

**EDUCATORS' VIEWS ON TOTAL QUALITY MANAGEMENT
IN SECONDARY SCHOOLS IN ESHOWE CIRCUIT**

BY

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DECLARATION

I, Lungile Thokozile Magwaza, declare that this research project for a Masters Degree in Education Management at the University of Zululand hereby submitted has not previously been submitted by me for any other degree at this or any other University, and that it is my working design and all material contained herein has duly been acknowledged.

Signature.....

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.....18 JANUARY 2007

Date

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ABSTRACT.

A number of sources and articles have been published on the subject of Total Quality Management (TQM). The majority of them have not been specifically targeted at how educators view TQM and how it could be used to improve teaching and learning in schools.

The purpose of this study was to determine the views of educators on TQM in secondary schools. The study aimed at finding out how TQM principles could be used to achieve quality teaching and learning. The focus was on TQM as a universal management tool for quality improvement in education.

A questionnaire was administered to a total of eighty-eight respondents comprising ten principals, ten deputy principals, twenty heads of departments and forty-eight educators selected from ten secondary schools in the selected circuit. The data was analysed in percentages and recorded in tables. The results were also illustrated by means of the graphs to make interpretations easier.

Major findings of the study revealed that if school managers practise the principles and skills of TQM, the quality of education would be improved. Literature revealed that TQM is a practical approach to continuous improvement and that educators could adopt and implement it for quality improvement.

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CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

The reputation enjoyed by an institution is built on a combination of factors. Whilst quality may come into mind first, the term should always be considered relative to some criterion of educational benefits and service to the community (Theus, 1990). However, secondary schools should be critically inspired by social values, needs and norms of the society, and to participate fully in quality-based management in order to assess themselves to see whether they are able to nurture citizens who are competent enough and have the interest of society at heart based on respect for democracy, equality, human dignity and social justice.

In today's global competitive marketplace, the demands of customers are forever increasing, as they require improved quality of products and services. Continuous improvement in service activities with focus on the customer throughout the entire organisation, and an emphasis on flexibility and quality is one of the main means by which companies face up to these crucial demands. That is why quality, its management and associated continuous improvement may be looked upon by many organisations, including schools, as the means by which they can survive in increasingly

aggressive markets, and maintain a competitive edge over their rivals. Secondary schools that do not manage this change will definitely fail.

For South Africa to remain competitive and to improve its living standards in the current changing world which is seen as a “global village”, there is the need for the education systems to demonstrate quality of outcomes that are visible, tangible and portable to create value for money and to produce high quality graduates (Leonard, 1991). However, this can only be achieved through a holistic or totalistic approach (Phala, 1994).

According to Van der Bank (1994), Total Quality Management (TQM) appears more as a holistic communicative approach that integrates structures, processes and relationships in an organisation. TQM was developed by Deming (1992) to improve the effectiveness of adaptable work teams such as schools and other organisations. In this context TQM means continuous improvement in education. It is clearly appreciated that only well-managed schools can provide quality in education, and managed education means quality education (Navaratman and O’Connor, 1993).

In fact, quality is indicated by the totality of the school i.e. the principal, educators, learners, parents, learning materials, teaching methods, technology, as well as the surrounding environment, economic community and political systems (Navaratman and O’Connor, 1993). The basis of TQM is the organisational culture of the school, which is derived from educational norms and values.

Quality management is a concept, which points to the design to meet the desires and standards of the contemporary society. It should be implemented with well-done diagnostic strategies and mechanisms. It must always be evaluated and revised continuously to improve it in all spheres of education. According to Foster (2004), two important factors are necessary for staff members to produce quality. They are a suitable working environment, and the ability to do good job. The motivation to do a good job comes from a good and appreciative leadership style in management as well as an atmosphere that strengthens self-esteem (Sallis, 1996; Dale, 1994; Greenwood & Gaunt, 1994).

Every system consists of processes, and the improvements made in the quality of those processes to a large extent determine the quality of the resulting learning outcomes (Olian & Rynes, 1991). Therefore, organisations implementing quality must focus on total organisational transformation through quality management. The present study focuses on the concept of quality management and its applicability to education

1.2 STATEMENT OF THE PROBLEM

The Constitution of the Republic of South Africa (Act 108 of 1996) provides the basis for curriculum transformation in South Africa. The preamble to the constitution states that the aims of the constitution are to heal the divisions of the past and to establish a society based on democratic values, social justice and fundamental human rights; to improve the quality of life of citizens, and to free the potential of each person, and build a

united and democratic South Africa which is able to take its rightful place as a sovereign state in the family of nations.

Ministerial committees were established to effect the change and to find out problems associated with our education system so that they can be corrected. The founding documents for this initiative included the national Constitution, (1996), The White Paper on Education and Training, (15 March 1995), and The Reconstruction and Development Programme (RDP document). Among the problems that were identified are the following:

- There was inequality in the education sub-systems in South Africa.
- The education sub-systems offered very little in terms of competence in the workplace. Others could not offer immediate and rewarding employment as well as further education opportunities on completion of secondary schooling.
- Parents had no role to play in their children's education as far as policy formulation was concerned.
- Decisions were imposed on educators, learners and parents by the senior management. This means that the flow of information was a one-way affair i.e. a top-down approach.

The lack of collaboration among educators, principals, learners, parents and the senior management made TQM an impossible task, or seemed more idealistic than realistic. Certain negative perceptions on management of quality had a great impact on service delivery, both for educators and learners. Because of these constraints, some secondary schools are labelled as "effective schools" and others as "ineffective schools".

However, if TQM is viewed in a more positive way as well as implemented more consciously, the gap between the above-mentioned categories of schools could be bridged and academic performance also improved. The National Department of Education has tried possible means to solve the problem of inequality and poor performance at the secondary schools. At a special meeting of the Heads of Education Departments on 12 September 1997, the participants recommended a Draft Statement of the National Curriculum which was subsequently approved by the Council of Ministers at its meeting on 29 September 1997 (DoE, 2002: 2). The curriculum was revised and streamlined over time to achieve the goal of quality education all over South Africa (DoE, 2001).

It is very important to realise that there are challenges of service delivery in the education system. Some learners graduate from secondary schools, colleges and even universities under-prepared to meet the demands and expectations of society. Under-prepared graduates become a burden to society and the economy because they have been deprived of sound education to become responsible and productive citizens. Education, which does not ensure quality is bound to produce citizens who, because of their inability to do well, may fall foul with the justice system. Indeed, if new steps are not taken to stop the situation, the future of our country is at risk. Mwamwenda (1995: 497) stresses:

“Without quality education, the chances of African children succeeding in their education are slim. As a result, their employment prospects are poor which in turn affects their lifestyle and overall standard of living”.

A comprehensive and participatory implementation strategy to be adopted to ensure the success of quality education in secondary schools is TQM. Arcaro (1995) stipulated that TQM requires a change of approach. This entails a change of attitudes and working procedures. The value of TQM needs to be weighed and adopted. Therefore, in the current secondary schools the emphasis should be on TQM to ensure that an atmosphere of quality promotion is initiated and implemented.

Educational enterprises must find out their position in the development of the country; decide on what they want to do to improve it and then change to management practices which will enable them to reach their goals (Bonser, 1992). Sallis (1996) further explains that without managers at every level, working their best to yield high productivity and quality, their best made plans will simply not bear fruit. Therefore, in a secondary school, commitment of members from top to bottom will yield quality and improvement.

The implementation of quality management involves a certain element of risk to the organisation even if it is approached systematically and sequentially. Literature has revealed that a number of schools have implemented the process, principles and tools of TQM and have revealed tremendous improvement in various aspects, such as the following:

- Learners have become co-managers of their own education
- Conflict between staff members and principals as well as conflict among staff members has declined.
- Morale and motivation of learners has improved.

- High academic performance has been experienced in secondary schools. Arcaro, (1995)

Steyn (1996) argues that quality management is required across the board. In pursuit of quality in education, educators and learners must therefore be engaged in the processes of creating opportunities for improving teaching and learning.

This study attempted to address the following questions:

- What are the views of educators towards TQM in secondary schools?
- How can TQM be used as a tool to improve the quality of teaching and learning in secondary schools?
- What challenges exist in the implementation of TQM?

1.3. PURPOSE OF THE STUDY:

The objectives of this study were:

- 1.3.1. To determine the educators' views on TQM with regard to quality teaching and learning in secondary schools;
- 1.3.2. To determine the extent to which TQM is used to improve quality in education, and;
- 1.3.3. To identify challenges which exist regarding the implementation of TQM in secondary schools.

1.4. BASIC ASSUMPTIONS

Many secondary schools are faced with difficulties to achieve TQM and quality performance due to a variety of factors:

1.4.1. Educators have a more idealistic and theoretical view on TQM rather than a realistic and practical perspective.

1.4.2. Educators lack management techniques and skills to promote and produce quality teaching to meet the requirements of learners.

1.5. DEFINITION OF TERMS

1.5.1. Management

According to Van der Westhuizen (1991), the nature of management includes policy development and control, delegation and organisation, planning and guidance, interpersonal relationships and leadership. In the context of this study, management shall mean the co-ordination of human and material resources towards quality performance of the school. Management is the process of efficiently achieving organisational objectives with and through other people (DeCenzo & Robbins, 2005: 35).

1.5.2. Quality

‘Quality simply means ‘meeting the customer requirements’ (Oakland, 1995: 4). Quality is the degree to which a set of inherent characteristics fulfills requirements (Dale, 2003:4) In this study, quality refers to the school’s ability to set a high standards in its overall performance. Quality can be regarded as a means to an end, such as customer satisfaction in all aspects of the products or services. (Collard, 1989). Quality is a measure of goodness that is inherent in a product or service (Foster, 2004)

1.5.3. Total quality management (TQM)

Oakland (1995:18) defines TQM as ‘an approach to improving the competitiveness, effectiveness and flexibility of a whole organisation’. TQM refers to an organisation’s wide effort to achieve quality that involves everyone in the organisation (Stevenson, 1996). In simple terms TQM can be defined as zero defects in the products and services (Collard, 1989). Therefore, TQM as used in this study shall refer to the approach to managing the school, which is sufficiently pragmatic to meet the educational objectives of the changing environment in which the school is operating. These educational objectives are to be realised through competent management of teaching and learning.

1.6. METHOD OF INVESTIGATION

1.6.1. Literature review

A study of primary and secondary sources was conducted for the collection of information on the nature and scope of TQM and how it could be utilised as an instrument to improve the quality of education in the secondary schools. Official records, were used to gather information for this research. Such documents included South African Schools Act of 1996, and the National Curriculum Statement (Policy). Other sources included research project and textbooks these sources define the context in which TQM is to be applied.

1.6.2. Research design

The research design is a specific plan or procedure which is used to collect data. In this study use was made of the descriptive design, because of the nature of the target population, the purpose of the study and the focus of the research instrument.

1.6.3. Population and sampling.

In this study, eighty-eight (N=88) respondents were chosen from all ten secondary schools in the Eshowe Circuit. The population sample was made up of ten (10) principals, ten (10) deputy principals, twenty (20) Departmental Heads and forty-eight (48) educators.

A simple random sampling method was used to draw a sample size. According to Vermeulen (1998) random sampling concerns the random selection of subjects from a population without assigning them to an experimental and control group. The random sample ensured that the sample was a true representative of the population of educators. The random selection ensure the probability that each member of the population had an equal chance of being included in the sample.

1.6.4 Instrumentation

A pilot study was conducted before it was used to collect information from respondents in the actual study. The aim of this activity was to get greater insight into the practical aspect of the problem under investigation. The questionnaires were distributed personally by the researcher, and made sure they were completed by the respondents and returned. The questionnaire was employed because it is the most convenient tool to collect information on opinions (Welman & Kruger, 1999).

The data was recorded in frequency tables and analysed in percentages to maximize validity and minimize inconvenience to the respondents before and after the study. According to Sax (1979), one is able to estimate the reliability or accuracy of the inferences and generalization made from the sample findings to the total population by means of percentages. Graphical representations were also made to make reading and interpretations easier.

1.7. MOTIVATION FOR THE STUDY

The majority of South African educators have grappled with the education system and its management, following on democratic transformation of society since 1994. It is now widely agreed that quality in products and services, including education, is a prerequisite for becoming a player in the world market. It should be clear that secondary schools which opt for TQM need to gain certain skills, knowledge, experience and techniques that provide them with a base for effective management and teaching. This study builds on that base, and addresses the following values:

- The need for educators and school managers to enhance their capacity for quality management.
- Measures to promote quality teaching.
- The need to be creative, imaginative and transformational with respect to teaching and learning.
- Focus on products and services based on TQM principles
- Being responsible, not only for doing work, but also for making the whole organisation work better.
- The use of interdependence and collaboration of stakeholders in an organisation.
- Ensuring smooth community relationships and effective school-

community programmes.

- Relevance of TQM for educators, school management teams, departmental officials, teacher unions and parents representatives structures.

1.8. CONCLUSION

Total quality service depends on many factors. It must meet many demands. Management must co-ordinate the activities and ensure efficient and effective utilisation of resources.

This chapter gave a brief motivation to the study, statement of the problem, objectives of the study, basic assumptions of the study and definitions of terms. As stated in the objectives, this study aimed at determining the views of educators on TQM and how it could be used as a tool to improve teaching and learning in secondary schools. The next chapter provides the literature review.

CHAPTER TWO

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1. INTRODUCTION

One of the main objective of secondary school education in South Africa is to produce graduates who will contribute to the social and economic well-being of the country. Such graduates can only be prepared through quality teaching and learning. TQM offers the approaches and procedures necessary to ensure that quality is maintained in schools. TQM is a way of improving the competitiveness, effectiveness and flexibility of the school.

TQM is far more than shifting the responsibility of detection of problems from the learner to the educator. It requires a comprehensive approach that should first be recognized and then be implemented if the rewards are to be realised. If satisfactory performance is to be achieved, then secondary schools must be reassured that they are already well on the way to using adequate quality procedures and management. Even so, they may find out that the introduction of TQM causes them to reappraise quality activities throughout.

2.2. QUALITY IN PERSPECTIVE

Quality is a familiar word. However, it has a variety of interpretations to different organisations in different instances. Most people say they know what is meant by quality,

claiming 'I know it when I see it' (Dale & Cooper, 1992:1). This simple statement and other common interpretations mask the need to define service quality in an operational manner. It is frequently found that the context in which it is used is highly subjective.

In organisations of every kind, competition is common. Quality is the most important of the competitive weapons. If quality is to be defined in a way that is useful in its management in schools, then there is the need to include the assessment of quality in line with the learner expectations. For the word to have the desired effect as intended by the user, and to prevent any form of confusion, the following points need to be considered.

- The person using the word must have a clear understanding of its meaning.
- Those to whom the communication is directed should have a similar understanding.
- When quality is discussed in an organisation, there should be an organisational definition of quality (Dale & Cooper, 1992:2).

'Quality is simply meeting the customer requirements (Oakland, 1995:4). As described by Juran (1988 reported by Ross, 1999:5), quality is "fitness for purpose or use". In other words, quality is the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs.

Deming (1992) defines quality as a predictable degree of uniformity and dependability, at low cost and suited to the market. He further explained that quality should aim at the needs of the customer. Quality management can best be described as a system of

thinking, acting and understanding how the principles of management work together to form a foundation on which transformation can be built (Leddick, 1993).

Crosby (1979) defines quality as 'a conformance to requirements'. Quality is the reliability of products and service. Reliability is the ability of a product or service to continue to meet the customer requirements. This means that quality is a life – long attribute.

Quality is also defined as the capacity to satisfy wants, or it means how well a product or service fits patterns of consumer preference (Garvin, 1988). In other words, quality means 'best for certain customer conditions'. These conditions are the actual use of the product or service and its price. It is the degree of excellence at an acceptable price and the control of variability at an acceptable cost. Quality can be described as the uniformity of product characteristics or service delivery around a target value (Dale & Cooper, 1992)

In today's business world there is no single accepted definition of quality. However, irrespective of the context in which quality is used, it is usually used to distinguish one organisation, event, product, service action, results or communication from another (Dale, 2003:4). In the context of the current study, quality means meeting students' requirements through appropriate methods of teaching and learning.

2.3. TOTAL QUALITY MANAGEMENT (TQM)

Ross (1999:1) defines TQM as “the integration of all functions and processes within an organisation in order to achieve continuous improvement of the quality of goods and services” (Ross, 1999: 1). The goal is customer satisfaction, in this context, the satisfactory performance of the learner. Quality expert Juran (1993: 12) defines TQM as ‘the system of activities directed at achieving delighted customers, empowered employees, higher revenues, leading to high profit (performance) and lower costs’. TQM is a major phenomenon in this competitive world.

TQM is also a way of ridding people’s lives of wasted effort by bringing everyone into the process of improvement (Oakland, 1995). It is essentially a way of planning, organising and understanding each activity and depends, for its accomplishment, on each individual at each level in the school’s organisational community. For a school to be truly effective, each part of it must work properly together towards the same goal, recognising that each person and each activity affects and in turn is affected by others.

According to Sallis (1993), TQM is a philosophy of continuous improvement, which can provide any educational institution with a set of practical tools for meeting and exceeding present and future learner needs, wants and expectations. In simple terms, TQM is the mutual co-operation in an organisation and associated business processes to produce value- for-money products and services, which meet and hopefully exceed the needs and expectations of customers. TQM is a company-wide approach to quality with

improvements undertaken on a continuous basis by everyone in an organisation (Dale, 2003).

TQM is a philosophy and set of guiding principles, which intend meeting and exceeding the needs of customers (Steyn, 1996). The concept is a people-focused management system that aims at continual increase of customer satisfaction at continual lower cost (Siegel and Byrne, 1994).

TQM can also be defined as a philosophy that is designed to make an organisation faster, flexible, focused and friendly. It leads to a structured system that focuses each employee on the customer. It creates an environment that allows organisation-wide participation in planning and implementing a continuous improvement process to meet the customer needs (Hoffher et. al., 1994).

Feigenbaum (1999), states that, TQM is a major factor in the business revolution that has proved itself to be one of the 20th century's most powerful creators of sales and revenue growth, genuinely good new jobs and soundly based and sustainable business expansion

2.4. THE HISTORY OF TQM.

This section explores in brief what the leading exponents of TQM have said on the subject and how the knowledge can be used to improve teaching and learning. A study on TQM is well documented by many authors in addition to the four American well-known quality experts namely Crosby (1979), Deming (1982), Feigenbaum (1983) and Juran

(1988). TQM was developed to help Japanese and American businesses to become quality-orientated in their products and services.

Crosby (1979), as stated in Ross, (1999:8) stresses increase in profitability through quality improvement. His argument is that higher quality reduces cost and raises profit. He defines quality as “conformance to requirements not goodness”. Crosby (1979) developed a quality ‘vaccine’ comprising integrity, systems, communication, operation and policies, which he treated as prevention medicine for poor quality (Dale, 2003)

Crosby’s fourteen – step quality improvement programme:

- Management commitment
- Quality improvement team
- Quality measurement
- Cost of quality evaluation
- Quality awareness
- Corrective action
- Supervisor training
- Establish zero defects planning
- Zero defects day
- Goal setting
- Error cause removal
- Recognition
- Quality councils
- Do it over again

Deming (1995) argues that quality through a reduction in statistical variation improves productivity and competitive position. Quality management and improvement are the responsibility of all the firms' employees. Deming formulated the Plan, Do, Check, Act (PDCA) cycle of continuous improvement. He also proposed that lack of consistency, emphasis on short-term profits, evaluation of performance, merit rating or annual review are "deadly diseases" of quality management. In short, Deming's approach to TQM is to change the organisational culture. He used 14 points to summarise his quality management philosophy (Foster, 2004:35):

- Create constancy of purpose towards improvement of product or service, with the aim to become competitive, stay in business and provide jobs.
- Adopt the new philosophy – we are in the new economic age - management must awaken to challenge, learn their responsibilities and take on leadership for future change.
- Cease dependence on inspection to achieve quality. Eliminate the need for inspection on a mass basis by building quality into the product in the first place.
- End the practice of awarding business on the basis of price tag. Instead minimize total cost. Move towards single supplier for any one item on a long-term relationship of loyalty and trust.
- Improve constantly and for- ever the system of production and service, to improve quality and productivity, and thus constantly improve costs
- Institute training on the job.
- Institute leadership: the aim of leadership should be to help people, machines and gadgets to do a better job. Supervision of management, as well as supervision of production workers, is in need of overhaul.

- Drive out fear, so that everyone may work effectively for the company.
- Break down barriers between departments. People in research, design, sales and production must work as a team, to foresee problems that may be encountered with the product or service.
- Eliminate slogans, exhortations and targets for the workplace that ask for zero defects and new levels of productivity. Such exhortations only create adversarial relationships, as the bulk of the causes of low quality and low productivity belong to the system and thus lie beyond the power of the workforce.
- Eliminate work standards (quotes) on the factory floor; substitute leadership instead - eliminate management by objectives, by numbers, and by numerical goals; substitute leadership instead.
- Remove barriers that rob the people in management and in engineering of their right to pride of workmanship. This means inter alia abolishment of the annual or merit rating, and of management by objectives
- Institute a vigorous programme of education and self-improvement.
- Put everybody in the company to work to accomplish the transformation. The transformation is everybody's job (Dale, 2003:54).

These 14 points show that visionary leadership is an antecedent to an organisational system supporting learning (Foster, 2004). The importance of these artefacts is that it can provide researchers to better understand quality improvement.

Feigenbaum (cited in Dale 2003:55) describes TQM as an effective system for integrating quality-development, quality-management, and quality-improvement efforts of the various groups in an organisation, so as to enable production and service at the most

economical level, which allows for full customer satisfaction. Like Deming, Feigenbaum believes that significant quality improvement can only be achieved through participation of everyone in the workforce, who must have good understanding of what TQM is trying to do. Feigenbaum stresses that management should commit themselves to:

- Strengthening the quality improvement process itself
- Making sure that quality improvement becomes a habit.
- Company-wide process. (Ross, 1999; Dale, 2003)

Juran (1993:3) has made perhaps a greater contribution to the TQM literature. He defines quality as 'fitness for use' The goals of his quality improvement approach are 'increase conformance and decrease cost of quality' (Juran, 1993:5). The following points summarise his approach to success with TQM:

- Build awareness of the need and opportunity for improvement.
- Set goals for improvement
- Organize to reach the goals
- Provide training
- Carry out projects to solve problems.
- Report progress and give recognitions
- Communicate results
- Keep score
- Maintain momentum by making annual improvement part of the regular system.

Basically, the above-mentioned approaches to TQM by the different authors are not significantly different. They all boil down to managerial know-how by emphasizing:

- The importance of TQM in all working places, whether an industrial or educational sector.
- The need for careful planning and philosophy of company-wide involvement in quality management
- The need for the TQM process as on-going to ensure that organisations survive by making use of their resources.

2.5. IMPLEMENTATION OF THE TQM PROCESS

Changing the life-long behaviour, customs, practices and prejudices of an organisation is not easy. It needs considerable skills of motivation and persuasion (Dale, 2003). Meanwhile, adapting TQM means transforming the organisational culture. The change is usually viewed as a hostile assault on the system and challenge peoples' ingrained beliefs. Implementing TQM in an organisation must, which requires members to figure out how to make a change portable to those involved in the system. Successful implementation of TQM rests on a number of key elements or guiding principles, which need to be fully understood by management (Miller, 1986)

2.5.1. The key elements of TQM

Despite divergent views on what constitutes TQM, there are a number of key elements or principles in the various definitions that make up the core information of the process.

2.5.1.1. A clear mission.

Implementation of TQM usually begins with the mission, vision, values and objectives that form the corner-stones upon which to build for the future. The mission statement describes the reason for the existence of a company, or organisation or service (McLaughlin, 1995). According to Oakland (1995), the mission statement will translate the abstractness of a philosophy into tangible goals that will move the organisation forward and make it perform to its optimum. The organisation should, therefore, define its performance and fulfill its expected standards and requirements. There should be a clear customer-focused mission statement and functioning process for departments' translating this statement into tangible outcomes. In the school organisation, the set standards should focus on the learners' potential development and their ability to solve real -life problems and not just memorising facts. The school should identify core values and beliefs and come up with the basic principle about what is important to the school, in terms of its conduct, social responsibility, and its response to changes in the environment.

A clear mission statement has the following ideas:

- A statement of what the organisation is to achieve;
- The vision of where the organisation is going to be in a stipulated time frame, and
- The guiding principles and shared values that need to be internalised by all employees (Collard, 1989).

2.5.1.2. Planning and organisation:

Planning and organisation feature in a number of facets of the improvement process, including:

- Developing a clear long-term strategy for TQM, which is integrated with information technology, operations and human resources of the organisation.
- Development of policies through all stages of the organisational hierarchy with objectives, targets, projects and resources agreed with those responsible for ensuring that the policies are turned from words into actions.
- Developing prevention-based activities (e.g. mistake-proofing devices).
- Planning the approaches to be taken for the effective use of quality systems.
- Developing the organisation and infrastructure to support the improvement activities (Schlesinger et. al., 1983).

The routine educational system is seen as compartmentalised due with regard to planning of requisite teaching and learning process. Learners are taught traditional content without focus on skills. But, if higher levels of learners' competence are to be achieved, then there must be high levels of inter-departmental and cross-departmental planning for instructional improvement in schools (Oakland, 1995).

2.5.1.3. Commitment and leadership of the chief executive officer

Without total and demonstrated commitment of the chief executive and his/her immediate executives and other senior managers, nothing much will happen and anything that does

will not be permanent. They have to take charge personally, lead the process, provide directions, and exercise transformational leadership (Aguilar, 1988). However, while some specific actions are required by the top management to give TQM a focus, it must be seen as the style of management and the natural way of operating a business or a service (Dale, 2003). Some of the specific roles played by the top management include:

- Endorsement of the total quality management process.
- Undergoing quality training and education.
- Assisting in development of policies and goals.
- Providing required resources for improvement.
- Providing appreciation and sincere recognition for those who contribute to the quality mission (Oakland, 1995; Legotlo, 1996; Teu, 1997).

2.5.1.4. Customer focus

The definition of TQM reflects the perspective that the customer is always right. Even the quality experts emphasise that quality is what the customer says it is (Robbins, 1997). This implies that throughout the TQM process, the customer must be placed at the centre. Customer focus is part of a process that leads to continual improvement in the organisation and in turn results in customer satisfaction. There are diverse customer needs, which require an internal strategy that depends upon collective effort of all stakeholders. The process of customer focus involves:

- Determination of who the customer is.
- Determination of what attributes of the service or product is most important to the customer.

- Arranging the attributes in order of preference indicated by the customer.
- Determining the customer's level of satisfaction with each of those attributes.

While the customer is the king, education and diplomacy on the part of the producer are sometimes necessary. It is important to recognise that expectations are constantly changing. Companies and organisations should strive to maintain quality performance of life. TQM implies an organisational obsession with meeting and excessive customer expectations to the extent that customers are delighted. To attain such outstanding service delivery, the organisation continually needs to examine its quality system to see if it is responsive to ever-changing customer requirements and expectations (Besterfield, 1995)

2.5.1.5. Involvement.

Vital to organisational change is the motivation of the people involved, especially when TQM is the goal. In order to prepare the people for a change, their understanding of the transformation and their willingness to take the action must be increased. All available means from suggestion schemes to various forms of teamwork should be considered for achieving broad employee interest and participation in the improvement process. In this regard, management must be prepared to share information, some of their responsibilities and powers, and loosen their reins. This also involves seeking and listening carefully to the views of employees and acting upon their suggestions (Aguilar, 1988).

Part of the approach to TQM is to ensure that everyone has a clear understanding of what is required of him or her, how their processes relate to the organisation as a whole and how their internal customers are dependent upon them. People have to be encouraged to

control, manage and improve the process, which are within their spheres of responsibility. (Dale, 2003).

However, unwilling and halfhearted involvement does not provide the solid foundation needed for long-term success. Ideally, everyone must be fully involved. (Hoffher et. al., 1994).

2.5.1.6. Education and training

Once people are motivated to take actions they need training and education in what action to be taken and when to take it. Employees from the top to the bottom of an organisation should be provided with the right level and standard of education and training to ensure that their general awareness and understanding of quality management concepts, skills, competencies and attitudes are appropriate and suited to the continuous improvement philosophy. (Hoffher et. al.; 1994). The training programme should be viewed as an investment in developing the ability and knowledge of the people and also helping them to realise their latent potentials. Dale (2003:28) states that, “without training it is difficult to solve problems, and without education behaviour and attitude change will not take place”. Education and training programme must, therefore, focus on self-development and updating of employees.

2.5.1.7. Teamwork and empowerment.

Teamwork is one of the key features of involvement and without it difficulties will be found in gaining commitment and participation of people throughout the organisation. (Dale, 2003). Teamwork should, therefore, replace old-fashioned hierarchical way of management. The logic is that, the people closest to a problem or opportunity are in the best position to make decisions for the improvement of the situation.

Teamwork promotes sound interpersonal relationships, and members are always proud to take up the responsibility to champion specific transformation activities for the organisation. Creativity and innovation are direct results of organisations that promote teamwork, since decisions are reached through consensus i.e. mutual agreement between individuals operating in a non-threatening environment (Aguilar, 1988).

Teamwork needs to be practised in a number of forms. Consideration needs to be given to the operating characteristics of the teams employed, how they fit into the organisational structure, and the roles of team leader, team member, sponsor and facilitator. Teamwork means maximising the output and value of individuals. (Ross, 1999).

2.5.1.8. Using tools and techniques to monitor activities.

To support and develop a process of continuous improvement, an organisation will need to use a selection of tools and techniques within a problem-solving approach

(Navaratman & O'Connor, 2003). The use of tools and techniques as the means will help get the process started. The implication is that employees using them feel involved and that they are making a contribution. In this regard quality awareness is enhanced, behaviour and attitude change starts to happen, and projects are brought to a satisfactory conclusion (Dale, 2003; Ross, 1999).

2.5.1.9. Measurements and feedback

Measurement from baseline needs to be made continually against a series of key result indicators, both internal and external, in order to provide encouragement that things are getting better (i.e. facts rather than opinion). Ross (1999:) points out that if you do not track results, it is difficult to learn from your effort.

The indicators used in measurements should be derived from existing measures, external, competitive and functional benchmarking as well as customer surveys and other means of external inputs. This enables progress and feedback to be clearly assessed. From these measurements, actions and plans should be developed to meet objectives and bridge gaps. In TQM, there are a number of quality assessment tools for measuring performance. Some of them are quantitative, and others are qualitative. The tools include tally charts, check sheets, benchmarking and flowchart (Greenwood & Guant, 1994).

However, no measure is ever complete or entirely accurate, nor is it possible that the eventual solution will be optimal to all stakeholders. Instead, quality measurement tools

only exist to gather information, analyse it, solve problems and assist in making progress of the process (McLaughlin, 1995).

2.5.1.10. Focus on communication.

Communication is an on-going process that informs the organisation about the progress of the improvement effort, changing goals and objectives and other modifications. On this note sharing favourable experiences, ideas, networking and company-wide review represent positive feedback. Communication as a behavioural characteristic among staff members and learners is critical for success and it improves quality (McLaughlin, 1995).

Quality pioneer Juran (1993) explains that customer needs do not remain static; there is nothing like permanent list of customer needs. Powerful forces that keep on coming in diverse directions due to technology and competition set us. These forces create new customer needs and change the priority of the existing ones". Therefore, communication in all directions and levels of an organisation must be reinforced to address the changing needs and put quality improvement along on track.

2.5.1.11. Performance appraisal:

Designers of TQM should not forget one important system :- a reward system to recognise participants' efforts and results. It is important that both efforts and results are addressed. Focusing on results only reflect a short-term viewpoint by management, while

rewarding and celebrating peoples' efforts reflect a long-term viewpoint that produces results (Hoffher et. al., 1994).

Management must learn to say 'thank you' and recognise that in every organisation people are the most important resource. The system of performance evaluation in many companies does not work for TQM. Yet employees' performance can only be improved through profound knowledge, daily motivation, good supervision and pride in quality product (Collard, 1989:170). Good appraisal system serves as a diagnostic tool and reviews process for development of individuals and teams. It also improves communication, validate tests and facilitate understanding of job duties (Ross, 1999).

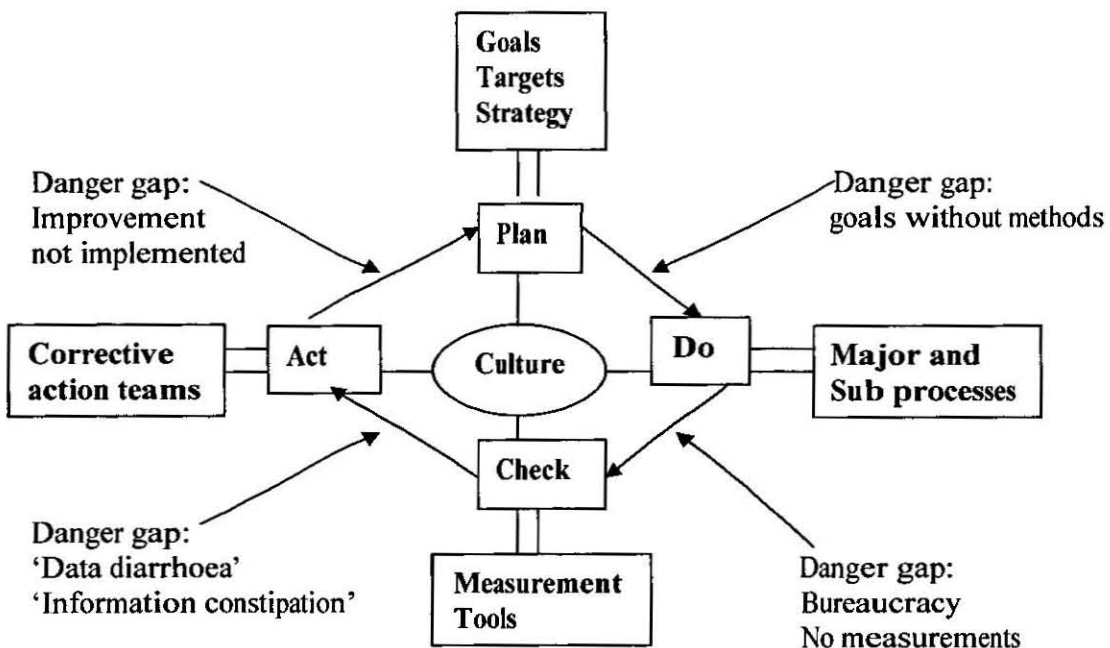
Deming (1992) argues that traditional management methods only pin blames of poor performance on lower level employees rather than focusing on the system for which upper management is primarily responsible. "Should individual performance recognition and appraisal be ignored, what, then, can be done to relate individual and group performance to total quality outcome (Ross, 1999)?"

2.5.1.12. Continuous improvement

Never-ending improvement is probably the most powerful concept to guide management if the organisation is to survive. Stakeholders should ensure that the culture is always conducive to continuous improvement activity. To maintain a wave of interest in quality, it is necessary to develop generations of managers who not only understand but are also dedicated to the pursuit of internal customer needs (Oakland, 1995). According to Qoung

and Walker (1996), TQM does not rely solely on large planned change but is constantly seeking improvements in all processes. In other words, TQM is measured in increments rather than tremendous accomplishment. The concept of continuous improvement is summarised by the Deming Continuous Improvement Cycle below:

Figure 1.1 Total Quality Implementation – all done with Deming Continuous Improvement Cycle



Source: (Oakland, 1995: 331).

The concept requires a systematic approach to quality management that has the following components:

- **Planning** the processes and their inputs
- **Providing** the inputs.
- **Operating** the process.

- *Evaluating* the outputs.
- *Examining* the performance of the process.
- *Modifying* the processes and their inputs.

The system must be firmly tied to a continuous assessment of customer needs, and deepen the flow of ideas on how to make improvements; reduce variation, and generate greater customer satisfaction. It also requires a high level of commitment and a sense of personal responsibility in those individuals who are operating the process of assessing the organisation's needs through measurement techniques to ensure that they have real evidence at all times and they understand what is happening in a particular process (Collard, 1989))

The never-ending improvement cycle ensures that the organisation learns from results, standardises what it does well in documented quality management system, and improves operating from what it learns. But the emphasis must be on what is done in a planned, systematic and conscientious way to create a climate that permeates the whole organisation. Continuous improvement has three basic principles, namely, focusing on the customer; understanding the process, and making sure that all employees are committed to quality (Oakland, 1995).

2.6. IMPORTANCE OF TQM IMPLEMENTATION IN SECONDARY SCHOOLS

The systems for improving and managing quality have evolved rapidly in recent years in which simple inspection activities have been replaced or supplemented by quality control. Quality assurance has been developed and refined, and now many companies and educational institutions world-wide are working towards TQM (Collard, 1989; Dale, 2003). In this international progression, there is the need for all stakeholders of secondary schools to become full participants in TQM, in order to remain competitive and productive in the global market.

TQM has been attempted with varying degrees of success. By applying the philosophy and principles of TQM, many companies and services have improved both competitiveness and profitability (Ross, 1999). Some of the precepts of TQM implementation in secondary schools are summarised by the following points below:

- Provision of better services to the learners and the whole staff.
- The continuous improvement focus of TQM is a fundamental way of fulfilling the accountability requirements, which are common to educational reforms.
- Operating a non-fear TQM system with the aim of continuous growth offers more excitement and challenge to teachers and learners
- TQM improves the climate of learning and provide culture that is conducive to performance improvement (Fitzgerald, 1999)

2.7 BARRIERS TO IMPLEMENTATION OF TOTAL QUALITY MANAGEMENT.

Every system has at least one constraint that is preventing it from making infinite success. Ross (1999:432) concludes that “there is no choice, either you manage constraints or they manage you” So, for those institutions and organisations, which want quality improvement must break down barriers by involving everyone in the development process. This section deals with some of the barriers that impede successful implementation of TQM which is central to this study.

2.7.1. Strategic barriers:

Strategic barriers occur when management focuses on corporative effort towards a goal rather than complete customer satisfaction. Combinations of factors contribute to strategic barriers;

- Lack of vision and purpose
- Inconsistent or unethical values
- Poor leadership
- Reliance on short-term goals
- Lack of control (McLaughlin, 1995:14, Robbins, 1997)

2.7.2. Structural barriers:

Structural barriers consist of internal and external policies, procedures and regulations which prevent the realisation of total quality. Such policies and procedures prevent

- Teamwork
- Employee participation
- Customer satisfaction
- Creative problem solving

In most cases, policies and regulations impose rigid control on human ingenuity. If the above-mentioned issues are not given priority or addressed, total quality implementation will just fail (McLaughlin, 1995:14-15).

2.7.3. System barriers

Many organisations have failed to implement TQM because system issues were never addressed. System barriers are common when a process is permitted to operate outside a state of statistical control. Systems involve the interaction of people, machines, methods, materials and measurements with the environment. Systems that produce inconsistent service or product will not satisfy customers. Such systems in turn raise a potential resistance to quality improvement (Aguilar, 1988, Foster, 2004). A central principle of total quality is the control of systems through measurements that indicate variations in performance. Hence, operational employees or managers that internationally permit faulty product or service violate total quality principle (McLaughlin, 1995:15).

2.7.4. Social barriers

Social barriers exert a powerful influence on human decision-making. They include social pressures, peer groups, individual behaviour, role models, and expectations of performance. Self-image and self-worth formed through group interactions drive the individual and affect both behaviour and decisions. If leaders perceive that total quality is of little benefit to them individually, that can have strong effect on the emotional reaction of the entire group (Juran, 1993).

Employees who see little or no benefit can also bring 'social warfare' tactics to eliminate the philosophy of total quality management through peer pressures, deprivation and threats. Human rather than technical or managerial barriers to change are the most difficult to surmount. For TQM to succeed, managers and employees must address all social barriers and develop strategies to install a 'win-win' environment for all members of the organisation. A positive method of reducing or eliminating social barriers is to individualise the benefits gained from accepting TQM (McLaughlin, 1995:15-16). This entails recognition of individual performances and celebrating the accomplishments to boost individual self-worth.

2.7.5. Communication barriers

Communication barriers exist both internally (between employees and managers) and externally (between organisation and customers). Generally these barriers arise when management and employees do not communicate effectively. In such a case communication is not objective, timely, thorough, credible, open, honest, consistent,

trustworthy and co-ordinated. Information is not regularly or freely exchanged or does not convey a specific message. Organisational goals, policies, procedures and expectations are not clearly communicated. Customers are removed from the information-gathering cycle. Two-way communication does not become effective.

People's dissatisfaction with lateral and vertical communication creates barriers to improvement. In effect, communication barriers limit creativity and commitment of individuals. This finally leaves the customer not served (Dale & Cooper, 1992).

Improving communication begins with examining the transmission, comprehension and receptivity of the message. This means that the organisation should ensure effectiveness of communication by applying the following:

- Providing a benefit for the listener.
- Involving individuals in the information by laying emphasis on the content, structure, meaning and consistency of the message.
- Obtaining feedback to measure the success of exchange.

By assessing the systems and actively training individuals to achieve successful information exchange, the communication barrier can be significantly minimised (McLaughlin, 1995:16).

2.7.6. Cultural barriers

'Some of the objections or resistance to change are not based on the merit of the proposals but on the social consequences. Culture sets the tone of daily human

interactions and places attention on what is important. Organisations take a number of years to build up attitudes, beliefs, habits, status and rituals. Therefore, any proposed change is a potential threat to the stability of the pattern' (Juran, 1988:268). TQM as a cultural issue challenges the prevailing wisdom of service practices by focusing on the customer. TQM means attitudes, beliefs and values must be changed and brought to alignment with expectations. So, if individuals perceive such change as a negative experience, then the implementation of TQM meets a great barrier.

Preventing the harsh effect of cultural barriers requires that individuals' beliefs and needs be assessed to eliminate the negative attitudes by stressing the positive benefits of the change (McLaughlin, 1995:17-18; Ross, 1999: 436).

2.7.7. Lack of qualified and adequate personnel

Capable managers and workers with broad experience and knowledge of various materials and functions have not been available. Many people have concentrated their working experience on only one sub-function. The success of TQM depends upon having qualified personnel in charge. In most organisations, managers pay little attention to providing sufficient and qualified personnel for management. This may result in incompetence of the organisation. Improved education and cross training of employees are needed to alleviate the problem (Collard, 1990).

In summary, employees and managers hurdle barriers not only by examining the consequences of change but also by examining the method used to bring about change as

well. Successful implementation of TQM can never be realised until the major barriers to change are identified and strategies are developed to encounter them (McLaughlin, 1995).

2.8. DEALING WITH BARRIERS TO CHANGE

Several tactics can be helpful in dealing with resistances to TQM implementation. Generally, they have to do with acknowledging the legitimate barrier and then adopting a tactic based on it, using effective leadership and employee participation to control it.

Dealing with barriers will always be an art. However, there are common approaches that provide a methodical way of resolving the barriers. One approach is to identify the restraining forces and the driving forces for change. This is termed the “force field analysis” (Juran 1993:76). According to Brager and Holloway (1992) a force-field analysis is a useful technique to deal with resistance. To use this analysis, the change agent should list all positive and negative forces and then determine their strength with respect to resisting or promoting change, and give them the necessary attention. The force-field analysis is illustrated by the following table :

Table 1.1. Force field analysis

Driving force	Restraining force
Environmental pressure	Middle management fear of lost of control

Staff members who may like to be involved in agency decision making	Lack of time for workers for TQM meetings
Successful application of TQM elsewhere	Scepticism of staff members based on poor performance regarding change

The analysis entails looking at which driving force may be strengthened and which restraining force should be eliminated. If it appears that the overall driving forces outweigh the opposing restraining forces, then adapting TQM would be worth pursuing. It is also important to validate any points of resistance which are legitimate, such as limited amount of staff time available for meetings. Another approach is to have the parties clearly stating their positions, to identify the exact areas of disagreement, and then to provide alternatives (Juran & Gryna, 1981).

Bennis and Nannus (1985) state that to address resistance, management should get all employees on the same side in alignment towards the same goal. Leadership is the mechanism for this, and specific models known as transformational or visionary leadership are the most effective. This step needs the intervention of the key executives to demonstrate how improvements can be made. And after that the key players should get all the employees to participate by persuasion. The three tactics are now combined to yield a powerful tool for dealing with resistance, and now all stakeholders will make decisions about various aspects of the process. According to Packard (1989), there are actually two rationales for employee participation. The more common reason is to increase commitment to resultant outcomes, as participants will feel a great sense of ownership in what is decided. The second rationale is that employees have a great deal of

knowledge and skills relevant to the issue at hand, such as increasing quality, identifying problems, and improving work processes (Vroom & Yetton, cited in Mongae, 2004).

Another technique is to make sure that all stakeholders understand the change to cause more good than harm, with or without a minimal disruption. In other words the change must be seen as responding to real- life problems and worth the effort in getting there. Individuals should believe that there is a dissatisfaction with the present status of an organisation and, therefore, develop the desirable interest in the proposed change. Modifying these variables may create conditions favourable for change (Juran, 1988).

The change agent may try to demonstrate how bad things are, or amplify other feelings of dissatisfaction, and then present a picture of how TQM could solve current problems. The organisation as a whole and each person will be judging the prospect of TQM from this perspective (Beckhard & Harris, 1987).

Juran (1993:75) proposed the following strategies for preventing resistance to change:

- Provide for participation. To do this effectively means that those who are likely to be affected by the change should be the members of the project team in order to participate in both diagnosis and remedy. Lack of participation leads to resentment, which causes great resistance to change.
- Establish the need for the change. This should be done in terms that are important to the people involved, rather than on the basis of the topic for the change.
- Provide enough time: How long does it take the members of a culture to change? (Juran (1993)? This means that there must be enough time to evaluate the impact

of the change and to find an accommodation with the advocate of the change. Providing enough time takes many forms, which include starting small, avoiding surprises and choosing the right time of the year.

- Keep proposals free of excess baggage. Avoid clustering of proposals with matters that are not closely concerned with getting results. The risk is that debate will get the main subject off and shift onto side-issues.
- Work with the recognised leadership of the culture; its members best understand the culture. Convincing the leadership is a significant step in getting the change accepted.
- Treat people with dignity.
- Reverse the position. It is useful to get into role-playing to stimulate understanding of the other person's position.

2.9. HOW DO ORGANISATIONS GET STARTED WITH TQM?

No matter how comprehensive or lofty a quality strategy may be, it is not complete until it is put into action. It is only rhetoric until it has been implemented (Ross, 1995). Once change has been triggered, the organisation needs to translate enhanced quality awareness and improvement into effective actions. At this stage management needs to ask questions like:

- What is our current reality?
- What should we do? What are the priorities?
- What advice do we need and from whom?
- How quickly should we proceed?

- Which tools and techniques should we apply and how do we apply them?
- What training do we need?
- What conferences and courses should we attend?
- Should we call in a management consultant and which one?
- How important is quality management system registration?
- How do we embrace our current improvement initiatives under the umbrella of TQM banner? (Dale, 2003).

If the answers to the above-mentioned questions are not confusing, then TQM can be initiated in a secondary school without delay. But, if their dilemma is often compounded not just by lack of knowledge of TQM, but also by lack of experience in managing organisational change, then, school managers may consult some or all of the under-mentioned suggestions by Dale (2003) for an effective start of TQM.

2.9.1. Applying the wisdom of quality management experts:

The knowledge of TQM provided by (Crossby, 1979), (Deming,1992), (Feigenbaum,1983), (Juran, 1998) and other quality experts are the sensible starting point for any organization, including schools, which wish to introduce TQM.

2.9.2. Applying consultancy package:

Some organisations are very comfortable with consultants while others are not. A key part of consultancy is the transfer of knowledge and skills. When the project is complete

the training and guidance provided by the consultant must remain within the organization, in order that the process of improvement can progress and develop. The organisation must understand that the use of consultant does not relieve the senior management team of its responsibility for TQM. The executive should never allow the consultant to become 'TQM champion' or the company expert on TQM. The consultant should only be perceived by the organisation as 'implementation tool' and not initiator of TQM (Oakland, 1995, Oppenheim & Howard, 1995).

The selection of consultant is also critical, as it may affect the staff perception on TQM. The factors which should be considered in the selection of the consultants include personality, presentation style, willingness to help, proposal details, previous published materials, reputation, experience, strategies and training skills of the consultant (Dale, 2003:72).

2.9.3. Applying framework and models:

A framework or model is usually introduced to present a picture of what is required in introducing TQM. They are the means of presenting ideas, concepts, pointers and plans in a non-perspective manner, and are usually considered to be a 'how to guide' to TQM introduction and subsequent development. Frameworks are guide to actions and not things to be followed in a slavish manner. A framework allows the user to choose their own starting point and course of action and build on gradually on the individual features and part at a pace that suits their business situation and available resources (Burt, 1993, Dale & Boaden, 1993).

2.9.4. Using organisational route map

This approach is to absorb the 'received wisdom' and experiences of other organisations and extract the ideas, methods, systems and tactics, which are appropriate for the particular circumstances and business situation of the organisation (Ross, 1999). In this approach management has to think through the issues and develop for themselves a vision, objectives, policy and approaches. The senior management would have visited other organisations with a reputation for being 'center of excellence' to see at first hand the lessons learned from TQM, and would have become involved in meetings relating to it with the executives of those organisations (McLaughlin, 1995). When getting started with a new improvement, it is always beneficial to establish contacts with others who have a reputation for excellence in systems and products.

Thus, in this section, the point is made that there is no 'right' way of introducing TQM, but rather the responsibility of a particular organisation to select the approach which best suits its operating environment and any constraints, which may exist. But, the underlying fact is that the organisation must accept that the TQM process is a long and arduous journey, which has no end. Unfortunately, there are no short cuts and no-one has a monopoly of the best ideas. Once the TQM process has started, the momentum needs to be maintained,; otherwise, even the gains may be lost (Dale, 2003).

2.10. CONCLUSION

TQM is a strategy for change in an environment where the accepted paradigms are subjected to constant challenges. This chapter has focused on the literature review which cover different aspects of TQM. It has highlighted some definitions of 'quality' and 'TQM' as concepts, and principles or key elements, which organisations should keep in mind when they implement TQM. The chapter has also examined the roles of senior managers and all employees and the commitment needed for TQM to be successful. It has outlined the importance of implementing TQM in secondary schools, some barriers to implementation strategies, to surmount those barriers, and approaches to get started with TQM were discussed.

CHAPTER THREE

METHOD OF INVESTIGATION

3.1. INTRODUCTION

This chapter briefly explains the method used to conduct the study. It describes the research instrument used in data collection and the steps taken to ensure the validity and reliability of the instrument used. The aim of the study as stated in chapter one was to investigate the views of educators on TQM and how it could be used as a tool to promote quality education in secondary schools in Eshowe circuit. The purpose of this chapter is to get greater insight into the practical aspect of the study.

The research methodology attempts to answer the question on how must the research should be designed, structured and executed to produce reliable and valid knowledge. The research technique or instrument is a specific procedure used to collect data (Welman & Kruger, 1999).

3.2. RESEARCH DESIGN RE-STATED

The descriptive research design was used for this study. The research design is a specific plan or procedure which is used to collect data. In this study used was made of the descriptive design, because of the nature of the target population, the purpose of the study and the focus of the research instrument.

3.3. RESEARCH INSTRUMENT

In this empirical study, a questionnaire was employed as the research instrument to collect data. Welman and Kruger (1999) state that the questionnaire and individual interviews are the most common instruments to collect data in survey research. The questionnaire is the most convenient technique to collect information from respondents on opinions, beliefs, attitudes and convictions about a topic or issue.

3.3.1 Construction of the questionnaire

The questionnaire design has the greatest influence on reliability of the data collected. It is important that great care be taken when designing a questionnaire because an improperly constructed it can lead respondents to miss the target and also confuse them about the desired nature of information required by the researcher. Schuman and Presser (1981) conducted a valuable research on the formulation of questions in a questionnaire. He concluded that a good questionnaire construction is seen as a difficult and time consuming task, but it is more likely to elicit good response than a poorly constructed one. In this study, the questionnaire was divided into three sections. **Section A** consisted of questions 1 - 6 which aimed at gathering information about biographical and demographical background of respondents. **Section B** consisted of questions 7 - 11 and was used to determine the views of educators on TQM in secondary schools. For each item, the respondents were asked to express their opinions on a 'three or four point Likert scale'. **Section C** reflected an open-ended question in which respondents were required to

give their own opinions on how TQM could be used as a tool to obtain quality education in secondary schools.

3.3.2 Advantages of the questionnaire

The following advantages were discovered when the questionnaire was used as the research instrument:

- **Ease of application:** the application of the questionnaire was very flexible and adaptable.
- **Anonymity of respondents:** columns for respondents' names were not given, so, they had the confidence to express their views fully.
- **Homogenous stimuli:** the stimuli provided were identical since questionnaires were identical.

3.4. VALIDITY OF THE QUESTIONNAIRE

This section was intended to report on the extent to which the procedures used to implement the questionnaire in the study succeeded in generating the responses as indicated in the hypotheses. The validity of the questionnaire was determined on the basis of the 'construct validity'. According to Welman and Kruger (1999: 138), 'when a research instrument is used to measure a variable, it must measure that which is supposed to measure. If it measured something else, it would have led to incorrect conclusions'. The construct validity was used because it refers to the degree to which a research

instrument measures the intended construct rather than irrelevant construct. The questionnaire was proven valid because there were no instances of the following being encountered during the study:

- Acquiescence – the phenomenon where respondents tend to answer ‘yes’ to items irrespective of the content of the question.
- Socially desirable responses – the phenomenon where respondents deliberately provide answers, which they believe are socially acceptable.
- Faking – the phenomenon where respondents distort their response in order to create the desired expression. This was particularly avoided by multiple-choice questions.

3.5. RELIABILITY OF THE QUESTIONNAIRE

The questionnaire was reliable because generalisation could be made from the responses; for instance, majority of the respondents gave the same answers to particular questions. This made interpretations and analyses easier. The reliability of the questionnaire was estimated based on the ‘internal consistency reliability source’, which states that ‘ a high degree of generalisability across the items implies a high internal consistency’ (Babbies, 1998: 135). In this context, if the respondents perform well on the items of the questionnaire, then, the chances are that all educators will equally do well on the same items. According to (Welman & Kruger, 1999: 145) “to determine the reliability of a research instrument using the internal consistency method, measurement can be administered only once to a representative sample”.

3.6 ADMINISTRATION OF THE QUESTIONNAIRE

3.6.1 Pre-testing of the questionnaire

In this study, a pre-testing of the questionnaire was conducted with ten educators, five Heads of Departments and three Principals who were not included in the main study. Based on the comments made in this preliminary study, the questionnaire was modified to be more useful in data collection.

The main purpose of the pilot study was to detect the suitability of the questionnaire in the actual study, i.e. to find out whether it was user friendly and could be use to provide the desired information on the research topic. The investigations conducted in the pilot run provided an opportunity to avoid difficulties and disappointment in the research since modifications were made at this stage. It also gave clear ideas about when and where to collect information for the research.

3.6.2. Administration of the final instrument

The questionnaire was distributed to ten (10) Principals, ten (10) deputy principals, twenty (20) Heads of Department and forty-eight (48) educators in ten (10) secondary schools in Eshowe circuit. The total sample was made up of eighty-eight (88) respondents.

3.6.3 Covering letter

The covering letter was used to introduce the questionnaire to the respondents. The purpose was to indicate the aim and importance of the study and to assure respondents of their confidentiality so as to encourage their participation. The covering letter guaranteed the anonymity of the respondents and gave them the directions to complete the questionnaire (Borg & Gall 1989, Teu, 2002).

3.6.4. Administration procedures

Permission for access to schools was secured from the circuit manager and the school principals. The researcher distributed the questionnaire personally to respondents in the selected schools. In each school, respondents were selected as follows: the principal, the deputy principal, two heads of departments and four or five educators found in the staff room.

3.7 POPULATION & SAMPLING

3.7.1 Number of schools and respondents

Ten secondary schools in Eshowe circuit were selected to conduct the study. Eighty-eight questionnaires were distributed in all ten schools. The number of questionnaire distributed in each school depend on the number of the educators present at that time but it was ensured that respondents include all the post levels in the school. The list of schools and number of respondents are shown in table 3.1

Table 3.1. Distribution of the sample population

Respondents	Sample population	Percentage (%)
Principals	10	11.4
Deputy principals	10	11.4
Heads of departments	20	22.7
Teachers	48	54.5
Total	88	100

3.7.2 Follow-ups

Since non-response is a major disadvantage of a questionnaire, follow-ups were very important in maximizing response level. Follow-ups were made personally with principals of the selected schools. The researcher repeatedly visited the respective respondents to check and assist in the problem areas in completing the questionnaire.

3.7.3 The resultant sample

Eighty-eight copies of the questionnaire were distributed to respondents in the ten secondary schools. Seventy-one (81%) completed copies were returned. The high response rate indicated the importance and effectiveness of follow-ups. Table 3.2 (p. 49) shows the distribution and response rate of questionnaire.

Table 3.2: Response rate

Name of school	No. Issued	Returned	%
Mafunda Sec.	10	8	80
Mavumengwane Sec.	6	6	100
Nomeva Sec.	6	5	83
Uyaya Sec.	10	7	70
Bhamu Sec.	10	9	90
Hhashi Sec.	12	7	58
Manxele Sec.	8	8	100
Gqokinsimbi Sec.	7	5	71
Ndluyesilo Sec.	9	8	89
Nokhalela Sec.	10	8	80
Total	88	71	81

3.8 CONCLUSION

This chapter outlined the method used to conduct the study and the technique employed to measure the variables. The scientific research method was used in this study and the questionnaire was used as a data collection instrument. The next chapter provides the data analysis and interpretation.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1. INTRODUCTION

In this study, the content analysis approach was used to analyse the data because it produces numerical description of data. Data was analysed percentages and recorded in tables Graphical representations were employed to make reading of data easier. The aim of the analysis was to help the researcher to provide feedback on the tenability and untenability of the original formulated research hypotheses.

4.2. BIOGRAPHICAL AND DEMOGRAPHICAL INFORMATION

The main aim of collecting this section was to present the social and educational background of respondents since those factors usually affect service delivery. The data collected was based on gender, age, post level or position, educational qualification, experience, and location of the respondents. Table 4.1 (p.59) shows a brief summary of data collected.

4.3.1. Age category

According to Table 4.1, three (4.2%) the respondents were below the age of 25 years, sixty-four (90.2%) were between 25 and 55 years, and only four (5.6%) were over 56 years. From this table obtained, it could be deduced that the majority of the educators were between the ages of 26 and 55 years. This suggests that most respondents were mature enough to make their decisions and to provide their own opinions on TQM without any influence or intimidation by other people.

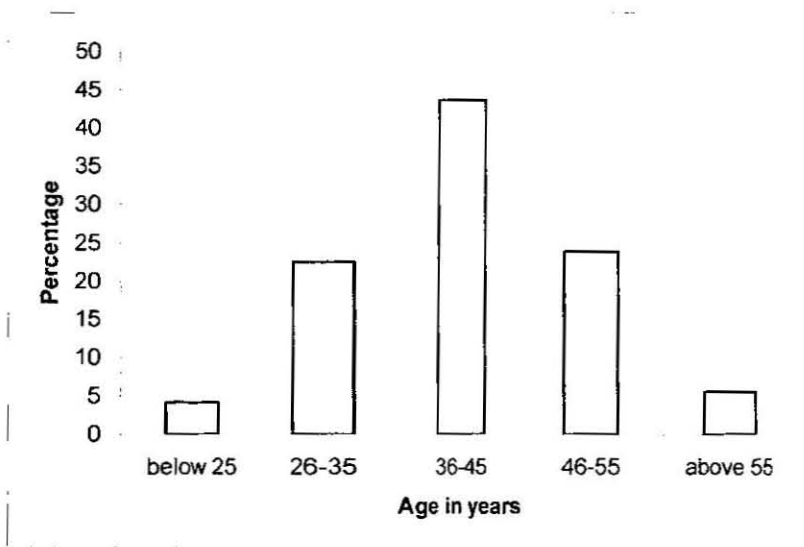


Figure 4. 1. Age distribution of respondents

4.4.2. Gender

Table 4.1 indicated that twenty-four (33.8%) of the respondents were males and forty-four (66.2%) were females, this implied that female educators dominated male in the secondary schools where the study was conducted. The reason for high percentage of females might be due to the fact that females were more than males in the country. Another reason might be that males did not like the teaching profession. However, there are many male principals than female principals. This might indicate that men occupied most of the top positions and women empowerment was either still lacking or receiving little attention from the department. The figure below shows clearly the proportions of the male and female respondents.

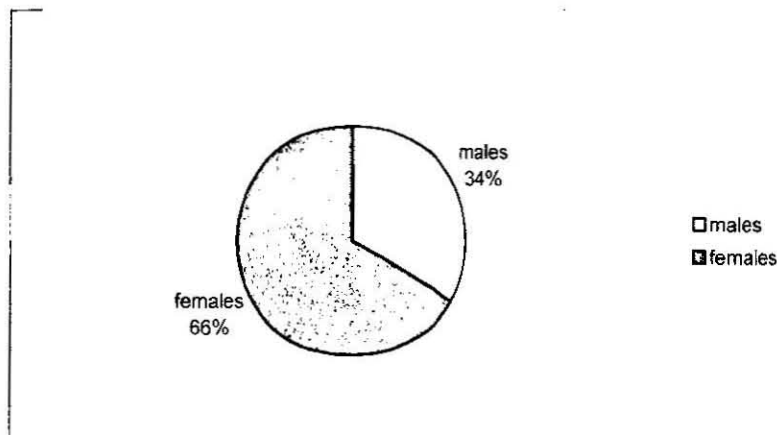


Figure 4.2. Gender of respondents

4.4.3. Current position held

Table 4.1 shows that nine (12.2%) respondents were principals, nine (12.2%) were deputy principals, sixteen (22.5%) were heads of department and educators were thirty-seven (52.1%). The inclusion of a large number of educators was justified for the

assessment of implementation of TQM in secondary schools. This is the approach that involves everyone in management process, and improvement does not rely on the principal only. The following figure shows the distribution of the various post levels of respondents.

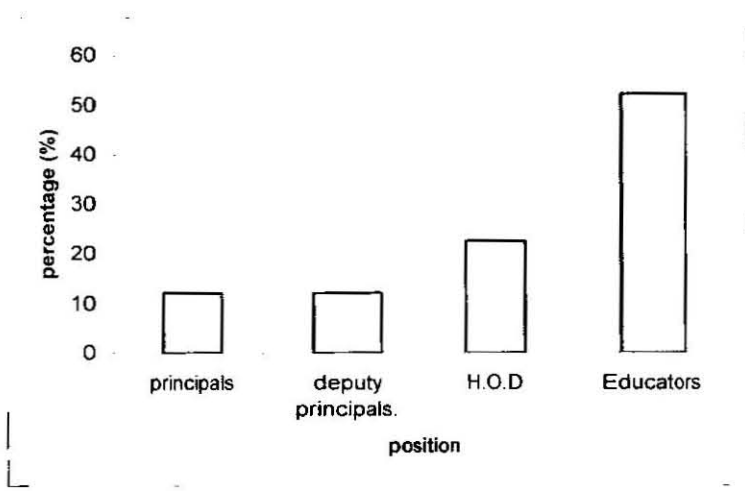


Figure 4.3: Distribution of positions of respondents

4.4.4. Experience in current position

Table 4.1 indicated that out of seventy - one respondents, eleven (15.5%) had worked in their current position for 1-5 years, twenty-two (30.9 %) had worked for 6- 10 years, twenty-six (36.6%) had worked for 11- 15 years, seven (9.8%) had worked for 16- 20 years and five (7.0%) had worked over 20 years'. The results indicated that the majority (about 85%) of the respondents had more than six years teaching experience. This might suggest that most teachers were already aware of the disadvantages of traditional way of management as well as the advantages of TQM and could therefore provide substantial

information on TQM as required by the researcher. The figure below shows the distribution of teaching or management experience of respondents.

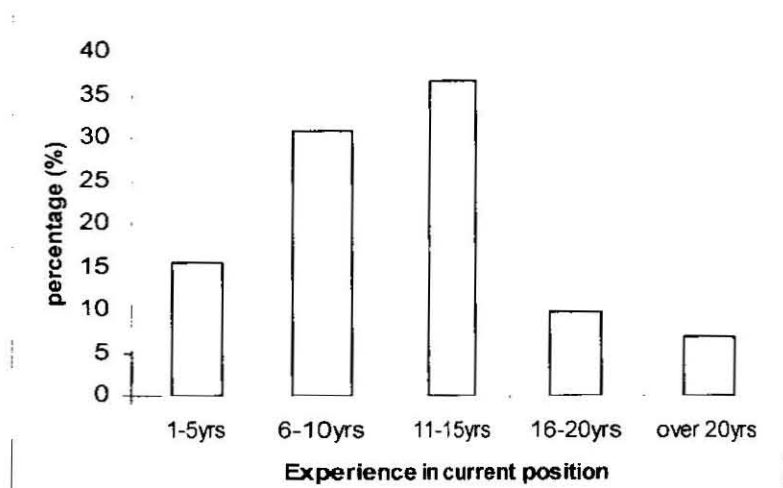


Figure .4.4. Distribution of experience in current positions of respondents

4.4.5. Location of school

Table 4.1 shows that a number of respondents teaching in rural schools was forty-five (63.4%) and the remaining twenty-six (36.6%) were teaching in urban schools. This showed that many of the schools where questionnaires were distributed were located in rural areas and few found in the urban areas. The following figure shows the percentage of the location of schools.

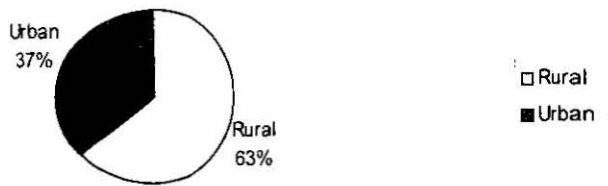


Figure. 4.5. Proportions of rural and urban schools

4.4.6. Highest qualification of respondents

Table 4.1 shows that out of respondents, eight (11.3%) had diplomas in Education, thirty-four (47.9%) had Bachelors Degree in Education, ten (14.1%) had either Bachelor of Science or Bachelor of Arts, fifteen (12.1%) were holders of B.Sc. or B.A. plus Post Graduate Certificate in Education (P.G.C.E) and four (5.6%) had Masters Degrees. None of the respondents had Doctorate degree. Fortunately, all the seventy-one respondents attained higher educational qualifications to be able to have a reasonable amount of knowledge about TQM, and perhaps their views could be accepted and implemented. There was no Doctorate Degree recorded. This implied holders of such qualifications could have either left the teaching profession or they were promoted to work in the department offices. Figure 4.6 shows the different qualifications of respondents.

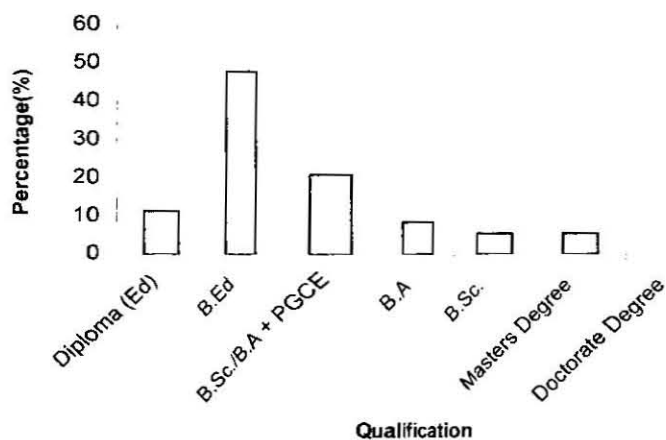


Figure. 4.6: Distribution of qualification of respondents

4.3 EDUCATORS' VIEWS ON TQM

Section **B** of the questionnaire was intended to elicit information on the views of educators towards TQM and also reveal whether it can be used as a tool to achieve quality education in secondary schools. Each question contained specific information required by the researcher and such questions were interpreted separately. For the sake of simplicity, responses on 'Strongly Agree and Agree' were interpreted together as **agreed** and those on 'Disagree and Strongly Disagree' were also merged and interpreted as **disagreed** with a statement.

4.5.1. Item 7. Principles of TQM to improve teaching and learning in secondary schools

Question 7 was used to determine the views of educator on the principles of TQM in relation to effective teaching and learning. The four-likert scale was used and respondents

were expected to indicate the extent to which they agreed or disagreed with the statement.

Table 4.2 shows the results.

Table 4.2. The responses on the principles of TQM and effective teaching

Item		SA		A		DA		SD	
		F	%	F	%	F	%	F	%
7.1	A clear distinctive mission/vision	38	54	29	40	2	3	2	3
7.2	Full focus on learner needs	37	52	32	46	1	1	1	1
7.3	A strategic plan to achieve the mission	43	60	26	36	2	3	1	1
7.4	Involvement of all levels of people in decision making	43	60	23	33	2	3	3	4
7.5	Empowerment of staff members	39	55	31	44	1	1	0	0
7.6	Development of teamwork	34	48	30	42	3	4	4	6

Key: SA = strongly agree, A = agree, D = disagree, SD = strongly disagree.

Interpretation of results in table 4.4

Item 7.1. A clear distinctive mission

An observation can be made from table 4.2 that high percentage (94%) of the respondents agreed that, for secondary schools to be more effective, the management must set up a clear distinctive mission statement and work towards it. Only 6% of the respondents disagree with the statement. These positive views of educators towards this principles

mean that, TQM can successfully be implemented in the secondary schools. The figure below illustrates the percentages of respondents.

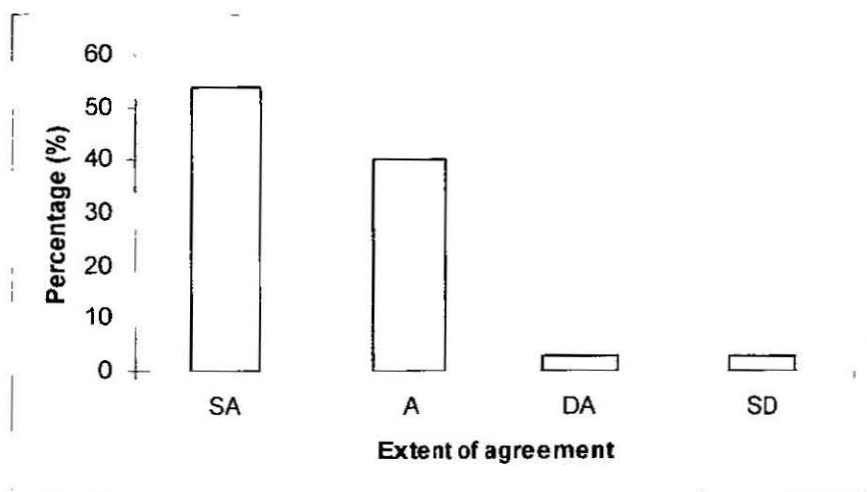


Figure.4.7: Graphical presentation of the responses on.

Item 7.2. Full focus on learner needs

Table 4.2 shows that the majority of the respondents (98%) agreed that, for the secondary schools to be more effective and improve quality of teaching and learning, management should have a clear focus on learner needs. This indicated that most of the educators had a strong desire to satisfy the needs of the learners in their respective schools. Only 2% of the total respondents disagreed with the statement. This might be due to lack of knowledge about TQM principles. The figure below represents the level of response.

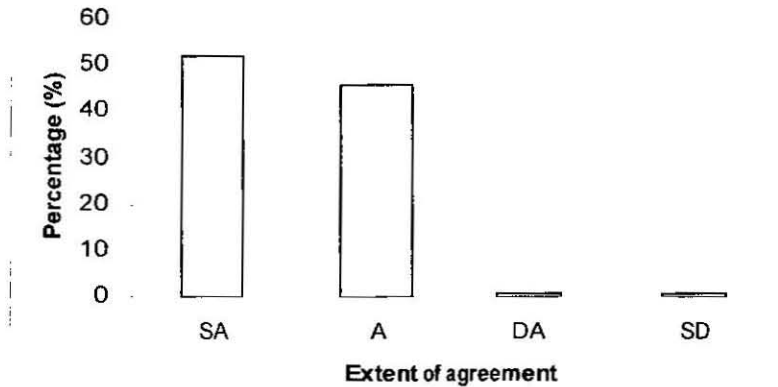


Figure 4.8: The graphical representation of response on item 7.2.

Item 7.3. A strategic plan to achieve the mission

Table 4.2 shows that most respondents comprising (96%) agreed that for secondary school to be more effective and improve performance, a strategic planning is very essential. Few respondents (4%) disagreed with the idea. The reason might be due to inadequate knowledge of TQM. Figure 7.9. Shows the distribution responses.

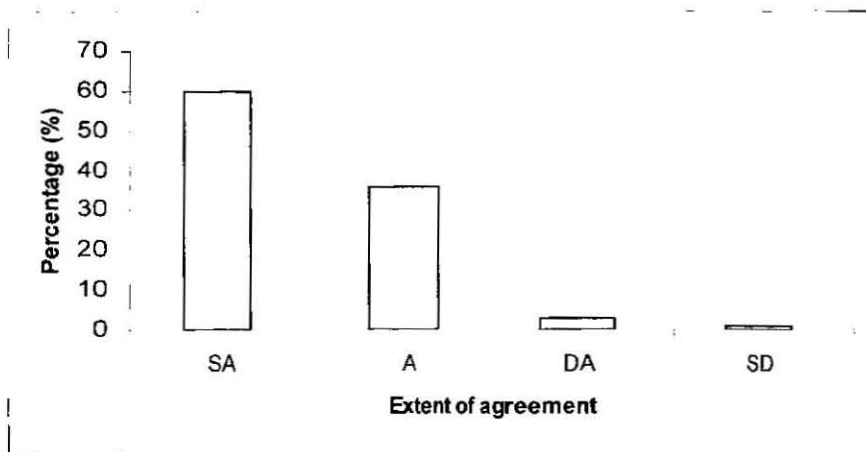


Fig. 4.9 Distribution of responses on item 7.3

Item 7.4: Involvement of everyone in the decision making process

It could be deduced from table 4.2 that, 93% of the respondents agreed that everyone must be involved in the decision making process in order to improve performance in secondary schools. Only 7% disagreed with the statement. This means that the teachers support the total participation of everyone in the school management process. Only 7% of the respondents disagreed with the idea.

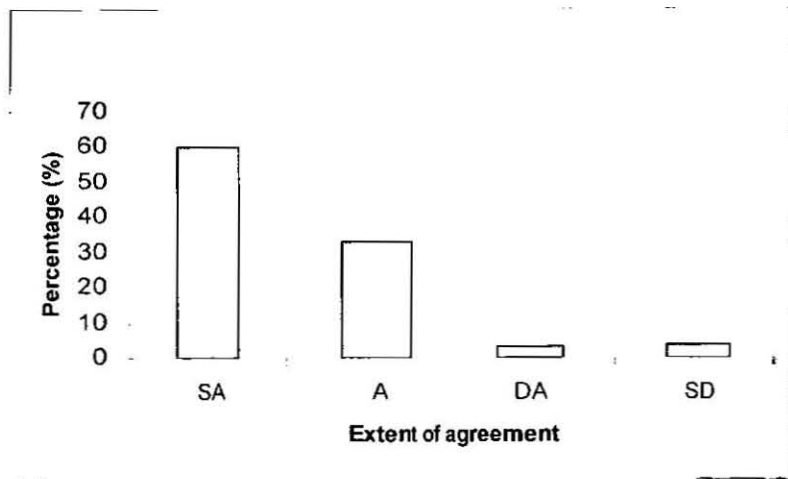


Fig. 4.10. Distribution of responses on item 7.4

Item 7.5 Empowerment of staff members by removing fear

From table 4.2 out of the total respondents, seventy (99%) of them agreed that staff members need to be empowered and work without fear so that effective teaching and quality performance could be achieved in secondary schools. This response suggested that most educators believed that, if the empowered teams were given the opportunities to become experts, this would generate great excitement and dedication, and in turn yield

quality education. Only one (1%) respondent disagreed with the principle. A graphical representation of responses on this item is indicated by fig.4.11

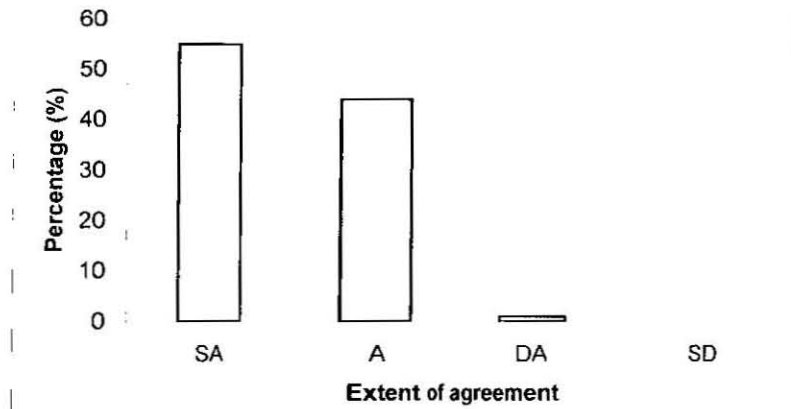


Fig. 4.11. Distribution of responses on item 7.5

Item 7.6 Development of teamwork

Most of the respondents (90%) as indicated by table 4.2, are of the view that teamwork is an important toll for effectiveness and continuous improvement in secondary schools. It could be said that TQM could be implemented in secondary schools since teachers agreed with the idea of establishment of teams, which is one of its principles. Fig.4.12 shows the distribution of responses on this item.

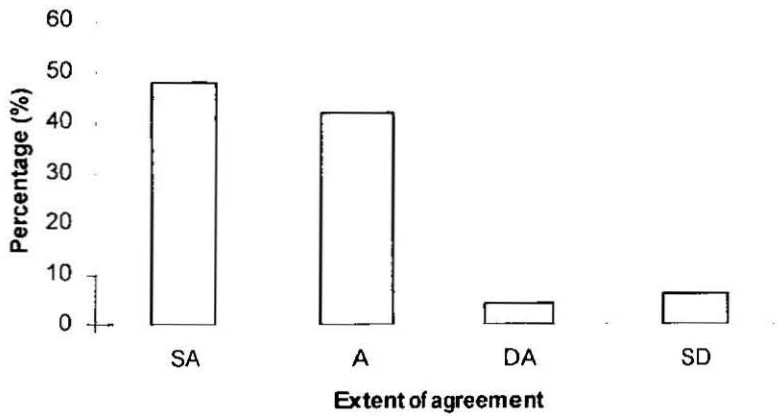


Figure 4.12. Distribution on responses on item 7.6

4.4. VIEWS ON TQM –RELATED CHARACTERISTICS OF THE SCHOOL

Question 8 of the questionnaire was designed to collect information on how some aspects of TQM were operating in the respective schools of the respondents. The three-point likert scale was used to solicit the views. Table 4.3 (p. 72) shows the data collected.

Item 8.1. Properly Functioning Teams

From table 4.3, eleven (15%) respondents indicated that there were properly functioning teams fully operating in their schools; thirty-one (44%) said functioning teams were partially operating in their schools whilst twenty-nine (41%) indicated that functioning teams were not operating at all in their schools. The response suggested that, division of labour in other words sharing responsibilities among teachers; learners and parents were not given maximum attention in most of the secondary schools.

Table 4.3. The response on practising TQM to achieve quality education

ITEM		FO		PO		NO	
		F	%	F	%	F	%
8.1	Properly functioning teams	11	15	31	44	29	41
8.2	Greater response to community needs	10	14	12	17	49	69
8.3	Leaner development of social and cultural values	26	37	34	48	11	15
8.4	Good interpersonal relationships without fear	2	3	4	6	65	91
8.5	Improvement of leaning and teaching strategy	30	42	31	44	10	14
8.6	Greater learning satisfaction	21	30	41	58	9	13
8.7	Improved examination pass rate	5	7	7	10	59	83
8.8	Improved progression e.g. into further education or employment.	23	32	33	46	15	21

When one compares the responses ‘improved examination pass rate’, should clear that those schools where functioning teams were either poorly operating or not operating at all had low examination pass rate. This means that, TQM is needed to improve quality of education, since it suggests that, quality improvement teams should be put in place for quality results. Figure 4.13 shows the distribution of the results clearly

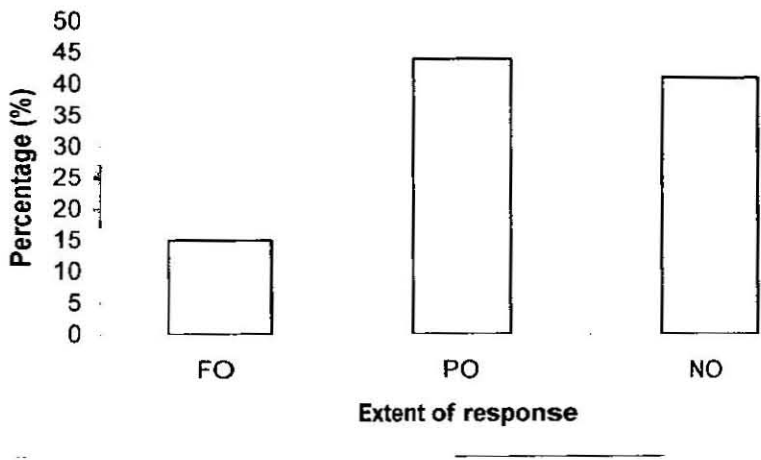


Fig. 4.13 Distribution of responses on item 8.1

Item 8.2. Greater response to community needs

On this item, ten (14%) respondents made it clear that community needs were their school’s priorities, Twelve (12%) respondents indicated that ‘response to community needs’ was partially operating in their schools and forty-nine (69%) stated that community needs were outside their business.

This results it out clear that, most educators did not perceive TQM as an important tool to improve quality education. TQM states that the customer is the king and must be satisfied. In the school’s organization, the learners and the parents are the customers, and they also constitute the community. So, if the community needs are neglected or

disregarded, quality education cannot be achieved. Table 4.3 and the figures below show the graphical representation of results on this item.

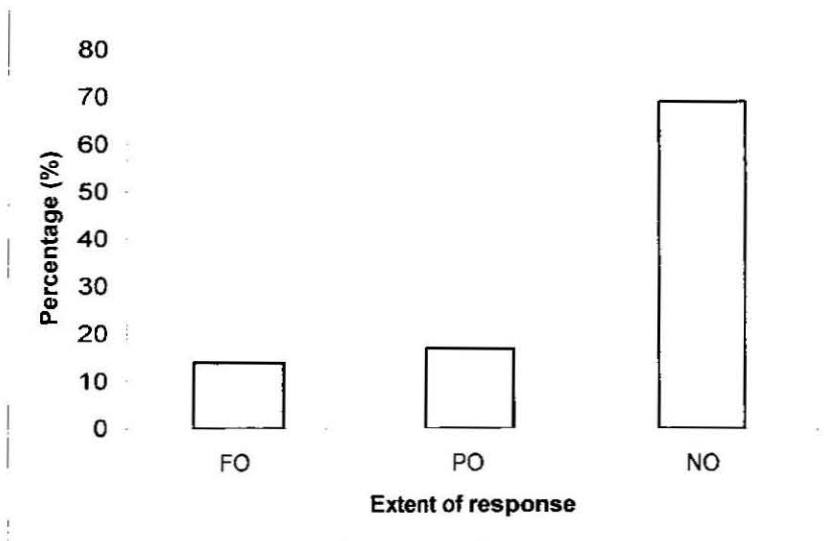


Fig. 4.14. Distribution of the responses on item 8.2

Item 8.3. The development of learners' social and cultural values

Table 4.3 shows that twenty-six (93.7%) respondents reported that their schools fully aimed at developing learners to have good social and cultural values. Thirty-four (48%) stated that although their schools were trying to develop such learners, it was only partially operating. The remaining eleven (15%) indicated that developing learners to have good social and cultural values was not operating at all in their schools. Based on the analysis collected, it could be said that, generally, educators had the opinion that all learners should be developed in such a way that they would be socially and culturally nature in the country because these values greatly determine their future. These responses accord with literature on TQM recorded in chapter two (Cf. 2) Below is the graphical representation of the responses.

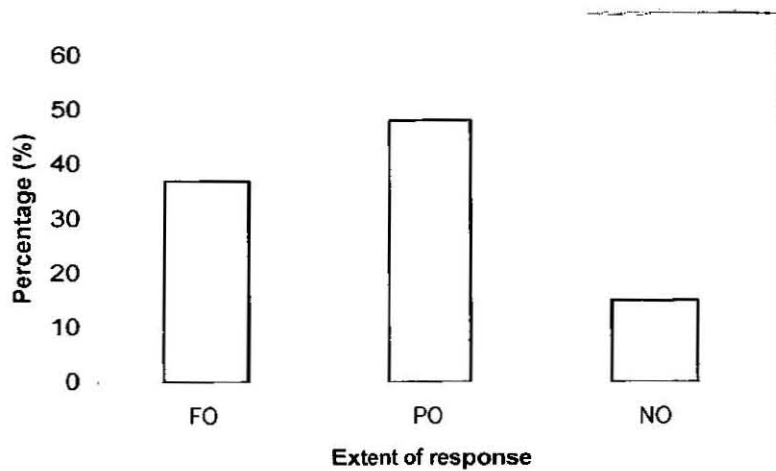


Fig.4.15 The distribution of the responses on item 8.3

Item 8.4 Good interpersonal relationships without fear

On this variable, eight (11%) respondents indicated that good interpersonal relationships were fully operating in their schools. Twenty-eight (39%) respondents reported that it was operating partially, and only thirty-two (45%) respondents indicated that it was not operating at all. These responses endorsed good relationships among employees as measures of quality. The few respondents who stated that there were good interpersonal relationships also stated that their school's examination pass rate had improved.

Item 8.5. Improvements of teaching and learning strategies

According to table 4.3 thirty (42%) respondents indicated that there was improvements of teaching and learning strategies in their schools. Thirty- one (44%) respondents reported that there was partial improvement of teaching and learning and strategies and ten (14%) respondents indicated that teaching and learning strategies did not improve at all in their

schools. Secondary schools can improve the quality of teaching and learning through TQM.

Education systems are not static; they always change in order to meet the demands of the society. So, if secondary schools do not change or improve their style of teaching and learning, they can never produce competent candidates to fit the ever-changing world's demand. Figure 4.16 illustrates the results on this item.

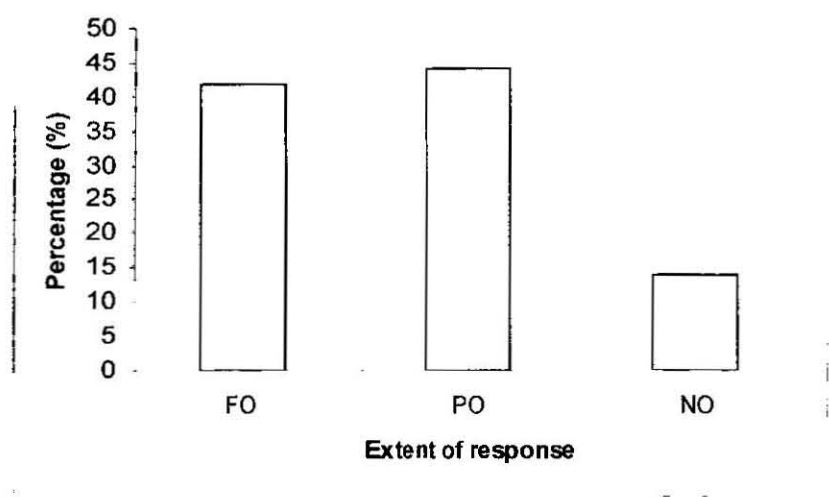


Fig. 4.16. The distribution of responses on item 8.5

Item 8.6 Greater learner satisfactions

According to table 4.2 twenty-one (30%) respondents indicated that greater learner satisfaction fully operated in their schools. Forty-one (58%) respondents stated that it was partially operating in their schools and only nine (13%) indicated that this was not operating at all in their schools. Most respondents on this question agree with literature

on TQM in that the customer was reported to have experienced satisfaction. TQM advocates that being loyal to the learners creates customer satisfaction. Figure 4.17 shows the distribution of responses on this variable.

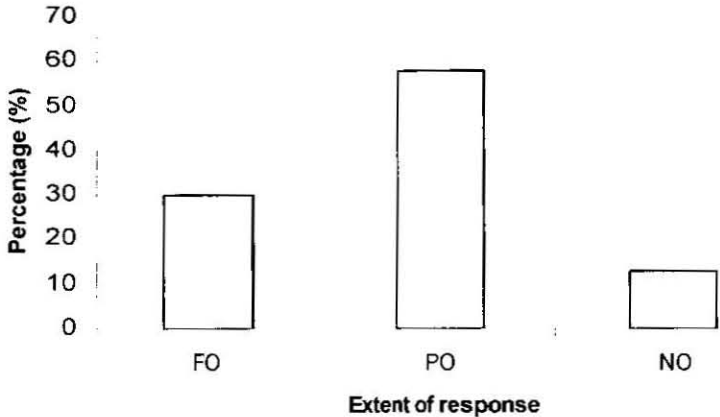


Figure 4.17. The distribution of responses on item 8.6

Item 8.7 Improved examination pass rate

On this variable, table 4.3 indicated that only five respondents (7%) reported that their school examination pass rate was improving. Seventeen (24%) respondents stated that their schools' examination pass rate improved only partially and forty-nine (69%) indicated that there was no improvement as far as examination pass rate was concerned. These responses suggest that educators have to view TQM in a more positive way to ensure quality performance in secondary schools.

Item 8.8. Improved progression

Table 4.3 and figure 4.18 showed that twenty-three (32%) respondents said progression of learners into further education or employment improved, thirty-three (47%) reported that this was partially operation in their schools, and fifteen (21%) stated that the characteristic was not operating at all in their schools. TQM requires a continuous improvement, it is a life-long process and not for short-term objectives such as just passing the exams without knowledge and skills of work.

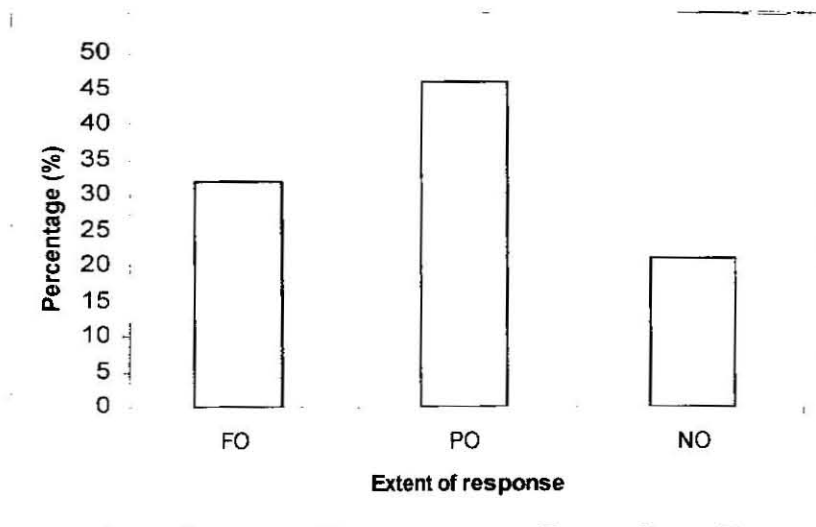


Figure 4.18. The distribution of responses on item 8.8

4.5. MECHANISM FOR ACHIEVING TQM

Respondents were asked to indicate how they agree or disagree with some mechanisms that can be used to achieved TQM in secondary schools. Table 4.4 (p. 79) gives the data collected on this issue.

Table 4.4. The mechanisms for achieving TQM

ITEM		SA		A		D		SD	
		F	%	F	%	F	%	F	%
9.1	Total commitment of all stakeholders of school	27	38	38	54	4	6	2	3
9.2	The prevention of defects rather than detection is required at all levels of management	20	28	45	63	3	4	3	4
9.3	The school is developed through the integration of activities in the school.	23	32	36	51	10	14	2	3
9.4	Strategies of TQM are communicated to staff members.	40	56	24	34	5	7	3	4
9.5	Environment is created in which staff and learners are committed to do their best.	51	72	20	28	0	0	0	0
9.6	Continuous measurement and evaluation progress	39	55	30	42	2	3	0	0
9.7	Recognition and appraisal of performance	28	39	30	42	7	9	6	8

Item 9.1 Total commitment of all stakeholders of the school

According to Table 4.4 sixty-four (94%) respondents agreed that total commitment of all stakeholders is necessary to achieve TQM in schools. Seven (9%) disagreed with the statement. This suggested that most educators had the view that everyone is required to be committed and give a full participation to quality matters. This responses clearly agrees with the principle of TQM that the quality improvement programme should involve all those who work in an institution. Total dedication in service delivery is a responsibility of all stakeholders whether they are institutional managers, parents, teachers or learners. Holding fast onto total commitment and channeling it into improvement is an essential aspect of TQM. It can therefore be said that if everyone feels part of the quality programme, then, all things will go on at the same pace without any hindrance. The figure below shows the distribution of responses on this item.

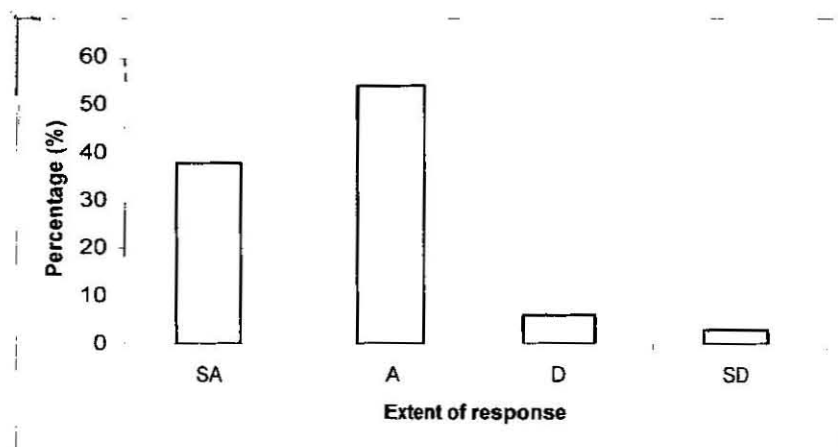


Figure 4.19. Distribution of the responses on item 9.1

Item 9.2. The prevention of defects rather than detection is required at all levels of management

On this variable, sixty-five (91%) respondents had the view that defects need to be prevented from occurring rather than detected when or where, they occur. Only six (8%) respondents disagreed with the suggestion. from these responses, it should clear that management and educators should act not react. TQM lays emphasis on prevention, and not only on correction of problems. The implication of these responses is that, barriers to quality teaching and learning have to be identified and mechanisms necessary to solve the problems be devised. This practice obeys the popular saying that, 'prevention is better than cure'. The following figure illustrates the results.

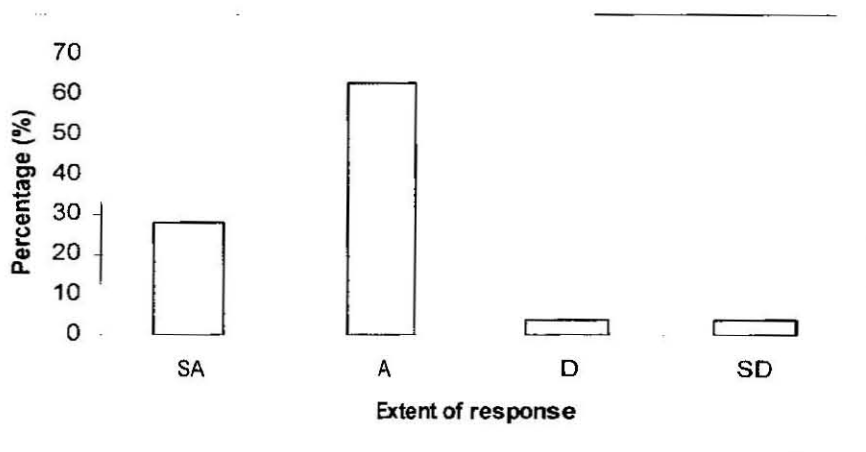


Figure 4.20. Distribution of the results on item 9.2

Item 9.3. The school develops through the integration of activities

Table 4.4 indicated that 59 (38%) respondents agreed and 12 (17%) disagreed that, the school can only develop or function properly if activities are integrated. The high percentage of agreement implied the educators' belief that activities, subjects or departments should not be isolated from one another. It means that interdependence of teams, activities, subjects and departments is very important in quality management and that quality achievement does not depend on one person's performance alone. Educators' views on this subject do not differ from in literature viewed on TQM recorded in chapter two. Therefore, it could be said that, if TQM is given priority in the school, it can be used to improve the quality of teaching.

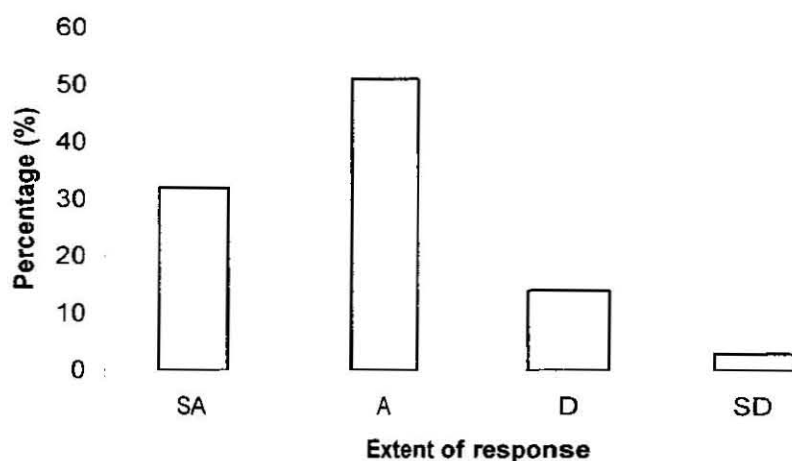


Figure 4.21. Illustrates the distribution of respondents

Item 9.4.Strategies of TQM are communicated to all members

On this item 64 (90%) respondents agreed that in order to achieve TQM in secondary schools, all the strategies of its implementation should be communicated properly to all

the staff members so that its importance could be realized at all levels. It will also help educators to know when and how to carry out management practices. This response agrees with the idea only TQM implementation, which states, “quality awareness campaign need to be created before involvement can be successful” Table 4.4 and the figure below show the graphical presentation of the responses.

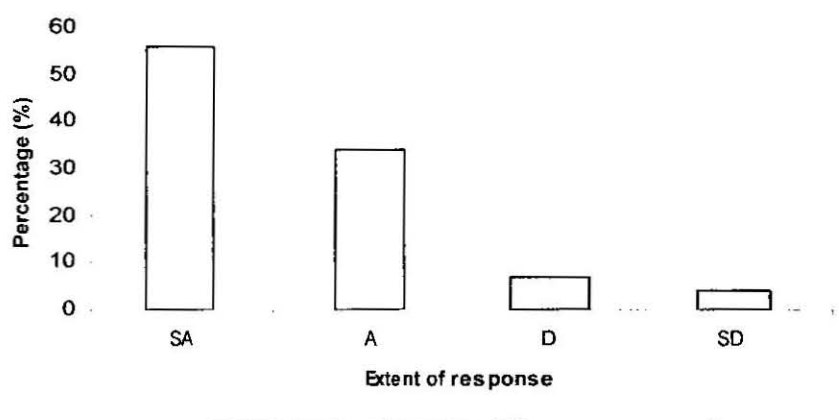


Figure 4.22. The distribution of results on item 9.4

Item 9.5. Environment is created in which staff and learners are committed to do their best

According to table 4.4 all the seventy-one respondents (100%) agreed that, TQM in a school means that the school the teaching and learning environment should be conducive to teaching and learning so that teachers and learners can do their best. It means that teachers appreciated the fact employees and customers should have pride in their activities and products. This can only be seen where the culture of teaching and learning occurs as a natural sequence and not as ‘do it for the fear of boss’ environment.

Item 9.6. Continuous measurement and evaluation of progress

It could be seen from table 4.4 that on, 69 (97%) respondents had the view that, continuous measurement and evaluation can be used to initiate TQM in secondary schools. Only 2 (3%) respondents disagreed with the suggestion. The assenting response means that performance and progress of the school, for both learners and teachers should be measured with the appropriate tools so that feedback could be given. If educators adopted useful mechanisms to assess the learners and not just generalise results, they would be able to assist learners properly and quality improvement could be obtained.

Item 9.7. Recognition and appraisal of performance

As indicated by table 4.4, fifty-eight (81%) respondents agreed that for TQM to be implemented in secondary schools, the performance of both educators and learners should always be recognised and rewarded. Management must learn to say 'thank you' for acceptable and quality related behaviour. Only thirteen (19%) respondents disagreed with the statement. The figure below shows the response rate on this item.

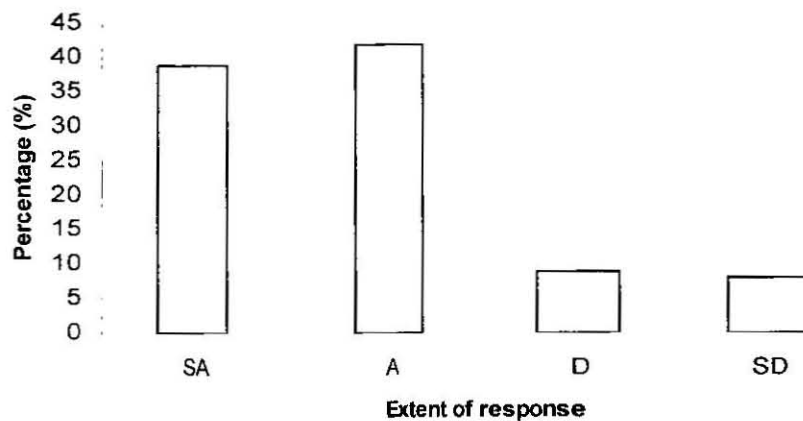


Figure 4.23. Graphical representation of results on item 9.7

4.6. IMPORTANCE ATTACHED TO TQM PRINCIPLES

The respondents were asked to indicate how important some principles of TQM were in their schools. Table 4.5 (p.86) shows the data collected on the question. The scale used was VI= Very Important, FI = fairly Important, NI = Not Important at all.

Item 10.1. Administration and Management

From table 4.5, thirty-one (44%) respondents indicated that administration and management was a very important issue in their schools. Thirty-one (44%) of them said it is fairly important and only nine (13%) indicated that teachers were of the view that effective administration and management is the tool, which yields quality education.

Table 4.5. Results on the importance attached to TQM principles.

ITEM		VI		FI		NI	
		F	%	F	%	F	%
10.1	Administration and management	26	37	31	44	9	13
10.2	Teamwork	9	13	42	59	20	28
10.3	Extra mural programme	25	35	32	45	14	20
10.4	Disciplinary strategies	11	15	20	28	40	56
10.5	Training of staff and skilled personnel	13	18	19	27	39	55
10.6	Proper communication between staff and principal	7	9	26	37	38	54

The school management provides guidance and training to the staff members and learners. This means that in schools in where administration and management is given less attention lacks the principles of TQM and appear to be not serious with their work. The following figure shows how respondents reacted to this item.

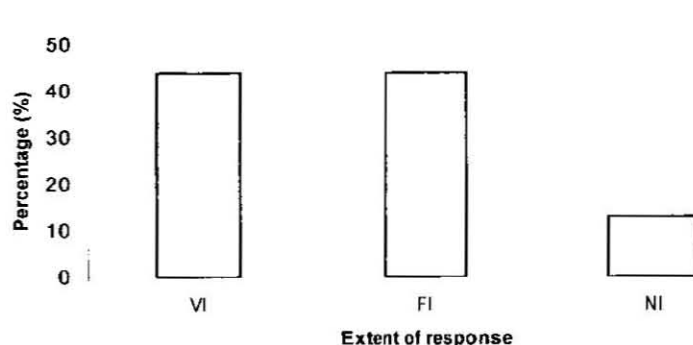


Figure 4.24. Distribution of responses on item 10.1

Item 10.2. Teamwork

As indicated by table 4.5 and figure 4.25, only nine (13%) respondents showed that teamwork was very important in their schools. Forty-two (59%) replied that teamwork was fairly important in their school affairs, and twenty (28%) said it was not important in their school management. The literature on TQM requires that the school management team should manage staff's commitment, which comes primarily through teacher involvement in the process of problem solving and decisions making in the various action groups. In order to achieve quality education, secondary schools need to replace the old fashion hierarchical way of management with teamwork. (Cf. 2.4.1.7)

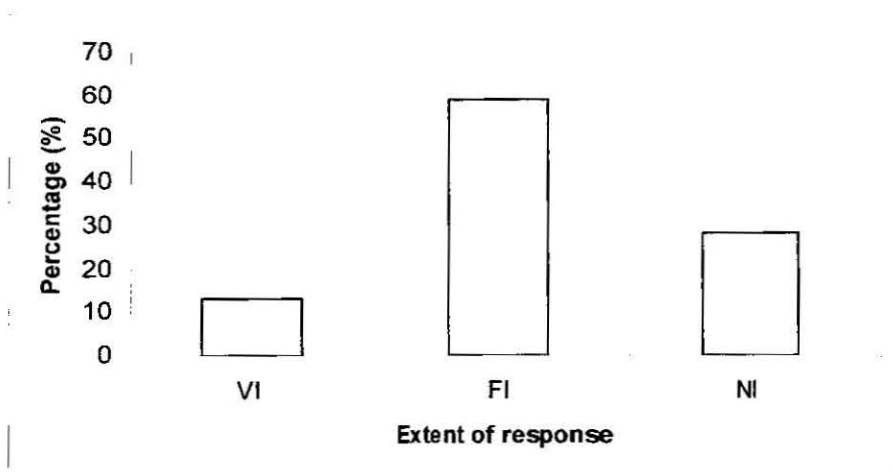


Figure 4.25. Distribution of responses on item 10.2

Item 10.3 Extra-mural programme

Table 4.5 and fig. 4.26 show that twenty-five (35%). Respondents indicated that extra-mural activities are very important at their schools. Thirty-two (45%) indicated that this characteristic was fairly functioning in the school whilst fourteen (20%) said extra-mural activities were not taking place at all in the school. TQM ensures that the learner is develop in all spheres of life, so the school management should provide the means for those learners who have talents in extra curriculum-activities to realize their potential. TQM ensures equity in education and respect for all. Therefore, secondary school management teams should provide equal opportunities for all learners. Some school management teams, which have different a negative attitude towards extra-curriculum-activities, are not striving towards TQM.

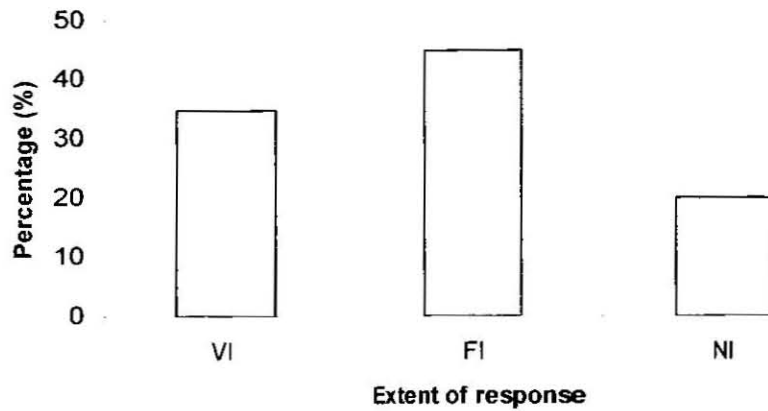


Figure 4.26. Distribution of responses on item 10.3

Item 10.4. Disciplinary strategies

It could be noted from table 4.5 and figure 4.27 that eleven (15%) of the respondents said disciplinary strategies were very important. Twenty (28%) indicated that, setting up strategies for discipline was fairly important and forty (56%) indicated that, the issue was not important at all in their respective schools. It should clear from the response that, the management practices in most schools deviated from quality management. TQM demands that disciplinary strategies should be devised to monitor the conduct of both learners and teachers. According to TQM, a school where there is no discipline no service delivery and performance improved would be hampered.

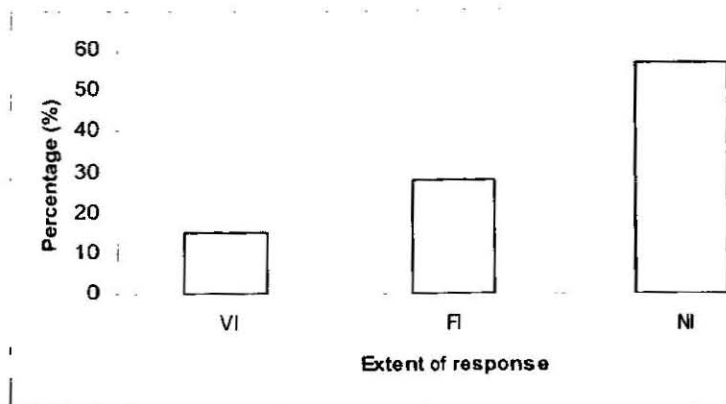


Figure 4.27. Distribution of responses on item 10.4

Item 10.5. Training of staff and skilled personnel

TQM requires the application very specific skills, knowledge and procedures. Staff members need to be trained and with the information on TQM and also to update their knowledge. Training is the tool that brings about attitudinal change of employees. On this question, thirty-nine (55%) respondents indicated that it was fairly important. The remaining thirteen (18%) indicated that it was not important at all. (Cf.2.4.1.6) Table 4.5 and figure 4.28 indicated the results.

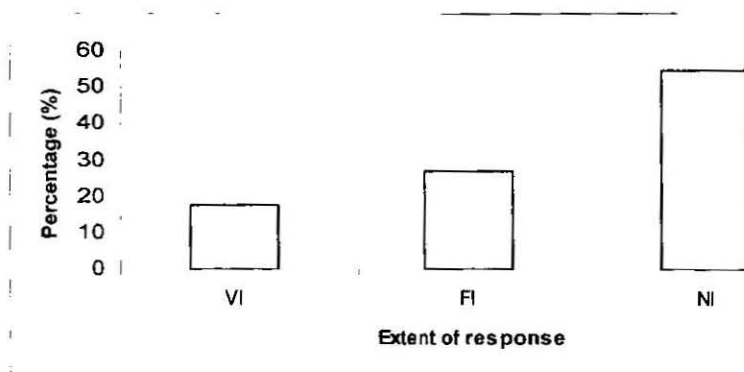


Figure 4.28. Distribution of responses on item 10.5

Item 10.6. Proper communication between staff and principal

From table 4.5 and fig.4.29 only seven (9%) respondents indicated that proper communication between staff and principal was very important at the school. Twenty-six (37%) which indicated that it was fairly important. The majority of the respondents (54%) reported that it was not important at all. This responses is in contrast with TQM in that Total Quality Management entails adequate channels for communication. The responses seemed to support that most educators need to undergo thorough training on the process of inter-organisational communication. Communication is an indispensable characteristic of quality performance and should be part of all levels of management and all facets of organisational functioning. (Cf.2.4.1.10)

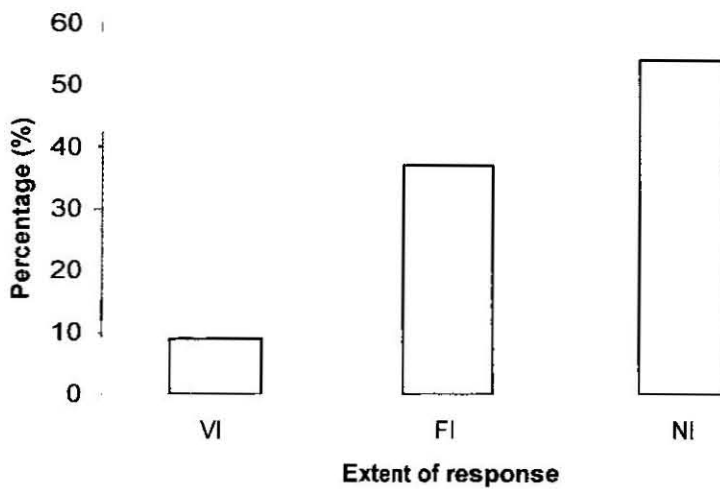


Figure 4.29. Distribution of responses on item 10.6

Table 4.6. The results on the implementation of TQM to improve teaching and learning

ITEM		SA		A		D		SD	
		F	%	F	%	F	%	F	%
11.1	Provide focus on educational improvement	33	46	37	52	1	1	0	0
11.2	Strive to satisfy customers (learners)	37	52	37	52	0	0	0	0
11.3	Encourage staff members to cope with today's changing environment	48	67	19	27	3	4	1	1
11.4	Ensure that all staff members to have documented roles and responsibilities	24	34	14	56	4	6	3	4
11.5	Meet regularly with all stakeholders to identify their requirements	25	35	44	62	1	1	1	1
11.6	Requires a style of leadership that is characterized by transformational management	28	39	34	47	5	7	4	6
11.7	Ensure that leaders educate, monitor and empower staff members.	40	56	24	34	5	7	3	4
11.8	Require strategic planning to achieve set goals	27	38	39	55	3	4	2	3
11.9	Management to shift from autocratic to democratic management.	41	58	30	42	0	0	0	0
11.10	Regularly contact the education policies	28	39	32	45	7	9	4	5
11.11	Understand the importance of providing quality teaching	39	55	29	37	1	1	2	3
11.12	Staff members should have a sense of pride and enjoyment, and eliminate fear	32	45	26	37	8	11	5	7
11.13	Acknowledge the involvement of community for quality improvement	35	49	23	32	7	9	6	8
11.14	Committed to teamwork	15	21	41	58	10	4	5	7
11.15	Have resources base that help them to improve quality	25	35	21	29	14	19	11	15

The respondents were asked to react to suggested statements, which could be used to improve teaching and learning in their respective schools. They were expected to show the extent to which they agree or disagree with the statements. Table 4.6 (p. 92) shows the results obtained.

Item 11.1. Provide focus on educational improvement

It is noted in the table 4.6 that majority of the respondents (99%) agreed that 'focus on educational improvement is an important tool to improve teaching and learning. Only one (1%) respondent disagreed with the idea. The prior needs of learners are to improve their educational standard and the most important aim of the school is to meet learners' needs. In order to correlate these two aims, the school must focus on educational improvement. TQM states that organizations become customer focus to the extent that they exceed customer expectations.

Item 11.2. Strive to satisfy customers (learners)

As indicated by Table 4.6, all the respondents agreed that if secondary schools want to use TQM to improve teaching and learning, they should strive to focus on the learner who is the customer of the school. This response showed educators had a positive attitude towards TQM, hence, the desire to improve their schools continuously. (Cf.2.4.1.1).

Item 11.3. Encourage staff members to cope with today's changing environment

Table 4.6 and the graph in figure 4.30 show that about sixty-eight (95%) agreed that when implementing TQM schools, staff members must be encouraged to cope with the changing situations. Only four (5%) respondents disagreed with the statement. The current position of the world is ever changing and customer needs are also changing in line with it. At any point in time educators should change their beliefs, attitudes, and standards to always cope with present ideas.

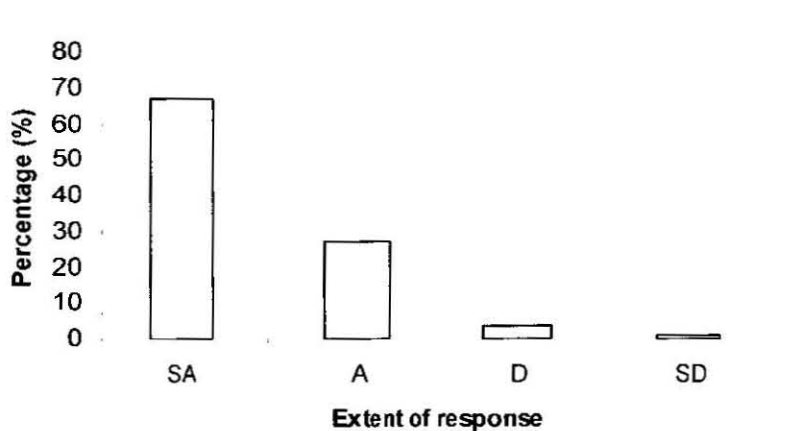


Figure 4.30. Graphical representation of results on item 11.3

Item 11.4. Ensure that all staff members have documented roles and responsibilities

Table 4.6 shows that sixty-four (90%) respondents agreed that in order to use TQM to improve teaching and learning, the school management should make sure that all staff members have documented roles and responsibilities. Only seven (10%) disagreed with the statement. This response suggested that most educators had the view that role definition with accountability is very important in effective management as well as effective functioning at work. TQM is a process, which demands involvement of all staff members in the school. But this can only happen if responsibilities are defined and shared

according to the knowledge and experience of each member. The educators should work well together and should be committed to the work at hand. The figure below shows the distribution of the responses.

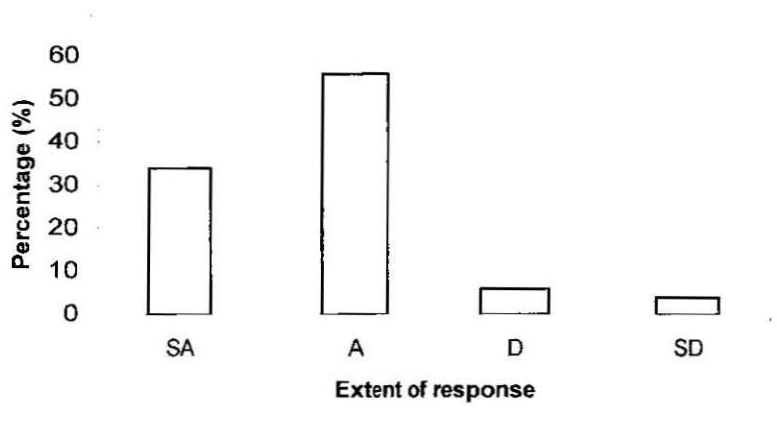


Figure 4.31. Graphical representation of results on item 11.4

Item 11.5. Meet regularly with all stakeholders to identify their requirements.

On this variable, sixty-nine (98%) respondents agreed that, if secondary schools want to use TQM to improve quality, management must meet regularly with the community; parents, educators and learners to identify their needs. This means that the importance of effective communication and consultation should be overlooked in TQM. Decision should not be taken without consultation of people who would benefit from it. Regular meeting between management and staff, and the school community as a whole, plays a major role in creating common understanding and collaboration. The responses also suggest a state of willingness to engaged in collaborative planning with all stakeholders. Only two (2%) respondents disagreed with the statement. Table 4.6 shows the distribution of responses.

Item 11.6. Requires a particular style of leadership that is characterized by transformational management.

From Table 4.6, it could be seen that sixty-two (86%) respondents endorsed that a transformational leadership as an important tool of TQM. Only nine (14%) respondents disagreed with the statement. Quality management drives out fear and does not threaten supportive teams to develop new methods. In TQM leaders lead by example and listen to the frontline staff. By so doing they are able to convince other educators of continuous improvement. According to the response, the perception of educator on this item showed that educators supported TQM principles. Figure 4.32 shows the graphical representation of the results.

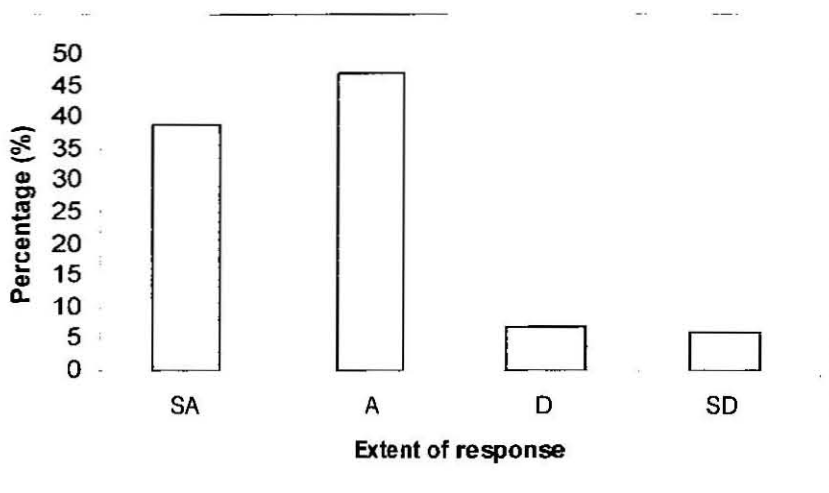


Figure 4.32. Graphical representation of results on item 11.6

Item 11.7. Ensure that leaders educate, monitor, and empower staff members as a way of job satisfaction

As indicated by Table 4.6 and figure 4.33, sixty-four (90%) respondents agreed that for TQM to be effective, leaders should lead by educating, monitoring and empowering their subordinates. It could be deduced from the responses that teachers and management should be people-friendly, and create a healthy working climate. Very few respondents, seven (10%) disagreed with the statement.

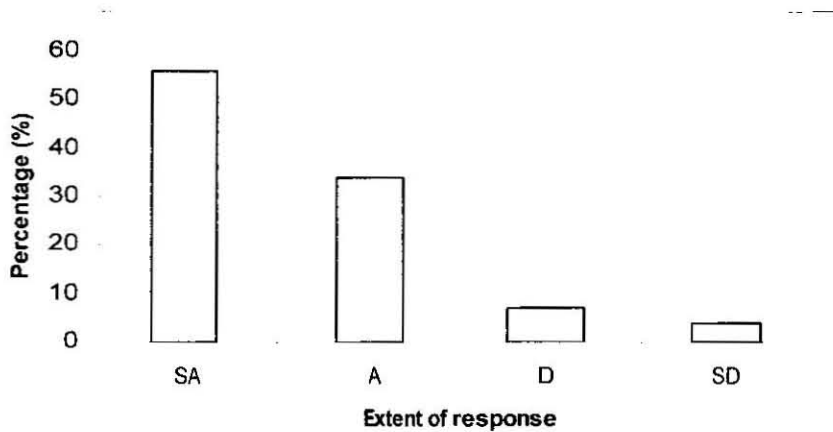


Figure 4.33. Graphical representation of results on item 11.7

Item 11.8. Require a strategic planning to achieve the set goals

The majority of the respondents (93%) agreed that planning is very necessary when implementing TQM in schools. The school management has to plan the objectives and establishes performance measure to control productivity of the school. According to TQM principles, planning is a continuous process. Many organisations fail to promote quality due to lack of knowledge in continuous planning. Others may be able to plan throughout the management process but might not be able to alter their plans in response to changing circumstances. Therefore, school management teams need a good deal of

knowledge about learning with TQM in order to improve teaching and learning. Figure 4.34 and table 4.6 shows the results of this item.

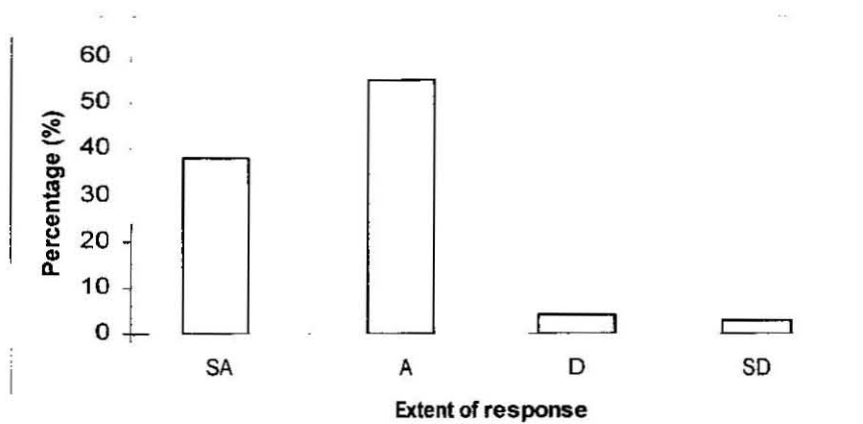


Figure 4.34. Graphical representation of results on item 11.8

11.9. Management to shift from autocratic to democratic management

It shows clear from table 4.6 that all the seventy-one (100%) respondents regarded the autocratic way of the leadership to embrace the democratic style. The introduction of democracy in South Africa in 1994, presented a supreme model for democratic decision making which would contribute to educational transformation by way of participation of learners and teachers. TQM presupposes the role of the manager as one of facilitating and motivating learning and teaching events and not a singular source of all the knowledge. Everybody in the school's community should have a say and the views of each person should be respected. The responses suggest that educators have the view that democracy promote total commitment and yield quality results.

Item 11.10 regularly consult the Education policies

Table 4.6 indicates that sixty (84%) respondents agreed that one way of achieving TQM is to consult the education policies regularly. This consultation would make sure that the school’s policies and its plans are in line with that of the department of education. Eleven (16%) respondents disagreed with the statement.

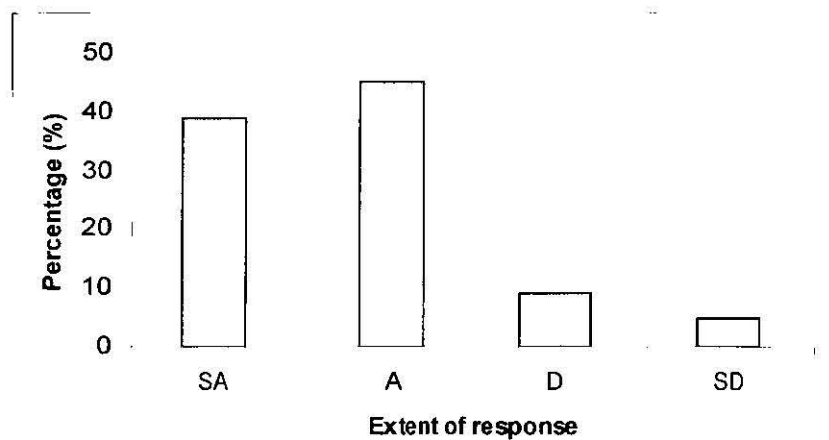


Figure 4.35. Graphical representation of results on item 11.10

Item 11.11. Understand the importance of providing quality teaching

From table 4.6, sixty-eight (96%) respondents agreed that, for a TQM implementation to be successful, educators should understand why they should provide quality teaching. This knowledge would motivate them to do their best. Some educators have the view that teaching is a career in which they get their life support and never consider the future of the learners. This idea is in contrast with TQM. The main aim of introducing TQM in schools is to produce more competent citizens. Only three (4%) respondents disagreed with the statement. Figure 4.36 shows the graphical representation of the responses.

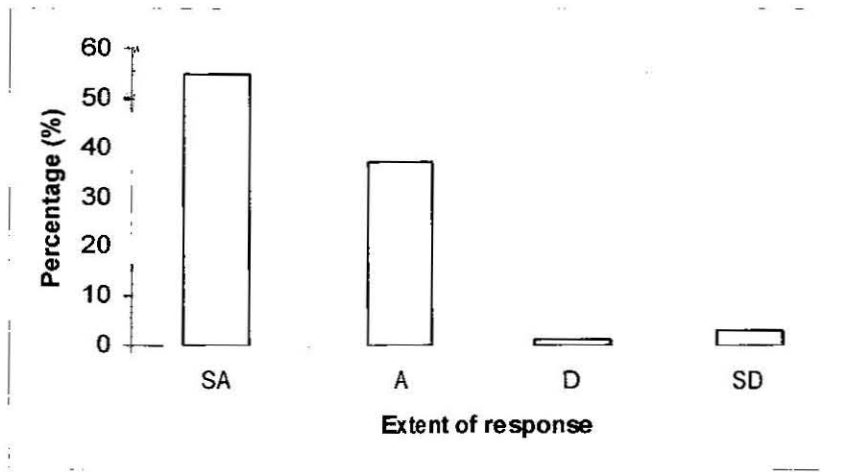


Figure 4.36. Graphical representation of results on item 11.11

Item 11.12. Staff members should have a sense of pride and enjoyment, and eliminate fear

It is shown in Table 4.6 that fifty-eight (82%) respondents agreed that, in order to implement TQM very successfully, staff members should have pride and enjoyment and eliminate fear. Thirteen (18%) respondents disagreed with the statement. The responses indicate that management should avoid threats, encourage transformation and recognise the talents and expertise which teachers and learners acquired through their experiences. Educators must be given credit for what they have been able to achieve. Figure 4.37 shows the graphical representation of the results.

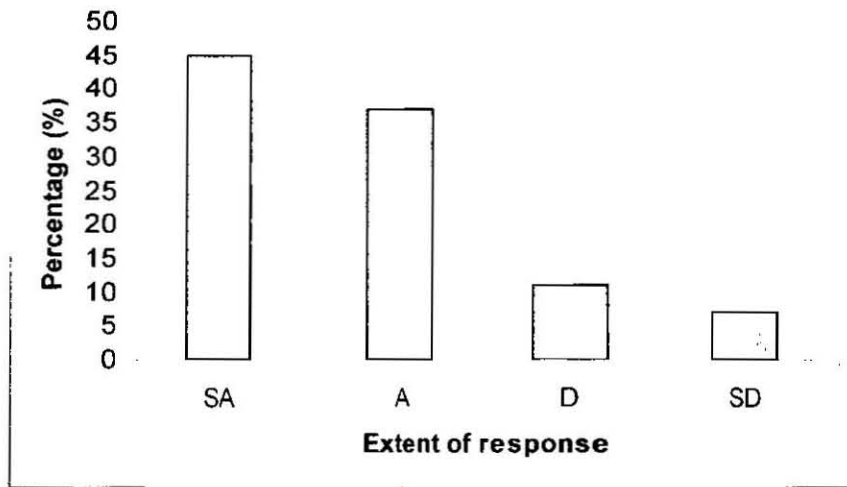


Figure 4.37. Graphical representation of results on item 11.12

Item 11.13. Acknowledgment the involvement of community members in quality improvement

Table 4.6 and figure 4.38 show that fifty-eight(82%) of the respondents agreed with the statement that for TQM to function very well in a secondary school, it must as well involve the community members in planning and also acknowledge their involvement if they voluntarily want to help. In fact, TQM is a philosophy, which requires involvement of all in the management process. Thirteen (18%) respondents disagreed with statement. Figure 4.38 shows the distribution of the responses.

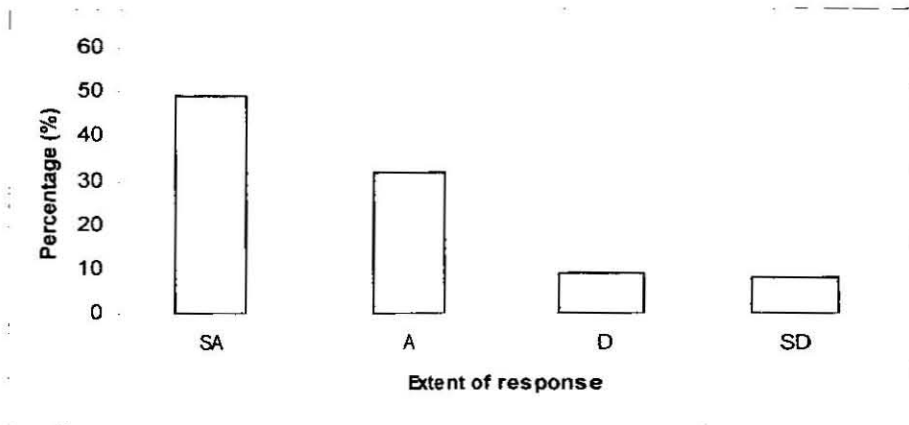


Figure 4.38. Graphical representation of results on item 11.13

Item 11.14. Committed to teamwork

Table 4.6 indicates that, fifty-six (79%) agreed that if secondary schools are really committed to teamwork, they could definitely use TQM to improve teaching and learning. It could be said that, the work of transformation comes from understanding the system of new structures from the foundation upwards so that everyone could have a responsibility to play. Fifteen (21%) respondents disagreed with the suggestion. The figure below shows the graphical representation.

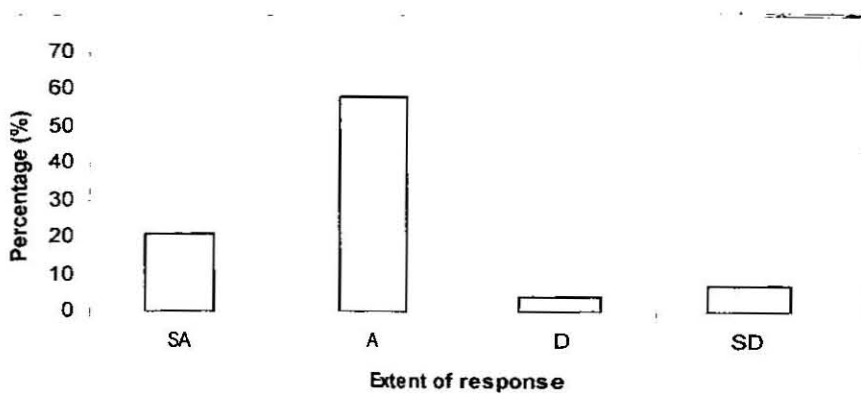


Figure 4.39. Graphical representation of results on item 11.14

Item 11.15. Have resources base that help them to improve quality

Table 4.6 indicates that, forty-six (65%) respondents agreed that resources are very important in achieving TQM in secondary schools. These responses suggest that allocation of resources should be attended to quality process cannot be implement without resources. The resources change the abstractness of the process into reality or tangible outcomes. Twenty-five respondents (29%) indicated that TQM could still be used to improve teaching and learning even though there were no resources. The following figure shows the graphical presentation or the response on this item.

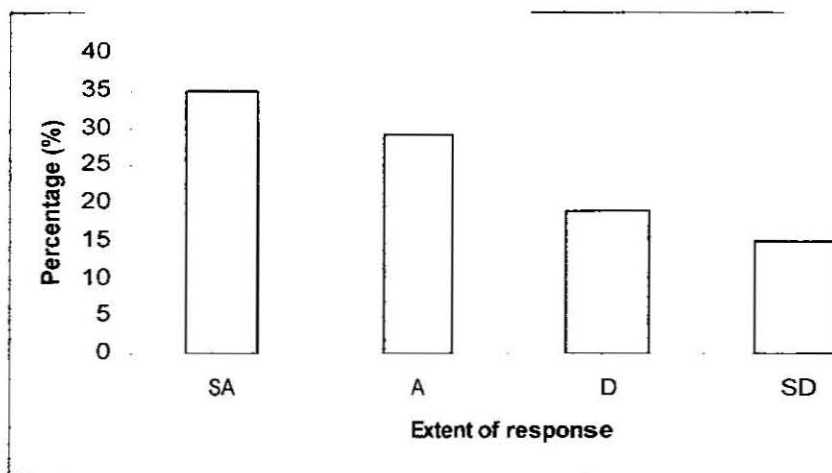


Figure 4.40. Graphical representation of results on item 11.15

4.7 GENERAL COMMENT ON TQM

Generally, the respondents agreed on the principles of TQM as an approach to improve quality of teaching and learning in section B of the questionnaire. But in section C they gave diverse opinions on what is really happening in the secondary schools as far as TQM is concern. Majority of the respondents indicated that TQM is only discussed at

staff meetings but never been implemented due to lack of commitment. This confirmed the assumption that educators view TQM as a theory rather than a practical continuous improvement process. Most of the educators indicated that TQM is a tool to improve the quality of teaching and learning if only it is implemented by skilled personnel, and with sufficient equipments and favourable infrastructure. This response also confirmed the second assumption of the study in that lack of management skills and techniques hinder the implementation of TQM in secondary schools.

4.8 CONCLUSION

This chapter provided the analysis and interpretation of the empirical investigation conducted to determine educators' views on TQM and how it could be used to improve teaching and learning in secondary schools. The responses demonstrated that, TQM can motivate educators to work, improve employee commitment, produce quality performance and increase learners achievement through teamwork, empowerment, staff training, proper communication and total involvement of all members in the school organisation.

The next chapter gives the summary, findings and recommendations of the study.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The purpose of this chapter is to give a summary of the findings on literature review and empirical investigation. It further covers recommendations to which secondary schools will need to give particular attention in the future.

5.2 SUMMARY OF THE STUDY

The study focused on the topic, "Educators' views on Total Quality Management" in secondary schools in Eshowe Circuit. The following findings were made in the study.

5.2.1 Theoretical findings

5.2.1.1 TQM as a quality management tool and its philosophy.

Literature demonstrates that TQM is an approach or tool that help educators as professionals to cope with today's changing environment. It can provide the focus for educational improvement. It is an organisation- wide effort to achieve quality. TQM is

rooted in philosophy about quality which involves everyone in the quest for quality education. It requires a commitment from management for quality initiatives to succeed. It requires dedication of all members in quality matters. It requires a particular style of leadership which is characterised as transformational management.

5.2.1.2. The role of the school management in implementing quality education.

This study reveals that commitment to the quality culture is imperative for school management. This means, amongst other things, that school management can do, they have to meet the customer requirements or needs. Management has to plan and organize school activities and work with staff towards the achievement of same goal. The school management is a facilitative mechanism which provide the means to achieve the goals of the school. School management meet regularly with staff to define their requirements in the teaching profession. School management has to adopt practices the principles of total quality management in order to succeed its responsibility as a change agent. It has to provide teachers with the coaching that they need to improve quality of education. It has to ensure that the intuitional mission that has been conceived of is implemented.

5.2.1.3. Barriers or challenges in the implementation of this tool.

There are barriers that impede successful implementation of TQM. The following barriers have been identified in this study:

- Social barriers exert a powerful influence on human decision – making. Self – image and self- worth formed through group interactions drive the individuals and affect both behaviour and decisions. Human rather than technical or managerial barriers to change are the most difficult to surmount. For TQM to succeed, managers and employees must address all social barriers and develop strategies to install a win – win spirit for all members of the organisation.
- Communication barriers exist both internally (between employees and managers) and externally (between organisation and customers). These barriers arise when management and employees do not communicate effectively. People’s dissatisfaction with lateral and vertical communication creates barriers to improvement Improving communication begins with examining transmission, comprehension and reception of the message. It entails creating common understanding of what need to be done, why and how.
- Structural barriers consist of internal and external policies, procedures and regulations which prevent the realisation of total quality. Such policies and procedures prevent teamwork, employee participation, customer satisfaction and creative problem solving.
- Strategic barriers occur when management focuses on corporative effort towards a goal rather than complete customer satisfaction. Factors which constitute to

strategic barriers include lack of vision and purpose, inconsistent or unethical values, poor leadership and reliance on short-term goals.

5.2.1.4. Applicability of TQM to management of teaching and learning.

TQM focuses on managing quality with regard to programme planning delivery and evaluation. It has to do with creating teaching and learning environment. It underscores the importance of teamwork in schools.

5.3 FINDINGS ON EMPIRICAL INVESTIGATION

5.3.1. Affirmation of TQM philosophy by educators as a guide to quality achievement.

Positive views of educators towards this principle mean that TQM has a chance of being implemented in the secondary schools. Management have a clear focus on learner needs, to be more effective and improve quality of teaching and learning. For secondary school to be more effective and improve performance, strategic planning is very essential. Educators are involved in the decision-making process in order to improve performance. They show support for participation of everyone in the school management process.

5.3.2. TQM related characteristics of school

The schools have relevant functional management team. Division of labour and sharing of responsibilities among teachers, learners and parents are given a good deal of attention in schools.

Educators made it clear that community needs were their schools priorities. According to TQM the customer comes first and must be satisfied. In schools organisation the learners and the parents are regarded the customers and the client community.

Educators indicated that good inter-personal relationships were fully operating in their schools. This could impact positively on teaching and learning in their schools.

5.3.3. Mechanism used to achieve quality to build on for TQM

Commitment of all stakeholders was endorsed by educators. They had the view that everyone is required to give a full attention to quality matters. Total dedication to service delivery is a responsibility of all stakeholders, whether they are institutional managers, parents, teachers or learners. Prevention of defects rather than detection is required at all levels of management.

TQM lays emphasis on prevention, and not only on correction of problems. Barriers to quality teaching and learning were identified and mechanisms necessary to solve the problems were devised.

The school develops through the integration of activities. Interdependence of teams, activities, subjects and departments are very important in quality achievement. This means that quality work does not depend on one persons' performance alone. There are indications that educators are receptive to mechanism for quality enhancement. Such as

communication and evaluation of programme made. Recognition and appraisal of performance have also been endorsed as appropriate for use on school staff.

5.3.4. Adherence to TQM principles

The educators embraced teamwork as an essential tool which entails encouragement and involvement of educators in decision making. It embraced extra-mural activities as functioning tool. It encourages development of learners through holistic approach. It encourages the good conduct of learners and teachers, training learning about work including TQM. Educators endorse a holistic development of learners which is achievable, amongst other things, through a planned programme of extra-mural activities.

Educators embraced that disciplinary strategies should be devised to monitor the conduct of both learners and teachers. Staff members are trained with the information on TQM to update their knowledge.

5.4 RECOMMENDATIONS

5.4.1. Recommendation 1

There should be enough cooperation on school work before TQM could be implemented.

All role-players, parents, educators, learners and education officers need to work together to provide for quality education in the schools. Each role player needs to be acquainted with TQM principles and principles. The school management team has to take initiative to arrange discussion session on TQM. Use could also be made of specialist in learning discussion. The role -players should work together as a team. This will help in planning, and consolidation of suggestion will be accepted which will lead to a continuous improvement.

5.4.2. Recommendation 2

The individual educators should upgrade themselves in line with the changing world.

No education system can operate and thrive in isolation. There is also much to learn from practices in the industrial sector where TQM has its origin, various sources of information could be used by educators to learn about TQM and its uses. Planned workshops could help to introduce role players to various elements of TQM.

5.4.3. Recommendation 3

The need for principals to take the lead in implementing TQM paradigm.

Although TQM means involvement of everyone, it is helpful to establish TQM steering committee or quality council type of unit to oversee and manage the quality improvement process. The typical role of such a group would be to:

- Agree on plans, set goals, provides and manages resources.
- Monitor quality in enhancement processes
- Determine action to be taken
- Create an environment, which is conducive to continuous improvement.
- Facilitate teamwork.
- Ensure that firm foundations are laid down.
- Identify impediments to progress.

5.4.4. Recommendation 4

The quality policy of the school to be publicised and understood by all members of the school organisation.

A sound quality policy, together with the school facilities to put it into effect, is a fundamental requirement, if a school is to begin to implement TQM. The school should develop and state its policy on quality. The content of the policy should be made known to all employees. The preparation and implementation of a carefully thought-out quality policy, with continuous monitoring, make for improved service delivery minimise errors and reduce waste.

5.5 CONCLUSION

In conclusion, the findings reported in this research provide strong support for adopting TQM in secondary schools in order to achieve quality education. TQM is a strategy for change in an educational environment. It is concerned with developing an organisational culture in which people are able to meet new challenges and identify opportunities for change

From the findings of the study, it can be concluded that, quality management and improvement are the responsibility of the school personnel. But the heads had to adopt the culture of quality, lead the drive for improvement and be involved in all stages of the process.' Employees should be trained and encouraged to prevent defects and improve quality. Quality professionals should educate other managers in TQM techniques and concentrate on improving the methods of defect prevention. Schools principals and educators must focus on the educational needs of the learners and measures to bring about quality education.

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Appendix A: Permission Letter

P. O. Box 1113

Eshowe

3815

13 June 2006

The Circuit Manager
Department of Education
Eshowe

Dear Sir,

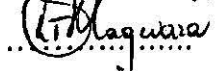
APPLICATION FOR PERMISSION TO CONDUCT A RESEARCH

This letter serves to request that I, Mrs. L. T. Magwaza, a registered student of the M.Ed. programme in Education Management at the University of Zululand be afforded the full cooperation of secondary schools of your circuit in completion of my research project.

This research project is a partial fulfillment of my Masters Degree in Education Management and revolves around "Educators' views on Total Quality Management in Secondary Schools under Eshowe Circuit". I require a permission to distribute research questionnaire to Educators in your Circuit, and your assistance in this regard will contribute to the successful completion of this project.

Your cooperation will be highly appreciated

Yours faithfully,



(Mrs. L. T. Magwaza).

Appendix B: Letter granting permission



PROVINCE OF KWA ZULU-NATAL
ISIFUNDAZWE SAKWA ZULU-NATALI
PROVINSIE KWA ZULU-NATAL

DEPARTMENT OF EDUCATION
UMNYANGO WEMFUNDO
DEPARTEMENT VAN ONDERWYS

Telephone : 035-4744681
Fax : 035-4745592
Private Bag 533
ESHOWE
3880

874 Umsontl Road
King Dinuzulu Township
ESHOWE
3815

ESHOWE CIRCUIT

ISIFUNDA SASESHOWE

ESHOWE KRING

Enquiries: M S Mpungose
Imibuzo:
Navrae:

Date: 19/06/2006
Usuku:
Datum:

Reference:
Inkomba:
Verwysing:

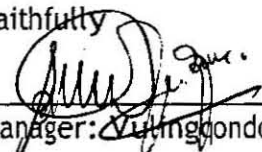
Mrs L T Magwaza
P O Box 1113
Eshowe
3815

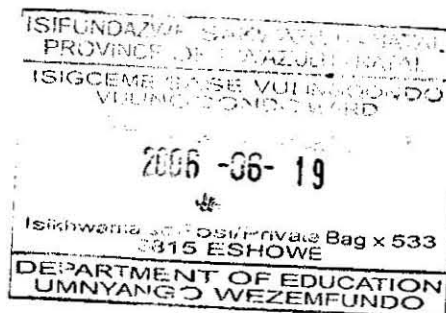
Dear Madam

**APPLICATION FOR PERMISSION TO CONDUCT AN EDUCATIONAL RESEARCH AT
VULINGOONDO WARD.**

1. The above matter refers
2. This letter serves to respond to your request with regard to the above named matter dated 13 June 2006
3. This office has no objection to you conducting this research as long as it will improve your knowledge of education and assist the school managers in the ward to improve management skill.

Yours Faithfully


Ward manager: Vulingoondo



Appendix C

Questionnaire to conduct a research

Dear colleague; this questionnaire is part of my research project to partially fulfill my Masters Degree Programme in Education Management at the University of Zululand. I humbly request that you provide the correct information needed to help me successfully complete this project

Section A

Personal information

Make a cross (x) next to your choice.

1. Age category (years):

1.1	Below 25	
1.2	26 – 35	
1.3	36 – 45	
1.4	46 – 55	
1.5	56 and above	

2. Gender

2.1	Male	
2.2	Female	

3. Current position

3.1	Principal	
	Deputy principal	
	Head of Department	
	Educator	
	Other, specify.....	

4. Experience in current position

4.1	1 – 5 years	
4.2	6 – 10 years	
4.3	11 – 15 years	
4.4	16 – 20 years	
4.5	21 and above	

5. Location of the secondary school

5.1	Rural	
5.2	Urban	
5.3	Other, please specify.....	
	

6. Highest Qualification

6.1	Diploma	
6.2	First Degree	
6.3	Honors Degree	
6.4	Masters Degree	
6.5	Doctorate Degree	
6.6	Other, please specify.....	
	

Section B

Use the scale provided to express your views on each of the items listed, by making a cross (x) in the appropriate block.

7. For a secondary school to be more effective and improve teaching and learning, the climate requires:

		Strongly Agree	Agree	Disagree	Strongly Disagree
7.1	A clear distinctive mission/vision				
7.2	Full focus on learner needs				
7.3	A strategic plan to achieve the mission				
7.4	Involvement of all levels of people (teachers, parents learners, etc) in decision making				
7.5	Empowerment of staff members by removing fear				
7.6	Development of team work				

8. Please indicate how the following characteristics are operating in your school

		Fully operating	Partially operating	Not operating at all
8.1	Properly functioning teams			
8.2	Greater response to community needs			
8.3	Learner development of social and cultural values			
8.4	Good interpersonal relationships without fear			
8.5	Improvement of learning and teaching strategy			
8.6	Greater learner satisfaction			
8.7	Improved examination pass rate			
8.8	Improved progression. E.g. Into further education or employment.			

9. Please indicate whether the following options can be used to achieve Total Quality Management in your school.

		Strongly Agree	Agree	Disagree	Strongly Disagree
9.1	Total commitment of all stakeholders of the school				
9.2	The prevention of defects rather than detection is required at all levels of management				
9.3	The school is develop through the integration activities in the school				
9.4	Strategies of TQM are communicated to all staff members.				
9.5	Environment is created in which staff and learners are committed to do their best				
9.6	Continuous measurement and evaluation of progress				
9.7	Recognition and appraisal of performance				

10. Please indicate how important are the following in your school

		Very important	Fairly important	Not important at all
10.1	Administration and management			
10.2	Team work			
10.3	Extra-mural programme			
10.4	Disciplinary strategies			
10.5	Training of staff and skilled personnel			
10.6	Proper communication between staff and principal			

11. In order to use Total quality Management as tool to improve teaching and learning, secondary schools should:

		Strongly Agree	Agree	Disagree	Strongly Disagree
11.1	Provide focus on educational improvement				
11.2	Strive to satisfy customers (learners)				
11.3	Encourage staff members to cope with today's changing environment.				
11.4	Ensure that, all staff members to have documented roles and responsibility				
11.5	Meet regularly with all stakeholders to identify their requirements				
11.6	Requires a particular style of leadership that is characterized by transformational management				
11.7	Ensure that, leaders educate, monitor and empower staff members as way of creating job satisfaction				
11.8	Require strategic planning to achieve set goals				
11.9	Management to shift from autocratic to democratic management.				
11.10	Regularly consult the education policies.				
11.11	Understand the importance of providing quality teaching.				
11.12	Staff members should have a sense of pride and enjoyment, and eliminate fear.				
11.13	Acknowledge the involvement of community for quality improvement				
11.14	Committed to teamwork				
11.15	Have resources base that help them to improve quality.				

Section C: Comments

12. Please give your opinion on how Total Quality Management can be used as a tool to improve quality of teaching and learning in your school

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THANKS FOR YOUR COOPERATION.