
Challenges to Successful Implementation of Total Quality Management (TQM) in Education Institutions: A Case of Selected Primary Teacher Training Colleges (PTTCs) in Uganda

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Abstract – The study investigated the challenges to the successful implementation of TQM in selected public and private primary teacher training colleges in Uganda. Using a descriptive survey design, a sample of 100 tutors from the 8 PTTCs was randomly selected from which data was collected using semi-structured questionnaires. Descriptive statistics such as means, standard deviations and inferential statistics such as independent t-test were used to analyze the data. From the study the following challenges were identified: lack of leadership commitment, poor and ineffective leadership, lack of funding and resources, lack of integrated model of TQM, poor teacher status and morale, lack of cooperation among the staff, resistance against change by the staff, lack of proper training of staff on TQM, ambiguity of TQM implementation, misconception among PTTC staff about TQM implementation. The study also found out that there was no statistically significant difference in the level of challenges to TQM implementation among the private and public PTTCs. Based on the findings of the study, it is recommended that TQM should be included in the quality assurance framework for Tertiary and Higher education institutions such as PTTCs, install training programs on TQM for the staff in PTTCs, and provide adequate resources and facilitation for TQM implementation.

Keywords – Challenges, Total Quality Management Implementation, Public, Private Primary Teacher Training Colleges (PTTCs).

I. INTRODUCTION

As it is globally known that the quality of a nation is judged by the quality of its citizens, scholars such as Manivannan & Premila (2009), Aggarwal & Lynn (2012) and Aggarwal (2016) concur that Teacher Education institutions have played a vibrant role in enlightening the standards and quality of the education system by preparing competent and effective teachers. Thus, the key players in attaining the quality of education are the teachers. Like other higher educational institutions, teacher training institutions in their quest for training competent and effective teachers have faced several social and economic forces namely globalization, massification and marketization of education (Geda, 2014; Saketa, 2014).

The emergence of globalization, massification education and marketization of education have led to tremendous changes in the education sector in general and in teacher training colleges such as PTTCs in particular. For instance, the issues of globalization have led to new innovations in teaching like e-tutoring, distance teacher education and these have been coupled with the transformation from the elite education system to mass education and finally with the introduction of marketization of education in which knowledge has been considered as a commercial commodity rather than a free one. All these mentioned processes need a proper system in place to ensure that the required academic standards and quality of education is attained as expected by all the stakeholders namely, the state, parents, students and the employers. Furthermore, due to the setting in of the previously mentioned factors, teacher education institutions have also witnessed increased enrollments of students having diverse social and

economic backgrounds but with reduced funding, limited educational resources and infrastructure accompanied by high demand for accountability and high academic performance by the various stakeholders (Manivannan & Premila, 2009). Such issues have led to a serious concern for efficiency, effectiveness, and quality in teacher education institutions. Therefore TQM implementation has been the major remedy suggested solving the aforementioned disquiets facing educational institutions of which primary teacher training colleges in Uganda are not an exception.

Implementing TQM in teacher education institutions involves the whole institution, every department, all the staff and students at all levels working together towards achieving academic excellence, higher quality education, student satisfaction, and producing highly competent teachers (Ali & Shastri, 2010; Houston, 2008). Although TQM seems to yield tangible and promising results, implementing it has not been an easy task for both the staff and management in teacher education institutions. For instance in Uganda whose primary teacher education system consisting of 52 PTTCs in a total of which 45 are public and 7 are private, total quality management has been implemented in various areas such as in management, student recruitment and in teaching and learning process. According to Mugenyi, Anumaka, and Gaita (2017), although the PTTCs in Uganda have total quality management practices in place, it has not been fully established in the quality assurance framework for the tertiary and higher education institutions and therefore implementation it effectively has encountered several challenges. Hence, the major aim of this study was to investigate the challenges to the successful implementation of TQM in PTTCs in Uganda. The study also investigated the differences in the level of challenges to successful TQM implementation among the core and non-core PTTCs in Uganda.

2.0 Research Questions

1. What are the challenges to successful TQM implementation in PTTCs in Uganda?
2. What is the difference in the level of challenges to successful TQM implementation among the private and public PTTCs in Uganda?

II. LITERATURE REVIEW

In this subsection, the concept and other challenges to the successful implementation of TQM are presented.

3.1 Concept of Quality

Although there seem to be no universally accepted definitions for quality, Harvey and Green (1993) suggested that quality can be regarded as being: *value for money, exceptional, excellence, fitness for purpose, perfection, and transformation*. The application of the five definitions in one single institution is underpinned by the fact that quality is a multifaceted concept, which cannot be evaluated by a single measure (Latif, Latif, Farooq Sahibzada, & Ullah, 2017; Prakash, 2018). Even though the five definitions seem to fit in the context of PTTCs in Uganda, attaining them may offer a challenge to the management and staff due to the various ways quality is perceived by the stakeholders. For instance, achieving quality as exceptional requires exceedingly high standards of students to enter the primary teacher education program in PTTCs to achieve exceptionally high academic outcomes which may lead education institutions to be selective in their intake and as such, many students may be left out. Consequently, assuring quality as perfection is also challenging as it implies that the process of teacher training should occur without defects and be against prescribed gold standards set by the institutions which may not be

possible for Uganda's case. While perfection is highly required by all the stakeholders in the education institutions, it may not be achieved easily in institutions like PTTCs in developing countries like Uganda. Quality as value for money, even though this sounds logical as it emphasizes producing more graduates at a lower cost in a specific time, achieving it may compel institutions to emphasize quantity than quality of the teachers who graduate from the PTTCs which may compromise the quality of the primary teacher education system. On the other hand, quality as transformation which regards quality in terms of change from one level to the next. This is a major aim of teaching and learning in educational institutions such as PTTCs in which the students are empowered with competencies, knowledge, skills through the teaching and learning process to change from one state to another through acquiring skills, knowledge, and abilities or empowering learners through taking part in decision-making and developing their critical thinking and reasoning. The aforementioned perception of quality has been welcomed by most stakeholders as it gives trust in developing preservice teachers into competent teachers who are expected to teach learners diligently. While looking at quality as fitness for purpose this is depicted as aimed at seeing primary teacher training colleges as achieving their purpose of training high quality teachers who are meant to satisfy parents, employers, students' needs and expectations. The researcher views quality as transformation as well as being fit for purpose as the most suitable definitions that underpin the concept of quality in primary teacher training colleges in Uganda. While elaborating on this, the researcher views quality as transformation in terms of developing preservice teachers into better primary school teachers and on the other hand the notion of quality as fitness for purpose spells out the main aim of primary teacher training colleges as being to produce competent primary school teachers who can teach learners diligently and with passion and commitment. Surprisingly, most governments in developing countries like Uganda provide reduced funding to teacher education institutions and in most cases attaining the aforementioned suggestions and perceptions of quality is still a challenge to tertiary institutions such as PTTCs.

3.2 Concept of Total Quality management (TQM)

Though a lot has been documented on the concept of TQM, no universally agreed definition has been identified for it (Zubair, 2013). According to Zu, Robbins, and Fredendall (2010), TQM is a management style in which customer needs and expectations are satisfied through the process of continuous improvement. Likewise, Suleman and Gul (2015) view TQM as a management approach in which all members participate in the organizational activities aimed at satisfying the needs of customers. On the other hand, Omachonu and Ross (2004) define TQM as a management philosophy which improves the effectiveness and flexibility of an organization's process aimed at satisfying the needs and expectations of customers. Accordingly, Prajogo and Sohal (2003), Hellsten and Klefsjo (2000) and Bon and Mustafa (2013) define TQM as a collective responsibility of everyone in an organization to deliver services and products that meet the needs and expectations of the customers.

From the definitions provided, the scholars pointed out the notions of customer satisfaction and continuous improvement as very important aspects that underpin the concept of TQM. The researcher believes that a comprehensive definition of TQM should combine all the definitions provided by the previous scholars. Therefore, TQM is a management technique aimed at continuous process improvement, customer satisfaction, involving everyone in the organization spearheaded by top management commitment and participation. Furthermore, it has been pointed out that TQM implementation should be flexible, effective and be applied and understood by everyone in an organization in order to ensure continuous improvement and customer satisfaction (Deming, 1986; Kanji et

al., 1999; Zairi, 2002).

Educational institutions such as PTTCs in Uganda are not foreign to the reality to views aired by previous scholars regarding TQM; they also recognize the importance of TQM implementation and the need to pursue the quest for quality in primary teacher education. In order to ensure the expected quality of primary teacher education in PTTCs, there is a need for the participation of everyone, effectiveness, flexibility, effectiveness and continuous improvements top management commitment and employee involvement to satisfy the needs and expectations of the students and other stakeholders. The previous sectioned presented the views on TQM from various scholars, the next provides an overview of the challenges to the successful implementation of TQM in educational institutions.

3.3 Challenges to Successful Implementation of TQM in Education Institutions

Basing on the literature reviewed from the writings of scholars such as Bilen (2010), Avila (2018), Aly & Akpovi (2001a) and Seymour (1991) it is revealed that successful TQM implementation in educational institutions leads to improvements in their operation, such as improvement in academic performance, quality, student satisfaction, efficiency, effectiveness, and competitive advantage although its implementation still encounters several challenges. The following table 1 gives a summary of an overview of the challenges to the successful implementation of TQM in educational institutions.

Table 1 summary of an overview of the challenges to the successful implementation of TQM in educational institutions.

Author	Aim of the study	Findings of the study
Mobegi, Ondigi, and Oburu (2010)	To investigate the barriers to TQM in secondary schools in Guba district in Kenya.	Lack of sufficient physical structures, learning and instructional materials in all schools.
Horine and Hailey (1995)	To investigate the key challenges to successful quality management implementation in higher education institutions	Lack of organizational culture, senior leadership commitment, faculty support, implementation time, and training.
Dale, Van der Wiele, and Van Iwaarden (2007).	To identify the challenges to TQM implementation	Ineffective leadership, obstruction to change, contradictory policies, inappropriate organizational structure, poor documentation, inadequate training of staff and ineffective communication.
Suleman and Gul (2015)	To investigate the challenges facing TQM implementation in secondary schools in Kohat District in Pakistan.	ineffective leadership, lack of funding and resources, insubordination of workforce, lack of management commitment, poor and ineffective planning, political interference, and poor teachers' status and morale
Koch (2003)	To investigate the challenges facing TQM implementation	Lack of focus to academic activities such as teaching and learning, curriculum development, resistance from faculty members
Kosgei (2014)	To assess the extent to which TQM principles are practiced in secondary schools in Eldoret East District.	Lack of commitment by the management and some staff members, organizational culture in the school, poor documentation, insufficient training of key team players, and ineffective communication.
Mishra (2013)	To investigate the barriers to TQM implementation in higher education.	Poor curriculum design, lack of funds and resources, the resistance of employees towards change.

Source: a literature review

From table 1 above it can be seen that lack of management commitment, resistance by staff, lack of proper training and resources are the most dominant barriers to TQM implementation in educational institutions. According to Brown, Hitchcock, & Willard (1994), TQM implementation is seriously affected by the lack of top management commitment. Similarly, Salaheldin and Mukhalalati (2009) and Ater and No (2013) in their studies also identified the lack of commitment and support from top management was found to be the major obstacle to TQM implementation. Consequently, Massy (2003) points out that resistance arising from the academic staff tremendously fails the TQM initiatives in most education institutions as they regard it as more of an industrial or business jargon which is not applicable in the teaching and learning situation. On the other hand, studies conducted by Sergiovanni (2001) and Sahney, Banwet, & Karunes (2004) have also revealed that lack of adequate training, funds, inadequate skills and knowledge by staff as the barriers to the successful implementation of TQM in educational institutions.

Other challenges identified from the table are: poor and ineffective planning, political interference, and poor teachers' status and morale, lack of implementation time, contradictory policies, inappropriate organizational structure, poor documentation, ineffective communication (Mobegi, Ondigi, and Oburu, 2010; Horine and Hailey, 1995; Dale, Van der Wiele & Van Iwaarden, 2007; Suleman and Gul 2015, Koch, 2003; Kosgei, 2014; Mishra, 2013). According to the literature reviewed, all studies on the challenges to successful TQM implementation were conducted in educational institutions outside the context of PTTCs in Uganda. Therefore, this study aimed at investigating the challenges to successful TQM implementation particularly in PTTCs in Uganda.

III. METHODOLOGY

In this section, the research design, population, and sampling, data collection methods, validity and reliability of the instruments, data analysis are presented.

4.1 Research Design

A research design is defined as a blueprint or plan of how to carry out or conduct research (Creswell, Hanson, Clark Plano, & Morales, 2007). The study adopted a descriptive survey research design based on a quantitative approach. According to Kumar (2006), a descriptive survey research design allows the researcher to describe the record, analyze and report conditions or opinions of respondents on a phenomenon as it exists or existed. Therefore, the descriptive survey enabled the researcher to obtain both the descriptive and numerical data concerning the challenges to successful TQM implementation in public PTTCs in Uganda.

4.2 Population and Sampling Techniques

The study was conducted in purposively selected public and private primary teacher training colleges in Uganda. The sample of the study consisted of 100 tutors from 8 Primary Teacher Training Colleges (8 PTTCs) in which 4 were public and 4 were private and these were selected through random sampling techniques.

4.3 Data Collection Methods

The study adapted standardized self-administered questionnaires developed and used by Kosgei (2016), Suleman and Gul (2015) to collect data from the respondents. The instruments were selected for this study because they were from the most recent research and already validated through computing their Cronbach coefficient and content factor analysis (CFA) by the authors. The questionnaires consisted of closed-ended items and designed

on a five-point Likert scale i.e. Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), and Strongly Disagree (1). Regarding the validity and reliability of the data collection tools, the researcher did not the reliability and validity of the instruments as he adapted items from standardized questionnaires (whose validity and reliability was already known).

IV. DATA PRESENTATION AND ANALYSIS

In this study, the main intention was to investigate the challenges to successful TQM implementation in government aided PTTCs in Uganda. Data collected from questionnaires were coded, entered, cleaned and analyzed using Statistical Package Software for Social sciences (SPSS) Version 25. Quantitative data was reduced into descriptive statistics such as percentages, frequencies, means, standard deviations and inferential statistics such as independent t-tests, which were used to analyze the data.

5.1 Demographic Characteristics

This section presents the demographic information of the respondents; their gender, age, education level and professional experience.

Table 2 demographic characteristics of the respondents.

1. Gender	Frequency	Percentage
Male	57	57
Female	43	43
Total	100	100
2. Age		
30 Years	30	30
31-40 years	63	63
41 & above years	07	07
Total	100	100
3. Academic qualification		
Bachelor's degree	54	54
Master's degree	46	46
PhD	00	00
Total	100	100

Source: Primary data

From table 2, regarding the gender of respondents, 57 % (57) were male and 43% (43) female. The statistics show that more males more engaged in the study than female tutors did because males tend to have higher ambitions of applying for bigger administrative posts such as being principals. Therefore, they considered the research topic as a fertile learning environment for gaining more skills in education management. On the side of age, 30% (30) were 30 years of age, 63% (63) were in the age range between 31 and 40 years, and 7% (7) were 41 and above. Based on the findings, it is believed that tutors who teach in PTC in Uganda are mature and fully understand what they are doing and were able to avail answers on the challenges to successful TQM implementation in the PTTCs. While looking at academic qualifications of respondents 54% (54) of the respondents had a bachelor's degree, 46% (46) had master's degrees and there were no respondents who had a

doctoral degree. This shows that all the respondents in this study were qualified teachers with a sound educational background and had the ability to identify challenges to the successful implementation of TQM in the PTTCs.

5.2 Descriptive Statistics

This section presents the opinions of the respondents regarding the challenges to successful TQM implementation in PTTCs in Uganda. Hence answering research question one which states that what are the challenges to successful TQM implementation in PTTCs in Uganda? This question was answered using descriptive statistics. The summary of opinions on the challenges is shown in Table 3.

Table 3. Summary of opinions on challenges to successful TQM implementation in education institutions

Item	Responses (Percentages)			Mean	Standard deviation
	Agree	Disagree	Undecided		
1. Resisting against change in PTTCs	55	34	11	3.4200	3.4200
2. Lack of an integrated model of TQM model in PTTCs.	54	35	11	3.4000	3.4000
3. A misconception among PTTCs staff on TQM implementation	46	36	18	3.2200	3.2200
4. Poor and ineffective leadership	49	48	03	3.0800	3.0800
5. Lack of proper training on TQM implementation	54	35	11	3.3900	3.3900
6. Lack of funding and resources	58	33	09	3.1600	2.8600
7. Lack of cooperation and insubordination of the workforce	49	48	03	3.0800	3.0800
8. Lack of management commitment	54	45	11	3.3900	3.3900
9. Poor teacher status and morale	58	33	09	3.3700	3.3700
10. The ambiguity of TQM implementation in education	57	34	09	3.3300	3.3300

Source: Primary data

From Table 3, for interpretation the strongly agree and agree were merged to represent agreed while disagreeing and strongly disagree was merged to represent disagreed. Regarding to resistance to TQM in PTCs, the majority 55 (55%) agreed, 34 (34%) disagreed while 11 (11%) were undecided; ($M = 3.4200$, $SD = 3.42$). In addition, lack of an integrated model of the TQM model in PTTCs, 54 (54%) agreed, 35 (35%) disagreed and 11 (11%) were undecided; ($M = 3.4$; $SD = 3.4$). This indicated that in PTCs, there was no model PTTC for TQM implementation in PTTCs in Uganda, hence, a challenge to TQM implementation. Concerning misconception among PTTC staff that TQM is for industry and business world rather than for education institutions, many of the respondents 46 (46%) agreed, 46 (46%) agreed and a few of the 18 (18%) were undecided ; ($M = 3.2$, $SD = 3.22$). This implied that there is a misconception about TQM implementation.

Regarding lack of proper training on TQM, 54 % (54) of the respondents agreed, then 35(35%) disagreed while 11(7%) were undecided; ($M = 3.39$, $SD = 3.39$). When asked about poor and ineffective leadership, most of the respondents 49 (49%) agreed, 3(3) were undecided while 48 (48) disagreed; ($M = 3.08$, $SD = 3.03$). On the issue of lack of funding and resources, many of the respondents 58(58%) agreed, 33(33%) disagreed whereas 9(9%) of the respondents were undecided in their opinions ($M = 3.16$, $SD = 2.86$). On referring to lack of cooperation, most of the respondents 49 (49%) agreed 48 (48%) disagreed and then 03 (3%) were undecided on this issue ($M = 3.08$,

SD = 3.08). In view of lack of management commitment, most of the respondents 54 (54%) agreed, 45 (45%) disagreed that there was lack of management commitment and the rest who were 11 (11%) were undecided; (M = 3.39, SD = 3.39). Concerning teacher status and morale, 58 (58%) agreed, 33 (33%) disagreed while 09 (9%) of the respondents were undecided in their view on the assertion that there were poor status and morale among the teachers (M = 3.37, SD = 3.37). This indicated that most of the teachers had low morale, which impaired TQM implementation in the PTTCs. It was also clear from the respondents that there was the ambiguity of TQM implementation in education since 57 (57%) agreed, 34 (34%) disagreed while 09(09%) were undecided (M = 3.33, SD = 3.33). The Likert scale was rated 1 to 5, hence, the mean was 3.0. From the results, all of the means were above 3.0, hence, indicating that the majority of the respondents agreed with the statements presented to them as shown in Table 1. Furthermore, from the table, it can be observed that resistance to change by the staff in the PTTCs had the highest mean (3.42) while Poor and ineffective leadership had the lowest mean (3.08). This indicates that resistance to change by the staff is the major obstacle to implementing TQM in the PTTCs in Uganda.

5.3 Inferential Statistics

This section was used to answer research two which states that what is the difference in the level of challenges to successful TQM implementation among the private and public PTTCs in Uganda? This question was answered by conducting an independent t-test. An independent-samples t-test was conducted to compare the level of challenges in TQM among the private and public PTTCs.

Table 4. Group statistics

	Type of PTC	N	Mean	Std. Deviation	Std. Error Mean
Challenges (CHL)	Public PTTC	50	3.2460	.64467	.09117
	Private PTTC	50	3.2620	.70099	.09913

Table 5. Independent t-test.

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	Df.	Sig. (2-tailed)	Mean Difference	Std. Error Difference
CHL	Equal variances assumed	.119	.402	.906	98	.906	.14255	-.01600
	Equal variances not assumed			-.119	97.320	.906	.14255	-.01600

The independent t-tests were interpreted from table 4 (group statistics) and Table 5 (independent t-tests) in which it can be observed that there was no statistically significant difference in the scores for public PTTCs (M = 3.2460, SD = .64467) and that of private PTTCs (M = 3.2620, SD = .70099) conditions; $t(906) = 98, p = 0.906$ greater than .01. Therefore, there was no significant difference in the challenges to successful TQM implementation between public and private PTTCs in Uganda. The results suggest that both public and private PTTCs experience similar challenges while implementing TQM in their quest for quality of primary teacher education in Uganda.

V. FINDINGS AND DISCUSSION

The major aim of the study was to investigate the challenges to successful TQM implementation in PTTCs in Uganda. From the study, the following challenges to TQM implementation were identified: lack of leadership commitment, poor and ineffective leadership, lack of funding and resources and lack of an integrated model of

TQM in PTTCs. According to Deming (1986), Oakland (2003), and Talib, Rahman, and Qureshi (2010), leadership commitment and effective leadership are very crucial in implementing TQM. They further asserted that leadership should show commitment, supervise all employees and provide necessary training and facilitation to ensure successful TQM implementation. This is also in agreement with Kosigei (2014) and Suleman and Gul (2015) who contend that successful TQM implementation depends on effective leadership of the manager who also plays a great role in improving the quality of services delivered and performance of the institution. In support of the latter, Aly and Akpovi (2001) contend that TQM implementation cannot be successful without the constant and continuous support of the top leadership. They further point out that leaders should have a proper understanding of TQM; provide the required support and the resources needed, and as well building a quality culture. The study also found out that a lack of funding and resources are also major challenges to successful TQM implementation in both private and public PTTCs in Uganda. This agrees with Saleh and Gul (2016) who in their study identified that lack of funding and resources as major constraints to TQM implementation. As such, Suleman and Agul (2015), Ater, and No (2013) mentioned that funding and resources are very important in ensuring successful TQM implementation in educational institutions. They further contend that these enhance proper planning, the building of infrastructure, improve performance and without resources, education institutions face problems in administration and management, teaching and learning process, as well as in the performance of both teachers and students.

The other findings of the study were based on staff relationship and perception to TQM implementation, here poor teacher status and morale, lack of cooperation among the staff and resistance against change by the staff. This is in accordance with Suleman and Gul (2015) and Saleh and Sohel (2015), who noted that lack of cooperation and poor status and morale of teachers, are major obstacles to the successful implementation of TQM in educational institutions, which also culminates into resistance to TQM as they regard it as another business fad and act of managerialism. For TQM to be successful, there should be acceptance of TQM and cooperation among employees in the form of teamwork. According to Kosigei (2016), Koch (2003) and Avila (2018) all institutions need an efficient, competent and cooperative team of employees in order to enhance its quality of services, performance, and competitiveness.

Still, on the side of the staff in the PTTCs, lack of proper training was identified as another challenge to TQM implementation in the PTTCs. According to Suleman and Gul (2015), in most developing countries, teachers are rarely given professional training and are sometimes nominated for training along the lines of favoritism and nepotism which makes competent teachers avoid training and workshops, hence, creating a challenge to successful TQM implementation. This is further supported by Deming (1986) and Sallis (2014), who also acknowledge that employee training and education are very important for the successful implementation of TQM since they lead to the improvement of the process, delivery of quality services and satisfaction of the customers' needs and expectations.

Another major challenge identified was the ambiguity of TQM implementation; this is in accordance to Sarrico, Rosa, Teixeira, and Cardoso (2010) who contend the term TQM has numerous meanings and definitions in higher education and some of which are attached to a business ideology that are difficult to interpret in education. Like other education institutions elsewhere, calling students 'customers' may not also fit into the context of PTTCs in Uganda. Furthermore, Houston (2008) asserts that most definitions of TQM are attached to customer needs and

satisfaction which has a business and industrial connotations and makes it difficult to appropriately align them to the education sector. The term 'customer' is regarded as being ambiguous to education institutions due to the business and industrial jargons attached to it which presents a great controversy to education management regarding students as customers (Ali & Shastri, 2010b). In this study, most of the respondents also agreed that there is no model for TQM implementation which could be the reason for its ambiguity in TQM implementation in PTTCs as supported by Houston (2008) and Sarrico, Rosa, Teixeira, and Cardoso (2010).

VI. CONCLUSION

Basing on the findings, the study concluded that there was no significant difference in the level of challenges to successful TQM implementation between public and private PTTCs in Uganda. Challenges to successful TQM implementation include the following: lack of leadership commitment, poor and ineffective leadership, lack of funding and resources and lack of integrated model of TQM in the PTTCs, lack of proper training of staff, poor teacher status and morale, lack of cooperation among the staff and resistance against change by the staff, ambiguity of TQM implementation.

VII. RECOMMENDATIONS

Based on the findings of the study, it is recommended that TQM should be included in the quality framework of higher education institutions such as in the PTTCs; install training programs on TQM for the staff in the PTTCs, and provide adequate resources and facilitation for TQM implementation.

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