

TITLE

A diagnostic review of aspects of management in an urban primary school in Kwa-Zulu Natal, with particular reference to perceptions of “quality and criteria for total quality”.

By

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DECLARATION OF ORIGINALITY

I, hereby declare that this study : A diagnostic review of aspects of management in an urban primary school in Kwa-Zulu, with particular reference to perceptions of "quality," and criteria for "total quality.", is my own work. It has not been submitted before for any degree or examination at any other university. Where use has been made of the works of others, it has been acknowledged and referenced.

DATE : 11 November 2003

SIGNED : *Munani*

STATEMENT BY SUPERVISOR

This dissertation is submitted with / ~~without~~ my approval.

A handwritten signature in black ink, appearing to read 'M. Thurlow', written over a horizontal line.

Professor M Thurlow

ACKNOWLEDGEMENTS

I wish to express my sincere gratitude and appreciation to those key people who were instrumental in making this study possible.

- Professor Micheal Thurlow for his professional guidance, support, inspiration and encouragement.
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- The principal and educators who served as a study population for their enthusiastic participation.
- My two sons, Nishen and Suveer and my mother , for their sacrifices, understanding and support.

DEDICATION

I wish to dedicate this thesis to my late husband, Preetham Nunan, since he was most instrumental in inspiring my return to academic study and for showing me that studying is an ultimate adventure.

For Preetham Nunan, truly a man for all seasons, with all my love....

ABSTRACT

This thesis investigates the diagnostic review of aspects of management, with particular reference to perceptions of “quality” and criteria for “total quality”.

The system of education in South Africa faces grave problems: the collapse of the culture of teaching and learning, under-resourced schools and under qualified educational managers and educators. In this regard the new paradigm in managing schools known as *Total Quality Management (TQM)*, was investigated in this thesis. Total Quality Management (TQM), is an approach which has great potential for the enhancement of public schooling in South Africa. School systems in South Africa now faces dramatic changes in the external environment. The TQM approach focuses in particular on leadership and people, and the comprehensive change to the theory and practice of management. This study, thus, tries to determine the nature and characteristics of TQM in the school through the review of literature, and to determine the elements of TQM that were identified in the school. The study further investigates if the strategies employed in schools are based on TQM principles and if it could be characterised as effective in terms of TQM.

A literature study was undertaken to analyse TQM and to determine methods for implementing TQM in the school. The empirical research consists of two phases: a quantitative phase comprising the use of a self-completion questionnaire to determine to what the official position of the school is and to what extent the principal makes use of TQM, and a qualitative phase in which the key individuals of the school namely the principal, deputy principal and two heads of department participated in interviews to determine to what strategies the school use are based on TQM. The data collected from both the literature review and the empirical study was used to develop a strategy as a guide to improve school effectiveness through TQM.

The main findings of this study reveals that there are identifiable characteristics of TQM in the school, although most educators could not identify with the philosophy of total quality management as an approach to managing the school. The study also finds that the strategies employed by the school's management team can be regarded as effective in terms of TQM.

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CHAPTER ONE : INTRODUCTION

1.1 RESEARCH PROBLEM

This study is aimed at identifying the principles of TQM in a school through the review of literature and to analyse the data collected from the school site. Further, this study has a number of purposes. One is to identify various methods from the literature, to help the school implement TQM principles. Another purpose is to determine whether the strategies used in the school are based on TQM principles.

1.2 BACKGROUND TO STUDY

South Africa is currently faced with serious problems in the schools: the rate of learners dropping out of school, shortage of qualified educators especially in the field of science and technology, poor learner performance, an increasing concern that education does not equip learners for employment, and the demand for skills in literacy, numeracy, and social skills. (Van de Westhuizen et al.,1999 :315), ascribes the following factors to the lack of quality teaching and learning in education as :

- historical political developments ;
- a lack of commitment and low educator morale;
- learner commitment and discipline
- lack of parental involvement
- limited resources, poor infrastructure and high levels of poverty in schools.

The TQM approach comprises a radical departure from the traditional educational paradigm of bureaucracy, autocracy and mediocrity, towards a system that liberates the educator from bureaucratic red tape, and which provides for a model of empowerment and participation. According to Davis (1994 : 118-119) a major problem for schools has been the lack of an integrated and legitimate approach to issues of leadership and management.

1.3 RESEARCH AIMS

The questions to be answered by this investigation are the following :

1. What are the implied notions of quality and total quality in relation to school management ?
2. What is the school's "official" position on quality management ?
3. To what extent does the school management meet the criteria for total quality ?

The specific focus of this study is to determine what is implied by the notions of quality and total quality in relation to school management. This focus will be answered through reference to local policy related to the promotion of quality in schools, as well as international literature dealing with quality management and the development of Total Quality Management.

The report of the Task Team on Education Management Development (1996) mentions the lack of management skills and experience school managers had. The guidelines that the task team provides assist managers to develop the change of management. Hence the challenge in education lies in a development – orientated approach, emphasising aspects like leadership, organisational development and total quality management. (TQM) (Department of Education, 1996 : 10-27). Managers have the task to create and maintain an environment where educators can teach and learners can learn. This ensures that the teaching programme serves the educational needs of learners and the community.

The main period of concern of this thesis will be the post – apartheid era as there is a changing context of school management. There is substantial evidence in literature that total quality management is an original concept from the business world, that has enabled the business enterprises to compete in a world of globalisation. Steyn G.M, (1999 : 357) states that these TQM principles could also be applied to ensure effective public schooling and the provision of quality education in South Africa. The role of total quality management in education lacks clarity. Some researchers take a critical stand towards the application of the TQM principles in schools. Van Wyk (1995 : 14) warns against an uncritical acceptance of the TQM paradigm within the educational practice, whilst Daresh and Playko (1995) are “ not totally convinced that this perspective is sufficiently articulated at present to make it an enduring or a very useful concept .” On the other hand , most authors are positive in their assessment of the TQM approach.

Another focus of this study is to determine what the school’s position on quality management is, and to what extent does the schools management meet the criteria for total quality. Thus the rationale for conducting this study at this school is the embracing of the transformation process by the deliberate integration and dynamic efforts of the school manager. The issues impinging on this school since its inception in 1998, was the transformation which necessitated a new learning for education staff at all levels. This is confirmed by Steyn G.M (1999 : 357), that managers have to embrace all role players including the school principal, staff members, learners, and the community at large with client satisfaction as ultimate result. An attempt to sustain existing patterns of management may well be dysfunctional as the school cannot remain a nineteenth century organisation in terms of structures, roles and technology. The school is now far more exposed and far more visible as individual institutions in terms of their performance as McNealy, (1992 : 15), rightfully claims “ organisations are a direct reflection of their managers.”

Thus it can be stated that the ultimate goal of the implementation and application of TQM principles seems to be the optimisation of the school as a system. The optimisation of the system should result in improved education and learning of every child. This important principle can be acknowledged when learners have unlimited and multiple abilities and that each child should fulfil his/her potential.

1.4 RESEARCH METHODS

1.4.1 Literature Study

A literature study of both primary and secondary sources were undertaken. The gathered information was measured and evaluated, from which conclusions were drawn.

1.4.2 Quantitative Phase

A structured questionnaire was derived from the work of West – Burnham. J , 1997, was used. The aim of the questionnaire were to determine what extent characteristics of TQM could be identified in the school. The study population of the questionnaire consisted of the educators of the school. With the assistance of a statistical analyst of Durban Institute Of Technolgy , suitable statistical methods were selected.

1.4.3 Qualitative Phase

Structured interviews were conducted. The aim of the interviews and data collection was to establish whether the values and beliefs that define the school's culture were based on TQM assumptions. The study population consisted of the principal, deputy principal, foundation and intermediate phase heads of department, of the identified school. Standardised procedures were used for decoding the qualitative data from tapes, and written material.

The site for this research project is a co-educational “Indian” primary school that is located in urban Durban. The school has an Islamic ethos as majority of learners and the entire management team is made up of Muslim individuals, except one foundation phase head of department. The principal is male, the deputy is male, the two heads of department (senior primary) are males and two heads of department (foundation phase) are females. The staff complement is twenty seven. Four are males and twenty three are females. This school is well resourced and serves an affluent community. There is a positive and enthusiastic attitude on part of the parents when it comes to supporting the school in fundraising and extra – mural activities, discipline, and so on. Most parents show an overwhelming interest in their children's progress at school because most of them do not go to work, and those that do work find it easy to take time off work.

It was theoretically assumed that this school, which has been identified for this research, displays the characteristics of total quality management, or at least some of the characteristics that are associated with total quality management.

1.5 CHAPTER DIVISION

This thesis will be outlined as follows :

Having posed the main focus of this study in the introductory chapter (Chapter one), the literature review (Chapter two), will follow, where the theoretical and

conceptual framework will be analysed based on the literature that examines the principles Total Quality Management in the school.

Chapter three describes the research methodology that has been selected for this particular study. Qualitative and quantitative research methodology was utilised in the course of this investigation. In this chapter a detailed account of the methods used is provided.

Chapter four is the presentation and interpretation of data, and will focus on what the strategies used are. The following will be examined as the aims of the research which are sub – divided into the following :

- i) The implied notions of total quality and quality in school management
- ii) The school's position on quality management.
- iii) Are the criteria's of TQM met by the school's management.

Chapter five is the summary and recommendations , that revisits the synthesises the key issues. This chapter also includes some recommendations that might improve or modify the management approach in the school.

1.6 SUMMARY

In this chapter the research problem was stated and the aims of the research were formulated. A statement of theoretical assumption was given, as well as a brief outline of the research methods that were used. Finally a preview of the division of chapters of this thesis are listed.

The next chapter will probe the principles and characteristics of TQM and it's applicability to education, through the literature review.

CHAPTER TWO : ASSOCIATED READINGS.

The aim of this chapter is to identify and introduce the theoretical approaches in the study of Total Quality Management. The various characteristics of Total Quality Management will be discussed. The aim will also be to contextualise and lay the foundation for the study of TQM to be undertaken. This is crucial in creating an understanding of and dealing with the principles and characteristics of TQM that shape and form the promotion of quality in schools.

2.1 INTRODUCTION

A rapid transformation of education in South Africa, the cry for quality public education and the roles and responsibilities of the people of the school, in creating the total quality effective schools which represents an exciting set of new challenges for the 21st century. In *Making Quality Happen*, McNealy R. (1993: vii), emphasises that customer focussed quality has never been more important than it is today. At the National Consultation on School Development Conference Professor Kader Asmal said, “ *A lot more than coming to school for the 196 days is needed to improve the quality of education in the country. Teachers cannot be expected to deliver quality education if they do not have the administrative support*”. (Daily News, 30 January 2002 : 2).

The traditional approaches to school management may no longer be appropriate. The underlining principles of the South African Schools Act are for school management to move away from the hierarchical, top-down authoritarian power and bureaucratic style to more collaborative and participatory style of management. According to Davies, B. (1994 : 118 – 199), a major setback for schools has been the lack of an integrated and legitimate approach to issues of leadership and management. The issues impinging on schools since 1994 necessitates new learning for education staff at all levels. To sustain existing patterns of management would suit 19th century structures and may well be highly dysfunctional, as most schools remain 19th century organisations in terms of structures, role and technology. Schools are now far more exposed and are far more visible as individual institutions in terms of their performance and as McNealy. R. (1992 : 15), rightfully claims, “*organisations are a direct reflection of their managers.*”

The period since the mid 1980's has seen an international movement culminating in profound changes in the ways in which education systems are managed. The South African Schools Act of 1996, provides the most fundamental challenge to the established way of doing things in schools. The changes are so basic it is doubtful that schools will survive with a range of innovations all of which impact directly on the essential management process. One of the changes is the devolved responsibilities for the planning and policy - making in the schools. These ascribed meanings are changing from situation to situation in all schools. Schools are now responsible for their own

financing, staffing, and increased control of the curriculum. There has also been an increased scrutiny of and the accountability for the schools' performance. Hopkins, 1987, defines the issue as "*this increase in expectations has been accompanied by fundamental changes in the ways the schools are managed and governed. This tension is making it very difficult to implement successful innovations that will make the difference to the quality of schooling and pupil achievement*".

Sallis, 1993, in Bush et al, (2002 : 9), has identified four imperatives that should inform the responses to the changes that infringe on the schools.

- The **Moral Imperatives** deals with the special nature of the school and is concerned with the learning of young people and should therefore be managed with explicit reference to moral and professional principles, where the management of the school should create an appropriate socially secure climate.
- The **Environmental Imperative** recognises that the school operates in a changing social context and therefore is a microcosm of a democratic society. Learners should be prepared to enter into a world where there are profound social, economic, and technical changes taking place.
- The **Survival Imperative** of the schools is vital as parents' and learners' institutional choices are broadened. Thus schools need to endure great competition.
- The **Accountability Imperative** creates a need for the school to develop procedures to allow them to respond to external demands for accountability.

Thus according to Sallis, the combination of the above facts argue for the introduction of total quality management as the only philosophy capable of reconciling these demands.

2.2 ORIGINS OF TOTAL QUALITY MANAGEMENT.

The origins of total quality management derive from business. In the commercial world consumer choice and consumer perception is cardinal. TQM is an approach that has assisted business organisations to compete successfully globally. The writings of Deming (1986), are most notable and are central to this approach. TQM provides a methodology that can assist in coping with challenges and changes in the social environment.

Deming (1990; 1993), known as the father of TQM, never referred to his work as being concerned with 'total quality management'. His ideas are not only about building self esteem, empowerment, co-operation and trust, but also about challenging the existing culture and beliefs. According to Deming (1982; 1986), the fourteen principles of TQM have the absolute and obsessive goal of quality, that is achieved through a three way interaction between the product itself, the way the customer reacts to it and the service accompanying the product. Deming stressed that the customers are the last and most important people, and that quality is that which satisfies, or even delights, the

customer therefore the customers must be asked what they want. He further stresses that errors in production must be eliminated before they occur.

Juran J M in (West- Burnham, 1992:18-19), states that quality is the “ fitness for purpose “ and “ freedom for use ,” and he further identifies the principal outcome of quality management as reducing the cost of quality and increasing conformance. He places great emphasis on leadership and teamwork. His management philosophy comprises of the following : the need to be attentive to the customers perceptions of quality, and that management is most accountable for the organisation’s performance.

Another quality expert, Armand Feigenbaum, supports the total quality control by stating that it required the involvement of all functions in the quality process, and not simply manufacturing. He links total with quality. (West- Burnham, 1992:19)

According to Murgatroyd and Morgan , (1993 : 188) , “ *TQM (Total Quality Management) is not another application program, it is not just another bolt up and belt up program that we can add to existing practices. It is a wholly reconceived approach to the total management of education. It is an approach whose time has come because of the significant changes now taking place in the external environment*”.

The logic here would appear to be that the changes in education are so profound that only an equally profound change in management practice, that is , TQM can offer a suitable response. Yet, the issue remains that TQM as a holistic strategy grew out of non-educational imperatives and is expressed in non-educational terms. Murgatroyd and Morgan (1993 : 269-271) , in their work placed emphasis on how there are no ready - made programmes that come off the shelf and apply to a school to make a difference quickly. He identifies lack of {a}.visible enactment and {b}.commitment by the senior staff of the school as two of the common problems in the implementation of TQM initiatives.

But it is further argued by Bottery, (1994 : 130), that the management of education should be less concerned with efficiency, calculability, predictability, and control and the implementation of agendas set elsewhere and more with empowerment, consciousness - raising and participation. In essence , Bottery suggests that as education should be concerned with democratic values , so should the management processes used in schools. TQM is a philosophy for enabling management and the first step in implementing TQM in the school is to decide on the values and vision that will drive the process. It then becomes content - specific and morally purposeful.

In this respect total quality offers educational organisations a means of managing the most complex relationships in the school, the linkage between vision, values and aims as aspiration statements and the way the behaviour of teachers and managers impacts on the experience of learners and parents and educators.

2.3 DEFINITION OF CONCEPTS

2.3.1 What is total quality management ?

Although various terms are used to describe the quality management concept, Steyn, G.M. 1995, views total quality management as a systematic management of an organisation's customer – supplier relationships in such a way as to ensure improvements in the quality of performance. Davies and Ellison, (1997 : 121), maintain that TQM is a philosophy with tools and processes for practical implementation aimed at achieving a culture of continuous improvement driven by all the employees of an organisation in order to satisfy and delight the customers. The concept of Total Quality Management can be described as :

2.3.2 .TOTAL

The total process is one, which recognises the opportunities for teachers, learners, parents, and community members, stakeholders or non-stakeholders to participate in making decisions and closely interact in the school. They will be in a good position to weigh up all the information and to make sound decisions as they are the people nearest to the source of action ' school site.' All aspects of the organisation in the case of education, are regarded with utmost importance.

These according to Steyn, G.M, (1995 :16), include school leadership, school operations, the classroom, the extra - curricular activities, religious aspirations of the schools population etc. Everyone in the school is regarded as important in contributing in some way or the other to the end product or service to the next customer. This affects all who work in the school as well as activities undertaken in the name of the school (Steyn. G.M, 1996 :123). He further states that this is regarded as the operational definition of the total quality approach.

2.3.3 QUALITY

Since the motivation of the people is important they will feel a sense of ownership and feel empowered as they make the decisions that influence their jobs. The quality of the work can only be improved if educators know where they are starting from and they have a clear idea about the goals they are trying to achieve. In

order to improve quality of performance, regular feedback is essential. The school has to ensure that all of the individuals in the school have a similar understanding of the definition of quality. Attention to quality is a global phenomenon.

This would enable the organisation to measure if quality has been achieved or not. Since we learn best about work at work ; of that there is little doubt. One wonders whether quality in education is just another fashion that will be replaced by another set of prescriptions. But West – Burnham (1992 : 5), is confident that quality in education is no passing whim, it has been around for the past 40 years and has always been the centre of the debate about education, however it is defined.

On the issue of quality in schools, Murgatroyd and Morgan, (1993:45), include three basic definitions : quality assurance, contract conformance, and customer driven quality.

* *Quality Assurance* means that the established standards, methods and quality requirements are determined by an expert body, which must be evaluated to ascertain the extent to which the practice meets the requirements. Quality assurance is a fundamental task of every school's management. Schools need to be constantly aware of the need to evaluate standards. In Kwa – Zulu Natal the system used in quality assurance is the Whole School Evaluation and Systemic Evaluation. These tools and mechanisms provide the assistance in monitoring and improving their schools performance. Quality assurance is a system of ensuring quality in schools, example the public examinations systems.

* *Quality Conformance* states that a quality standard has been specified during negotiations whilst drawing up the contract, for example, home based projects or homework assignments, outlining exactly what is required of them and a time frame supplied as well. In the schools strategic planning process the educators are given duties and tasks to perform for the duration of the year. Quality is assessed by the educator's performance of these specific duties.

* The study by Steyn, G.M. (1995 ; 17), on *Customer Driven Quality* is classified as a notion of quality in which those who receive the product or service make explicit their expectations of the product . In essence quality refers to “conformance to requirements which the customer expects”.

2.3.4 MANAGEMENT

As quality will not be achieved by accident or by management dictates Horwitz (1990 : 56), it requires a major change in the management culture, behaviour, thinking and the attitude of everyone to quality. This process of change must be managed soundly so as to facilitate a quality service. Management must lead the change process by ensuring that all stakeholders understand the core purpose of the school. The management is also responsible for removing all the barriers that may prevent quality from being achieved. The culture change is started by a continuous programme of education and improvement, continuous questioning, continuing revitalisation.

What has been missing so far, though, is any reasonable exposition of how school effectiveness might be brought into being in any practical way. Instead we are tantalised by “ glimpses “ of what the school will be at some point in the future (vision). As one educator in my school puts it, “ *This is what I call the Noah's Ark Syndrome. Right now I don't need anyone else telling me it's going to rain – I would like some help building the boat*”.

Horwitz, C. (1990 :13), focus of management is that it has to develop an operation of principles and values, which results in the creation of an environment for continuous improvement. It is further stated by Horowitz that management creates the organisation and provide the systems and resources to support the process and then finally everyone is contributing to the service

given to the user. To enable the process to develop to the contribution stage, management has to ensure that there is a common understanding of quality and the need to change. Steyn, G.M. 1995, does in this respect, argue, that in the management of TQM, schools should be managed and led by quality principals and the success thereof must be measured by customer-driven quality principles.

Deming (1982 ; 1986), is clear in the need to honour the ‘voice of the customer.’ This customer feedback, he maintains, serves as the fundamental definition of quality. He further states that , it is only with this feedback , that a product be constantly improved.

TQM was seen by many in education as a magic potion that will cure the sick in education. But, as the criteria of TQM stress, are leaders faithfully ruling with a vision and a zest for quality. Is there continuous improvement and are all customers being satisfied, or are there still hidden agendas among school leaders who appear to be managing in a democratic style ? Is TQM another “ mind dazzler with a bewildering array of jargon ? What , *THEN*, are the guiding principles that govern TQM ?

2.4 THE PRINCIPLES OF TQM

Although there is no definite “ correct “ list of quality management principles, certain principles should form the basis for guiding actions and decisions and should be consistent with how the school goes about accomplishing it’s objectives. According to Arcaro ,J.S. (1995 : 9), the principles or characteristics for a total quality school are classified as the “ pillars of quality” for education. These pillars are universal, and applicable to every educational institution. Furthermore, he first and foremost, argues that the focus cannot be limited to just one pillar. Instead it requires a focus on all pillars simultaneously . He uses these terms to describe and depict the pillars as : *a strong and consistent commitment of leadership, the primary focus on the customer and supplier, total involvement, a measurement system, and constant dedication to continuous improvement.*

2.4.1 MEASURING QUALITY MANAGEMENT

One of the major differences between TQM and other educational reforms is the use of a rational measurement system to achieve quality in schools. In ascertaining whether the organisation is effective in achieving quality, requires a process of self assessment of the system. Lewis , (1993 :19), advocates a system that would allow institutions to determine systemically the degree to which the institution pleases the customer and then focuses on an internal process of improvement.

Quality management provides a number of quality tools for measuring, analyzing and understanding, so as to improve decision - making and working

relationships and customer satisfaction. West – Burnham and Davies, (1993 :50), call this the “ quality toolkit “. Some of these are quantitative , others are qualitative and can be used to analyse complex situations. Overarching all TQM technique is data collection, statistical procedure, and scientific methods which include benchmarking, tally charts, cause and effect diagrams, Pareto charts, histograms, scatter diagrams, run charts, check sheets and flow charts are some of the quality tools Steyn, G.M. (2001 : 20) names. The information gained from using these tools ensures that problems are solved easily, assisting in checking decisions, analysing data and makes the provision of information better. But by merely using them , does it ensure a high quality school or does the data help build TQM initiatives? Capper A & Jamison T M (1993), state that basic methods of data collection and analysis are relied upon to identify, understand and reduce common causes of variation in the production process. They further maintain that the ultimate aim is to use data, not hunches or intuition, to eliminate product variation.

The fear, though is while in the process of collecting data, this may bore educators with the abundance of administrative tasks rather than achieving quality. The institution must undertake a thorough review of their data in order to see how it will benefit in managing change and improvement of quality in the school.

According to Murgatroyd, S. (1993 : 272), the data should be designed as the primary mechanism for showing the operation and the outcome of these processes. The schools have to endeavour to undertake a thorough review of all the data captured , and the evaluate how beneficial it is in managing change and quality improvement.

However, merely collecting all this information, is not just done by one decision, but it is a process. As Redman, (1999 : 9), states that there is a clear distinction between the measurement act and process. The process starts with initially understanding the framework, where the information produced is critical , which then eventually leads to the decision making and action taking. The decisions that are made includes the organisations objectives, competitiveness, it’s available resources, the customer and legal resources. While in the process of decision making, it is vital for the organisation to consider the limitations and constraints.

It has been stated that an effective measurement system leads to improved decisions. This then results in the school achieving it’s goals and objectives eventually. Since all these measuring activities require time and effort and this places the educators of the school site under pressure as time is of great essence to educators and they will do as Murgatroyd and Morgan, (1993) state “ that doing them for the sake of doing them , it will obviously lead to nowhere”. The measurement process must be focussed so that the intention is the understanding which in return facilitates the consequence of any change systems.

As Redman, (1999: 9), states that taken together the five elements : framework, design, data collection, analysis and decisions, constitute the measurement system. He further states that the ultimate aim in QM, is to

consistently improve decisions and take better actions, taking into consideration the education system as a whole, including the environment in which it functions.

2.4.2 CUSTOMER FOCUS

Defining customers in education can prove to be a difficult task, as the word may lend itself to notions of buying and selling and an exchange for profit. Nevertheless, Deming, who is regarded as one of the Gurus of Quality Management, in Oudston, J. (1995 : 33), defines a customer as being anyone who receives a service or product. Murgatroyd and Morgan, (1995), identify the customer focus as a chain of suppliers and customers in each situation as each is dependent on the other. This view by Weller & McElwee, (1997 : 209), state that quality management advocates that all stakeholders become so customer focussed that they continually find ways to meet or exceed customers expectations corresponds with Murgatroyd and Morgan. And Barry, (1991 : 5), assures that by doing this, not only customer satisfaction is created but also customer loyalty.

Sallis (1993 : 33), categorises between internal and external customers and emphasises that the learner is the primary customer in the school. According to Sallis the internal customers are those inside the organisation who receive the service but who also acts as suppliers such as the learners, educator and principal. Leddick, S. (1992 : 11), mention that in education this category would include staff, pupils, bus drivers, librarians, music teachers and others. It is further stated that the external customers are the end users and these include the people external to the organisation, such as society, the government, the labour market and ultimately the entire country. The customer focus aspect of total quality, is the total satisfaction for both the internal and external customers within the management environment that seeks continuous improvement of all the processes. The nation needs a better educated and trained workforce to generate better standards of living and a better quality of life.

West – Burnham, (1995 :34), states that understanding preferences of the customer is a fundamental component of providing quality service. According to Greenwood and Gaunt, (1994 : 27), the supplier (school) must establish a system in the curriculum, learning programmes, time-table, and organisational structure and culture development. This system must be capable of fulfilling the needs of the customers and satisfying the customers. The satisfaction can only be achieved by understanding the customers needs, values, religions, attitudes and cultures.

Inherent in the customer focus principle of TQM is customer - supplier chain and the expectation of what each expects of the other. According to Steyn, (1999 : 359), "*it's the responsibility of the customer to clearly identify expectations and these expectations need to translated to supplier specifications.*" Steyn, (2001 : 19), continues in this regard stating that in order to improve customer satisfaction, then, "*asking customers what they want*

through techniques such as suggestion cards, interviews, and surveys provide data for making effective decisions, as it is not enough to base decisions on experience and intuition”.

When focussing on the customer, it is vital to consider the customer's (learner's) culture and socio-economic conditions. Modern management science addresses the fact that behaviour is determined by unsatisfied needs. It is paramount to reflect that individuals have different needs as well as different levels of needs. West – Burnham, (1998 : 34), emphasises that the social context of a school will be a major determinant of its response to many of its customers. If the parents are totally satisfied, then West – Burnham, (1995 : 34), states that they will be loyal and committed to all the schools initiatives. But ultimately it must be critically ascertained whether all customers in education are being satisfied. Once customers are attracted to the institution, it is vital to retain them.

The principal in his zest to satisfy the learner and parent customer, is he doing it at the expense of the teacher customer. Although the learner is the ultimate customer, an educator that is unhappy will not produce work to the best of his potential. This eventually impacts on the teaching and learning process. In this regard Lezotte, (1992 : 34), states that “ only teachers that are competent, confident, and excited can assure quality instruction in a total quality effective school”. The human element is crucial.

However, when focussing on customers in the implementation of TQM, Lezotte, (1993 : 13), warns that these programmes must take into account the deep seated fears of all customers. As Murgatroyd and Morgan, (1993 : 270), ascertain that that in reality the very opposite occurs as implementing TQM, means downsizing which is another way of cutting out waste and efficiency. Educators are constantly on the edge as they fear they may be declared in excess or not and thus they have no job satisfaction knowing that their livelihood is at risk.

West – Burnham and Davies, (1994 : 51), are positive that those schools implementing TQM with a focus on customers have become more aware in responding to a “consumer democracy”. This has positive results in the home school communication, and greater involvement of parents in the learning process.

2.4.3 CONTINUOUS QUALITY IMPROVEMENT

This principle of TQM focuses on the continual improvement of all process. In a quality organisation all individuals must be dedicated to self improvement and the improvement of other people in their environment. This idea of continuous improvement of the educational system applies to all levels of the system from the learners to management, from pre-school through to the university.

Then sceptics may state that if all is going well in an institution then what is the need for continuous improvement. The answer according to Steyn, G.M.

(2001 : 21), is that “ *learner’s needs and society’s needs are ever changing and therefore the products and services provided must continually change to meet these needs.*” We do not live in a society that is static. The institution has to ensure that root causes of problems are discovered timeously, in order to make substantial and beneficial change in quality improvement. If appropriate action is taken on time, this will eventually lead to quality improvement in the teaching and learning situation.

The most valuable characteristics of the quality improvement process, according to McClaskey and Owens, (1997 : 5), is that process is closed looped. It checks the actual outcome against the desired measurable outcome and routes back to previous steps if desired results were to be obtained. They further argue that quality management does not rely on large planned change, but is constantly seeking improvements in all processes. Continuous improvements can be applied to all aspects of the school for example the physical resources, curriculum, learner management, school uniform, extramural activities finance and staff development. This is justified by Leddick’s comment in Steyn ,G.M. (2001 : 21), “*that there is no shortage of improvements for educational institutions to work on*”. Improving the quality of the service in the school can include various strategies which can be interlinked. According to Steyn, G.M. (2001 : 21), these strategies include swot & diagnostic analysis, benchmarking , and story boarding.

No institution or individuals within the institution is perfect, infallible or lacking in some fault. There will always need for improvement as the needs in society changes. So achieving quality improvement should be regarded as a journey with a never ending destination. Daugherty. A , (1996 : 87), states that the success of quality management depends on continuous improvement as this, “*emphasises the value of striving to improve the prevailing standards and not merely accepting the accomplishment of these standards*”.

2.4.4 ROLE OF MANAGEMENT ; COMMITMENT AND LEADERSHIP.

For the implementation of TQM in an institution, then according to Steyn, G.M.(2001 :18), there must a clear and visible commitment and support from top management. To achieve top quality in education, all management individuals must be highly motivated, dynamic, dedicated and obsessed to drive the principles of TQM. Greenwood and Gaunt , (1974 : 70), maintain that previously there was a an emphasis on direction and control, a preference for mechanization and the treatment of staff as an extension of a machine. But total quality management requires a radical shift from authoritarian leadership to collegial views in role relationships between management and staff.

The new paradigm in education is empowered school, where all members of the staff are able to make meaningful decisions. Steyn,G.M. (2001 : 18), believes that managers in an empowered organisation create an environment to make people feel great about their organisation, themselves and above all strive for customer focus. This kind of total commitment from staff leads to quality

teaching and learning. In total quality approach, empowerment of people is important as they are closest to the customer (learner). The decisions made by them have a great impact on customers.

The manager that is implementing TQM in his school, must ensure that he displays to all his customers. According to West - Burnham, (1995 : 108) the quality of personal relationships will often be a prime determinant of client satisfaction, a need for consistency in all processes and the behaviour of the leader is a crucial model in the implementation programme. Steyn, G.M. (2001 : 19), states that managers also play a pivotal role in giving recognition and reinforcing behaviour, the results of which help to achieve the school's overall goals. Since every human being thrives on praise, learners need praise to motivate them, teachers also need to believe their actions and achievements are important to the school. Steyn,G.M. (2001 : 21) states that "*positive achievements must be recognised and rewarded.*"

Another very important component to leadership in total quality management is the creation of the schools vision that is shared widely by all individuals of the school site. Johnson, (1993 :23), affirm that a strategic vision which depends on the knowledge of the institution is a clear, positive and forceful statement of where the educational institution wants to be in five to ten years. In formulating the vision the school has to ensure that it constantly refers to it (vision) in action and in recognising future challenges, and all members of the school community must be contacted at all times. Daugherty. A, (1996 : 83), regards this as the management's responsibility to create, share, and maintain this vision.

To be effective in TQM approach to management of the school, according to West – Burnham,J. (1995: 115), the manager has to be excited by , welcome it and love the change process. He has to also make sure that that at the same time he creates an environment that allows objectives to be met and the tasks to be completed. For an effective total quality school, school leaders have to totally committed. The actions and behaviour of school leader is monitored by staff, and if they do not see genuine, and sustained commitment to quality, then it is most unlikely to be produced by them. According to Murgatroyd and Morgan, (1993 : 271), this kind of behaviour includes how quality is demonstrated in the way staff matters are treated within schools and the way in which recognition and rewards are distributed in the school. It is further stated that the extent to which data drives the decisions made at school, and to the extent of which skills and tools are required for TQM.

2.5 SUMMARY

According to Bohan, (1998 : 14), quality management is not easy to implement. But Holt , (1993 a : 23), warns however, that quality management is not a recipe, but rather an agenda , for discussing the improvement of education in a particular educational setting. There are major differences in the traditional concepts of education and a close look at QM in education. Rinehart, G, (1993 :266) state that firstly, the success of quality management depends on the commitment of top management and the creation of forceful, positive vision for the institution.

Secondly, Daugherty, A.(1996 : 87) states the primary focus is on meeting the needs and expectations of customers. Lo & Scally,(1996 : 21), are of the belief that next on the list is that everybody in the system should be involved since the success of the strategy depends upon the institution's efforts to bring all stakeholders together in a powerful partnership. The educational process needs to be continuously measured in order to identify areas for improvement , this final statement by Daugherty,A. (1996 : 87). Murgatroyd, (1993 : 269) states that a number of schools that have implemented the pillars / principles of total quality management, indicated a tremendous improvement in various spheres of school life. He further states that the TQM approach is relevant in this current time, because of the significant changes which are now taking place in the external environment and the changes in social attitudes towards education .

Steyn G M , (1999), states that since the system of education in South Africa faces grave problems and the TQM approach , that embodies the principles , could improve the provision of education in South Africa. This approach, he states, comprises a people - focussed management systems, that aims at continuous increase of customer satisfaction. It works horizontally across functions and departments, involves all staff members and extends backwards and forwards to include the supply chain and customer chain (total quality).

Total Quality Management can , thus, be regarded as an operational theory of management with a set of tools for implementation. (Lezotte 1992: 23). **Total** : ensures that every aspect of the school is addressed ie. School leadership, school operations, the classroom and curriculum etc . Furthermore everybody in the school contributes to the service to the next customer. **Quality** : refers to process of matching products and services with the needs of those who use them. **Management** : schools must be led and managed by quality principals, and the success is then measured by quality principles.

In the next chapter the design for the empirical study will be outlined.

3.1 INTRODUCTION

The aim and purpose of the research was to diagnostically review the aspects of management with particular reference to perceptions of quality and criteria for total quality in an urban primary school.

This chapter describes and discusses the approaches and methods to be employed in examining the subject matter and to gather, collate and interpret the relevant data. More specifically, it looks at the research design which was deemed most appropriate, given the purpose of the study. It also discusses the procedure which was followed in : (a) gaining access to the research site, (b) deciding on who the respondents of the study were, (b) how the data was collected and analysed, (c) a description of the research instrument employed.

The research questions of this study were :

- What are the implied notions of quality and total quality in relation to school management ?
- What is the school's " official " position on quality management ?
- To what extent does the school management meet the criteria for total quality ?

The research aim was to determine quantitatively the perceptions of educators in the school that is related to quality and quality management. (quantitative research).

Secondly the aim was to determine qualitatively whether the strategies employed by the school's management team are based on TQM assumptions.

3.2 QUANTITATIVE RESEARCH

The questionnaire (cf Appendix A), was used as a research instrument. This ensured that individual responses were received from educators with regard to their understanding of quality principles. (Gall et al., 1996 : 288). The questionnaire invited comments and evaluation on areas of the principles of TQM, customer focus, prevention processes and the stakeholders. The questionnaire was used on all the educators of the school. There were 20 educators in total.

The aims of the questionnaire were to :

*To determine what extent the school bases it's performance on TQM principle and practices.

* To determine the elements of TQM that include the principle of customer focus.

* To identify characteristics to prevent failure before they occur.

Gall, et al., (1996) informs that the use of questionnaire in educational research can be very valuable if it is carefully planned and developed. In this research, a questionnaire survey was used because the samples used, were from the school site and this was cost effective. (no mailing). Another reason was that the time factor played a vital role as it was much easier in getting the completed questionnaires back.

The benefit of the questionnaire method is that the responses were in writing and the respondents had the opportunity to respond to the questions without feeling intimidated. Questionnaires, however, cannot probe deeply into respondents opinions and feelings. Once the questionnaires are distributed, some of the questions may be unclear to the respondents and it is then not possible to modify the items. In the interview situation, these limitations can be addressed more appropriately. (Gall et al., 1996 : 269)

The questionnaire consists of the following sections :

- Section One contains items that are aimed at collecting background and work related information from the respondents.
- Section Two (Principles) is aimed at determining to what extent the respondents regard leadership, customers, community etc important in the school.
- Section Three (People) determines the extent of the role of stakeholders, the needs of the market, expectations, relationships and satisfaction, play in the school
- Section Four establishes what measurements and analysis is undertaken to help contribute toward quality management, and what precautions are taken.
- Section Five focuses on the customers of the school, the schools design for educational programmes, and instructional approaches.

A five point scale was used in Sections 2, 3, 4, 5 to determine to what extent the educators adhere to particular criteria set for quality management. The scale provides for *not at all* (1), *very little* (2), *a little* (3), *a lot* (4), *a great deal* (5).

3.3 QUALITATIVE RESEARCH

The aim of using the qualitative research method based on semi structured interviews of the management personnel, (cf Appendix B). This was with the intention of tapping into the interviewee's experiences. The interviewee's were members of the management namely the principal, deputy principal, foundation and intermediate phase heads of department. The research method applied for the collection of data is the interview, which included individual interviews. This approach is different from that of quantitative research. Gall et al., 1996 : 28, define qualitative research as follows :

“Qualitative is multimethod in it’s focus, involving an interpretative, naturalistic approach to it’s subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them.”

In this study the direct source of data were the management personnel of the school. All personnel were interviewed in their natural setting, in a flexible and informal way, thus the direction and pace was left in the hands of the participants. The interviews were conducted in a relaxed, non-threatening environment with the individuals. In order to investigate the schools official position on quality management the interviews were too establish whether the values and beliefs that define the school’s culture and direct peoples actions, are based on TQM characteristics (Gall et al., 1996 : 607-613), and whether these characteristics are identified in the school.

The questions in the interview were semi structured and involved a predetermined sequence and wording of the same set of questions to be asked of each respondent. This Gall et al.,(1996 : 310), state is done in order to minimise the possibility of bias. In literature, it is suggested that the length of interviews be limited, bearing in mind the amount of work involved in transcribing the records (Bogdan & Biklen, 1982 : 95-96). The length of the individual interviews was therefore limited to 60 minutes.

Neuman, (1997 :371) state that the interviews involve asking questions, listening, expressing interest and recording what was said. Tape recording and some note taking methods were used to preserve the information collected at the interviews. It was found that in note taking the communication was disrupted. The tape recording provided a complete verbal record and it can be studied more thoroughly. Gall et al., (1996 :320), maintain that the interviewer needs to explain the purpose of recording carefully and to gain the confidence of the respondents. This he says will minimise the respondents reluctance to express their feelings freely, in the presence of the tape recorder.

3.4 SUMMARY

In this chapter the research design for the quantitative and qualitative research was presented. In the quantitative research, a questionnaire was developed to collect data. The completed questionnaires were analysed statistically. The qualitative phase of the research compromised of individual interviews with the key personnel of the school. The interviews were recorded and the data transcribed and structured in preparation of the data analysis.

In the next chapter the research data will be analysed , interpreted and presented.

CHAPTER FOUR : PRESENTATION AND INTERPRETATION OF DATA

4.1 INTRODUCTION

The aim of this chapter is to analyse, interpret and discuss both the quantitative and qualitative data. The diagnostic instrument was administered and designed to assess the extent to which the school meets the criteria of total quality management. The quantitative research was undertaken to determine to what extent the elements of total quality management could be identified in the school. The responses of the questions are dealt with, in the same order they appear in the questionnaire. The primary focus of the qualitative research was to probe whether the strategies employed in the school are based on total quality management assumptions. In line with Neuman's (1997) approach, the results and discussion of both the qualitative and quantitative phases are dealt with separately. The chapter, therefore, is divided into three sections, with sub-sections under each one of them.

4.2 METHODOLOGY IN REPORTING DATA.

The quantitative and qualitative phases of the research are based on the TQM criteria. The criteria deal with the following organisational dimensions: principles of TQM, customer focus, prevention management, and stakeholder and market focus. According to the literature, a response rate of between 60% and 70% provides enough data to draw valid and reliable conclusions (Ary et al., 1990: 453). In this study in the quantitative phase there was a 100% response rate. In the qualitative phase there was a 75% response rate.

4.3 SUMMARY OF FINDINGS OF THE QUESTIONNAIRE.

4.3.1 INTRODUCTION

Questionnaires (cf Appendix A), totalling 20 in number were distributed to the educators of the identified school and 20 (100%) were returned. This response is adequate to draw meaningful conclusions. In using the quantitative approach, the variables chosen are those that display a conceptually strong relationship of the principles of TQM, which are: the leadership of the school, the customer focus, the prevention of failure of processes and the focus of the people in the school environment. This was done in order to establish the educators' perception's of the school in relation to quality and quality management.

4.3.2 Quantitative Data

The questionnaire was handed to all educators and they were given four days to return completed questionnaire. The response rate was 100% as all questionnaires were returned. The quantitative instrument that was used is a version of one designed originally by West-Burnham (1997). The permission of the Principal was requested and obtained. The accompanying direction's for

completing the questionnaire were self explanatory. Instructions were printed on the front page of the questionnaire.

The responses of the educators on each dimension of the questionnaire indicate the strengths and some weaknesses concerning the impact of and realising the characteristics of TQM in the school. The scores of the items reflect that the school shows the positive results in the identifying and implementation of some of the characteristics of TQM. This then, provides the evidence that the school is practicing the aspects related to TQM. The responses correspond with the literature views on TQM that the commitment of the school leader is a prerequisite for the school to embark on the road to quality improvement.

4.3.3 RESULTS OF FINDINGS OF SECTION TWO : PRINCIPLES

In order for the school to show some elements of quality, certain principles have to be met. These principles are classified as pillars of quality. Each pillar and its foundation have to be understood before the school can achieve total quality. The principles incorporate customer focus, total involvement, measurement, commitment and continuous improvements. The foundations of the principles are the vision & mission, beliefs & values and lastly, the goals & objectives of the education institution. The core purpose, vision, and values of the school is expressed through its leadership and articulated mission statement (West-Burnham, 1997).

In processing the data, the responses on all items were consideration. The responses of the educators were captured in tables. The responses are presented in the same order as the questionnaire (cf Appendix a). The analysis comprised a frequency procedure and a means procedure. Frequencies and percentages of the responses to each item, as well as the cumulative frequencies and percentages are given.

Q 2.1 : “Core Purpose”

	Frequency	Percent	Valid Percent	Cumulative Percentage
Valid				
Not at all	1	5.0	5.0	5.0
A little	4	20.0	20.0	25.0
A lot	8	40.0	40.0	65.0
A very great deal	7	35.0	35.0	100.0
Total	20	100.0	100.0	

The respondents (40%) agree that the schools core purpose is explicit. This is in accordance with the principles of TQM. They are aware of the key and specific aspects of the organisation. It shows the evidence that educators are familiar with the school’s policy in all spheres of the school life. Another 30 % responded by stating that they understood the core purpose of the school a great deal.

Q 2.2: “ School’s Vision”

	Frequency	Percent	Valid Percent	Cumulative Percentage
Valid				
Not at all	1	5.0	5.0	5.0
Very little	1	5.0	5.0	10.0
A little	2	10.0	10.0	20.0
A lot	10	50.0	50.0	70.0
A very great deal	6	30.0	30.0	100.0
Total	20	100.0	100.0	

Of the 20 respondents, 10 felt they know, share and understood the school’s vision. They have a clear vision of where the school is going in relation to learner potential, moral standards and developing the learner as a whole person. The following values are maintained as part of a quality schooling environment, discipline and order, academic performance, and life orientatiuon.

Q 2.3 : “ School’s Mission”

	Frequency	Percent	Valid Percent	Cumulative Percentage
Valid				
Not at all	1	5.0	5.0	5.0
Very little	3	15.0	15.0	20.0
A little	2	10.0	10.0	30.0
A lot	8	40.0	40.0	70.0
A very great deal	6	30.0	30.0	100.0
Total	20	100.0	100.0	

It is evident here to the educators that the management processes are supportive and that communication is visible with all role players.

Q 2.4 : “ Values in Decision Making “

	Frequency	Percent	Valid Percent	Cumulative Percentage
Valid				
Not at all	1	5.0	5.0	5.0
Very little	3	15.0	15.0	20.0
A little	2	10.0	10.0	30.0
A lot	8	40.0	40.0	70.0
A very great deal	6	30.0	30.0	100.0
Total	20	100.0	100.0	

This aspect concerns the development of quality values. The respondents (40%) agree that values inform any decision making at the school. The learners academic performance is of a high priority and is the core business of the school. The value of learner discipline goes together with self discipline and responsibility. This then, creates an atmosphere of order. Order is conducive to effective teaching and learning. In the decision making process, trust in people are perceived as an important value. The principal puts trust in people to make decisions.

Q 2.5 : “Leadership and Management”

	Frequency	Percent	Valid Percent	Cumulative Percentage
Valid				
Not at all	2	10.0	10.0	10.0
Very little	1	5.0	5.0	15.0
A little	9	45.0	45.0	60.0
A lot	6	30.0	30.0	90.0
A very great deal	2	10.0	10.0	100.0
Total	20	100.0	100.0	

The ranking in percentage in response to Q2.5 is crucial as it refers to the leadership of the school. It appears from the responses, 45 % of the respondents only moderately agree that the leadership was not widely distributed nor differentiated. The responses are of the educators review of the manager / s practice leadership. The focus of the school’s leadership is on the leaders role to set values and direction’s, and the driving of performance. A crosstabulation of Q2.1 and Q2.7 indicates that there is no relationship between the two variables of understanding the core purpose of the school and the planning process.

Q 2.6 : “ Distribution of Leadership”

	Frequency	Percent	Valid Percent	Cumulative Percentage
Valid				
Not at all	2	10.0	10.0	10.0
Very little	6	30.0	30.0	40.0
A little	7	35.0	35.0	75.0
A lot	5	25.0	25.0	100.0
A very great deal	—	—	—	—
Total	20	100.0	100.0	

The response to the wide distribution of leadership in the school is at 35%. This low ranking indicates that the management style of the school leader is not democratic and open. There does not seem to be an emphasis on the development and training of educator and learner leaders. Educators and

learners participate in decision making using the principal's open door policy. These decisions are then regarded as justifiable. The principal is adamant that particular guidelines, rules or parameters are to be adhered to. These policy guidelines enable principals to exercise control. This leadership style is attributed to the principal implementing directive management strategies.

Q 2.7. : “Planning”

	Frequency	Percent	Valid Percent	Cumulative Percentage
Valid				
Not at all				
Very little	1	5.0	5.0	5.0
A little	4	20.0	20.0	25.0
A lot	10	50.0	50.0	75.0
A very great	5	25.0	25.0	100.0
deal	20	100.0	100.0	
Total				

In response to the planning process, 50% of the respondents agreed that a lot has been done thus far. Informal deliberations among educators to detect and find solutions to problems are always in progress. Management and staff meetings and planning sessions are procedures where problems are discussed and solutions suggested. In this school, planning sessions are held annually to review the school's overall performance, identify weaknesses and then look forward to improving on past performance. As a result, corrective actions are taken to ensure future improvements. Thus, this shows that there is a visibility of this TQM requirement, where measurements are in place, with the aim to review its activities on a regular basis. This is also viewed in the literature as one of the cornerstones of TQM. The data obtained at the planning sessions, does much to identify current views, attitudes, needs and also building on current successes. Planning is vital in TQM approach as it converts the objectives developed while planning into action plans.

4.3.4 RESULTS OF FINDINGS OF SECTION THREE : PEOPLE

Deming. E. (1990), defines people in the total quality context as anyone within the whole chain of activities who receives a service from the school. This then includes the learners, staff, parents, potential employers, tertiary institutions and the school community. These people must be clearly identified and defined, so that the core purpose of the school is clearly established. Leddick (1993:38), states that without an understanding of the purpose of the school by the people, it is difficult to explain why one course of action may be appropriate and another inappropriate. The school is designed around people, it is flat, uses team based approach and places enormous emphasis on learning and development (West-Burnham, 1997).

Q 3.1 : “ School Structure and Processes”

	Frequency	Percent	Valid Percent	Cumulative Percentage
Valid				
Not at all	1	5.0	5.0	5.0
Very little	2	10.0	10.0	15.0
A little	7	35.0	35.0	50.0
A lot	6	30.0	30.0	80.0
A very great deal	4	20.0	20.0	100.0
Total	20	100.0	100.0	

According to the responses, 35% of the respondents agree that a little was being done in teamwork. Teamwork starts with the management team of the school. There is no effective communication with the educators by the management team, although the staff meetings serve as a tool of communication between the educators and school’s administrators. In the school educators in different learning areas work together in learning area meetings. This teamwork is important as educators share their expertise with colleagues. Teamwork also manifests itself in grade meetings. This arrangement enables educators to take care of matters related to learners of that grade, to make inputs of learners and to sensitise other educators to the learner needs.

Q 3.2 : “ Effective Personal Relationships”

	Frequency	Percent	Valid Percent	Cumulative Percentage
Valid				
Not at all	1	5.0	5.0	5.0
Very little	2	10.0	10.0	15.0
A little	11	55.0	55.0	70.0
A lot	4	20.0	20.0	90.0
A very great deal	2	10.0	10.0	100.0
Total	20	100.0	100.0	

The response to the principle of people management the data obtained shows that most educators (55 %) felt that very little was being done. It is evident that very little emphasis is placed on effective personal relationships. In literature, it is also evident that TQM calls for excellence in people management. The human element is crucial in implementing TQM because it is through people that excellence comes to pass. This way of managing should include the valuing and respecting of people.

Q 3.3 : “ Devolution of Responsibilities”

	Frequency	Percent	Valid Percent	Cumulative Percentage
Valid				
Not at all	1	5.0	5.0	5.0
Very little	2	10.0	10.0	15.0
A little	7	55.0	35.0	50.0
A lot	9	20.0	45.0	95.0
A very great deal	1	10.0	5.0	100.0
Total	20	100.0	100.0	

There was a 55 % response that there is little devolution of responsibility and authority, and the decision making process was considered by the respondents as not being fully participative. There still seems to be a top-down management style.

Q 3.4 : “ Equity”

	Frequency	Percent	Valid Percent	Cumulative Percentage
Valid				
Not at all	3	15.0	15.0	15.0
Very little	3	15.0	15.0	30.0
A little	6	30.0	30.0	60.0
A lot	6	30.0	30.0	90.0
A very great deal	2	10.0	10.0	100.0
Total	20	100.0	100.0	

The social facilities of the school is divided . 30 % feel that a little is being done and 30 % feel a lot is being done. Facilities of the school is being made available to the community, which include sports grounds and the school hall. The school together with the religious educators address social problems of learners and the community.

Q 3.5 : “ Control of Individual Development”

	Frequency	Percent	Valid Percent	Cumulative Percentage
Valid				
Not at all	1	5.0	5.0	5.0
Very little	2	10.0	10.0	15.0
A little	2	10.0	10.0	25.0
A lot	9	40.0	40.0	65.0
A very great deal	6	30.0	30.0	100.0
Total	20	100.0	100.0	

Most of the respondents feel that they have significant control over their own development. It is important that educators are empowered in their professions and are re-orientated in the South African political context. Educators are free to take their own decisions without interference by the principal. Educators are allowed to organise their own classrooms.

Q 3.6 : “Priority of the Manager”

	Frequency	Percent	Valid Percent	Cumulative Percentage
Valid				
Not at all	1	5.0	5.0	5.0
Very little	7	35.0	35.0	40.0
A little	3	15.0	15.0	55.0
A lot	6	30.0	30.0	85.0
A very great deal	3	15.0	15.0	100.0
Total	20	100.0	100.0	

It also emerges that the school manager does not consider the development of his staff as a high priority. In literature, it is stressed that school leaders have to plan for skills and knowledge diversity among their staff members. To ensure that quality performance is sustained and improved within the school, the school leader has to plan for the succession and career progression of all staff, to motivate and enable staff to develop and utilise their full potential. Staff empowerment is also effected via the continual dissemination of information.

Q 3.7 : “Participation in Decision Making”

	Frequency	Percent	Valid Percent	Cumulative Percentage
Valid				
Not at all	4	20.0	20.0	20.0
Very little	3	15.0	15.0	35.0
A little	6	30.0	30.0	65.0
A lot	5	25.0	25.0	90.0
A very great deal	2	10.0	10.0	100.0
Total	20	100.0	100.0	

30% of the respondents felt the decision making process at the school was not fully participative. Although some responses disclose dissatisfaction and even frustration, many respondents believe that their school still has a common understanding of certain basic principles. Educators indicated their ideas are seldom used and there is little consultation to “involve grassroots level”, before any decisions are made. Educators are involved in some decision making but within limits.

4.3.5. RESULTS FINDINGS OF SECTION FOUR : PREVENTION

The school works to minimise if not to eliminate failure. Prevention is a shared philosophy applied to all activities (West-Burnham, 1997). Quality in teaching and learning is achieved through continuous improvements. This moves the thinking away from acceptable to always improving. Quality in the school is managed through prevention and not detection. This is achieved by empowering the workforce to take responsibility for teaching and to remove inconsistencies. Of course, there are many factors and variations which vitiate the achievement of consistency but the total quality school works to minimise their impact in an explicit and overt manner (West – Burnham, 1997).

Q 4.1 : Processes are Managed”

	Frequency	Percent	Valid Percent	Cumulative Percentage
Valid				
Not at all	1	5.0	5.0	5.0
Very little	1	5.0	5.0	10.0
A little	2	10.0	10.0	20.0
A lot	14	70.0	70.0	90.0
A very great deal	2	10.0	10.0	100.0
Total	20	100.0	100.0	

70 % of the respondents emphasised that there are processes in place to prevent failure. The school endeavours to have a unified approach to all the school's activities. There is an explicit agreement and understanding among the staff about their aims and the implementation of the school's policies. This kind of explicit agreement is at the heart of prevention and quality in the school.

Q 4.2 : Key Processes”

	Frequency	Percent	Valid Percent	Cumulative Percentage
Valid				
Not at all	1	5.0	5.0	5.0
Very little	-	-	-	-
A little	3	15.0	15.0	20.0
A lot	13	65.0	65.0	85.0
A very great deal	3	15.0	15.0	100.0
Total	20	100.0	100.0	

65 % of the respondents emphasised that all the key processes are well managed to prevent failure. The management of all processes must focus on both the instructional approaches and the organising of activities and experiences so that effective learning takes place.

Q 4.3 : “Measurement”

	Frequency	Percent	Valid Percent	Cumulative Percentage
Valid				
Not at all	1	5.0	5.0	5.0
Very little	-	-	-	-
A little	7	35.0	15.0	20.0
A lot	9	45.0	65.0	85.0
A very great deal	3	15.0	15.0	100.0
Total	20	100.0	100.0	

The respondents showed an understanding of the fact that measurement is necessary to improve all processes. This ensures improvement and progress of quality teaching and learning. It is suggested in literature that measuring is regarded as a fundamental aspect of TQM. Measuring at this school is based on the collection and analysis of data and information to obtain feedback on the needs and expectations of role players.

Q 4.4 : “ Consistency of Management”

	Frequency	Percent	Valid Percent	Cumulative Percentage
Valid				
Not at all	1	5.0	5.0	5.0
Very little	-	-	-	-
A little	7	35.0	15.0	20.0
A lot	9	45.0	65.0	85.0
A very great deal	3	15.0	15.0	100.0
Total	20	100.0	100.0	

45% of the respondents fully agree that management is used to achieve consistency and to eliminate variations. It is evident that respondents agree that all stakeholders are responsible for solving problems and involved in improving the quality of education at the school.

Q 4.5 : “ Monitoring and Evaluation”

	Frequency	Percent	Valid Percent	Cumulative Percentage
Valid				5.0
Not at all	1	5.0	5.0	-
Very little	-	-	-	50.0
A little	9	45.0	45.0	90.0
A lot	8	40.0	40.0	100.0
A very great deal	2	10.0	10.0	
Total	20	100.0	100.0	

It is noticeable from these responses that the respondents are not fully convinced that monitoring and evaluation is built into every process. The monitoring and reviewing are implicit within the school. According to West-Burnham,(1997), the important thing is that the process of monitoring and review should be carried out by those actually responsible for the process and that it should become implicit in the way of working.

Q 4.6 : “ Documentation”

	Frequency	Percent	Valid Percent	Cumulative Percentage
Valid				
Not at all	1	5.0	5.0	5.0
Very little	-	-	-	-
A little	4	20.0	20.0	25.0
A lot	11	55.0	55.0	80.0
A very great deal	4	20.0	20.0	100.0
Total	20	100.0	100.0	

55 % of respondents emphasise that all the documentation is of consistent standards. The documentation ensures that adequate feedback is gained and the shortcomings can then be rectified. Obtaining feedback from documentation and acting upon it is what differentiates TQM from other management theories.

Q 4.7 : “Validation of Quality Assurance”

	Frequency	Percent	Valid Percent	Cumulative Percentage
Valid				
Not at all	1	5.0	5.0	5.0
Very little	1	5.0	5.0	10.0
A little	11	55.0	55.0	65.0
A lot	4	20.0	20.0	85.0
A very great deal	3	15.0	15.0	100.0
Total	20	100.0	100.0	

11 of the 20 respondents fully agree that appropriate external validation of quality assurance strategies is sought.

4.3.6 RESULTS FINDINGS OF SECTION FIVE : CUSTOMERS

TQM advocates that all stakeholders become so customer focussed that, they continually find new ways to meet or exceed customers’ expectations (Barry 1991 : 5). The total quality response as to who the customers are, in education, is quite simple. “A customer is anyone to whom a product or service is provided.” (West –Burnham 1997). Customers can be both internal (people within the school) and external (higher education institutions, families, employers).The customers of the school are the :

- * learners, to whom the school provides a service
- * parents, who pay for the learners education
- * the job market, who will recruit suitable educated staff
- * institutions of higher education.

* the nation, which requires a better educated workforce in order to generate a better quality of life.

Q 5.1 : “ Designing of Processes”

	Frequency	Percent	Valid Percent	Cumulative Percentage
Valid				
Not at all	2	10.0	10.0	10.0
Very little	1	5.0	5.0	15.0
A little	8	40.0	40.0	55.0
A lot	7	35.0	35.0	80.0
A very great deal	2	10.0	10.0	100.0
Total	20	100.0	100.0	

It is significant to notice that 40 % of the respondents moderately agree that a little is being focussed on the designing of the processes is based on the needs of the individual customer. The literature suggests that obtaining knowledge of customer needs is a major requirement of TQM. Once these needs are identified, it will enable the school manager can optimise everybody’s potential.

Q 5.2 : “ Organisation of School”

	Frequency	Percent	Valid Percent	Cumulative Percentage
Valid				
Not at all	5	25.0	25.0	25.0
Very little	1	5.0	5.0	30.0
A little	8	35.0	35.0	65.0
A lot	6	30.0	30.0	95.0
A very great deal	1	5.0	5.0	100.0
Total	20	100.0	100.0	

It is evident from the response to this question that there are some (30%) respondents who believe that a lot of the school activities are organised around the needs of individual learners and 35% of who believe that only a little of the activities is organised around the individual learner needs. The schools primary focus should be on the learners active learning skills. The needs of learners should be interpreted in a holistic sense.

Q 5.3 : “ Continuous Public Commitment”

	Frequency	Percent	Valid Percent	Cumulative Percentage
Valid				
Not at all	1	5.0	5.0	5.0
Very little	3	15.0	15.0	20.0
A little	2	10.0	10.0	30.0
A lot	9	45.0	45.0	75.0
A very great deal	5	25.0	25.0	100.0
Total	20	100.0	100.0	

There is an overwhelming support and commitment from the public to continuously improve the services of the school to its customers. The school response to all complaints by employing strategies to handle grievances. This ensures prompt and effective problem resolutions. There is a high percentage of parent attendance in all the school's activities. This further cements the public commitment to the school's effectiveness. There is evidence that the school has a close link with the community and they build relationships with parents by involving them on parent committees, parent meetings, parent interviews and by informing them via regular newsletters. There is substantial evidence from literature that supports the building of relationships with customers. This can be perceived as a way of ensuring sustainable improvements in quality performance.

Q 5.4 : “Customer Satisfaction”

	Frequency	Percent	Valid Percent	Cumulative Percentage
Valid				
Not at all	1	5.0	5.0	5.0
Very little	2	10.0	10.0	15.0
A little	5	25.0	25.0	40.0
A lot	10	50.0	50.0	90.0
A very great deal	2	10.0	10.0	100.0
Total	20	100.0	100.0	

The evidence from the responses shows that that the customer satisfaction is regularly surveyed and acted upon. Various data collection techniques, including listening and learning strategies, are employed by the school to ascertain the needs and expectations of customers.

Q 5.5 : “Recognition of Needs”

	Frequency	Percent	Valid Percent	Cumulative Percentage
Valid				
Not at all	1	5.0	5.0	5.0
Very little	4	20.0	20.0	25.0
A little	7	35.0	35.0	60.0
A lot	6	30.0	30.0	90.0
A very great deal	2	10.0	10.0	100.0
Total	20	100.0	100.0	

There is a high response of 35 % to the recognition of the needs of both the external and internal customers. This is due to the school determining and anticipating the changing needs and expectations of all the customers. The factors of demographics. Trends the changing workplace and the changing global, provincial, and national trends. The school also takes into account the key factors that could affect these needs and expectations in order to support the school’s long term planning. et or exceed customers’ expectations. The school managers and educators are committed to quality improvement. All stakeholders are familiar with the school’s policies , stakeholders are actively involved and the school has a significant impact on the community. The school reviews it’s performance regularly for the detection of problems and the reviews are translated into action plans.

Q 5.6 : “Integration of Customers”

	Frequency	Percent	Valid Percent	Cumulative Percentage
Valid				
Not at all	3	15.0	15.0	5.0
Very little	-	-	-	-
A little	6	30.0	30.0	45.0
A lot	9	45.0	45.0	90.0
A very great deal	2	10.0	10.0	
Total	20	100.0	100.0	100.0

It is strongly supported by literature that everyone in the school organisation is both the a customer and a supplier . It is further stated that both should be integrated into the design and delivery of services. The response received to this question shows that there is a positive building of relationships between customers and suppliers and this results in a series of transactions , and each transaction produces an output deigned to meet the customer needs.

Q 5.7 : “ Quality is what the Customer Say’s”

	Frequency	Percent	Valid Percent	Cumulative Percentage
Valid				
Not at all	2	10.0	10.0	10.0
Very little	3	15.0	15.0	25.0
A little	6	15.0	15.0	40.0
A lot	7	35.0	35.0	75.0
A very great deal	5	25.0	25.0	100.0
Total	20	100.0	100.0	

The 35 % response to the question that a lot of the respondents believe that quality is what the customer says is supported by literature. The learners of the school is regarded as the primary customer, and is the recipients of quality educational service. Parents are supportive and have a positive attitude to the school. There is substantial evidence from the literature that supports the listening to the customers and results in a way of ensuring sustainable improvements in the quality of education at the school. The school is receptive to the needs of their customers and this process according to Barry, (1991 : 35) develops a sense of belonging and importance among individuals who try to understand each others needs. Unfortunately with the shift in emphasis due to state regulations there is still some confusion and disillusionment.

4.4 SUMMARY OF FINDINGS OF THE QUALITATIVE DATA

The data in this section is used to describe how the principal, deputy principal and heads of departments view the role of TQM aspects of the school and how they manage and analyse these aspects for the support of the organisations planning process. Data was collected through interviews with 3 members of the management team. A structured interview schedule was used to conduct interviews with the principal, deputy principal, foundation and intermediate phase head of departments. The interviews consisted of open – ended, non-cued questions drawn from a review of relevant literature on the topic. (Murgatroyd, 1993). The interview process gave the respondents an opportunity to raise questions and share insights that was not anticipated. The interview with the principal was not possible due to enormous amount of administrative work he had to do.

4.4.1 Findings on “ What is quality ?”

An overall question was asked to open the interview : What is quality ? The respondents described “quality” as the “ process which fulfils the expectations of learners, parents and the department”. One respondent also describes “

quality” in school must ensure that the learners “adjust adequately to the outside world and to become a productive member of society”. The respondents referred to the characteristics of a quality school which has “an appropriate curriculum, a clear vision and mission statement, good organisation and governance, qualified personnel, effective teaching and assessment of learners, and a safe and secure environment and community involvement”. Respondents acknowledged that these characteristics are present in the school and they (characteristics) are being constantly improved upon. On the role of shared values it was acknowledged by the respondents as critical. At the management level, it was perceived that the shared values must be supported and provided by the schools management team. They also acknowledged that presently the approach of management is firmly based on the value and belief system of the school. Greenwood and Gaunt, (1994 : 58), maintain that this value and belief system will have either a positive or negative affect on the school culture, and either way it will have a major impact on the schools efforts in meeting expectations.

4.4.2 Findings on “Communication “.”

In responding to the need for communication of quality in the school, the respondents support the view that “there needs to be lots of communication between educators, learners, governors and parents”. Various methods are used to ensure open communication between role players. These are described as “interaction with colleagues”, workshops and meetings, via news letters, parent conferences, and the schools open door policy”. In identifying if the TQM values are being implemented the respondents explicitly expressed “yes, to a great degree”. As one respondents explanation indicates that “there is an overwhelming response to the school’s activities by the community and positive response by all parents of the school, and the influx of learners wanting to enrol at the school.” This provides the evidence that the school meets with the expectations and challenges.

4.4.3 Findings on “Stakeholder Participation”.

TQM according to Barry (1991 : 5) advocates that full stakeholder participation is an integral part of the quality process and requires the commitment of everyone in the school to meet the needs of customers collaboratively. The organisation has realised the benefits of having effective teams at all levels. Sallis ,(1997 : 31) views teams as the building blocks of quality. As a respondent puts it “I think we have made good progress as there are learning area teams, grade teams, and most of the educators have completed the development appraisal system.” It was expressed by a respondent that it is more effective to work in a team to achieve the goals than working individually. The respondent felt that the educators are made to feel valued by “pushing the decision making to the lowest possible level of the school, the educator, who makes decisions to improve performance.” The educators, parents and learners plan together in committees.

Involving all the stakeholders is an outstanding characteristic of this school. The principal, staff members, parent and community members serve on

committees in which they share leadership, make decisions, and resolve issues with trust, respect and acceptance. The literature stresses the need for the identification for the key participants to serve as implementers of quality and for them to work together in teams. This evidence shows that the school does not work in isolation, but with the knowledge of public and global trends and with the business community. There is substantial evidence from the literature that supports the building of relationships with customers.

It can thus be concluded that the following aspects of learner, stakeholder and business focus are based on TQM assumptions, which corresponds with the literature.

4.4.4 Findings on “the use of TQM Tools.”

The interviews showed clearly that the use of the TQM tools (benchmarking, tally charts, check sheets, and control charts) made a difference in the way the respondents used to gather data. Respondents recalled the various ways used to collect data. These ways included surveys, interviews with parents, learners and educators, staff meetings, and report cards. The respondents agreed that the data collected ensures that the decisions made are effective and not only based on experience and intuition. On the question of measurement two comments became distinct. The older generation believed that the past system of measurement was more effective. As one respondent says that “ the staff meetings are held regularly, to discuss matters, seek solutions for problems and give ideas.” The survey, according to one respondent, is part of the school’s strategic planning, and to consult all role players on particular issues.

The respondents expressed their commitment to the schools processes as 100%. Since Daugherty, 1996 : 84, claims that TQM starts at the top of the school and the management’s role has to be made clear to everyone in the system. This view is supported by (Barry, 1991 : 8), who assert that the commitment of leadership and management is the key for quality improvement. Two comments in support of this are “ I think that for quality in education then the leadership must be outstanding,” and “ there must be a strong administration.” This was explained by one respondent “ we are fortunate to have a leader who has vision . He saw many things that others did not see.” The question on the school environment, the respondents explained the “powerful influence and the sense of direction of the school leader who was instrumental in helping to improve the quality of education that is delivered in the classroom.” For school improvements be successful then the respondents agreed the “goals of the school must be visited every year,” and that “every body must be involved that is both a top down and bottom up approach.”

4.5 SUMMARY

In the quantitative phase of the research, the questionnaire was used to gather data on the educators perceptions of quality and total quality. This data was processed statistically and the processed results were analysed to determine what extent the educators the perceive the TQM characteristics in the school.

The processed results were categorised in table format and the highest scores highlighted. Responses to each question was discussed individually.

In the qualitative phase of the study individual interviews were conducted with the deputy principal, foundation and intermediate phase heads of departments. The interview results were analysed and discussed to determine what extent the school management meet the criteria for total quality.

The information from the empirical research in this chapter , as amended by TQM elements from the literature study in Chapter 2 was used to develop the recommendations in Chapter 5.

CHAPTER FIVE

SUMMARY AND RECOMMENDATIONS

5.1 INTRODUCTION

The aim of this chapter is to :

- Summarise the key aspects of the research ,
- Make recommendations which are based on the research aims.

5.2 SUMMARY

In Chapter one, an outline is given of the rationale of this study. The focus of this study is to identify the principles of Total Quality Management through the review of literature and to analyse the data collected from the school site. In this chapter, a description is given of the research problem, the research aims are defined and research methods are explained.

In Chapter two, the description of the various theoretical approaches are introduced. The second focus is on the characteristics of Total Quality Management.

In Chapter three, an overview was given of the research design, which composed of a qualitative and a quantitative phase of research. In planning for the quantitative research, the aims and construction of the questionnaire were investigated. The qualitative research was described in terms of the aims of the study, the collection of data via individual interviews and data analysis.

In Chapter four, the quantitative and qualitative data was presented and analysed. The quantitative data was interpreted to determine to what extent the school displays the characteristics of TQM. The qualitative data was analysed to determine what strategies the managers of the school employ that are based on TQM assumptions.

The next section contains the findings of the research and to indicate how the research aims were achieved.

5.3 FINDINGS

5.3.1 Findings in respect of research aim 1.

The first research aim was to determine the implied notions of total quality and quality in school management.

The philosophy of the management was characterised by the participation of all stakeholders, incorporating the whole organisation so that the teaching and learning environment can be conducive to quality performance. The views of

the educators and management team correspond to some extent in respect of their common understanding of what is needed to ensure quality. The first step in implementing TQM elements in the school, requires a substantive commitment of the school management team to quality. Literature stresses that the process of change and quality transformation, in fact, is the responsibility of the school's management team. It is further suggested by literature that the initiative for the change process originates at the top. This, then cascades down to educators, learners and stakeholders of the school. The educators are committed and this is illustrated by their willingness to present themselves to all the school's activities on top of their normal teaching programmes. The literature supports the view that parents, learners, and other stakeholders should perceive the principal and educators committed to the quality philosophy. This visible involvement of the educators and principal has in this school motivated other stakeholders to take their duties quite seriously. This kind of conduct is consistent with the TQM implementation strategy.

5.3.2 Findings in respect of research aim 2.

The second aim was to determine the schools position on quality.

The school is a good service organisation and is well positioned to build an effective chain of customers and fulfil their needs. This is done by providing extra educational services in addition the school curricula. The involvement of parents in the coaching of sporting teams is encouraged. In the qualitative results it was evident from one respondent who regards the management styles that structure everything from the top as completely out and emphasises that "peoples ideas should be used and there must be wide consultation to involve grassroots level." Some of the respondents were not familiar with the Total Quality Management elements, but agreed that these elements were being applied as a management philosophy. There were opportunities provided for all stakeholders to work together and reconfigure the education and learning process at the school. Educators at the school have reasonable freedom to make their own decisions and to organise their classrooms without being supervised closely by the management. The school endeavours to ensure that everyone adheres to policy guidelines as this is essential to ensure a collective strive toward a common goal. This means that people work with more commitment towards the school's goals. This participatory style of decision making by all the stakeholders is compatible with TQM principles of the way things are done in the school.

5.3.3 Findings in respect of research aim 3.

The third aim was to investigate if the strategies employed in the school are based on TQM principles.

The school manager made strategic choices as to the focus of vision and mission of the school. A change process started at the top and driven by the schools management team. Some improvements were already visible soon after introduction. The school uses a variety of strategies that correspond with some

basic TQM principles. The school manager attempts to continually analyse what is being done and continually strives to improve all processes and programmes. It is a TQM requirement that the school have measurements in place. The aim of this is to review it's (school) activities on a regular basis. The management then translates the findings in to action plans. This reviewing role of the school's management is viewed in the literature as one of the cornerstones of TQM. The school has built a strong influence on the society outside the school. Facilities are made available to community for social activities and for religious functions. The school depends on the business community for donations and sponsorships and has developed a "buddy support system." This kind of strategy employed by the school towards society is highlighted in literature and is perceived as vitally important for the school's focus on what is good for the customer. The school uses a variety of strategies that correspond with some basic TQM elements.

5.4 RECOMMENDATIONS

5.4.1 Recommendation 1

To motivate the following recommendations, it is vital that stakeholders must be prepared to understand the quality philosophy. TQM represents a fundamental change in thinking about the management of the school. The principal and other management members need to be inducted and trained to commit themselves to ask the right questions that are aimed at essential changes to improve the quality of education in the school.

The school manager should develop a programme that introduces the educators to the basic and core elements of TQM. A basic guide to the philosophy of TQM as an approach to bring about significant changes to the quality of the school can be developed in the staff development programmes.

5.4.2 Recommendation 2

The school needs to empowered progressively to take ownership for the work they do. The application of TQM in practice requires a major effort and openness for innovative and fresh thinking about problems in the school. The empowerment of educators in the school will ensure that they are involved in the process of solving problems, sharing responsibilities and delegation of authority. This motivation will ensure that stakeholders will progress from normal working activities up to high - level responsibilities.

5.4.3 Recommendation 3

Quong and Walker (1996 : 222), motivates that the inversion of traditional hierarchical management structures is vital to the TQM philosophy, and this can optimise the school improvement process and school effectiveness. The management structure of the school can be changed to provide for a flat organisational structure, as opposed to a hierarchical structure, and for

functional teams. Teams must not only be selected on the basis of hierarchical position but also of educators parents, learners and if possible community members. This will solicit multiple voices and let them define their own version of quality, rather than allowing others who hold more power to speak for them. This is the most common structural signs of TQM in progress.

5.5 CONCLUSION

In Chapter 1 the notions of total quality and quality were articulated. In the subsequent chapters, it became clear that the management of the school's needs can be transformed through the application of TQM as a total systems approach. Total quality management is relevant to education at the school. In this study it was evident that the tools and techniques employed were an endorsement of the total quality management principles. Although these principles were presented modestly, it had the capacity to bring about immense change in the work of the school. The school's experience of the quality philosophy and the continuous application of quality principles had the power to transform the school into a vibrant centre of learning and teaching. This philosophy will cater for the needs of learners, staff, parents and society in general, so that they are adequately equipped for the challenges of the 21st century.

The study has shown evidence that the school has been transformed through the modest application of TQM elements as a total systems approach. All aspects of the school will benefit from the implementation of TQM processes.

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APPENDIX A

STRICTLY CONFIDENTIAL

QUESTIONNAIRE

A DIAGNOSTIC REVIEW OF ASPECTS OF MANAGEMENT
WITH PARTICULAR REFERENCE TO PERCEPTIONS OF 'QUALITY'
AND CRITERIA FOR 'TOTAL QUALITY'.

SHYMA NUNAN

QUESTIONNAIRE

Dear Educator

At present, I am engaged in a dissertation research project at the University of Natal under the guidance of Professor Michael Thurlow. The research is concerned with the perceptions of the educators in the school, related to quality and quality management.

As one of the selected respondents, I have taken the liberty of writing to you in order to seek your assistance in accessing information about your experiences relating to the research. The findings of this research will be made available to you as the Total Quality Management (TQM) process has the capacity to bring immense change in the work of schools and has the power to transform the school into a vibrant centre of learning and teaching, which will cater for needs of learners, staff, parents and society in general.

CONFIDENTIALITY

All information will be regarded as confidential and no personal details of any educator / respondent will be mentioned in the findings.

Thanking you for your cooperation

Yours sincerely

Shyma Nunan

INSTRUCTIONS TO THE RESPONDENTS

1. Please read each statement carefully before giving your opinion.
2. Please make sure that you do not omit a question.
3. Please be honest when giving your opinion.
4. Please do not discuss your responses with anyone.
5. Please return questionnaire after completion.

KINDLY ANSWER ALL THE QUESTIONS BY SUPPLYING THE REQUESTED INFORMATION IN WRITING, OR BY MAKING A CROSS (X) IN THE APPROPRIATE BLOCK.

SECTION ONE : BIOGRAPHICAL INFORMATION

1.1 GENDER

Male	Female
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1.2. Total number of years in teaching as on / as at 2003 / 01 / 01 _____

SECTION TWO

PRINCIPLES

In order for the school to become a quality school, certain principles have to met. These principles are classified as pillars of quality. Each pillar and its foundation have to be understood before the school can achieve total quality. The principles are customer focus, total involvement, measurement, commitment and continuous improvement. The foundations of the principles are the vision & mission, beliefs & values and lastly, the goals & objectives of the education institution.

Please indicate on the scale, by circling on the position, which most represents what you feel.

KEY :

- 1 not at all
- 2 very little
- 3 a little
- 4 a lot
- 5 a very great deal

1. The core purpose of the school is explicit
1 2 3 4 5
2. The schools vision is known, shared and understood.
1 2 3 4 5
3. The schools mission permeates all management processes.
1 2 3 4 5
4. Consistent values inform decision making.
1 2 3 4 5
5. Leadership and management are differentiated.
1 2 3 4 5
6. Leadership is widely distributed.
1 2 3 4 5
7. Planning is central to management processes.
1 2 3 4 5

Do you have other comments?

SECTION THREE. PEOPLE

Deming E (1990), defines people (customers), as anyone within the whole chain of activities who receives a service from the school. Thus it would include staff, learners, parents, and the community. The people must be clearly identified and defined, so that the purpose of the school is clearly established. Leddick (1993 :38), states that without a clear purpose it is difficult to explain why one course of action may be appropriate and another inappropriate.

KEY :

- 1 not at all
- 2 very little
- 3 a little
- 4 a lot
- 5 a very great deal

- 1. School structure and processes and are team based.
1 2 3 4 5
- 2. There is a strong emphasis on effective personal relationships.
1 2 3 4 5
- 3. Authority and responsibility are devolved.
1 2 3 4 5
- 3. There is equity in terms of social facilities.
1 2 3 4 5
- 4. Individuals have significant control over their own development.
1 2 3 4 5
- 5. Development of others is a high priority for all managers.
1 2 3 4 5
- 6. Decision making is fully participative.
1 2 3 4 5

Do you have other comments ?

SECTION FOUR

PREVENTION

Quality in teaching and learning is achieved through continuous improvement . This moves the thinking away from acceptable to always improving. Quality in the school in managed through prevention not detection. This is achieved by empowering the work force to take responsibility for quality and not relying on 'checking up on them'. This is a very important concept in education where traditionally the culture has been concerned with professionally autonomy.

KEY :

- 1 not at all
- 2 very little
- 3 a little
- 4 a lot
- 5 a very great deal

- 1. Processes are managed to prevent failure.
1 2 3 4 5
- 2. All key processes are managed to prevent failure.
1 2 3 4 5
- 3. Measurement is used to improve processes.
1 2 3 4 5
- 4. Management is used to achieve consistency and eliminate variation.
1 2 3 4 5
- 5. Monitoring and evaluation are built into every process.
1 2 3 4 5
- 6. Documentation is produced to consistent standards.
1 2 3 4 5
- 7. Appropriate external validation of quality assurance strategies is sought.
1 2 3 4 5

8. Do you have other comments?

SECTION FIVE

CUSTOMERS

TQM advocates that all stakeholders become so customer focussed that they continually find new ways to meet or exceed customers' expectations. (Barry 1991 : 5). The customers of the school are the :

- learners , to whom the school provides the service
- parents , who pay for the children's education.
- Institutions of higher education
- The job market, who will recruit suitable educated staff
- The nation, which requires a better educated workforce in order to generate better quality of life.

Customers can be categorised as internal customers (people within the school), and external customers (higher education institutions, families, employers).

KEY :

- 1 not at all
- 2 very little
- 3 a little
- 4 a lot
- 5 a great deal

1. Each process is designed on the basis of the needs of the individual customer.

1 2 3 4 5

2. The school is organised around the needs of individual learners.

1 2 3 4 5

3. There is a public commitment continuously to improve the services provided to customers.

1 2 3 4 5

4. Customer satisfaction is regularly surveyed and acted on.

1 2 3 4 5

5. The needs of internal and external customers are recognised.

1 2 3 4 5

6. Customers are fully integrated into the design and delivery of services.

1 2 3 4 5

7. For us "Quality is what the customer says it is".

1 2 3 4 5

Do you have other comments?

APPENDIX B

QUESTIONS FOR INTERVIEWS WITH :

1. Principal

2. Deputy Principal

3. Head of Department – Senior Phase

4. Head of Department – Foundation Phase
 - Interviews to be conducted on the school site in their offices.

 - Estimated time of interviews will 60 minutes.

*The aim of the interviews and data collection is to establish whether the values and beliefs that define the school's culture and direct people's actions were based on TQM assumptions (Carlson, 1996:74; Gall et al., 1996:607-613).

*The next aim is to identify the particular characteristics of the school that could characterise them as effective in terms of TQM.

QUESTIONS

1. What is quality in education ?
2. What are the characteristics of a quality school ?
3. Are these characteristics present in your school ?
4. What are the shared values in your school ?
5. How are the shared values created ?
6. How do you communicate the need for quality throughout the school ?
7. How have you implemented TQM in your school ?
8. What role is played by stakeholders in your school /
9. To what extent , you believe, your school reveals TQM values ?
10. To what extent has the synergy or teams in striving towards quality has been realised in the school ?
11. If the educators in your school are the link to quality teaching and learning, how then, should they be effectively empowered ?
12. Does your school base their decisions on facts and data ?
13. What tools do you use to collect the data ?
14. What kind of data is collected and which role players are involved in the collection of the data ?
15. How committed are you to attain quality ?
16. Does your schools vision provide the platform to improve quality in the school ?
17. How conducive is the school environment for effective teaching and learning ?
18. What school improvements efforts are constantly made in the school to provide quality teaching and learning ?