

From Policy to Practice: Head Teachers leadership Role in Sustaining TQE (TQE) in Secondary Schools in District Sialkot

¹Dur e Shahwar, ²Dr. Gulnaz Akbar and ¹Mehwish Pervaiz

1. PhD scholar Department of Education, Government College Women University, Sialkot, Punjab, Pakistan
2. Lecturer Department of Education, Government College Women University, Sialkot., Punjab, Pakistan

Corresponding Author: gulnaz.akbar@gcwus.edu.pk

Abstract:

The present study explores the role of leadership in the implementation of Total Quality Education in the Secondary Schools of District Sialkot. Educational institutions in Pakistan have been under increasing pressure to improve academic standards, teaching quality, organizational effectiveness and stakeholder satisfaction. Total Quality Education is based on the principles of Total Quality Management that emphasize continuous improvement, collaborative culture, accountability and student-centered learning. One of the major factors of successful implementation of Total Quality Education is effective leadership. The paper explores the effect of school leadership on teacher performance, school culture, professional development, communication and innovation in education. The qualitative study design, with a phenomenological approach, is used to gain in-depth insight into school heads' lived experiences. 6 participants were selected by purposive sampling from the secondary schools of District Sialkot. Data was collected by semi-structured interviews, which allowed the participants to share their professional experiences in detail. Thematic analysis was conducted to conclude. The findings indicate that transformational and participative leadership styles are conducive to school improvement, teacher motivation, and effective quality practices. However, the model could face difficulties like shortage of funds, resistance to change, shortage of development, and lack of monitoring systems in public secondary schools. This report suggests that in order to improve the quality of education in District Sialkot, there is a need for improved leadership development and decision-making in groups.

Keywords: Total Quality Education, Leadership, Secondary Schools, Quality of Education

Introduction

Education is an important tool of change for societies and countries. In today's era of education, there is a need that educational institutions must impart knowledge and ensure quality learning outcomes, including critical thinking and innovativeness. That is why educational systems across the globe are implementing the Total Quality Management (TQM) approach.

In educational organizations, total quality education is the application of total quality management concepts that seek to improve teaching, learning processes, administration, and customer satisfaction. Total quality education focuses on customer satisfaction, management commitment, teamwork, accountability, and organizational development.

Since the leaders at educational institutions influence organizational culture, performance of teachers, communication processes and educational innovations, the successful implementation of TQEs hinges upon their leadership skills. Good leadership ensures that all policies of good quality will be implemented successfully and organizational objectives will be met. The problems faced by the education sector in Pakistan include traditional modes of teaching, unprofessional practices, poor supervision and absence of quality assurance mechanisms to name but a few.

Recent studies have shown that educational leadership has a major impact on the effectiveness of the school and the improvement of its quality (Anastasiou & Ntokas, 2024). In a similar vein, found that innovative leadership styles have a positive impact on sustainable educational development in Pakistani secondary schools.

In the modern world, attainment of quality education is the major goal for the global educational agenda. Progress in educational accountability, technological advancement, and globalization has compelled educational institutions to adopt a quality development framework. In this perspective, the TQE has been recognized as an educational approach from which TQM principles are derived. This approach continuously promotes educational and institutional development, stakeholder satisfaction, a collaborative culture, and data-driven decision-making. The literature specifies that to apply the successful implementation of TQE, the leadership plays a vital role because effective leaders develop a quality-oriented culture in the institutions and lead the direction of the organization's excellence. The researcher promotes that effective leadership develops the attributes school effectiveness, teacher commitment, and student achievement (Psomas & Antony, 2019).

In the 21st century the paradigm of educational leadership expands in which administrative functions are replaced with digital leadership, instructional excellence, innovation management, and sustainable school improvement. It is expected from the school leaders to implement the technology integration, quality assurance mechanisms, and evidence-based educational planning in the educational institution and make the institutions better. In recent research, it evidence that the transformational and innovative leadership approaches promote organizational learning, institutional effectiveness, and sustainable educational development (Maqbool et al., 2024; Pham & Tam, 2025). In this Pakistani perspective, especially in the secondary schools of the district Sialkot has the strong relationship between the implementation of TQE and the school leadership's strategic vision, and quality-oriented management practices. This study deeply examines the role and impact of Total Quality Education in the educational institutions and improvement.

Hence, the purpose of this study is to investigate the role of leadership in the implementation of Total Quality Education in the secondary schools of District Sialkot.

Objectives of the Study

1. To examine the role of leadership in implementing Total Quality Education in Secondary Schools in the District Sialkot.
2. To identify leadership practices that promote educational quality improvement.
3. To explore challenges faced by school leaders in implementing TQE.
4. To suggest strategies for strengthening leadership for quality education in District Sialkot.

1.1 Research Questions

1. What is the role of leadership in TQE in secondary schools?
2. How do different leadership practices influence the implementation of TQE in schools?
3. What challenges hinder the implementation of TQE in schools?
4. What strategies can enhance leadership effectiveness for TQE implementation?

Literature Review

Concept of Total Quality Education (TQE)

TQE stands for Total Quality Education which involves philosophy of Total Quality Management that stresses upon continuous improvement, stakeholder satisfaction, team work and organizational excellence. In the educational organizations, TQE aims at improving the quality of teaching, academic performance of students, administrative efficiency and institutional accountability.

According to Psomas and Antony (2019), they designed a measurement instrument for implementing TQM in educational organizations and found out that the most critical aspects of delivering quality education are communication, commitment from the leadership, strategic planning, and evaluation.

Similarly, according to Andary et al. (2025), the use of TQM tools improves quality of learning through professional development, monitoring and collaboration among teachers.

Leadership and Educational Quality

Leadership is the core element of education improvement. Not only does it serve as an example of how the organization should develop in the future but also stimulates teachers to achieve learning goals.

As Anastasiou and Ntokas (2024) reveal when comparing TQM and EFQM strategies in secondary school, organizational effectiveness and quality improvement are affected by leadership as well.

Although participative leadership encourages teacher involvement in the decision-making process, transformative leadership encourages teamwork, innovation, empowerment of teachers, and organisational commitment.

According to Maqbool et al. (2024), there is a positive correlation between innovative leadership style and further development of education in Pakistani secondary schools. Their research demonstrates that those school leaders who encourage teamwork, communication, and creativity become more successful.

Role of Leadership in Implementing TQE

Vision Development

School leaders determine institutional vision and quality objectives. Good leaders make sure that the goals of their schools are in line with the definition of quality education and they clearly communicate what they expect from everyone.

Teacher Motivation and Professional Development

Leadership ensures effective teaching by way of incentives, training, supervision, and feedback. Professional development programs ensure efficiency and effectiveness in teaching.

Creating Collaborative Culture

Teamwork is an important factor in TQE, because leaders create a teamwork atmosphere, and thus teachers, students, and parents work together to enhance the school.

Monitoring and Evaluation

Through the constant observation of how teaching strategies, student performance, and organizational accomplishments, leadership will promote accountability.

Managing Change and Innovation

Implementation of TQE often requires organizational change. Good leaders encourage innovation and use of technology and modern pedagogical practices.

The positive impact of leadership support for technology integration on educational quality and institutional performance was highlighted by Pham and Tam (2025).

Challenges in Implementing TQE

Despite the importance of leadership, several barriers affect TQE implementation in secondary schools:

- Resistance to organizational change
- Limited financial resources
- Inadequate professional training
- Traditional teaching methodologies
- Weak monitoring systems
- Lack of stakeholder participation
- Administrative workload

Research conducted in Pakistani educational institutions shows that insufficient leadership training and ineffective management practices negatively affect quality implementation.

In spite of developing international advancement in leadership and educational quality the empirical research examining that the Pakistani secondary school remains limited in the implementation of TQE. Mostly the studies focus on the general educational leadership or the frameworks of the quality management, without directly examine their assimilation within secondary schools setting. Moreover in the District Sialkot there is find gap in the implementation of the dimensions like digital leadership, quality assurance systems, stake holders accountability and data driven school improvement in the school settings also there a scholarly attention deficit in this context.

Therefore, the present study fills the research gap by discovering the role of leadership in the implementation of Total Quality Education in the secondary schools of the District Sialkot. This study contributes the valuable contribution in the area of educational quality and school leadership and also helps to understand the leadership practices to achieve the quality based school improvement.

Material and Methods

This study uses qualitative research design by applying the approach of phenomenology to collect the lived experience of the public schools teachers in District Sialkot. Data was collected by semi structured interviews, purposive sampling technique used to select the participant from the secondary school teachers from the public schools from the district Sialkot. Six teachers selected from the public schools of District Sialkot.

Data Analysis

Thematic analysis was used to identify major themes regarding leadership roles, quality practices, implementation challenges, and improvement strategies. The Braun and Clark's six-step technique was used for thematic analysis.

Results and Discussion

Theme 1: Leadership as a Driving Force for Continuous Quality Improvement

The findings show that leadership is a key driver of quality assurance in secondary schools. It's more than just administrative control. Its instructional oversight and evidence based decision making. The focus on accountability is a sign of a performance-oriented leadership culture that is the basis for the continuous improvement cycle of TQE.

Theme 2: Collaborative and Instructional Leadership Practices

Theme four stresses that for an effective implementation of TQE, instructional leadership is required which promotes team work and collaboration. It involves mentorship and building capacity besides being supervisory. This technique will result in teacher engagement and reflection besides high quality instructions.

Theme 3: Institutional and Resource Constraints

This means that the structures within the educational setting have created barriers to the proper implementation of Total Quality Education. Poor structures and limited resources make it difficult for leaders to succeed even with the best plans. It clearly indicates that structural changes are required for quality improvement.

Theme 4: Leadership Capacity Building and Educational Reform

This topic highlights the fact that capacity building and institutional reforms are crucial for TQE leadership effectiveness. Leadership competencies are acquired through training programs and distributed leadership promotes sustainability and joint responsibility. Moreover, institutional support for quality education is enhanced due to the congruency of policies.

Conclusion

The literature review indicates that there is a great impact of leadership on the successful implementation of Total Quality Education in secondary schools.

Leadership Commitment Improves Institutional Quality

Leadership is found to improve the organizational culture, accountability of teachers, and efficiency of the school.

Transformational Leadership Promotes Innovation

In transformational leadership, there is innovation, collaboration, and empowerment of teachers. Hence, growth occurs.

Professional Development Enhances Teaching Quality

The techniques and approaches used by teachers in their teaching are improved through training programs supported by leaders.

Collaborative Decision-Making Improves School Performance

Participatory leadership makes it easy to create organizational commitment and teachers' participation.

Monitoring Systems Support Quality Assurance

Accountability and educational standards are further reinforced by evaluation and feedback mechanisms.

Nevertheless, the findings reveal that there is indeed difficulty of implementation arising from resource limitations and standard procedures of administration.

Leadership is significant in the implementation of total quality education in secondary schools. The good leadership has effects on the organizational culture, motivation, teamwork, innovation, and improvement. Educational leadership can improve the quality of education and effectiveness of institutions in District Sialkot. Hence, the findings of the study shows that leader's educational policy makers and administrators should give priority to leadership development and quality assurance mechanisms for sustainable educational improvement. Leadership commitment improves institutional quality. According to the heads of the secondary schools, transformational leadership promotes innovation, which creates creativity, teamwork and teacher empowerment that promotes continuous improvement. Leadership supported training programs which improves teacher's instructional practices and classroom management and enhance teacher Quality Collaboration. Decision-making improves the school performance, continuous evaluation and feedback mechanism strengthen the educational standard and accountability. But the study also identified some challenges that make it

difficult to implement TQE effectively. Some of the participant also shared that lack of leadership training effected the performance of the heads also stated that there is a lack in quality assurance measures committee and continuous professional programs. Some participants also highlighted the need to establish the monitoring evaluation system and the administrative and financial aid from the government to promote the TQE programs in Secondary Schools of District Sialkot.

Overall, the study concludes the importance of the TQE in the leadership paradigm. TQE is the valuable strategy that can improve heads leadership skill, engagement of high order thinking skills. But for the successful implementation it requires proper trainings and support from the high authorities.

Recommendations

- Educational authorities should provide leadership training programs for school heads.
- Quality assurance committees should be established in schools.
- Encourage participative decision-making practices.
- Continuous professional development program should be provided to teachers.
- Encourage the integration of technology and innovative teaching practices.
- Establish systems for monitoring and evaluation.
- Government should provide financial and administrative support to quality initiatives.

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