesting and reachable while 43, 75% strongly disagree and 37, 50% disagree.

G. School Culture:

Figure 16: Teachers' feeling about their inspector's visits

Table 1 clarifies clearly that there is culture of fear between teachers and their inspectors' visits. More than 60% of teachers are really scared of being visited by inspectors while only 6,25% are excited for that.

Figure 17: Students' fear of taking exams according to teachers' perceptions:

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41

45,83%

%

12,50

The chart shows that according to teachers' perceptions, students are mostly afraid of taking exams basically due to lack of psychological preparation (45, 83%) and lack of good preparation (41, 67%)

Figure18: Why teachers have negative attitudes towards teaching position:

Opinions	Frequency	Percentage
All of them	33	68,75%
No incentives/rewards	9	18,75%
Low salaries	4	8,33%
Not empowered	2	4,17%

The table illustrated the frequency and percentage rating of why teachers have negative attitudes towards teaching. 68, 75% of teachers believe that they are not satisfied with teaching because lack of incentives/rewards, low salaries and not empowered.

4.2 Interviews:

In order to make my data workable, I personally interviewed a couple of secondary school principals since they represent top management practices. 8 principals, who welcomed the idea, were eager to interview. All of them admitted that they have no idea about TQM philosophy. They also explained that they have only one training in fostering school quality management quality, which took place in their first year of principal position. They illustrate that their ideas are really taken into account by the delegation and academy, which helps be creative and have more freedom for innovation in their schools.

Concerning the question about teacher resisting changes in the school, they have come with different point of views: some say they are scared of the change, others think it is because teachers feel they are not empowered but the rest believes teachers resist as their opinions are

The researcher interviewed two PhD educators at the National School of teachers. They all have the same ideas concerning the school quality. They feel that both teachers and students must be empowered to improve the quality of the education system.

Nevertheless, when asking the principles, inspectors as well the PhD teachers about the commitment of the top managements, most of them felt not at ease and would not be eager to talk saying “yeah it is okay”, but for two interviewers really were laying the blame the top management since they had been the major reason behind the deterioration of quality of the education system. Findings and Discussions

This work was conducted to explore the obstacles that might face the application of TQM in Moroccan public secondary schools according to teachers’ perceptions. This study also aims to find the fruitful effects in implementing TQM in secondary education in Rabat, Salé, Kénitra Region, Morocco. TQM is an effective and powerful instrument that helps organizations achieve excellence in business performance (Aler, 2013). TQM encourages business to continuously ameliorate quality of their products and service to meet the changing needs and wants of the customer. However, this area of keeping working on improving the quality was truly ignored in public secondary education in Morocco. This clarifies why the Moroccan education system is deteriorating despite the splurging big budget on improving it. Having a bad quality of education system is a real threat to the whole community since secondary schools are the backbone of the national development at large.

According to Yusuf et al (2007), having a successful business relies on the effective leadership role of the manager or the head. TQM always calls for good management leadership since it fosters performance throughout affecting other TQM practices. Yet, this current work shows that according to teachers’ perceptions, secondary public schools have poor management leadership since most teachers believe that their heads or principals act as bosses more than as leaders, which will surely hinder the application of TQM.

Training and continuous improvement play a key-factor to develop the school quality. Edward 13 point laid much emphasis on training employees. According to this study, teachers assure that there is just few trainings and of bad quality, stating that most public secondary

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responded that their ministry of education put barriers so not to let them continue their higher education as well not funding them to attend overseas training and seminars. This contributes also to the challenges of implementing TQM in secondary education.

People cannot be productive and highly motivated while the environment in which they are working is based on fear. **“No one can put out his best performance unless he feels secure”** (Deming, 1986, p.59). Coercion is the most corrosive aspect in any work place, for it distorts productivity and quality. The current study explores that students fear their teachers, teachers fear their inspectors, and principals fear their senior management. TQM implementation will fail to succeed as it first calls for setting up a climate that encourages all-administrators, teachers, and students- to feel proud of the work being done, regardless of its good or bad results, by reinforcing learners in particular to effectively and actively take part in the instructional process. As Soichiro Honda quoted at www.inspirationalstories.com **“Success represents the 1% of your work which results from the 99% that is called failure”**. If an educator or even student will try to do something creative, we should give a clap to the effort though it may not succeed. This will enable to try and retry till they make it but without culture of fear.

The study also illustrated that there is really lack of teamwork and cooperation especially among teachers. They compete with their colleagues to show to administration they are more experienced than others instead of sharing materials and resources. Unfortunately, the research points out most high schools in Morocco hold the attitude “them versus us”. Instead, TQM in education calls for “us versus them” attitude. TQM cannot take place in an environment that is based on competition and not cooperation. Yet, teachers feel they are not empowered because their ideas are not taken into account. For this reason, they strongly resist any reform changes. Teachers’ poor status and morale is a big issue that negatively influences the overall public secondary school performance. Public school teachers, according to the study in hand, believe that they are not paid both good salaries and good respect. In TQM philosophy, schools need to have leaders to improve cooperation by opening different communication channels and dialogues by listening to everyone’s concern and taking their opinions into consideration to

For the successful application of TQM, there must be good equipment and good programs. But, the research depicts a bitter reality that is most public secondary schools suffer from both lack of educational infrastructure facilities, teaching materials as well as ineffective curriculums that have no relationship with what is going on in the global market.

5.1 Recommendations:

1. The Ministry of Education should set a sample for TQM in secondary public schools in Morocco.
2. Teachers and students should be empowered to feel proud of their work.
3. There should be training courses and workshops for all school members on how to apply TQM principles in secondary education.
4. There should be both financial and material aid for supervisors/inspectors dealing with the implementation of TQM in education.
5. All secondary education stakeholders need training courses on the importance of leadership.

5.2 Limitations:

1. The researcher could not find past studies that were done in English on the same topic about Public Secondary education in Morocco.
2. Most teachers, who were given the questionnaires, either refused or showed fewer interests to participate.
3. This study was conducted and implemented only in public secondary schools located in Rabat Salé Kenitra.
4. Some participants demonstrated unwillingness to answer some questions because of cultural or political constraints.

5.3 Conclusion:

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The research revealed that public secondary education encounters plenty of obstacles that lead to the poor quality of the education system. Morocco has invested too much money to improve the education quality but in vain. The work shows that the problem is not

On splurging big budget but on how to plan and have good management of investment. The key- factor for putting an end to all these obstacles is that the Ministry of Education should do its best to implement TQM principles as soon as possible.

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