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Total Quality Management Practices and their Influence on Curriculum Implementation: Experiences from Selected High Schools in Zimbabwe

Pinias Chikuvadze*

PhD, Lecturer, Bindura University of Science Education, Faculty of Science Education Campus, Shashi View, Bindura, Zimbabwe, <https://orcid.org/0000-0002-8569-0009>

Tafie Jeffrey Natani

MScEd Student, Bindura University of Science Education, Faculty of Science Education Campus, Shashi View, Bindura, Zimbabwe, <https://orcid.org/0009-0005-5674-5196>

Edson Mudzamiri

PhD, Lecturer, Bindura University of Science Education, Faculty of Science Education Campus, Shashi View, Bindura, Zimbabwe, <https://orcid.org/0000-0002-9204-1023>

Corresponding author: chikuvadzepinias@gmail.com.

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Abstract: The aim of this study was to explore the influence of Total Quality Management practices on new secondary school curriculum framework (2015-2022)'s teaching and learning activities in a selected district in Zimbabwe. The study had two main objectives: to explain the relevance of Total Quality Management practices in teaching and learning activities and to establish approaches that are used when integrating Total Quality Management practices in teaching and learning activities. The research was based on a combination of qualitative and quantitative methods, to allow for integrated analysis procedures by the researchers. For this study, the sample comprised 110 respondents from 10 purposively selected secondary schools. Data was collected through the use of literature method, semi-structured questionnaire, and interviews. Numerical data was analysed through the use of frequencies and percentages, with the non-numerical data being analysed according to emerging themes. The analysed data revealed that Total Quality Management practices were relevant in the implementation of the new high school curriculum implementation. The results revealed that

Total Quality Management practices can be used in the implementation of the new high school curriculum. In addition, the analysed data revealed some of the approaches that can be used in the implementation of the new high school curriculum. In conclusion, Total Quality Management practices have an influence on the quality of interactions in the new high school curriculum's teaching and learning activities. Therefore, the findings of this study will guide the revision of education policies to improve teaching and learning practices that prioritize the needs of students.

Keywords: Curriculum development, educational policies, quality assurance, quality instruction.

Introduction

The education system has undergone a significant transformation in Zimbabwe since the attainment of independence with the view to make schools produce graduates that are functional in their society. This has prompted the Government of Zimbabwe through the Ministry of Primary and Secondary Education to review its high school curriculum framework. This was carried out with the understanding that a country's competitiveness is largely influenced by the effectiveness of its education system in delivering high-quality teaching and learning (Moyo & Ngwenya, 2018). This brought to the forefront the need for quality assurance practices to be at the core of the implementation of the new high school curriculum framework (2015–2022) in high schools (Arribas Díaz & Martínez-Mediano, 2018). This new operational structure called for the high schools to reflect on student-centred teaching and learning activities' efficiency, effectiveness, and sustainability (Chingara, 2019). This transformation brought the need to include aspects of the monitoring the quality of instruction in diverse teaching and learning areas (Chikuvadze et al., 2022).

It is in this context that most schools in Zimbabwe have adopted Total Quality Management (TQM) as a quality assurance model to guide teaching and learning activities under the new curriculum framework (2015–2022). In this context, TQM is understood as a strategic, practical and systematic approach used by high schools to organise their activities with the view to improve and control quality (Sofyan et al., 2023). This was intended to ground the new curriculum framework (2015–2022)'s teaching and learning activities in an approach that fosters the monitoring of the quality of instruction (Kranjoti & Broni, 2023). In addition, it calls for the participation of all stakeholders in academic processes and to understand the goals to be achieved. However, the need to integrate TQM practices in new curriculum framework's teaching and learning activities in the selected high schools has not been accompanied, to some extent, by research (Chen et al., 2023). Thus, this region has been largely overlooked in prior research. It is against this background that the relevance and appropriateness of integrating TQM practices into new high school curriculum framework (2015–2022) teaching and learning activities has been questioned (Nange & Mkulu, 2020). It is against this background that the researchers sought to explore the influence of TQM practices on new high school curriculum framework (2015–2022) teaching and learning activities.

Research Problem

The Ministry of Primary and Secondary Education's new approach to student-centred teaching and learning is geared towards producing quality products through an efficient and effective process (Gudyanga & Kurup, 2017). This requires instructional supervisors at different levels to closely monitor their subordinates with the view to identify strengths and weaknesses in the delivery of service to clients, such as students (Anastasiadou & Taraza, 2019). It is in this context that the Ministry of Primary and Secondary Education advocated for the adoption of TQM practices in teaching and learning activities, with the view to improve the quality of instruction (Makuvaza, 2018). However, there is a lack

of research on the implementation of TQM practices in high school teaching and learning activities. It is important to acknowledge that most of the studies (Abimbola et al., 2021) in this area, target the quality of teaching and learning activities in higher education at the expense of higher education.

Research Focus

In order to contribute to the empirical evidence this study intended to gain insight into this identified gap from the respondents' perspective guided by the following research objective: to establish the influence of TQM practices on curriculum implementation in selected high schools.

Research Aim

The purpose of this study was to understand the issue under investigation from the implementers' (teachers) perspective the influence of TQM practices on new high school curriculum framework (2015–2022) teaching and learning activities.

Literature Review

The interrogation of the issue at the centre of this study was guided by a conceptual lens made up of the quality systems approach. This approach pertained to teaching processes and stakeholder perceptions towards the need to deliver quality and value in the provision of their educational service (Srivastava, 2023). In this sense, it enhances students' achievement and academic outcomes through maintaining a certain level of quality in teaching and learning activities (Seyfried & Reith, 2019). Thus, it considers a high school as an open system made up of parts (i.e., people, information, resources, etc.) that interact with the outer environment and are related to each other in a bid to achieve the desired outcomes (Yusuf, 2023). This strengthens the link between the various elements of a high school organization and the desired results (Asiyai, 2020). Therefore, its emphasis is on how the parts interact and relate to each other to understand the outcomes of the unit, the way it functions, and the way it is organised. In this context, TQM is considered a vibrant system that emphasizes the interconnectedness of its constituent parts (subsystems) and its environment (Beraki et al., 2022).

The interaction of these different components of the system results in a greater complexity, which requires TQM practices (Chaiya & Ahmad, 2021). It is, therefore, the responsibility of the high school leadership in the organisation to ensure that this relationship is maintained (Ministry of Primary and Secondary Education, 2021). The leadership team determines how each part of the system works with the others, with a focus on trust and teamwork, in order to increase employees' effectiveness (Deming, 1986). Thus, it's about set principles or procedures according to which management, organisation, and their structures can explore occurrences from a holistic approach (Mathur et al., 2023). In support, Mukwambo (2019) highlighted it can be considered as an intellectual view that examines an occurrence or experience taken in its entirety and not as merely the total of its constituent parts. Therefore, in TQM, the holistic view of a high school is emphasised by the importance it places on the interconnection of its components and the objectives to be achieved.

Materials and Methods

A mixed-method approach and survey strategy for collecting, analysing, and interpreting data were utilised. This approach allowed viewing the issue under investigation through a compatibilist lens that bridged the gap between quantitative and qualitative methods. While conducting this survey, a stratified random sampling technique was employed to the 110 respondents (teachers) from 10 purposively selected high schools in one of the districts in Zimbabwe. The sample consisted of respondents who were a mix of both males and females, between the ages of 30 and 50, and all held

teaching qualifications. The literature method, semi-structured questionnaire and interviews were used to solicit data for this study. 110 respondents (teachers) completed the semi-structured questionnaire. In order to triangulate the information generated through the semi-structured questionnaire, 10 respondents were selected at random from those who had participated in the completion of the semi-structured questionnaire to participate in interviews. These instruments centred on relevance of TQM practices in teaching and learning activities, and approaches used when integrating TQM practices in teaching and learning activities. The numerical and non-numerical data were analysed through descriptive statistics and thematic analysis respectively. Ethical issues were considered in data collection, analysis, and interpretation. The feedback from the respondents is presented in the following sections below.

Results

The respondents were asked to share their experiences concerning the integration of TQM practices in the new curriculum implementation in the selected high schools. In this section, the relevance of TQM practices in teaching and learning activities was looked at from the respondents' perspective.

Relevance of TQM Practices in Teaching and Learning in Selected High Schools

The results presented here highlight the significance of TQM practices in the implementation of new curriculum in high schools. In the Table 1 below, opinions that were advanced by the selected respondents were presented, analysed, and interpreted.

Table 1

Respondents' Opinions on the Relevance of TQM Practices in Teaching and Learning Activities (Based on a Closed Questionnaire)

Indicator(s)	Strongly Agree	Agree	Disagree	Strongly Disagree
	(%)	(%)	(%)	(%)
Teacher empowerment	82.7	7.3	3.6	6.4
Student empowerment	34.5	48.2	8.2	9.1
Total participation	41.9	33.6	7.3	17.3
Management support and commitment	57.4	34.5	4.5	3.6
Supervision	35.5	52.7	2.7	9.1
Teamwork	68.2	30	0	1.8
Continuous improvement	44.5	33.6	2.8	19.1
Client satisfaction	43.6	36.4	6.4	13.6
Value change	15.5	25.5	23.6	35.4

Source: Researchers' development.

Table 1 shows that most of the respondents (82.7%) strongly agreed that TQM practices empowered teachers in teaching and learning activities. With few respondents (3.6%) and (6.4%) expressing the opinion of disagreeing and strongly disagreeing respectively. Hence, through the use of

the results from this study, the researchers have reached the idea that teacher empowerment allowed for the teachers to take appropriate action, control work, and made self-directed decision-making in teaching and learning activities. This concurs with what was expressed by one of the instructional supervisors, who highlighted that:

Oh yes, the inspectorate is focusing all its effort on teacher quality and the quality implementation of the new curriculum. This is so since we all have in mind the belief that nothing is enough until one gets to the highest level. Hence, the need to push each one of the stakeholders [heads, teachers, and students] to always aim high in the execution of their activities (Interviewee 5)

In addition, another respondent revealed that:

The new curriculum framework 2015 - 2022, brought in the need to act differently in teaching and learning be it the teacher or students. For this to happen, programmes should be in place to capacitate the teachers [staff development workshops, etc.] (Interviewee 3)

In significant noting that one of the respondents echoed the following sentiments:

At the core of any successful curriculum implementation is the need to have a well-capacitated implementer [teachers] in terms of requisite competencies. In this regard, the BSP(Z) [Better Schools Programme (Zimbabwe)] is expected to staff development of the implementers and school-based instructional supervisors (Interviewee 6)

Based on the analogy provided, it can be inferred that empowering teachers is crucial for successful implementation of the new high school curriculum. Thus, as one of the TQM practices, it influences the creation of an environment that can enhance the quality of interaction between the teacher and the student. From the results, it can be noted that (34.5%) of the respondents were strongly in agreement and (48.2%) agreed with the opinion that TQM practices were relevant in empowering students in teaching and learning activities. However, few respondents (8.2%) were in disagreement and (9.1%) were strongly disagreeing with the earlier advanced opinion. Therefore, it can be noted that the student empowerment as a TQM practice has a significant role to play in the success of the implementation of the new high school curriculum in the targeted district. This concurs with what was advanced by one of the instructional supervisors during an interview:

To develop and improve students' knowledge, skills, and attitudes [competencies], the system needs to empower them to be in control of the teaching and learning activities. This can be made possible through the creation of a supportive learning environment (Interviewee 2)

An analysis of the above contribution enabled the researchers to have an opinion that the new curriculum framework brought with it, the need for teaching and learning activities to be student-centred. This can only be possible if the students are empowered. The results from Table 1 indicate that the respondents' opinions on the relevance of teachers or students' total involvement in the implementation of the new curriculum were distributed as follows: (41.8%) strongly agreed, (33.6%) agreed, (7.3%) disagreed and (17.3%) strongly disagreed. From the results, it can be revealed that most of the respondents acknowledged the relevance of total involvement as one of the TQM practices in the effective implementation of the new curriculum framework (2015 - 2022) in the targeted high schools in the selected district. In support, one of the respondents highlighted that:

There is a need to ensure that all stakeholders [District School Inspectors, heads, teachers, parents/guardians, and students] make efforts to interact with each other with the sole purpose of improving the quality of instruction in high schools (Interviewee 4)

Further, a similar viewpoint was advanced by one of the respondents:

The BSP(Z) [District Better School Programme] conducts various activities targeted at promoting the acquisition of the ethos. Thus, teachers through their subject clusters are staff developed to improve the quality of instruction in teaching and learning. It is important to note that these activities are all centred on addressing the needs of the students (Interviewee 9)

The results imply that for the implementation of a new high school curriculum to be a success there was a need for an active participation of all stakeholders (teachers, students, etc.). Thus, their involvement in all facets of teaching and learning activities has a bearing on the quality of education. In other words, all the stakeholders should be responsible and accountable for the creation of an environment that supports the implementation of the new high school curriculum in the targeted district. It can also be acknowledged that most of the respondents (57.4%) strongly agreed with the opinion that the top management support and the commitment were crucial in the implementation of the new high school curriculum in the targeted district. However, a few respondents (2.7%) and (25.5%) disagreed and strongly disagreed respectively with the opinion earlier on advanced. Based on the consensus of the majority of respondents, it is evident that strong top management support and commitment are crucial TQM practices for successful implementation of the new secondary school curriculum.

This concurs with what was indicated by one of the respondents noted that:

Teachers [implementer] are given leadership roles at different levels [school] to exercise management and leadership roles in teaching and learning activities (Interviewee 10)

From the results, it can be noted that most of the respondents indicated the need for top management's support and commitment to the implementation of the new curriculum in the selected high schools. This can be effectuated through the delegation of responsibilities to the subordinates and in a way, this tends to teacher empowerment. Thus, the top management is seen as the driver of all the activities to do with the implementation of the new curriculum in secondary schools. This should be done in the confines of TQM practices, to guarantee quality instruction during the teacher-student or student-student interactions. This discussion has revealed that the support and commitment of top management are crucial factors driving the implementation of the new secondary school curriculum in the targeted district.

Some of the respondents (35.5%) strongly agree and (52.7%) agree with the notion that developmental supervision is one of the key drivers in the implementation of the new secondary school curriculum. Therefore, developmental supervision in this context is seen by the respondents as having the capability to inculcate practices in teachers that enable them to be functional within the demands of the new high school curriculum. However, for this to be possible there should be a pleasant working relationship between the different stakeholders (teachers, instructional supervisors, students) in teaching and learning activities.

Most of the respondents (68.2%) were strongly in agreement with the relevance of team building in secondary school curriculum implementation. From another angle, a few respondents (1.8%) articulated that they strongly disagree with the relevance of team building in the implementation of the new high school curriculum in the targeted district. In the same vein, one of the respondents had this to say:

At our high school throughout our different departments, we are encouraged to give priority to team teaching. Thus, we in most cases work in teams; to make everyone improve in his/her facilitation skills (Interviewee 8)

This reveals that the respondents had diverse conceptualisation of the relevance of team building when it comes to the implementation of the new high school curriculum. However, from the advanced results, it can be noted that team building is considered one of the key drivers of the implementation of the new high school curriculum. Most of the respondents (44.5%) strongly agreed, and (33.6%) agreed to the notion that the continuous improvement professionally was the key driver to the successful implementation of the new high school curriculum. In support one of the instructional supervisors highlighted that:

I always believe that nothing is perfect; you should provide services to your students with a continuous effort of improvement (Interviewee 7)

Based on the above input, it is evident that continual improvement is crucial for the effective execution of the new high school curriculum. Therefore, it must be recognised as a fundamental practice in the chosen schools to achieve excellence in teaching and learning endeavours. It is against this background that these results bring to light the issue of the relevance of continuous professional improvement to be firmly grounded on the need to meet the teachers' professional needs. About the implementation of the new high school curriculum, (43.6%) and (36.4%) of the respondents, strongly agree and agree respectively to the notion that client satisfaction is one of the drivers of its success. This concurs with the contribution by one of the respondents who indicated that:

I believe that if the school head and all staff [teaching and non-teaching] are of the view that the student is the customer. Hence, all efforts should be made with the view to provide quality service to the satisfaction of the students (Interviewee 4)

The results above indicate that a majority of respondents viewed client (student) satisfaction as a key factor to prioritise when implementing the new high school curriculum. Thus, students are at the centre of the implementation of the new high school in the targeted district. From the table, it is noted that (15.5%) of the respondents strongly agree with the opinion that value change was one of the key drivers when it comes to the implementation of the new high school curriculum. The respondents brought forward the idea that high schools need to transform their culture of operating. Thus, high schools need to change how they operate in terms of their teaching and learning activities. This was also stressed by one of the respondents who went on to say:

In this ever-changing educational environment, teachers need to upgrade their professional qualifications, to match the demands of contemporary students. This can be done through interfaces and collaborations with the higher education institutions responsible for teachers' professional development (Interviewee 3)

From the results, it was revealed that in a high school setting, there was a need to change how issues around teacher motivation, leadership, etc. It is in this context that the researcher advanced the opinion that teachers need to be empowered through the creation of an environment, which enables them to make informed decisions. In this context, it can be revealed that value change can facilitate the improvement of quality of instruction in the implementation of the new high school curriculum.

Approaches Used when Applying TQM Practices in Teaching and Learning Activities in the Selected High Schools

The following section provides an overview of the approaches utilized in implementing Total Quality Management (TQM) practices within high school curricula. The table below highlights the opinions expressed by selected respondents.

Table 2

Respondents' Opinions about Approaches Used when Applying TQM Practices in Teaching-learning Activities (Based on the Closed Questionnaire)

Indicator(s)	Strongly Agree	Agree	Disagree	Strongly Disagree
	(%)	(%)	(%)	(%)
Teacher responsible for developing an instructional improvement plan	24.5	17.3	27.3	30.9
Making lesson visits to compare expert teaching to one's teaching	12.7	15.5	50.9	20.9
Self-improvement goals	58.2	37.3	0.9	3.6
Teaching portfolio for self-reflection and analysis	16.4	56.4	11.8	15.4
Dialogue among teachers	66.4	11.8	3.6	18.2

Source: Researchers' development.

From the results, (24.5%) of the respondents strongly agreed, (17.3%) of the respondents agreed, (27.3%) of the respondents highlighted that they disagreed and (30.9%) of the respondents strongly disagreed with the notion that teachers should be responsible for developing an instructional improvement plan. Given this context, the importance of empowering teachers can be recognised (i.e., planning, implementation, and assessment) to make factual decisions about teaching and learning. This was supported by one of the respondents who articulated that:

The decision-making process needs to be decentralised so that both the teachers and students are involved in the determination of how the teaching and learning activities should be undertaken (Interviewee 10)

From the results, it can be noted that the respondents are highlighting the need for the teachers as the implementers of the new high school curriculum to be empowered to make crucial decisions at their level. Thus, the empowerment was seen as a step towards improving their professionalism. From the conducted interviews, one of the respondents indicated that:

Teachers need to ground their teaching and learning activities in practices that enhance them to effectively implement this new high school curriculum. This occur when they examine and evaluate their peers teaching and learning approaches (Interviewee 9)

The above contribution concurs with the results from Table 2, which stipulated that (12.7%) of the respondents were strongly in agreement, and (15.5%) of the respondents were in agreement with the opinion that teachers need to visit other teachers to observe how they facilitate the teaching and learning activities. This gives them the platform to exchange knowledge, skills, and attitudes about new approaches to teaching and learning. This enables teachers to receive feedback from their supervisors or colleagues, helping them to identify their areas of strength and areas for improvement. Of the

respondents' contributions (58.2%), strongly agreed and (37.3%) agreed with the assumption that through setting self-improvement goals, a teacher can be energized to enforce the implementation of the new high curriculum framework. Thus, the teachers have put in place targets, which they are expected to achieve in the context of the new curriculum framework. In this context, one of the respondents highlighted that:

There is a need for the creation of an open communication and open-door policy, such that contributions can be made concerning the quality of instruction in teaching and learning activities. This results in the making of adjustments where necessary (Interviewee 1)

In this regard, the teachers should be vigorous and enthusiastic in identifying self-improvement goals about expectations of the new curriculum framework. This is so because they are expected to develop in students the ability to know, to learn, and how to learn, and to work with other people. In this regard, the setting of self-improvement goals enables teachers to focus more on teaching-learning. In this regard, one of the respondents acknowledged that:

Schools are developing a vision to build children who would become self-reliable, innovative, outside thinkers, and environmentally friendly for the betterment of the future (Interviewee 7)

Regarding the issue to do with teachers setting self-improvement goals, they have to keep teaching portfolios that can be used for self-reflection and analysis. In this context, (16.4%) strongly agreed and (56.4%) agreed with the notion of the relevance of teaching portfolios for self-reflection and analysis. Some of the contents of the portfolio can be instructional objectives, instructional methodologies, etc., one of the respondents acknowledged that:

I think that the new curriculum represents the distilled thinking of society on what it wants to achieve through education. It reflects its aims, values, and priorities. It spells out the knowledge the society considers relevant for its day-to-day operations. It identifies those mental and physical skills that society prizes (Interviewee 8)

In support, one of the respondents indicated that:

Self-reflection and analysis should be designed to serve; one's particular instructional strategy, identify learners' strengths and weaknesses, assess and improve the value teaching and learning process, and identify and improve the effectiveness of the curriculum programme (Interviewee 5)

In addition, this enables them to reassess their teaching and learning approaches. From the presented statistics, most of the respondents (66.4%) strongly agreed and (11.8%) agreed with the notion that dialogue among teachers is one of the TQM practices, which when implemented can contribute towards the successful implementation of the new curriculum framework. In this regard, one of the respondents indicated that:

Efficiency and quality in education require improving the poor teaching and learning outcomes in crucial skills compared to high education spending, to develop a strategic forecasting model for planning education over time and provide greater autonomy of school units (Interviewee 4)

From the results, it can be noted that through dialogues teachers can exchange information that can enhance their conceptualisation of the demands of the new curriculum framework. In addition,

these dialogues should be in a position to focus teachers in terms of the responsibilities during teaching and learning activities. These dialogues are seen as the platform for teachers to exchange notes on issues to do with the implementation of the new high school curriculum. In this regard, one of the respondents noted that:

There's a need for everyone who is involved in the teaching and learning activities to know their vision and mission as a school. Schools must decide where they want to go [What is our vision, where do we want to be, what are the expectations of the learners], it's irrational to just struggle without a certain point you are aiming for. It is good for school heads and the administration to establish the school's vision and mission at the beginning of the year, that way they will get what they want to achieve (Interviewee 3)

From the respondents' advanced opinions, the researchers noted the need for teachers to self-reflect and analyse their pedagogical approaches. In this context they are able to assess their relevance to the aims and objectives of the new curriculum framework (2015–2022) teaching and learning activities.

Discussion

In this study, participants were surveyed about the impact of the influence of TQM practices on the teaching and learning practices in the context of the new curriculum framework (2015–2022) through the literature method, semi-structured questionnaire, and interviews. It was found that the government through the Ministry of Primary and Secondary Education proclaimed a policy circular advancing the need to integrate TQM practices in teaching and learning activities in high schools. So, this has created the platform for the researchers to look at the influence of integrating TQM practices into teaching and learning activities in high schools from the teachers' perspectives. The results indicated the importance of incorporating Total Quality Management (TQM) practices into the teaching and learning activities of the new curriculum framework (2015–2022). This concurs with Sun and Yang (2023) who postulated that a competence-based curriculum required that students be provided with teaching and learning experiences that give them opportunities to acquire relevant knowledge and skills. This was supported by Pasternak et al. (2023) who postulated that the success of TQM in teaching and learning depends on the effectiveness of its teachers as they implement the curriculum. Through the student empowerment, they can be accorded the opportunity to actively participate in the sharing of experiences, which have a far-reaching influence on the quality of education being received (Costa et al., 2018). This concurs with Chen and Yang (2021), who postulated that quality should be at the centre of the education system. Therefore, it is the responsibility of the top management to support and be committed to the creation of a vision that fosters the successful implementation of the new high school curriculum.

In addition, Yang et al. (2022), highlighted that the top management needs to be committed towards the employees' professional welfare in order to improve their performance in teaching and learning activities. This concurs with Minta and Dia (2021) who highlighted that the team building created a healthy and safe workplace for teachers such that they could successfully facilitate the implementation of the curriculum. These statements coincides with Cheng et al. (2019) who postulated that continuous professional development had various impacts ranging from forms and features of activities, as well as the conditions that make teaching and learning more effective. This aligns with Wallace et al. (2022) who argued that there was a need to consider the requests of the clients in an organisation. In this context, all teaching and learning activities should be centred on the expectations of the students. This matches with Kasowe (2018) who postulated that the change in values should facilitate the creation of an environment that promotes student-centred interactions. In addition, this

shapes the teaching and learning styles and efforts that students apply to their teaching-learning activities (Chanda, 2022). Therefore, it is the responsibility of the teachers to establish the level of teaching and learning that fosters quality in teaching and learning activities in the classroom.

These findings align with Gasva and Phiri (2020) who suggested that the organization of teaching and learning activities should prioritize the involvement of teachers, as they play a central role in implementing the new high school curriculum framework (2015–2022) teaching learning activities. Therefore, it is crucial to carefully consider and make well-informed decisions regarding the adoption of the new secondary school curriculum. Thus, teachers would be contributing to the world of knowledge, which is an indicator of the quality of education (Anggal, 2022). In this context, Margalit and Pincavage (2023), argue that coaching has a role to play in identifying gaps in one's teaching and learning facilitating competencies, with the view to come up with means and ways of staff developing them. In support, Tan (2019) stated that teaching and learning are interconnected processes that rely on the effectiveness of both students learning and teaching methods. All this is done with the assumption that these interactions have the potential to improve the quality of instruction during the implementation of the new high school curriculum. Thus, they can interrogate the high school's mission, objectives, values, and targeted outcomes about society's expectations (Kilag et al., 2024). This concurs with Brownlie et al. (2024) who highlighted that most reforms are targeted at ensuring quality.

It is against this background that through professional dialogues these reforms should be extended into school systems, with the view to enhance the quality of instruction during the implementation of the new curriculum framework. These statements are in line with Komba and Mwandanji (2015) who consider, that in the implementation of the curriculum, teachers are expected to understand both the pedagogy and content. The above contribution concurs with Morium (2021) who suggested teachers' experiences tend to activate their sensory input channels and, teaching and learning modalities. In addition, Snyder and Snyder (2008), teachers are expected to learn a lot during the interactions and will add to instructional strategies. Furthermore, this tends to encourage teachers to engage their faculties in the implementation of the new high school curriculum (Wolf & Baehler, 2018). This brings to light the need to recognise the relevance of quality instruction in teaching and learning activities. In this context Attsaury et al. (2024) postulated that with these portfolios individual teachers can reflect on their own needs and strengths, offering an opportunity to reflect on one's learning and to articulate who one is as a teacher. In this context, these portraits are viewed as a teacher's representation of themselves as a professional and serve as a valuable tool for self-examination and personal growth. Therefore, this gives emphasis the need for the integration quality assurance practices in teaching and learning activities. All of this is expected to occur in an environment that is well-organized to promote the development of relationships and interests between the individuals involved in teaching and learning activities at the chosen high schools.

Conclusions and Implications

Previous studies have discussed how TQM practices impact teaching and learning activities as seen by policy makers and instructional supervisors. However, there has been little focus on the perspective of the implementers, such as teachers. In this study, insights from implementers through the utilisation of interviews and a semi-structured questionnaire were successfully obtained, pertaining to the impact of Total Quality Management (TQM) practices on the newly introduced high school curriculum framework (2015–2022) teaching and learning activities. Hence, from the respondents' contributions, the opinion was advanced that the integration of TQM practices into new high school curriculum framework (2015–2022) teaching and learning activities was relevant. Thus, these various approaches can be used, since they have the capacity to enhance the quality of instruction in the new curriculum framework used to integrate TQM practices into the new high school curriculum framework

(2015–2022) framework teaching and learning activities. Through the respondents' contribution, researchers advanced the conclusion that the integration of TQM practices into new high school curriculum framework (2015–2022) has an influence on the quality of instruction in teaching and learning activities.

Suggestions for Future Research

Future research is anticipated to centre around a detailed qualitative analysis of the influence of resource limitation on the quality of teaching and learning activities in high schools. This can provide an in-depth understanding of their experiences with the view to contribute towards the creation of an environment that enables the integration of TQM practices in teaching and learning activities. A similar investigation using the same approaches involving students, policymakers, and teachers should be conducted with the view to provide an all-round comprehension of the influence of TQM practices on the quality of teaching and learning in high schools.

While a considerable amount of information has been gathered and published, there remains a significant gap in our understanding of the theoretical foundations and practical application of these methods. Further research is required to expand our knowledge in these areas. Therefore, based on the findings from the discussion above, the researchers suggest the importance of examining Total Quality Management as a successful management approach for promoting a culture of quality in schools. In addition, this study recommends the need for a further study on the compatibility of TQM with the secondary school curriculum framework in Zimbabwe. There is also need to explore the extent to which teacher continuous improvement programme can drive or restrain the quality instruction in teaching and learning in secondary schools. Further to this, the influence of international standardisation for organisation (ISO9001:2008) standards on teaching and learning in secondary schools. Lastly the researchers advance the need for research on the effectiveness of clinical supervision as a tool for improving the quality of instruction in teaching and learning in secondary schools in Zimbabwe.

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Conflict of Interest

None.

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