SUPERVISION AND TOTAL QUALITY EDUCATION IN KWAZULU-NATAL SECONDARY SCHOOLS

By

MBUSISENI SAMUEL NTULI
A thesis submitted to the
Faculty of Education in fulfilment of the Requirements for the Degree
Of
DOCTOR OF EDUCATION
in the
Department of Educational Planning and Administration.

UNIVERSITY OF ZULULAND

KWADLANGEZWA

SUBMITTED: OCTOBER 2012

SUPERVISOR: PROF. SN IMENDA

SIGNATURE: ________________________________
DECLARATION

I, Mbusiseni Samuel Ntuli, of 7 Mangrove, Grantham Park Suburb, Empangeni, sincerely and solemnly declare that the thesis hereby submitted to University of Zululand for the degree Doctor of Education has not been previously submitted by me for a degree at any other university and that it is my own work, and that all citations and material contained has been duly acknowledged.

CANDIDATE’S NAME: ________________________________

CANDIDATE’S SIGNATURE: __________________________

DATE: __________________________

SUPERVISOR

NAME: __________________________ SIGNATURE: ____________ DATE: ________

FACULTY TUTOR ACKNOWLEDGEMENT

NAME: __________________________

DATE: __________________________
DEDICATION

This study is dedicated to my wife, Busisiwe Nokukhanya (Ma Luthuli) for her courageous support and motivation during the eighteen years in marriage. To my children Thuthuka, Nomalungelo and Ntobeko who have been my source of joy and inspiration.

To my parents: My late father, Mzonene Shadrack and my late mum, Nanzeni Jeslina (Ma Nyandeni) who rested on 31 March 2004; who both hardly went to grade 3 at school, for their untarnished dream of having us their children getting academic achievements they never tasted. To my late great parents Macashelana Absolom and Nomangisi Pauline (MaNtshingila) Ntuli for their financial support during needy years of my early schooling. Members of my immediate and extended family, who had some contribution toward my academic pursuits.
ACKNOWLEDGEMENTS

I am deeply indebted to the God Almighty Omnipotent, Omniscient and Omnipresent for the special gift of life, talent and courage of climbing the academic ladder to this highest rang.

- My supervisor Prof. SN Imenda for his sterling professional and exquisite guidance. Thank you so much for your positive attitude always during our academic encounter. Words are too short to express my sentiments to you, son of the soil!

- I am also indebted to Mr SP Mchunu for his technical assistance in the writing of this document.

- The University of Zululand and to be precise the Faculty of Education for having had me register as their student. All I can say is: “Long live Ngoye!”

- To my grade 1-4 teachers, Mrs Elsie Khumalo for her sterling work from 1968 – 1971, laying the first academic building blocks, and many other educators who interchangeably shaped my academic skills.

- Mr Worntworth Dorkin, Chief Director of the Empangeni Region, Dr Anton Mlondo – Chief Director of Ulundi Region and staff of these regions, for allowing me access to schools, principals of schools to gather data relevant to my study.

- Ms Sphiwe Matilda Ntuli of the University of Zululand for typing this document. Thank you, my sister for your undivided attention to this work!

- To my brothers and sisters with whom we shared association as siblings, mostly characterised by money shortage, but who through divine providence grew to manhood and womanhood!
To my University of Zululand students I have interacted with from UED, PGCE, FDE, B.ED Honours and M.Ed, who indirectly served as my inspiration to conclude my doctoral studies!

To my dad and mum for bringing me up in a Christian environment; which later instilled me virtues of integrity, faithfulness and magnanimity. My parents’ positive attitude towards our academic attainment despite their minimal schooling has been a motivating factor to me over the years of toil. May their struggles of bringing us up eight children under trying money shortage be rewarded through this achievement.

To everyone not mentioned here, members of the Seventh-Day-Adventist Church, my colleagues at workplaces where I served as educator, principal, and later as Senior Lecturer in the Department of Educational Planning and Administration at the University of Zululand. All those not mentioned who have explicitly and implicitly motivated me towards academic achievements.

A special tribute to my late grandparents, Absolom and Pauline; who supported me financially during my early years of schooling when my parents had their hands full! To my mum who recently went to temporary rest toward the completing of the study.

TO GOD BE THE GLORY, HONOUR AND MAJESTY FOR BEING THE SOURCE OF ALL MY WISDOM THROUGH THICK AND THIN, AND THROUGH THIS LIFE’S VICISITUDES!
The fundamental aim of the study was to investigate the extent to which supervision of programmes in the FET band were geared towards TQE. The study systematically investigated the issue of TQE in selected schools in KZN province, South Africa. Chapter one introduced the problem and briefly outlined the research procedures that were followed in investigating the problem. This was followed by a theoretical enquiry into the problem, highlighting what other people have said about TQM, TQE and supervision. This problem was brainstormed on how it could be resolved by reviewing literature in chapter two. In surveying the relevant literature, this study presented educational management theories as they relate to TQM. A wide spectrum of literature relating to the TQM was explored. In doing this, the first section focuses on the distinction between TQE and TQM. The broad concept of a learner, leadership and management was looked into from the perspective of TQE. Models of TQE as they relate to school leadership ware also explored. The concept of Total Quality Education Management (TQEM) was explicated in an attempt to customise initiatives by business management. This was followed by models of supervision, and how these synchronise with some educational laws, policies and regulations. Thus, the study revealed negative and positive factors that affect TQE, and this information is very crucial and needs to be known by school management teams. This led to the development of the research instruments that are explained in chapter three. These instruments were administered in the field and were analysed using the SPSS computer programme. Chapter four reflects the results emanating from the data. The results are presented in the form of tables and graphs. These results are discussed against the literature and conceptual framework.

The researcher collected both qualitative and quantitative data through a survey of research designs, with built-in elements of triangulation. The primary tools used to gather data were questionnaires that were designed for educators and principals of schools. The reliability and validity of the instrument used in the study were ascertained by subjecting them to a pilot study that resulted in their refinement and finalisation. Data collected was analysed by the use of the Statistical Package for Social Sciences (SPSS) computer programme. Information gathered scarcely
antagonises the assumption that poor school management in KwaZulu-Natal is the result of poor supervision.

It was found that educators were suitably qualified and more than half (58%) of them were well experienced. It was also found that half (50%) of the schools did not have administration buildings. In this way, classes were converted into staff-rooms and principals’ offices. Educators rated the school management teams (SMTs) as having the capacity to lead the school effectively in their journey to effectiveness. More than three-fifths (62%) of the educators believed that there were no factors that hindered their schools working towards effectiveness. However, the shortage of funds and poor capacity of the school governing bodies (SGBs) negatively affected the school based staff development. It was also found that more than a fifth (22%) of schools had the nationally initiated Developmental Appraisal System (DAS) running.

Over three-quarters (78%) of schools in the region had visions and mission statements. Principals took a superior position in communicating the vision and mission statements of the school. Deputy Principals took the second position after principals in those schools that had them. Educators viewed heads of departments (HODs) as personnel that least communicated the vision and mission statements of schools. On the contrary, those schools that did not have visions and mission statements had problems such as lack of regular meetings, less commitment by principals and a lack of capacity by the school governing bodies.

Findings of the study led to the making of both general and specific recommendations as listed in the study. In a summary, it was mainly recommended that the Department of Education (DoE) help schools by filling the vacant supervisor posts (Deputy Principals and HODs) to ensure that the strength of the strategic apex and middle management is fortified. This will also ensure a correct supervisor-educator ratio and all educators to receive appropriate supervisory attention. Education circuit and district managers should closely monitor the effective use of time as a resource. The DoE should organise staff development programmes for principals, where they may be work-shopped on the principles of TQE.
It was also recommended that the shortage of classrooms should be addressed so that teaching and learning takes place under good conditions. On the same note, for the purpose of principals’ effective management and proper dignified supervision, principals’ offices (where these do not exist) should be built as well as staff rooms. To achieve this, the DoE should help schools in the proper budgeting and utilisation of funds so that resources are speedily supplied to schools, including learner support materials.

The study concluded that supervision cannot be singled out as the factor that affects schools’ performance, but those multifaceted factors that affect school management. However, A Practical Supervision Model is proposed, as a major contribution of this study, to inform both future research and professional practice. If well applied, this model has the potential to make schools turn the corner through a paradigm shift and become more effective. The model emphasises the good relationships among all educators, irrespective of their post levels, must be maintained. At the same time, it emphasises how effective supervision could be achieved. It is therefore believed that recommendations and suggestions made will be taken into consideration by all concerned so that in the final analysis there is improvement in the province.
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAS</td>
<td>Developmental Appraisal System</td>
</tr>
<tr>
<td>ELRC</td>
<td>Education Labour Relations Council</td>
</tr>
<tr>
<td>FDE</td>
<td>Further Diploma in Education</td>
</tr>
<tr>
<td>FET</td>
<td>Further Education and Training</td>
</tr>
<tr>
<td>HED</td>
<td>Higher Education Diploma</td>
</tr>
<tr>
<td>HOD</td>
<td>Head of Department</td>
</tr>
<tr>
<td>IQMS</td>
<td>Integrated Quality Management System</td>
</tr>
<tr>
<td>KZN</td>
<td>KwaZulu-Natal</td>
</tr>
<tr>
<td>PM</td>
<td>Performance Management</td>
</tr>
<tr>
<td>QE</td>
<td>Quality Education</td>
</tr>
<tr>
<td>QM</td>
<td>Quality Management</td>
</tr>
<tr>
<td>QMS</td>
<td>Quality Management Systems</td>
</tr>
<tr>
<td>REQV</td>
<td>Relative Educational Qualification Value</td>
</tr>
<tr>
<td>SACE</td>
<td>South African Council for Educators</td>
</tr>
<tr>
<td>SASA</td>
<td>South African Schools Act</td>
</tr>
<tr>
<td>SDT</td>
<td>School Development Team</td>
</tr>
<tr>
<td>SEC</td>
<td>Secondary Education Certificate</td>
</tr>
<tr>
<td>SED</td>
<td>Secondary Education Diploma</td>
</tr>
<tr>
<td>SGB</td>
<td>School Governing Body</td>
</tr>
<tr>
<td>SMT</td>
<td>School Management Team</td>
</tr>
<tr>
<td>SPTD</td>
<td>Senior Primary Teachers Diploma</td>
</tr>
<tr>
<td>STD</td>
<td>Secondary Teachers Diploma</td>
</tr>
<tr>
<td>TQE</td>
<td>Total Quality Education</td>
</tr>
<tr>
<td>TQEM</td>
<td>Total Quality Education Management</td>
</tr>
<tr>
<td>TQM</td>
<td>Total Quality Management</td>
</tr>
<tr>
<td>WSE</td>
<td>Whole School Evaluation</td>
</tr>
</tbody>
</table>
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>ITEM</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>COVER PAGE</td>
<td>i</td>
</tr>
<tr>
<td>TITLE PAGE</td>
<td>ii</td>
</tr>
<tr>
<td>DECLARATION FORM</td>
<td>iii</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>iv</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>v</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vii</td>
</tr>
<tr>
<td>ABBREVIATIONS AND ACRONYMS</td>
<td>x</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>xi</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xix</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xxi</td>
</tr>
</tbody>
</table>
CHAPTER ONE
GENERAL ORIENTATION TO THE STUDY

1.1 Introduction 1
1.2 Background 1
1.3 Statement of the Problem 5
1.4 Aim and Objectives 9
1.5 Research Questions 9
1.6 Justification of the Study 10
1.7 Definition of Terms 12
1.7.1 Effective School Supervision 12
1.7.2 Supervision Model 13
1.7.3 Effective Supervision Model 13
1.7.4 Effective School 14
1.7.5 Quality Management 14
1.7.6 Total Quality Management 15
1.7.7 Quality Education 15
1.7.8 Total Quality Education 16
1.8 Research Methodology 16
1.8.1 Research Design 16
1.8.2 Data Collection 17
1.8.2.1 Literature Study 18
1.8.2.2 Empirical Study 18
1.8.2.3 Population and Research Sample 18
1.8.2.4 Data Analysis 18
1.9 Limitations of the Study 19
1.10 Summary 20

CHAPTER TWO: REVIEW OF LITERATURE 21

2.1 Introduction 21
2.2 Theoretical Framework 21
2.2.1 The Difference between Total Quality Education and Total Quality Management 21
The Five Components of a School 24
Juram’s Ten Steps to Total Quality Education 28
Demings’ Fourteen Points Applied to Schools 29
Point 1: Create Constancy of Purpose 29
Point 2: Adopt the New Philosophy 30
Point 3: Cease Dependence on Inspection to Achieve Quality 31
Point 4: End the Practice of Awarding Business Based on Price Alone 31
Point 5: Improve Constantly and Forever the System of Production and Service 32
Point 6: Institute Training 32
Point 7: Institute Leadership 33
Point 8: Drive out of Fear 34
Point 9: Break down Barriers between Staff Groups 34
Point 10: Eliminate Slogans, Exhortations and Target for the Workforce 34
Point 11: Eliminate Numerical Quotas 35
Point 12: Remove Barriers to Pride of Workmanship 35
Point 13: Institute a Vigorous Programme of Education and Self-Improvement 36
Point 14: Take Action to Accomplish the Transformation 36
Educational Policies and TQE 36
The Status of Secondary Schools with regard to the principle of TQE 38
Transformation of Schools to become Total Quality Schools 38
A School as an Open System 40
Stages in the Transformation Process 42
Maintenance of High Standard of Performance and Professionalism 45
Promotion of Team Efforts towards TQE 46
TQE and Schools’ Performance 46
The 4-P Development Chain 49
Purpose of the School 49
Policy of the School 54
Practice 56
Product 58
Alignment of the TQE and TQM 59
2.3.6.7 The Quality Management System 62
2.3.7 Models of Total Quality Education 63
2.3.7.1 The Total Quality Model for School Leadership 64
2.3.7.2 The Vision 65
2.3.7.3 Strategy and Goals 66
2.3.7.4 Teams 67
2.3.7.5 Tools 71
2.3.7.6 The 3 C’s 71
2.3.7.7 The Basic Model of Educational Effectiveness 78
2.3.7.8 Curriculum 79
2.3.7.9 Grouping Procedure 82
2.3.7.10 Behaviour of the Educator 83
2.3.7.11 The Comprehensive Model of Educational Effectiveness 84
2.4 School Supervision towards TQE 87
2.4.1 Models of Supervision 87
2.4.2 The Four-phase Process of Supervision 89
2.4.3 Clinical Supervision 93
2.4.4 Peer Coaching 96
2.4.4.1 Demonstration Coaching 98
2.4.4.2 Co-teaching 98
2.4.4.3 Assistance with Resources and Materials 99
2.4.4.4 Problem Solving 99
2.4.4.5 Mentoring 99
2.5 Staff Development and Empowerment of Educators towards Total Quality Education 100
2.5.1 Reasons for Staff Development 101
2.5.2 Staff Development Needs 101
2.6 Factors Affecting the Implementation of TQE in Secondary Schools 123
2.6.1 Factors Hindering TQE 125
2.6.1.1 Attitudinal Inhibitors 125
2.6.1.2 Problems Associated with the Initiation of TQM 126
2.6.1.3 Post Launch Problems of TQM 127
2.6.2 Factors promoting TQE 127
2.6.2.1 Top Ten TQM Commitment 127
CHAPTER FOUR: PRESENTATION AND ANALYSIS

4.1 Introduction 153
4.2 Presentation of Results 154
4.2.1 Matric Pass Rates 155
4.2.2 The School Staffing Profiles 156
4.2.3 Availability of Support Staff 157
4.2.4 Principals and Educators Backgrounds 157
4.2.4.1 Principals and Educators Qualifications 157
4.2.4.2 Principals and Educators Work Experience 159
4.2.4.3 Principals Ages 160
4.3 Adherence to Principles of Total Quality Education and Relationship to Learner Performance 161
4.3.1 The Relationship between Total Quality Education and School’s Performance 161
4.3.1.1 The Presence of Visions and Mission Statements in Schools 161
4.3.1.2 Communication of Vision and Mission Statements of the Schools 161
4.3.1.3 Expectations for Leader Achievements 163
4.3.1.4 Availability of Code of Conduct in Schools 163
4.3.1.5 Respect for Code of Conduct 164
4.3.1.6 Formation of Purposeful Teams in Schools 165
4.3.1.7 Giving of Feedback to Educators 167
4.3.1.8 Perceived Competence of the Schools Management Teams 168
4.3.1.9 Care for Social and Economic Needs of Learners 170
4.3.1.10 Setting of Goals by the Schools 171
4.4 Principals’ Knowledge about Supervision Strategies 172
4.4.1 Principals Ability to Tackle Problems and not Individuals 173
4.4.2 Effective Supervision of Educators 173
4.4.3 The Effect of Supervisors’ Trust for Educators Grading Supervision 175
4.4.4 Supervision and Educators Needs 175
4.4.5 Educators Preferred Supervision Styles 175
4.4.6 The Extent to which Educators were Supervised According to their Preferences 178
4.4.7 Educators Willingness to be Supervised 178
4.5 Staff Development and Educators’ Needs 179
4.5.1 Taking Advantage of the Developmental Appraisal System 180
4.5.2 The Existence of Staff Development Teams in Schools 182
4.5.3 Functioning of SDTs in Schools 182
4.5.4 Attendance of Courses Organized by the Department 183
4.5.5 Effectiveness of Courses Educators Attend 185
4.6 Factors that may Promote or Hinder TQE 187
4.6.1 Inhibitors and Promoters of TQE 187
4.6.2 Schools Readiness to Transform and become Effective 188
4.7 Data Gathered from Educators 189
4.7.1 Nature of Appointments of Principals 190
4.7.2 Possession of Education Management Qualifications 190
4.7.3 Principals Desire to Improve their Qualifications in Educational Management 191
4.7.4 Internal and External Support 191
4.8 Discussion of Findings 197
4.8.1 The Status of Secondary Schools, Principals of TQE and Learner Performance at Matriculation level 197
4.8.2 Educator Supervision by School Principals 198
4.8.3 Staff Development Programmes for Educator Empowerment 205
4.8.4 Factors Hindering or Promoting the Implementation of TQE 207
4.8.5 A Posteriori Findings 207
4.9 Summary 210

CHAPTER FIVE:
SUMMARY, CONCLUSION AND RECOMMENDATIONS 211

5.1 Introduction 211
5.1.1 Aims and Objectives 211
5.1.2 Literature Study 212
5.1.3 The Theoretical Framework 212
5.1.4 The Methodology 213
5.1.5 Major Findings 213
5.2 Conclusions 217
5.3 Recommendations 218
5.4 Suggestions for Further Research 220
BIBLIOGRAPHY

APPENDIX A: Questionnaire for Educators 240
APPENDIX B: Questionnaire for Principals 256
APPENDIX C: Letters of Requests 266
### LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 1.1</td>
<td>KwaZulu-Natal Department of Education Statistics for 2003-2006 Provincial Grade 12 Results</td>
<td>2</td>
</tr>
<tr>
<td>Table 2.1</td>
<td>Adopter Type Regarding Change</td>
<td>39</td>
</tr>
<tr>
<td>Table 2.2</td>
<td>Key Elements of Quality Teams</td>
<td>61</td>
</tr>
<tr>
<td>Table 2.3</td>
<td>Belbin’s Team Roles</td>
<td>69</td>
</tr>
<tr>
<td>Table 2.4</td>
<td>Teams that can be found at School</td>
<td>70</td>
</tr>
<tr>
<td>Table 2.5</td>
<td>Channels of Communication</td>
<td>74</td>
</tr>
<tr>
<td>Table 2.6</td>
<td>Employee-performance Analysis</td>
<td>88</td>
</tr>
<tr>
<td>Table 2.7</td>
<td>The Four-phase Process of Supervision</td>
<td>90</td>
</tr>
<tr>
<td>Table 2.8</td>
<td>Categories of Educator Incompetence</td>
<td>91</td>
</tr>
<tr>
<td>Table 2.9</td>
<td>Stages of the Clinical Supervision Model</td>
<td>94</td>
</tr>
<tr>
<td>Table 2.10</td>
<td>Categories of Related Activities</td>
<td>101</td>
</tr>
<tr>
<td>Table 2.11</td>
<td>Strategies in Support of Professional Learning</td>
<td>107</td>
</tr>
<tr>
<td>Table 2.12</td>
<td>The Professional Growth Plan</td>
<td>108</td>
</tr>
<tr>
<td>Table 2.13</td>
<td>The Effects of Attitudes</td>
<td>119</td>
</tr>
<tr>
<td>Table 2.14</td>
<td>Attitudinal Inhabitators of Quality</td>
<td>125</td>
</tr>
<tr>
<td>Table 3.1</td>
<td>The Sample Size</td>
<td>147</td>
</tr>
<tr>
<td>Table 4.1</td>
<td>School’s Enrolment Profiles</td>
<td>154</td>
</tr>
<tr>
<td>Table 4.2</td>
<td>Principals’ Views about the Matric Results</td>
<td>155</td>
</tr>
<tr>
<td>Table 4.3</td>
<td>The Staffing Profiles of the Participating Schools</td>
<td>156</td>
</tr>
<tr>
<td>Table 4.4</td>
<td>Work Experience of Principals and Educators</td>
<td>159</td>
</tr>
<tr>
<td>Table 4.5</td>
<td>Communication and Vision and Mission Statement of the School</td>
<td>162</td>
</tr>
<tr>
<td>Table 4.6</td>
<td>The Setting of Expectations for Learner Achievement in Schools</td>
<td>163</td>
</tr>
<tr>
<td>Table 4.7</td>
<td>Availability of Code of Conducts in Schools</td>
<td>164</td>
</tr>
<tr>
<td>Table 4.8</td>
<td>The Extent to which Educators and Learners are Encouraged to Work in Teams</td>
<td>166</td>
</tr>
<tr>
<td>Table 4.9</td>
<td>Giving Feedback</td>
<td>167</td>
</tr>
<tr>
<td>Table 4.10</td>
<td>Intervals at which Feedback is Given</td>
<td>168</td>
</tr>
<tr>
<td>Table 4.11</td>
<td>Quality Input by Educators as Observed by other Educators</td>
<td>170</td>
</tr>
<tr>
<td>Table 4.12</td>
<td>Care for Social and Economic Needs for Learners</td>
<td>171</td>
</tr>
<tr>
<td>Table 4.13</td>
<td>Setting of Goals by Schools</td>
<td>171</td>
</tr>
<tr>
<td>Table 4.14</td>
<td>Perceptions of Educators about the School Principals’ Knowledge about Supervision Strategies</td>
<td>172</td>
</tr>
<tr>
<td>Table 4.15</td>
<td>Supervisors’ Ability to Tackle Problems and not Individuals</td>
<td>173</td>
</tr>
<tr>
<td>Table 4.16</td>
<td>The Effect of Trust on Supervision</td>
<td>175</td>
</tr>
<tr>
<td>Table 4.17</td>
<td>Supervision and Educators Needs of Educators</td>
<td>176</td>
</tr>
<tr>
<td>Table 4.18</td>
<td>Needs Analysis for the Purpose of Staff Development</td>
<td>180</td>
</tr>
<tr>
<td>Table 4.19</td>
<td>The Implication of DAS in Schools</td>
<td>181</td>
</tr>
<tr>
<td>Table 4.20</td>
<td>The Existence of the Staff Development Teams in Schools</td>
<td>182</td>
</tr>
<tr>
<td>Table 4.21</td>
<td>Functioning of Staff Development Teams</td>
<td>183</td>
</tr>
<tr>
<td>Table 4.22</td>
<td>Effectiveness of Courses</td>
<td>186</td>
</tr>
<tr>
<td>Table 4.23</td>
<td>Factors that may hinder or promote TQE</td>
<td>187</td>
</tr>
<tr>
<td>Table 4.24</td>
<td>Stakeholders’ Readiness to Transform Schools</td>
<td>189</td>
</tr>
<tr>
<td>Table 4.25</td>
<td>Nature of Appointment of Principals</td>
<td>190</td>
</tr>
<tr>
<td>Table 4.26</td>
<td>Possession of Additional Qualification by Principals</td>
<td>190</td>
</tr>
<tr>
<td>Table 4.27</td>
<td>Principals’ Willingness to do a Diploma in Educational Management</td>
<td>191</td>
</tr>
<tr>
<td>Table 4.28</td>
<td>Quality input by Educators as observe by Principals</td>
<td>193</td>
</tr>
<tr>
<td>Table 4.29</td>
<td>Circuit Managers’ Basic Functions</td>
<td>195</td>
</tr>
<tr>
<td>Table 4.30</td>
<td>Advisory Meetings held by Subject Advisors</td>
<td>196</td>
</tr>
<tr>
<td>Table 4.31</td>
<td>Subject Advisors’ visits to Schools</td>
<td>197</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

| Figure 1.1 | Relationship between instructional leadership and student learning | 11 |
| Figure 2.1 | Functional Differences between TQM and TQE | 23 |
| Figure 2.2 | The Relationship between TQM and TQE | 24 |
| Figure 2.3 | The School as an Iceberg | 27 |
| Figure 2.4 | The Preceding Section | 48 |
| Figure 2.5 | The 4P Development Chain | 49 |
| Figure 2.6 | The Life Cycle of a School | 51 |
| Figure 2.7 | Detailed and Simplified 4-Development Chain | 59 |
| Figure 2.8 | The Total Quality Model for School Leadership | 64 |
| Figure 2.9 | The Communication Model | 73 |
| Figure 2.10 | The Oliva Model of Instructional Effectiveness | 80 |
| Figure 2.11 | The Oliva Model of Instructional Effectiveness | 81 |
| Figure 2.12 | The Comprehensive Model of Educational Effectiveness | 86 |
| Figure 2.13 | Staff Development as Core to all School Activities | 105 |
| Figure 2.14 | Strategies to Support Staff Development | 106 |
| Figure 2.15 | The Relationship between Appraisal and Staff Development | 115 |
| Figure 2.16 | Staff Development Model | 118 |
| Figure 2.17 | Professional Educator Development Model | 121 |
| Figure 2.18 | Strategy of Introducing Total Quality Education | 124 |
| Figure 4.1 | Principals and Educator Qualifications | 159 |
| Figure 4.2 | Principal’s Age | 160 |
| Figure 4.3 | The Extent to which Codes of Conducts are Respected | 165 |
| Figure 4.4 | Perceived Competency Level of School Management Teams | 169 |
| Figure 4.5 | Effectiveness of Supervision | 174 |
| Figure 4.6 | Preferred Supervision Styles | 177 |
| Figure 4.7 | Supervision According to Educators’ Preferences | 178 |
| Figure 4.8 | Willingness of Educators to be Supervised | 179 |
| Figure 4.9 | Attendance of Department of Education-Initiated Staff Development Programmes | 184 |
| Figure 4.10 | Effectiveness of Staff Development Programmes Educators Attend | 185 |
| Figure 4.11 | The Practical Supervision Model | 205 |
CHAPTER ONE
GENERAL ORIENTATION TO THE STUDY

1.1 INTRODUCTION

This chapter presents the background, the statement of the problem, the aim and the objectives of the study. It also presents the definitions of terms, a brief statement of the methodology and the limitations of the study.

1.2 BACKGROUND

In South Africa, the period from 1989 to 1995 was characterized by a defiance campaign led by educators, rebelling against departmental authority (Khumalo, 1998:11). During this period the authority of inspectors, principals, subject heads and educators themselves, was completely eroded and may not have been fully restored (Kumalo, 1998:11; Sachs, 1997:264). A sizeable number of educators, from the townships and rural areas, are still seen as lacking in both professionalism and discipline. This condition prompted the then Minister of Education to assert that there was public opinion that educators were not worth the salaries the government was paying them (Sukhraj, 1999:13). This concern raises doubts whether educators are effective in preparing learners for their future lives, let alone obtaining a good pass in grade 12, which is a gateway to a viable future.

Quality education is people’s concern today (as it has always been over the ages) and there is a demand that it must be provided in all schools (Hofmeyr, 1998:22; Joyce, Wolf & Calhoun, 1993:82). Quality education refers to the output of a well-led process of education, characterized by stipulated standards in terms of the requirements of learners, the community and the labour market. The great concern is about the exodus of learners from the historically disadvantaged schools to former Model C schools, which are regarded as rendering quality education thereby explaining this movement pattern.

The years 2001 to 2003 showed a sturdy improvement in the grade 12 percentage pass rates, in the province of KwaZulu-Natal, whereas years 2004 to 2006 reflected
fluctuations in the pass rates as indicated in Table 1.1. This may suggest that Total Quality Education (TQE) is not implemented to the fullest.

Table 1.1:  **KwaZulu-Natal Department of Education statistics for 2003 – 2006**  
**Provincial Grade 12 Statistics**

<table>
<thead>
<tr>
<th>Total number of candidates</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number who wrote</td>
<td>93338</td>
<td>97487</td>
<td>97210</td>
<td>110635</td>
<td>120397</td>
<td>125777</td>
</tr>
<tr>
<td>Total number who passed</td>
<td>58620</td>
<td>68973</td>
<td>75077</td>
<td>81830</td>
<td>84842</td>
<td>82442</td>
</tr>
<tr>
<td>Total number without endorsement</td>
<td>42923</td>
<td>51337</td>
<td>55190</td>
<td>60880</td>
<td>63837</td>
<td>63341</td>
</tr>
<tr>
<td>Total number with endorsement</td>
<td>15697</td>
<td>17636</td>
<td>19887</td>
<td>20950</td>
<td>21005</td>
<td>19101</td>
</tr>
<tr>
<td>Percentage pass</td>
<td>62.8</td>
<td>70.8</td>
<td>77.2</td>
<td>73</td>
<td>53.6</td>
<td>65.6</td>
</tr>
<tr>
<td>Percentage without endorsement</td>
<td>46.0</td>
<td>52.7</td>
<td>56.8</td>
<td>55</td>
<td>53.0</td>
<td>50.4</td>
</tr>
<tr>
<td>Percentage with endorsement</td>
<td>16.8</td>
<td>18.1</td>
<td>20.5</td>
<td>18</td>
<td>17.4</td>
<td>15.2</td>
</tr>
</tbody>
</table>

This failure rate delays candidates in progressing towards earning a living and becoming independent (Buchel, 1995:6). Mkhatshwa (1999:26) puts their plight in proper perspective:

“A good matric pass enhances their dignity and self esteem: for extended families and destitute, success in matric carries the promise of improved financial prospects.”

The principles of TQE encourage all members of the school community to actively participate in the activities of the school on the understanding that every one is geared to making the school a school of quality (Hixon & Lovelace, 1992:26). This would indeed boost the pass rate of the school.

To improve the situation, it is essential that educators are supervised within the context of TQE. Bostingl (1992:43) substantiates this idea by arguing that workers acting by themselves without supervision cannot create the systemic conditions under which quality processes take place. Botes (1994:13) supports Bostingl (1992:43) by arguing that people can easily come to an agreement about what has to be done, but when it comes to the execution of the functions, it becomes imperative for someone to take the lead and direct operations. It is worse with educators because they have to implement a curriculum that is prescribed, and they often do not participate in its making.
The need for quality supervision is emphasized by the fact that a sizeable number of educators, particularly those trained in colleges of education, did not receive enough training in preparing them to become effective educators. This is substantiated by the fact that colleges once offered two years of training, post matric, which generally resulted in under-qualified educators. There is a general public concern that there is a need to transform schools into schools of quality (Kumalo, 1998; Hofmeyr, 1998:22). One may ask the question whether some secondary schools in KwaZulu-Natal are physically and psychologically ready to transform into systems that can offer quality education.

Principals have the responsibility to initiate the implementation of TQE and supervise educators (Pajak, 1993:171). However, this is complicated by principals themselves being products of a system that was flawed and could not give them effective basic training as educators (Kumalo, 1998:11). If they were not effectively trained as educators, then logically they may not be effective principals. To become a principal, one only needs a Relative Educational Qualification Value of thirteen (REQV 13), which is three years post matric training (Mpumalanga Education Department, 1998:iii). This implies that an under trained educator can become a principal and thus lead and supervise educators with regard to skills that are pertinent to an educator’s qualification. Such principals are likely to fall short in a variety of duties and responsibilities in an endeavour to lead schools towards effectiveness.

Hofmeyr (1998:22) contends that there is no quality education in South Africa because educators lack commitment and capacity. It is only through staff development and empowerment that these two attributes can be nurtured in educators, and quality education can be realised (Guskey, 1995:115; Day, 1995:111; Fullan, 1995:257). Moela (1999:2) emphasizes this in voicing out the concerns of an engineering firm, which claimed that school leavers were not ready for work because learners were pressurized to meet academic targets at the expense of life skills. This indicates that education is not focused on the multiple intelligence theory, which contends that intelligence can also be measured in terms of skills (Armstrong, 1994:1).

Speaking about customers, West-Burnham (1994:85) believes that customers of a school can be viewed in two perspectives:
✓ **First line customers**
   These include students and parents.

✓ **Second line customers**
   These include employers, further and higher education institutions and the community.

Public servants in South Africa are called upon to put the interest of the people first (Batho Pele Principle) (White Paper on transforming public service delivery). This principle augurs well with Total Quality Management (TQM) which emphasizes the same principle of Batho Pele although its proponents approach is from the commercialized angle, hence the use of the term customers (Munro-Faure & Bones, 1993; West-Burnham, 1994; Hayward, 1998; Murgatroyd & Morgan, 1994). The principal is a public servant and his/her customers are educators, learners, parents and industries. The extent to which principals are able to cope with this new demand may ensure school effectiveness.

It is worth noting that the Batho Pele principle is not the only paradigm shift in South Africa with which principals have to contend. The new Development Appraisal System, The South African Schools’ Act (Act 84 of 1996) and the Educators’ Employment Act, Curriculum 2005, the National Curriculum Statement and many others, have been some of the new innovations in the education system in South Africa. Indeed, these innovations demand that principals adjust and adapt to the demands of the present period. As principals are products of the old system it would be interesting to study their supervision practices within the context of the present dispensation characterized by these innovations.

Amongst other functions, a principal is also responsible for human resource management in a school. This entails ascertaining the human resource needs, recruitment and selection of personnel, placement and induction of staff; undertaking staff development programmes and engaging in staff appraisals (Rebore, 1991:13). The extent to which the principal effectively discharges his/her human resource management duties will influence educators in the proper direction towards quality education. The question that arises is to what extent school principals have tried to afford educators professional development opportunities in the direction of quality
education, particularly against the backdrop of the negative effects of the defiance campaign alluded to above. Not only this, but “most principals today are hard pressed to find time for the multitasking they are expected to do, from overseeing the daily operation of their schools and interacting with parents to evaluating teachers and providing them with professional development to do their jobs at a high level.” (Schachter, 2013: 55).

1.3 STATEMENT OF THE PROBLEM

School leadership is one of the critical variables in every school’s success. Leithwood, Day, Sammons, Harris and Hopkins (2006:5) make this point asserting that “there is not a single documented case of a school successfully turning around its pupil achievement trajectory in the absence of talented leadership.”

Indeed, as Gale and Bishop (2014: 1) point out, findings from various studies on the effect of school leadership on student learning suggest that school leadership “accounts for fully one quarter of total school effects on pupils, making it second only to classroom instruction among school-based factors affecting student achievement.” Thus, there is a very big challenge that faces school leaders to ensure that there is effective and responsible leadership that maximises the contributions of various stakeholders to produce the best results. A school principal must work with his/her personnel and effectively utilise the resources that are at his/her disposal in order to achieve the best results. Stone-Johnson (2014: 646) puts this point across as follows:

The education sector provides a unique perspective from other sectors in that oftentimes schools cannot change employees or students but must work with existing resources to perform beyond expectations. The evidence from the PBE study suggests that a key factor in performance beyond expectations is a collectivization of leadership in which the strengths of everyone involved in the work of an organization are marshalled.

Of course, this brings about important questions of what type of leadership such an individual should assume, and debates about the “distinction between transactional leadership, which relies on an exchange of one thing, such as a job, for another, such as votes, and transforming leadership, which aims to meet higher-level needs and
views followers as potential leaders themselves” (Stone-Johnson, 2014: 647). In particular, notions of transformative leadership bring into focus issues of justice and democracy and a view that leadership as linked not just to learner performance “but as part of the social context of which it is part” (p. 647). Stone-Johnson (2014: 647-8) explains this as follows:

Academic performance, although important, is not the only goal of successful school leadership. An equally important goal is the promotion of the best interests of the student beyond academics, including fairness, justice, and equity as well as democratic learning that promotes civic engagement and understanding. Such leadership is often referred to as ethical or moral leadership.

So, evidently, notions of leadership cover a wide spectrum of activities, and part of this is effective supervision, which “not only makes it possible for the teacher to evaluate themselves, discover their weaknesses and strong points, and integrate their acquired instructional knowledge in the classroom, but also sheds light on the issues contributing to action and to the evolution of instructional practices” (Kalule and Bouchamma, 2013: 101). According to Kalule and Bouchamma (p. 90), “teacher supervision is a formative process that focuses primarily on improving instruction”, and includes such activities as “classroom observation, group development and teacher professional development activities.” In this vein, Kalule and Bouchamma (p. 101) posit that through effective supervision, teaching “becomes more effective, student assessment is improved, and instructional methods are mastered with an ethical consideration toward improving student outcomes.” More specifically, Kalule and Bouchamma (p. 90) opine that “instructional supervision improves not only decision-making skills but, ultimately, student outcomes.”

However, Bush, Joubert, Kiggundu and van Rooyan (2009:64) point out that in South Africa, “research shows that most principals have a weak grasp of teaching and learning” and demonstrate a lack of “awareness of the requirements of the new National Curriculum Statement, and do not have a clear system for evaluating and monitoring teaching and learning.” Thus, this points to a possible dearth of supervision abilities and skills in the schools, particularly with regard to TQM. Associated to TQM is having a credible teacher appraisal system. In South Africa,
the revision of the country’s appraisal system, giving way to an introduction of what is called Integrated Quality Management System (IQMS) in the early 2000’s was meant to bring “together different forms of monitoring and appraisal in the hope that the new integrated system will overcome obstacles encountered in the previous system” (de Dercq, 2008:8). According to the Education Labour Relations Council (ELRC) (2003), the main objective of the IQMS is to ensure quality public education for and to constantly improve the quality of learning and teaching.

Quality is broadly defined by various authors as an up to standard performance, where standards have been specified and there are deliberate means made to constantly improve on the present performance (Goasdoue, 1996:45; Munro-Foure, Munro-Foure & Bones, 1993:1; Murgatroyd & Morgan, 1994:59). In this regard, TQE is the output of a well-led process of education characterized by stipulated standards in terms of the requirements of learners, the community and the labour market. The school develops reliable and valid instruments to measure performance in the light of the set standards. The output is satisfactory to both the first line and the second line customers (West-Burnham, 1994: 85).

Goldhammer, Anderson and Krajewski (1980:5) define supervision as an act of helping “educators perform a job (teaching) better according to their capabilities, so that they can continually improve and become more efficient in communicating with learners and thereby giving them the proper motivation to continue learning”. These authors further see “supervision as that dimension which is concerned with improving instructional effectiveness.” Glickman, Gordon and Ross-Gordon (1998:8) support them when they say, “supervision is assistance for improvement of instruction”. Further, Glickman, et al (1998:444) define supervision from the perspective of its role and assert that it brings educators together as knowledgeable professionals working for the benefit of the learners. Therefore, the role of supervision is to change the attitude of many schools that believe that a classroom is an island unto itself to an attitude that educators are engaged in a school-wide instructional task that transcends any one classroom (West-Burnham, 1994: 85).

Some of the above perspectives see an educator as a life-long learner. Hence, if educators’ needs are not appropriately catered for through staff development processes it would be difficult for them to cater for the needs of learners.
Wiles and Bondi, (1996:10f); Oliva, (1989:19f) and Oliva and Pawlas, (1997:21) view school supervision as a comprehensive function of management which Wiles and Bondi (1996:10f) categorize into management, curriculum and instruction. All the authors cited above indicate that supervision takes place within the context of human relations, thereby emphasising that for effective supervision to take place principals must make sure that human relations are considered seriously.

Reiman and Thies-Sprinthall (1998:7); Acheson and Gall (1997:233) differentiate between summative and formative supervision. Reiman and Thies-Sprinthall 1998:7 define formative supervision as the developmental supervision that is non-evaluative. This form of supervision is founded on a high degree of trust built over many months. They define summative supervision as a “… gate keeping function, regulating who is legitimised to enter or stay in the world of teaching”. This function is realized when supervision has identified an educator who is weak and has failed to improve and has to be dismissed on account of poor performance (Section 11(1)(d) of the Employment of Educators’ Act Number 76 of 1998). The dismissal of such educators may be as a result of summative supervision. Looking at the aim of the present study, the formative supervision process is the main focus of this study.

Accordingly, with regard to this study, the researcher was interested in seeking answers to a number of questions, including the following:

- Is the supervision of secondary school educators in KZN geared towards TQE?
- Could grade 12 learner performances be seen as a function of the presence of lack of TQE?
- Are secondary school principals seen to be effectively supervising educators towards the achievement of TQE?
- Are there staff development programmes designed for educators with the expected outcome of making schools achieve TQE?
- Are there negative or positive factors that affect the implementation of TQE in KZN secondary schools?
- Can a supervision module for TQE be developed for KZN schools?
✓ Are KZN secondary schools ready to transform and embrace the principles of TQE?
✓ Can partnerships between school principals and educators help achieve TQE and effective supervision in schools?

1.4 AIM AND OBJECTIVES OF THE STUDY

The main aim of this study was to investigate whether or not school supervision in KZN was geared towards TQE, and whether or not this could be related to learner performance at the school certificate (grade 12) level. Accordingly, the objectives of this study were to:

1.4.1 Investigate the status of secondary schools in KZN with regard to the principles of TQE, and whether or not this could be related to learner performance at the school certificate (grade 12) level;
1.4.2 Find out whether or not school principals in KZN supervise educators towards the achievement of TQE;
1.4.3 Ascertain whether or not there were staff development programmes in place aimed at empowering educators to contribute to the process of making their schools become centres of quality education; and
1.4.4 Investigate factors that hinder or promote the implementation of TQE in the secondary schools in KwaZulu-Natal.

1.5 RESEARCH QUESTIONS

1.5.1 What is the status of the secondary schools in KZN with regard to the principles of TQE in relation to learner performance at the matriculation level?
1.5.2 Do school principals in KZN supervise educators towards the achievement of TQE?
1.5.3 What staff development programmes are in place to empower educators with regard to achieving TQE?
1.5.4 What factors hinder or promote the implementation of TQE in the secondary schools in KZN?
1.6 JUSTIFICATION OF THE STUDY

This study sought to make the school principals aware or realise their responsibility with regard to the implementation of TQE and the supervision of educators under their charge. This study also attempted to investigate the factors that hindered or promoted the implementation of TQE in secondary schools in KwaZulu-Natal. The main purpose of the study was quality education and historically disadvantaged schools improvement. As stated earlier in this chapter, there is doubt regarding quality education in South Africa as a result of a perceived or reported lack commitment and capacity on the part of many educators (Hofmeyr, 1998:22). Quality education can only be realised through staff development and educator empowerment, and the enhanced quality of education would be manifested in improved learner performance at the grade 12 level of education. This is so, considering that the principal is the critical initiator of measures and activities that are likely to translate into improved learner performance (Khan, et al., 2009).

According to DeBevoise (in Khan, et al., 2009: 582) instructional leadership refers to “those measures that a principal takes, or assigns to others, to raise growth in student learning and consists of following tasks: describing the purpose of schooling; setting school-wide goals; providing the resources needed for learning to occur; supervising and evaluating teachers; coordinating staff development programs; and creating collegial relationships with and among teachers.” Figure ?? illustrates the relationships among several critical variables, starting with instructional leadership, with the principal as the leader – setting “high expectations and clear goals for student and teacher performance, monitor and provide feedback regarding the technical core (teaching and learning) of schools, provide and promote professional growth for all staff members, and help create and maintain a school climate of high academic press” (Khan, et al., 2009: 583).
As Hoy & Hoy (in Khan, et al., 20: 583) observe, “the principal must communicate a clear vision on instructional excellence and continuous professional development consistent with the goal of the improvement of teaching and learning.” The end result is improved learner performance.

It is envisaged that the results of this study will contribute to further understanding and realising the importance of TQE implementation by school principals. As Welch and Gultig (2002:11) point out, “management involves establishing shared vision based on the best of what is available, and the development of a plan for the achievement of that vision. This would include support and incentives for the people/institutions that have to implement the plan”. The results of this study may further contribute to the improvement of the historically disadvantaged schools and thereby minimise the exodus of learners from these schools to former Model C schools. Educators and learners will only benefit when TQE is implemented to the fullest by the school principals. TQE and educator supervision is basically for school improvement and learner improved performance especially at Grade 12. Furthermore, TQE implementation and supervision will help educators continually improve and become more efficient and effective in their work. As stated earlier, supervision is assistance for improvement of instruction, and brings educators together as knowledgeable professionals for the benefit of the learners (Khan. Et al., 2009; Kalule and Bouchamma, 2013; stone-Johnnson, 2014).

It was against the weight of the above envisaged benefits of effective supervision, and the espoused role of school principals in it, that this researcher sought to formerly pursue this matter through systematic investigation. The apparent link between
effective supervision and gave further impetus for the need to undertake this study. As Khan and Iqbal (2013: 421) contend, “school principals are the threshold guardians of their schools” responsible “for both formal or informal outcome of their schools, which include evaluating support staff; facilitating teachers for effective teaching; communicating their vision in the form of objectives and interaction with parents about the school and their children.” In their study, Khan and Iqbal found that principals could help in school effectiveness by virtue of some traits and characteristics that included “clear vision; involving staff in decision-making about school and students; providing democratic environment to teachers; following clear rules and regulations about duties for teachers and discipline of students; arranging refresher courses for teachers; ensuring effective supervision and monitoring; and providing incentives to teachers and students for their good performance; involving parents in school-based activities; developing strategy for school improvement; promoting school-community relationship; ensuring the availability of all types of resources for effective teaching; making optimum use of available resources and performing as change agent.” (p. 435).

1.7 DEFINITION OF TERMS

The following are concepts that are used in this study and it is important that they are understood within the defined context:

1.7.1 Effective School Supervision

Supervision is the process of understanding whether organisational activities comply with the principles and rules determined to the adopted goals (Aydin, 1986). Supervision can also be defined as the process of supervising carried out by authorities to see whether the work conducted in the public sector or in institutions having a legal entity is performed in line with the existing laws or not (Taymaz, 1982). This therefore calls for visionary leaders who will have both insight and foresight in managing organisations, leaders who will have a big picture about organisations, and manage properly the work of employees. Supervisors must have the expertise to create a climate conducive for employees to work in a very proactive manner. The supervision of school principals for instance, should be performed by considering the degree of implementation of the tasks
assigned to them. Supervision must be done to the extent that teaching staff act in more conscious ways. The goal should be to provide teachers and supervisors with more information and deeper insights into what is happening around them. If this is done, it will increase the options teachers have as they work with students. Hoyle (1989) opines that the major duty of supervisors in modern education is to conduct an efficient observation and provide the teacher with necessary conditions in teaching and training activities in order for teaching and training activities in the school to be more effective, ensure cooperation in decision making, and act as facilitator and guide.

1.7.2 Supervision Model

The Encyclopaedia Americana (1992:290) defines a model as a “typically small construction intended to illustrate, explain, or discover certain properties of its prototype, the subject that it represents”. In addition to this definition Graziano and Raulin (1993:31f) view a model as a miniature representation of reality from which “… new ideals can be generated about how the reality is constructed and how it operates”. They however, emphasize that models are incomplete and tentative.

1.7.3 Effective Supervision Model

For the purpose of this study, the term effective supervision model is construed as a standard miniature construction or explanation of effective ways that principals can adopt as examples or as points of departure in helping educators perform to standards or teach to attain TQE through instructional effectiveness (Raulin, 1993). It is a frame around which principals can make adjustments that may help them in their own unique situation determined by the unique environments in which their schools are situated. All they do, in this regard, is to focus on the primary goal of supervision, that is, instructional effectiveness which Scheerens and Bosker (1997:3) define the word effectiveness as “the extent to which the desired level of output is achieved”.
1.7.4 Effective Schools

At times, the word effectiveness is confused with efficiency. Efficiency means effectiveness with only one added variable, the cost. Efficiency is defined as the achievement of the desired “level of output” (results) at the lowest possible cost (Scheerens & Bosker, 1997:4).

Raynold, Sammons, Stoll, Barber and Hilman (1997:127), Frase and Hetzel (1990:1) agree that the prominent feature of effective schools is caring about others. The Total Quality movement concurs with this view and adds the concept of customers (West-Burnham, 1994; Murgatroyd & Morgan, 1994). Basically, Effective Schools and Schools of Quality or Total Quality Schools are used synonymously in this study, given that these terms refer to those schools where all individuals, namely, educators and learners are dedicated to self-improvement and the betterment – little by little, day by day – of other people in their spheres of influence (Bostingl, 1992:37). Bostingl (1992:37) further sees these as referring to those schools that “view the learning process as a spiral, with learners’ and educators’ energies directed towards unlimited continuous improvement …”. In enriching this perspective, Scheerens and Bosker (1997:146) contend that effective schools are characterized by the following five factors (five-factor model of school effectiveness):

- Strong educational leadership;
- Emphasis on the acquiring of basic skills;
- An orderly and secure environment;
- High expectations of pupils attainment; and
- Frequent assessment of pupil progress.

1.7.5 Quality Management (QM)

Quality management is defined as an approach to achieving and sustaining high quality output. Process definition emphasises inputs (management practices) rather than outputs (quality performance) (Flynn, Schroeder & Sakakibara, 1994:339 – 366). Maila and Awino (2008:241) maintain that the education system is expected to develop in learners attributes such as creativity, versatility, innovativeness, critical thinking, problem-solving skills,
and a positive disposition towards teamwork, attributes deemed essential in today’s changed work environment.

Quality management focuses on the needs and expectations of customers and commitment to continuous improvement (Steyn, 1997).

1.7.6 **Total Quality Management (TQM)**

TQM focuses on achieving quality and can be defined as a philosophy and a set of guiding principles that intend to meet and extend the needs and expectations of various external and internal customers (Bradley, 1993:169; Herman, 1993:2; Pike & Barnes 1994:24; Greenwood & Gaunt, 1994:26). The second focus is on the acceptance and pursuit of continuous improvement as the only useful standard or goal in attaining quality (Steyn, 1997).

1.7.7 **Quality Education (QE)**

Brown (2006) regards quality education as a gatekeeper of knowledge for society rather than an endeavour to subject learning to rigorous intellectual scrutiny on behalf of society. Brown (2006) further offers an intelligible clarification of the concept as something that is determined by the nature of interactions between students and other actors in a variety of settings, by no means all of them in the lecture theatre (classroom), the seminar room or the laboratory. According to UNESCO (2005:3)

Quality education is dynamic concept that changes and evolves with time and changes in social, economic, and developmental contexts of change. Because quality education must be locally relevant and culturally appropriate, quality education will take many forms around the world.
1.7.8 **Total Quality Education (TQE)**

Quality is broadly defined by various authors as an up to standard performance, where standards have been specified and there are deliberate means made to constantly improve on the present performance (Goasdoue, 1996:45; Munro-Foure, Munro-Foure and Bones, 1993:1; and Murgatroyd and Morgan, 1994:59).

In short, TQE is the output of a well-led process of education characterized by stipulated standards in terms of the requirement of learners, the community and the labour market. The school develops reliable and valid instruments to measure performance in the light of the set standards. The output is satisfactory to both the first line and second line customers. According to Maila and Awino (2008:242) the dynamic nature of quality education is strength for humanity, in that it has the potential to enable various communities to advance and participate in localised programmes with confidence and zeal. They further maintain that.

Quality education embraces the global agenda of sustainable development and sustainable lifestyles; it imbues learners with more determination and with focused skills, and frees them from the feeling that what they bring into the learning-context as their own experiences, what they learn there, is inferior and therefore not applicable to their situation (Maila & Awino, 2008:242).

Quality education is therefore the education that equips learners with a variety of skills and help learners to relate what they learn in class to real life situation. Quality education does not end in class.

### 1.8 RESEARCH METHODOLOGY

Hereunder, is an exposition of the research methodology applicable to the study:

#### 1.8.1 Research Design

According to Imenda and Muyangwa (2006:92) research design refers to one’s overall research approach, and justification of the use of such an approach with regards to the problem under investigation. The quantitative approach analyses data in statistical terms using statistical arguments or numbers (McMillan & Schumacher, 1993:32;
Groenewald 1986:75). It is a paradigm that is highly “formalized as well as more explicitly controlled ...” (Mouton & Marais, 1990:155). The qualitative approach presents facts in a narrative or verbal form (Fick, 2014; Elliot, 2005; McMillan & Schumacher, 1993:14 and Herbert, 1990:70). Mouton and Marais (1990:70) further characterize it as less formal (Fick, 2014; Elliot, 2005).

The study was located within the quantitative research paradigm and took the form of a survey confirmatory, involving thirty one (31) secondary school principals and seventy two (72) educators from the selected schools in KwaZulu-Natal Province. The schools were carefully selected to ensure that all districts in the accessible population would be represented in the research sample. This is no longer simple random sampling. This is purposive sampling.

Imenda and Muyangwa (2006:27) posit that “survey research employs questionnaires and interviews in order to determine among other things, the opinions, attitudes, preferences and perceptions of persons of interest to the researcher”. Persons of interest for this study were school principals and educators. Questionnaires for principals and educators were used as a technique to collect data from the selected principals and educators.

1.8.2 Data Collection

To maximize the probability for the validity and reliability of the findings of the study triangulation or the multiple operationism technique was used to collect data. This technique is defined as the use of various methods of data collection or the application of a variety of data collection methods which complement each other on their respective shortcomings and limitations, 1990:91; McMillan & Schumacher, 1993:498; Carbin & Strauss, 2008).

In applying the triangulation technique in this study, the following data collection methods were employed.
1.8.2.1 Literature Study

Literature study or literature review is “… a critique of the status of knowledge on a carefully defined educational topic” (McMillan & Schumacher, 1993:113). In this case the topic is: **TQE and Supervision.** Therefore, literature from scholarly books, professional journals, reports, government documents, dissertations and newspaper articles were reviewed. McMillan and Schumacher 1993:113) contend that literature study helps the researcher:

- define and limit the problem;
- place present study in a historical associational perspective;
- avoid unintentional and unnecessary replication;
- select promising methods and measures; and
- relate the findings to previous knowledge and suggest further research.

For the purpose of this study, the literature survey was used as a point of departure in an attempt to come up with a suitable TQE supervision model for KZN.

1.8.2.2 Empirical Study

Questionnaires that combined both closed and open-ended questions were designed and distributed in person to 31 randomly selected secondary schools.

1.8.2.3 Population and research sample

The target population were secondary school principals and educators in KZN, irrespective of gender, age, religions or political affiliation. Sampling was done by using the simple random sampling technique.

1.8.2.4 Data analysis

Data were analysed using the statistical package for social sciences (SPSS). Both qualitative and quantitative approaches were followed with respect to the analysis of all data gathered through questionnaires.
1.9 LIMITATIONS OF THE STUDY

There are some limitations that should be noted in this study. The sample of this study was drawn from schools of KwaZulu Natal Province only; therefore, it is not representative of the entire population of educators and learners in other provinces or in South Africa. Consequently, further studies need to be conducted in other provinces to corroborate or negate the findings reported in this study. Only public schools were included in the targeted population, and therefore the research sample. The research sample only consisted of 31 secondary schools. Further research focusing on private schools is needed. This study focused on the supervision and total quality education in KwaZulu Natal secondary schools. There is a need for a study at other grade levels or phases as well. The sample of this study consisted of school principals and educators. More research, with a bigger sample, preferably a national study would shed more light on the topic that has been investigated.

The researcher could not secure a study leave as a result he could not be in the region for a longer period when large-scale observation could have been made. Surely, it would have added value to the study, particularly the findings and recommendations.

Some principals were not found in schools, questionnaires were left with deputy principals or via the next most senior educators who deputized the principals in his or her absence. On return to collect the instruments, these principals had not returned. The researcher had to make repeated visits to such schools whose principals were not present, and finally requested that they send the questionnaires through post, which they did. The questionnaires had been given time-frames of four weeks, and the respondents had to complete the questionnaires on their own because an explanation was provided on questionnaires. This denied the researcher the opportunity of meeting with those principals and getting a feeling of their communication skills and how they welcomed strangers. These aspects speak much about the climate and culture of a school.

The empirical study was not funded by any organization, the researcher shouldered all costs by himself, and this limited the extent of enquiry into the problem.
1.10 SUMMARY

In the first chapter the problem of investigation was delineated and located. The key concepts were briefly defined and discussed. The method for conducting this investigation was identified and briefly explained. The next chapter deals with the theoretical framework and review of the relevant literature.
CHAPTER TWO
REVIEW OF LITERATURE

2.1 INTRODUCTION

This chapter presents educational management theories as they relate to TQM, as a response to the bigger challenge of complying with the requirements of the IQMS. A wide spectrum of literature relating to the TQM will be explored. In doing this, the first section focuses on the distinction between TQE and TQM. The broad concept of a learner, leadership and management will be looked into from the perspective of TQE. Models of TQE as they relate to school leadership will be explored. The concept of Total Quality Education Management (TQEM) will be explicated in an attempt to customize initiatives by business management to TQEM. This will be followed by models of supervision, and how these synchronize with some educational laws, policies and regulations. This chapter will expose negative and positive factors that affect TQE, which information is very crucial to be known by school management teams.

It is of crucial importance that principals of schools and their management teams be conversant with various theories of education because there is no single theory that embraces all notions of educational management (Bush, 1986,: 15). The chapter will also reveal the notion that innovations in education may best be put in practice when education leaders have functional knowledge of educational management theories.

2.2 THEORETICAL FRAMEWORK

2.2.1 The Difference between Total Quality Education and Total Quality Management

It is appropriate and important to differentiate between Total Quality Management (TQM) and Total Quality Education (TQE). Total Quality Management is a process where all systems and the human resources in an organization are seen as very important and contribute to the overall quality of an organization, processes and products/outcomes whether the quality is good or bad. It is premised on participative
management, commitment to continuous improvement and the use of teams (Hayward, 1998:19; Jablonski, 1992:21). Further, TQM can be seen as the organization’s culture that supports the attainment of customer satisfaction through integrated efforts, systems and tools, techniques and training - all these being based on continuous improvement. On the other hand, the definition of TQE as presented in 1.4.1 suffices for the purpose of drawing a difference between the two. It is, however, worth noting that Hayward (1998:20f) chooses to use the concept TQE within the context of education institutions instead of TQM because the latter is not specific to the education work environment. It may refer to any sector of the society while TQE is specific as it addresses itself to the education field. Further, TQE acknowledges the contribution of the TQM movement and adapts such contributions to the field of education.

A careful analysis of literature (Hayward, 1998:18f; West-Burnham, 1997:9 & Whittaker, 1998:48) indicates that TQM and TQE may be different variables, in the sense that TQE is a subset of TQM. West-Burnham (1997:9) sees TQM as a means for achieving TQE. In this regard, TQM is a mother concept that lays the necessary foundation for the realization of TQE. This is diagrammatically illustrated in figure 2.1.
As illustrated in Figure 2.1, TQE encompasses both the process and the output. In terms of this module, there are three components at the process stage, namely, learners and the learning content, educators and managers. It must be argued that during the learning process educators are concerned with managing the process so that it proceeds well. On the other hand, learners learn - and the process leads to the final output, which is TQE. Further to the process having a management element, it also has the element of acquisition of education by learners.

In essence, there is an overlap between the process and the output in the sense that the output begins to take its shape during the process. Hence, the TQM section of the process is TQE. It seems as if Whittaker (1998:48) is in support of this argument. His diagram (Figure 2.2) can be used to clarify the relationship between TQM and TQE further.
The arrow that points to the managing of outcomes block represents the influence of the management of intentions on the quality of outcomes. The management of outcomes represents TQE. An analysis of the outcome enables schools to improve on the management of intentions (TQM) hence the arrow from the managing outcome block to the managing intention block.

Division of labour is an integral part of TQM. In a school system, division of labour may take the form of various components that are in existence. For example, the clerical staff, educators teaching specific subjects, the school management team and others may all be seen as… . At this stage it is important to look at the generic components of a school and how they complement TQM. The following section looks into the minimum components of a school.

2.2.2 The Five Components of a School

TQM is based on Max Werber's principles of ideal bureaucracy, referred to as the bureaucratic model. TQE-linked bureaucracy is called machine bureaucracy, operating with a high degree of efficiency and bearing the following characteristics (Fiddler, 1997:55 and Bush, 1986:32).
Division of labour and specialization of expertise, for example, there are specific educators that teach specific subjects. This helps them concentrate on specific subject areas which may make them experts after teaching the same subjects over a period of time;

- Equal treatment of educators on the basis of facts and not feelings;
- There are policies, rules and regulations that govern the conduct of educators as they perform their duties; and
- There is a hierarchy of authority namely, educators, head of departments, deputy principals and principals for the purpose of performing specific duties that complement the achievement of the mission of the school.

Mintzberg (1979:18f) and Fiddler (1997:55) argue that an organization like a school has five components that make it viable and bear the characteristics of effectiveness. These components are:

**Strategic Apex**

This comprises those leaders who are in charge of the school. The principal, the deputy principal and the school governing body fall under this category. The function of this sector is to ensure that the school delivers quality education to the customers, namely: learners, parents, community, tertiary institutions and the labour market. It is also the responsibility of this sector to see to it that the school complies with all departmental policies and state laws (Fiddler, 1997:59).

**Middle Line**

The middle line comprises middle managers, such as heads of departments, who are in direct contact with the operating core. It is strategically placed to supervise the daily operations of the operating core. Heads of departments do not render the strategic apex redundant rather; they work together as a team.
The Operating Core

This comprises the educators who actually carry the larger responsibility to teach. The nature of the quality of education largely depends on the skills, dedication and hard work possessed and discharged by members of this sector. They need appropriate motivation from both the middle line and the strategic apex.

The Techno-structure

This sector is made up of analysts that are not physically attached to the school. They may plan the work, evaluate it and train educators to perform pertinent duties (Fiddler, 1997:59). Curriculum planners and other interest groups like the Human Science Research Council are part of this component from which valuable feedback is given to educators about education in general. Some people criticize the education system in the media thus giving feedback to educators about the manner in which they manage the system and schools.

The Support Staff

Support staff renders an indirect support to teaching and learning. The school clerks and general workers fall into this category. They do not teach but what they do is to support educators in the teaching process. For example, the school clerk types question papers that are used in the assessment of the progress of learners. Without them, educators may find it difficult to fulfil their duties and responsibilities effectively and efficiently.

The five components of the school indicated above can unconsciously and spontaneously group themselves into two camps, hence Garret (1997:100) indicates that a school is like an iceberg consisting of two parts, one is visible and the other is invisible. The visible part is called formal organization while the invisible part is called the hidden unconscious organization. Figure 2.3 indicates these two parts of the organizations iceberg.
Looking at the formal organization, it is noticeable that it is the formal terrain on which the functioning of the school takes place and it is also a process through which the mission of the school is accomplished (Garret, 1997:101).

The hidden unconscious organization includes the way in which educators and groups relate to each other in an informal sense, and how they establish and maintain power groups which are “apart from the formal structure of curricular areas and working parties” (Garret, 1997:101). Power groups may exist in most schools and can affect the smooth running of a school. In some schools, power groups may contribute positively while in other schools they may derail the school in its route to quality achievement.

Figure 2.3: The school as an iceberg (Garret, 1997:100)
When planning for TQE, principals should be using the formal structure and procedures of the school, but should not overlook the informal rules and relationships existing in the school. Both the formal and the hidden unconscious structures should be taken into cognizance in matters affecting the school. If the principal fails to maintain a balance between the two, one structure, particularly the hidden unconscious, may frustrate attempts to improve the quality of the school (Garret, 1997:102).

2.2.3 Juran’s Ten Steps to TQE

Developments in other fields, namely business management, have greatly influenced the management of education. Deming’s fourteen points are applicable to education as they are discussed in Point 2.7.2 below (Hayward, 1998:36 and Bonstingl, 1992:77). It must be indicated that management “gurus” other than Deming, for example, Joseph M. Juran, have made their valuable contributions in the field of management. He (Juran) coined what is called the ten steps to quality improvement (Hayward, 1998:45):

- Build awareness of the need for and opportunities for improvement;
- Set goals for improvement;
- Organize to reach the goals;
- Provide training;
- Carry out projects to solve problems;
- Report progress;
- Give recognition;
- Communicate results;
- Keep score; and
- Maintain momentum by making annual improvement part of the regular system and procedure of the company (school).

For the purpose of this study, Juran’s ten steps to quality improvement will be listed. Deming’s fourteen points are discussed in detail in the next section. The reason for not discussing Juran’s points is that they seem simple and straightforward. Deming’s fourteen points are comprehensive enough and they cover some of Juran’s points.
In addition to the above points, Juran emphasizes the 85/15 rule, which stipulates that principals and school management teams are responsible for 85% and educators responsible for 15% of an organization’s quality. In many instances, poor quality education comes as a result of poorly designed processes (poor planning) (Sallis, 1997:45).

2.2.4 Deming’s Fourteen Points Applied to Schools

Deming’s effort promote the restructuring of the Japanese managerial culture led to the identification of Fourteen Points for effective practice, which seem to define his conceptualisation of a more effective way in which organisations might operate (Deming, 1986).

His basic point of departure is that people’s best performances and working experiences alone neither will nor ensure quality. People’s working performances have to be directed by a theoretical paradigm, which is based on specific principles. The Fourteen Points is presented as a set of principles that provide a method for overcoming the barriers on the road to quality.

The Fourteen Points are to be viewed as an interrelated system of paradigms, processes and procedures, which are integrated, interdependent and holistic. They are explained briefly with an indication of some of their implications for education (Daresh & Playko, 1995:22-23).

2.2.4.1 Point 1: Create Constancy of Purpose

Effective organisations do not simply try to earn a lot of short-term successes; instead they promote long-term success by focusing on organisational maintenance through promotion (and funding) innovation, research and constant improvement. The idea of constancy of purpose is to optimise the total system, and not the individual components of the system. Each component must be seen as contribution to the total system. Constancy of purpose has the following important implications for educational practice in schools:
**System improvement:** the school can be improved by setting goals and objectives for the school system as a whole. This is a strategic function and needs to be pursued by everybody involved in the school;

**Realisation of learners’ potential:** the most fundamental purpose of education is to help every learner to achieve his or her potential. Fulfilling this mission requires the redesign of curricula and instructional strategies to facilitate faster learning by making efficient use of time and physical resources to meet the needs of a rapidly changing society. Staff development activities also have to be modified to enable the delivery of a new total quality curriculum; and

**Learning outcomes:** the school’s goals and objectives must be defined clearly and in measurable terms, although some important goals may not be measurable. In order to implement these goals successfully, schools need to develop operational indicators of quality learning outcomes. The primary, although not exclusive, purpose of schooling should be academic achievement and a commitment to improving the quality of education provided to learners.

2.2.4.2 Point 2: Adopt the New Philosophy

This new philosophy must be one of intolerance of poor service and complacency. The goal must be for mistakes and negativism to become unacceptable. This means that there has to be a deliberate departure from conventional management. School principals and staff must be aware of the need to change and to shift paradigms. A new management approach should flow from this, which could include the following (Rankin, 1996:68):

- New teaching and learning strategies which aim at success for every learner the expectation of learning based on the normal bell-shaped curve and the practice of grouping learners homogeneously have to be reconsidered;

- Principals and teachers need to make a long-term commitment to their schools to ensure continuity of experience. This provides institutional memory and creates a climate in which old mistakes can be avoided and previous improvements maintained and reinforced; and
Instruction and curriculum are viewed as systems that can be improved.

2.2.4.3 Point 3: Cease Dependence on Inspection to Achieve Quality

The identification of problems in manufactured products implies that the system of production is designed so that flaws are acceptable. A system wholly dedicated to the elimination of errors is more effective than one that is designed for inspecting and seeking errors as production occurs. This view also has an important bearing on educational systems. Educational systems often do more screening and sorting of learners than teaching and learning. Sorting learners out according to the normal bell-shaped curve implies success for some learners while others are labelled as failures. Teachers should rather focus on designing successfully, quality, high-level performance experiences into the teaching process from the start. In doing this the teaching process can be monitored continuously and adjustments made as needed. The focus therefore shifts from management of crises and corrective action to management of quality systems. Teachers act as facilitators who support the learners during each step of the teaching and learning process in order to achieve success. This activity leads to changing the system, which in turn affects permanent solutions. The evaluation of learners must form part of the ongoing instruction rather than consisting only of annual testing.

2.2.4.4 Point 4: End the Practice of Awarding Business Based on Price Alone

Selecting products solely on the basis of the lowest cost is short-sighted and often leads to selecting products of low quality. In education, this principle may be appropriate to the purchase of textbooks and test, computers and other equipment and supplies. When alternative suppliers are considered, however, the total costs and benefits should be taken into account, and not just the initial costs.
2.2.4.5 Point 5: Improve Constantly and Forever the System of Production and Service

Management has an obligation to continually look for ways to reduce waste and improve quality. In education waste can be regarded as time spent on unfocused or less effective teaching strategies. Schools should add value to learning experiences, which requires regular team discussion and analysis of every significant process and method that affects outcomes and results. It is important to realise that no method, no lesson plan, no school structure or arrangement is ever perfect. There is always a need to refine processes and procedures in order to become even more effective. A climate should be created in which principals, teachers and learners are empowered to continuously evaluate and improve their own productivity and services.

2.2.4.6 Point 6: Institute Training

Training must be regarded as a powerful tool of quality improvement and the training of personnel should be regarded as a key element in the quality improvement process. Training (in-service and re-training) of principals and teachers should be regarded as a high priority. However, instead of trying to train everyone in everything, training should be preceded by a needs assessment. A long-term commitment to staff development must be made: training and support are prerequisites for success. As principals and teachers learn new skills they become more effective in their roles, more adaptive in their teaching style, more flexible and tolerant. As a result they become more responsive to learners’ individual differences and more able to employ a variety of teaching models, such as lecturers, small group, hands-on discussions, inquiry and role-playing. One approach to in-service training of staff that makes sound economic sense is to encourage teachers to plan together and share professional experiences with other schools.

2.2.4.7 Point 7: Institute Leadership

Leadership consists of helping people do a better job and of learning by objective methods to determine who needs to receive individual help. The characteristics and aims of leadership for quality in schools can be summarised as follows:
• Top management is responsible for initiating the quality improvement process. Managers must know what they have committed themselves to and what action has to be taken. It is expected of managers to do things right, but of leaders to do the right things;

• Respect and confidence determine leadership—not someone’s formal position within the organisation (schools);

• Management must change fundamentally and transform its attitudes, mind-set and basic paradigms before total quality can become a reality;

• Leadership is essential to institutionalise significant and permanent change in schools. TQM requires leaders who are respected, trusted and committed to that vision, and who can communicate it convincingly and consistently throughout the organisation; and

• Educational leaders must ensure cooperation between learners, teachers, parents, administrators, taxpayers and other role-players; this cooperation is vital in reaching a better understanding of each one’s role within the bigger educational system in which they function.

2.2.4.8 Point 8: Drive out Fear

It is wrong to make mistakes. It is a mistake to develop a culture where people believe that it is impossible to try without always achieving immediate success. Deming (1986:59-61) believes that people cannot put in their best performance unless they fell secure. People in a working environment may experience different kinds of fear, for instance, of losing their jobs, being excluded from promotion, being criticised, being held responsible for outcomes that are beyond their control, or not being fairly treated.

In educational institutions managers often generate fear by instituting unnecessarily specific regulations and procedures and relentlessly emphasising testing and accountability. Fear in the working environment inhibits peoples’ productivity, accuracy, innovation and risk taking, collaboration, joy in labour, and may even cause people to cheat. Fear is counterproductive and destructive in the school and reduces everyone’s performance. It is therefore important to eliminate fear or and reduces or at least reduce it to an acceptable level. A sense of security is the basis on which staff
motivation is built. Fear should therefore be replaced with sincerity, loyalty, productivity, caring, respect and confidence.

2.2.4.9 Point 9: Break Down Barriers between Staff Groups

An organisation cannot afford to have people pulling in different directions. Collaboration among work groups, not competition, is the key to success. In schools participation is achieved primarily through the establishment of cross-functional and/or cross-departmental problem-solving teams. The strategy of cooperative teaching enables teachers to be more productive together than they can be in isolation, and thus enriches the learning environment. Cooperation also enhances collegiality. Teachers should be encouraged to cooperate in planning curriculum. Schools should be restricted to facilitate interdisciplinary approaches and a variety of teaching strategies. Cooperative learning is regarded as a valuable strategy for enhancing learners’ learning skills. Learners can participate in project teams by investigating problems and issues that require the application of learning from different disciplines. Cooperation with other schools and sectors has the benefit of sharing resources which would otherwise not be available to all learners.

Teachers’ and learners’ productivity improves when teams combine talents to create more opportunities for learning. Teams should therefore be created and teamwork strategies, such as how to plan and conduct successful team meetings, analyses data, communicate the results, and implement change, should be taught.

2.2.4.10 Point 10: Eliminate Slogans, Exhortations and Targets for the Workforce

The use of targets, slogans, exhortations and posters to motivate people are best eliminated. The main danger with slogans arises when targets are set without management’s commitment or support in the form of training or resources. In such circumstances targets can create fear and a tendency to manipulate the system and to strive for quantity instead of quality. Teachers often perceive slogans as signalling that management not only does not understand their problems, but also does not care enough to find out about them. Quality stems from attention to the process and not from mottoes and slogans. In schools attention to the process starts with principals. Slogans, exhortations and targets created by management should be replaced with data and know-how, and by allowing teams to improve the quality of their work.
Slogans assume that people could do better, but are not willing. The focus rather should be on fixing the system and processes than on the people.

2.2.4.11 Point 11: Eliminate Numerical Quotas

Quotas promote the achievement of numerical goals, which are simply symbols of reality. They do not enhance quality. The effective organisation seeks quality, not symbols. The notion of “visible numbers only” has also permeated management in education. In the belief that test scores define quality, administrators tend to “make the numbers look good” in order to please the upper echelons. As a result learners’ understanding of subjects may be distorted and long-lasting quality (in the form of better understanding) is not likely to be achieved. In schools the traditional assessment of learners has been over-emphasised over the years. It is important to bear in mind that test and examinations do not necessarily reflect a learner’s progress. Schools should de-emphasise marks and emphasise lifelong learning instead. Principals who set numerical targets in terms of attendance rates, failure rates, test scores, etc. can claim to show the size and direction of discrepancy, but these statistics don’t give a clue how to improve. This does not mean that educational objectives can be abandoned. On the contrary, careful planning of resources and learning strategies is essential.

2.2.4.12 Point 12: Remove Barriers to Pride of Workmanship

The fundamental belief here is that people really want to do a good job. Poor performance is not a result of laziness or irresponsibility but rather of management’s inability to dispel fear and find ways to ensure that employees are allowed and equipped to do their best work. Deming suggests that managers should make physical arrangements for informal dialogue between people in the various components of the company. This provides an invaluable way for school principals to get involved in discussions and avoid excessive formality. Schools should emphasise intrinsic motivation, rather than extrinsic rewards. The old merit award system for teachers might be regarded as an example of a barrier to intrinsic motivation. Merit systems could be regarded as statistically random, and teachers regard them with suspicion.
2.2.4.13 Point 13: Institute a Vigorous Programme of Education and Self-Improvement

The only way in which an organisation will grow and prosper is if the people who make up the organisation continue to grow and learn. Strong emphasis is placed on self-improvement and lifelong learning. Schools should view the continuing education of its staff members as a good investment. This requires school principals to develop programmes that enable staff to continuously upgrade their knowledge, skills and performance. Teachers who are well trained are more vital, interesting, inquiring and up-to-date in their field. They will transfer such qualities to the work environment, are more likely to interesting experience for their learners. The training of staff should also be regarded as an investment in quality education for learners.

2.2.4.14 Point 14: Take Action to Accomplish the Transformation

People in the organisation must always function as a team for the organisation as a whole to benefit. The principle of cooperation and teamwork is key to accomplishing change in schools. Teams are critical in a service environment because the work is highly entire change process. All groups must be involved in quality improvement in such a way that they will contribute to the organisational culture. It becomes evident from the above that Deming’s Fourteen Points can, to some extent, be applied to education. In fact, some aspects are crucial for the conceptualisation of management in education and for the management of schools. Given that the principles of TQM have emanated from an industrial environment, people should be alive to the dangers of a mechanistic application of them in schools. Administrators in education should therefore take a critical look at how the principles of TQM are being applied, and education leaders will have to adapt these principles to make them suitable for an education milieu where the focus is upon people and their interest.

2.2.5 Educational Policies and TQE

Internationally, countries develop various educational polices that reflect their identities and aspirations with regards to learners’ outcomes after going through formal education. Various authors have written and are still writing textbooks on education. Whatever has been or is being written finds value when it is understood
and applied within the context of the educational policies of a particular country. In this regard, South African educational policies and laws are very important because they lay a foundation for practice. Accordingly, it is important to review these documents, albeit briefly, because they lay the foundation for the correct interpretation of the literature. Moreover, effective school supervision takes place within the context of these policies and laws.

Section 29(1) (a – b) of the Constitution of the Republic of South Africans posits that everybody, irrespective of colour and religious orientation, shall have the right to basic education, adult basic education and further education, which the state must make available and accessible. The Constitution further mandates the Ministry of Education to initiate processes that should come up with laws and regulations to ensure that education in the country is of quality and addresses the basic needs of the country. As a result, the National Education Policy Act was passed in 1996. This act lays the foundation for the passing of many more laws and regulations that are more specific and address specific areas of education to ensure quality - for example, the Educators’ Employment Act, the South African Schools’ Act and others.

The National Education Policy Act No. 27 of 1996 presents a blueprint of what the education should look like. This Act puts principles in place that must be enshrined in all schools’ vision and mission statements, goals and policies.

The educational identity as well as the educational needs and aspirations of South Africa seem to be contained in the National Education Policy Act No. 27 of 1996, the White Paper on Science and Technology (1996:7) and the National Department of Education’s Annual Report (1998:3). A summarised synthesis of these documents indicates that after going through education, learners must:

- be competitive and have the ability to create employment and contribute in all matters affecting the country;
- have an enriched quality of life;
- care for and respect the environment to ensure its sustainability; and
- have desire to keep on learning (lifelong learning).
To achieve the above, it is recommended that schools should develop quality learning activities which may include classroom teaching and extra curricular activities (National Committee on Further Education, 1997:44). The National Committee views quality education as that type of educational encounter which is characterized by sets of goals and purposes that are adequate and appropriate; these are put into practice through the use of high quality activities.

According to the South African National Education Department’s Annual Report (1998:3) the National Ministry of Education subscribes to the following values:

2.3 THE STATUS OF SECONDARY SCHOOLS WITH REGARD TO THE PRINCIPLE TQE

2.3.1 Transformation of Schools to Become Total Quality Schools

For a successful transformation process of a school, the principal must be aware that the willingness of educators to transform the school will differ, based on their readiness to accept change. Educators’ readiness to change has been labelled trailblazers, pioneers, settlers, late majority and saboteurs (Gregory & Parry, 1997:5). Gregory and Parry (1997:5) as indicated in Table 2.1 have summarised research that was conducted by Rodgers. This figure indicates the categorization of educators in terms of their percentages inclined to a specific level of readiness to accept change.
### Table 2.1: Adopter Types Regarding Change

(Gregory and Parry, 1997:5)

<table>
<thead>
<tr>
<th>Adopter type</th>
<th>Needs or hints on how to handle them</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Trailblazers or Innovators – 8%</strong></td>
<td>– Eager to try ideas, open to change, willing to take risks usually perceived as naïve and a little crazy and not well integrated in staff</td>
</tr>
<tr>
<td></td>
<td>– Vision and support</td>
</tr>
<tr>
<td><strong>Pioneers or leaders – 17%</strong></td>
<td>– Open to change, but more thoughtful about getting involved: trusted by staff and sought for advice and opinions.</td>
</tr>
<tr>
<td></td>
<td>– Demonstration that it works</td>
</tr>
<tr>
<td><strong>Settlers or Early Majority – 29%</strong></td>
<td>– Cautious and deliberate about deciding to adopt an innovation: tends to be a follower, not a leader.</td>
</tr>
<tr>
<td></td>
<td>– Come for a visit but won’t stay</td>
</tr>
<tr>
<td><strong>Stay at Home or Late – Majority – 29%</strong></td>
<td>– Skeptical of adopting new ideas and set in their ways. Can be won over by peer pressure and administrative expectations.</td>
</tr>
<tr>
<td></td>
<td>– Don’t want to go and don’t want anyone else to go</td>
</tr>
<tr>
<td><strong>Saboteurs or Resister – 17%</strong></td>
<td>– Suspicious and generally opposed to new ideas: usually low in influence and often isolated from the mainstream.</td>
</tr>
</tbody>
</table>

The above implies that educators’ readiness to accept change differs. Some educators resist change and they would do anything to sabotage any mechanisms put in place to support change. The saboteurs fall in this category and they are about 17% of the educators. This group needs to be handled in a manner that does not delay the change process. A principal may turn a blind eye on them while mobilizing and gaining support from the trailblazers, the pioneers, the settlers and the late majority.
When the saboteurs see that the change being implemented works, they are likely to join the bandwagon. The strategy that the principal can use is that of appreciating these categories of educators. The principal needs to identify educators that fall in each category first and thereafter make advantageous use of these groups. It would be ideal to start with the pioneers. Demonstrating to them that the intended change works and can yield better results would entice them to adopt the planned change. Once this group has been convinced, it can help by practically proving to the rest of the educators that the change being undertaken has some advantages. By so doing, they can win their colleagues over to join the change campaign. This group can then exert a psychological pressure on the Late Majority and Trailblazers to accept change. Together, they may form a formidable team that can influence the rest of the educators to accept and contribute in the change process.

When the principal is working on the different groups, it must not be made obvious that those different groups exist. This must be done professionally and without causing any ill feelings amongst educators.

Many school communities may wish to transform schools into Total Quality Education or effective schools, if they lack capacity and information on school transformation, their wish may remain a dream. Many a times, school communities look upon the principal as a knowledgeable person who can run things around (Reavis & Griffith, 1992:11). It is therefore important for the principal to know the basic methods that can be used in leading schools towards effectiveness.

Before we look at the basic methods towards transformation it is important to evaluate whether transformation should occur. The most important factor to consider when evaluating this is that schools are open systems.

2.3.2 A School as an Open System

A school is an open system characterised by both internal and external factors (Lunenberg & Ornstein, 1996:212; Bets, 1992:38). The fact that schools are responsive to factors from outside the school, qualifies them as open systems. Literature (Blandford, 1997:176; Bowring-Carr & West-Burnham, 1997:155 Reavis & Griffith, 1992:6; Lunenburg & Ornstein, 1996:214) contends that a school’s
transformation process is necessitated by external pressures. It must however be noted that the outside pressure is coupled with the internal factors such as educators’ willingness to change and the principal’ ability to drive the transformation process.

Innovations that are occurring in the social, technological, political and economic development of the country definitely force some adjustments not only of the curriculum, but also of the way or manner in which things are done. To give an example, technological advancement in South Africa has forced retrenchment of a large labour force who were found to be redundant as robots now do much of its work. This reality forces educators to revisit the curriculum and make adjustments to suit the parent’s economic demands. This readjustment of the curriculum also calls upon all schools to rethink their visions and missions, in order to keep pace with the times. The realignment of the vision and mission implies transformation of many things that are observed to be hindering progress.

Schools can also anticipate the change taking place from outside the school by making plans in such a way that transformation can be seen as a process initiated from within the school. Schools that keep on assessing their progress and effectiveness in response to the demands of life after going through a schooling programme, transform themselves towards effectiveness.

In short, schools transform in response to both internal and external pressures. Internal pressures are the schools’ willingness to remain relevant to the needs of learners (Bowring-Carr, 1997:161). Hence Goldring and Rallis (1993:23) argue that schools should take charge, they must not react to forces that impact on them, they must be proactive. The external pressure relates to changes in the country that may be political, social, and economic or any other aspect of life, the existence of which, its existence explicitly or implicitly affects education.

In managing transformation, it is important to note that there are three strategies that can be followed. These are (Blandford, 1997:180).
Directed Transformation

This form of transformation is the top down approach. The principal imposes it on educators and it is mostly likely to be sabotaged, as it is a process that is not owned by all educators.

Negotiated Transformation

This form of transformation is a result of collective agreement among all educators. It is a product of negotiations and full participation of all. Thus it is owned by all and it is mostly likely to produce the desired results.

Action – Centred Transformation

This strategy is derived from action research. It involves the identification of a practical problem, which must be changed through collaborative action. This strategy is pillared on collaboration and evaluation. Team effort is the key in this transformation process.

2.3.3 Stages in the Transformation Process

Transformation of schools to become Total Quality Schools happens as a process of various stages (Blandford, 1997:182 and Reavis & Griffith, 1992:126). For the purpose of this study, advanced by Reavi and Griffith (1992:126f) stages of restructuring will be followed. These are briefly explained below.

Planning and Initiation

In this stage, the school realigns its vision and mission to the dictates of both external and internal environments. Educators are intensively involved in negotiations to ensure ownership of all processes leading to success (Blandford, 1997:181). Responsibilities and roles are clearly specified and accepted. Goals are specified. The relationship between goals and needs of the learners and the community is explored coupled with the identification of resources that can help the transformation process.
The role of the principal at this stage is to ensure consultation and communication among all educators, learners and parents take place. This ensures that everybody is taken on board in the transformation process.

Momentum

In the momentum stage, goal-directed activities begin and are accelerated towards achieving quality. Each educator begins to see and appreciate his or her personal role in the process and how it complements the role of other educators. Learners and parents begin to realise that things have changed and educators begin to have the feeling of personal worth, which keeps on growing and indeed, it positively impacts on their motivation.

At this stage it is the principal’s responsibility to reinforce correct behaviour and offer support to educators, through training and listening, with an aim of offering professional help (Blandford, 1997:182). The success of the school is communicated to stakeholders so that everybody knows what the fruits of the transformation process are thus dispelling doubts that may exist at the back of other people’s minds.

Problems

As transformation continues, there may be problems. These problems may be associated with the varying interpretations of goals. Responsibilities may also multiply thus making educators feel unnecessarily overworked so they may wish to revert to doing things the traditional way. The principal must support and encourage educators while reminding them of the overall goals of the transformation process. He or she must provide help to those who are experiencing difficulties in a caring manner. Help can be given through the peer coaching or monitoring techniques.

Turning Point

This stage marks the intensification of the previous stage. If it is not managed well the educators’ endeavours towards Total quality Education fail because their problems and doubts may not have been correctly dealt with.
The principal must promptly identify any source of doubt, if any exists and resolve them. The principal must trust educators and encourage them to work independently but within the defined vision, mission and goals.

**Institutionalisation or Termination**

Institutionalisation means entrenchment of the culture of transformation – the complete moving away from the traditional way of doing things and the adoption of Total Quality Education principles. Further, it means complete commitment to quality as defined by the school bearing in mind the needs of the learners, the community and the labour market.

The principal must attribute success to all educators and not to himself or herself. An evaluation of all steps leading to success is noted for future reference. Educators are encouraged to continue working towards further improvement.

Termination means complete failure of the process, which results in disillusionment of educators thus making future transformation attempts difficult.

In schools where the transformation process has failed, principals should have the courage to evaluate the failure with educators. Once all attributes leading to failure have been identified, proper planning must be made to ensure success of the second trial. In addition to the above stages in the transformation process, principals must be aware of various approaches to this process.
2.3.4 Maintenance of High Standards of Performance and Professionalism

To ensure that high performance is maintained, management teams appointed by the department, namely principals, deputy principals and heads of departments have to take care of schools. It is incumbent upon these teams, in consultation with all educators and stakeholders, to create conducive working and learning atmospheres at schools to ensure high quality performance standards. The principal delegates duties to these members who have different expert powers based on their various fields of specialization. These members complement one another and work as a team; they guide, supervise and mentor the rest of the educators. It is also important that they adopt the modelling role.

To ensure quality education, the South African National Department of Education has a right to monitor schools on an annual basis with the aim of assessing progress and compliance with the constitution and all education policies (National Education Policy Act, No. 27 of 1996:891).

The Employment of Educators’ Act (Act No. 76 of 1998) makes provision for the establishment of a council for educators called South African Council for Educators (SACE) with which all educators must be registered (Section 28(1) (a-b) of the Act). The mission of this council is to enhance the status of the teaching profession and to promote the development of educators and their professional conduct. Basically, this Act, makes provision that the council shall:

* Promote professional development of educators; and

* Establish a code of professional ethics for educators which shall apply to all Educators registered or provisionally registered with the council.

The supervision of educators is also developmental (Reiman & Thies-Sprithall, 1998:7f; Glickman, Gordon & Roos-Gordon, 1998:133f & Myers & Simpson, 1998:2). The professional conduct of educators contributes to their effectiveness. It is professional conduct, for example, to come to school early every day. An educator who comes late wastes precious time for learners and this contributes negatively to
TQE. Therefore, it is believed that SACE will make a contribution to TQE through its impact on its members.

2.3.5 Promotion of Team Efforts towards TQE

The South African Schools’ Act No. 84 of 1996 makes provision for the establishment of teams called school governing bodies. Amongst other duties, School Governing Bodies are expected to:

- Promote the best interest of the school and strive to ensure its development through the provision of quality education for all learners at the school;
- Develop the mission statement of the school;
- Adopt a code of conduct of learners at the school;
- Support the principal, educators and other staff of the school in the performance of their professional functions; and
- All the other duties enumerated in Section 20(1) (a-m) of the South African Schools’ Act No. 84 of 1996.

The above indicates that school governing bodies are statutory bodies that can be seen as a support system for the school. They help the principal and his/her management team to set the stage for quality education to take place. In fact, these members are supposed to play an active role at the planning, implementation and evaluation stage together with school principals of school.

The council for Educators that was discussed above is yet another team that is in partnership with the quality education movement. Although it is not explicitly involved at the school level it is implicitly involved through its influence on its members. Its duty is that of offering proper professional growth to its members so that they approach their duties with an open mind and a willingness to ensure quality education for all learners.

Educators who are affiliated to this council support the belief that self-discipline, training and conduct of the teaching profession determine the quality of education in
this country (SACE, 1999:1). If educators respect the mission of the council there will be maximum commitment from them and their work rate at school will bring about the rejuvenation of schools, resulting in the high performance of schools as they follow TQE principles.

The Labour Relations Act No. 66 of 1995 makes provision for the establishment of workplace forums. These forums together with principals at schools form a partnership, which boosts the morale of educators. They promote the interest of all educators irrespective of membership to educators’ unions. Their aim is to enhance educators’ efficiency. They also promote the principle of consultation and participation in decision making at schools, thus ensuring ownership of all activities by all educators (Department of Labour, 1997:32). In addition, the Labour Relations Act promotes the right to fair labour practices, which is indeed motivational (Department of Labour, 1993:3). At this stage, it must be noted that school principals enjoy a very wide support system ranging from the constitution to school governing bodies. Laws and statutory teams have been put in place to enhance the quality of the school management teams’ duties. This notwithstanding, the onus still remains with principals and their governance teams to co-ordinate the systems in a manner that benefits their schools. Inability to coordinate these systems renders them valueless.

A careful analysis of literature (Murgatroyd & Morgan, 1994; West-Burnham, 1997; & Munro-Foure, Munro-Foure & Bones, 1993) indicates that most schools that adopt the TQE characteristics perform better. These characteristics psychologically motivate all members of the school community to be focused towards the basics, thus making a remarkable contribution in the whole school development in terms of effective learning and professional development of educators. The preceding section can be schematically summarized as follows:
2.3.6 TQE and School Performance

In exploring the effect of the implementation of TQE on a school’s performance, it is imperative to address a few of the basic characteristics of TQM. A number of authors (Whittaker, 1998; Sallis, 1997; West-Burnham, 1997; West-Burn & O’Sullivan, 1998; Murgatroyd & Morgan, 1994 & Munro-Foure, Munro-Foure & Bones) indicate that the following are the basic aspects of TQE and they are worth exploring at this stage.

The 4P development chain:
- The five tasks of TQM;
- The Quality Policy; and
- The Quality Management System(QMS).
2.3.6.1 The 4P Development Chain

Schools are founded on four elements, namely, purpose, policy, practice and product (Whittaker, 1998:24). These elements may be diagrammatically shown as in Figure 2.5.

In the TQE context, the above 4P development chain elements may be explained as follows:

2.3.6.2 Purpose of the School

By purpose, it is meant the driving force for most worthwhile activities in the life, and the management, of a school (Whittaker, 1998:25). Speaking about purpose, Murgatroyd and Morgan (1994:69) believe that a mission, which is part of a purpose, outlines the broad purpose of the school. Further, West-Burnham and O’Sullivan (1998:108) view a mission as a set of promises that a school makes to its pupils, staff, parents and the wider community. A school exists to keep these promises.

That this model is called the development chain suggests that the chain will always remain strong as long as it is intact. Should any of the above pieces be broken, it will mean the breakage of harmony. This will result in a dysfunctional institution, producing products that are irrelevant to the needs of the customers.

The proper alignment of the 4P-development chain elements contributes to the institutional life cycle theory. This theory states that a school develops over a four-stage cycle which consists of the formation stage, the growth stage, the maturity stage, the decline and decay stage and the renewal and rejuvenation stage (Sallis, 1997:78).
The formation stage

New buildings and the coming together of educators who are yet to bond into a quality team characterize this stage. This stage is further characterized by the institution’s endeavour to make itself known to the public and itself trying to know the needs of the public, so that they are considered in the initial planning and having them incorporated in the basic purpose of the school.

The growth stage

At this stage, the school faces the actual challenge of being a school. The demand of its service grows rapidly. It works hard to continue convincing the public through actions that it sticks to the promises made at its formation stage. In addition, all educators acquired are inducted into the youthful culture of the school.

The maturity stage

This stage is the most dangerous one because many schools at this stage are no longer proactive but react to events. The school’s effectiveness tends to become stagnant. Educators rely on experience, which may no longer be effective bearing in mind the ever-changing ways of doing things. If nothing is done to improve, this stage leads to decline.

The decline and decay or the renewal and revitalization stage

Decline and decay stage follows the maturity stage if the school does not improve. If the school improves itself the renewal and the revitalization stage follows instead of decline and decay if no attempt is made at the maturity stage to keep pace with the external environments, the performance of the school declines. The quality of education drops and the outcomes fail to tally with the expectations as outlined by the National Education Policy Act No. 27 of 1996.
Renewal and rejuvenation

This stage is characterized by the active evaluation of the present performance of the school, and the 4P-development chain of the school with an aim of readjusting to the present needs of the public. Continuous research into the needs of the learners, the community and the labour market are undertaken, thus making an impact on the school to review its mission and recommit itself to quality education. This stage is further characterized by reviewing of the curriculum. The performance of the school grows because the school knows the needs of all stakeholders and commits itself to the fulfillment of these needs. Figure 2.6 below indicates the Life-Cycle theory of a school. It must be understood that the 4P-development chain, if properly applied, can avoid the decline and decay stage of a school. Instead it can ensure that a school undergoes resurgence and revitalization.

The above diagram may be explained as follows:

Once the promises are made, all parties (educators, learners and the public) expect that these promises will be kept. It therefore becomes incumbent upon the principal and the School Management Team to ensure that a quality process is put in motion.
towards the keeping of the promises. In all activities, namely planning, organizing, supervision, leading and others, the promises are regarded as important signposts. Hence, West-Burnham and O’Sullivan (1998:109) contend that the mission “plays a central role in school leadership and management”. Through their purposes, which Whittaker (1998:24) calls the driving force, a school always:

* strives to meet the social and economic needs of the society. People are social human beings who have to adhere to certain social ethics and standards, including, morality. Schools are social institutions that educate learners about these to make them acceptable members of the society. Further, schools offer a curriculum that prepares learners to find their appropriate place in the economy of the country while contributing to its continued growth and sustainability;
* enables learners to learn about the world - thereby enhancing the aesthetic feelings of individuals and respect for the environment, which is the source of life and economy and offers itself as a world in which all things are happening;
* facilitates access to the world of work, which leads to the realization of the worth of an individual as a result of being suitably employed and earning a living;
* transmits social and cultural traditions. The school has the responsibility to educate learners about their cultural heritage including social ethics and morality. This function ensures that individuals behave themselves well and within acceptable social standards; and
* provides a foundation for adult life. Learners will one day find themselves as adults and will have to perform all the duties expected of an adult. Schools lay the foundation for this responsibility.

All the above should be explicitly entrenched in the mission of the school which should be shared and owned by all members of the school community. According to Sallis (1997:107f) and West-Burnham (1997:79) the practical purpose of a mission is to (a) provide a sense of direction and purpose, (b) generate consistency of action and 9c) serve to motivate and challenge.
Provide a sense of direction and purpose

This helps individual educators to come up with their own personal missions, which are aligned with the overall mission and purpose of the school. Once they have this in place they understand their own unique roles which must complement one another to achieve the purpose of the school.

Generate consistency of action

The mission should motivate all the educators to perform at almost the same rate. Whatever they do, their efforts reflect consistency and team effort directed at achieving the goals. If any of the educators fails to expend the required amount of effort the whole team suffers the consequences.

Serve to motivate and challenge

The mission should be such that it challenges all educators to do the best they can. If it is reasonable, practical and achievable, it motivates educators because they are aware that the mission demands what is within reach.

School management teams should communicate the purpose of the schools they lead and forge an intrinsic sense of ownership of these purposes amongst all members of the school community.

According to West-Burnham (1997:79) and Sallis (1997:107f), schools that lack a sense of purpose suffer the following:

Lack of sense of direction

Educators are not aware of what is expected of them; hence they lose the sense of direction. Each educator pulls to his or her own ends. There is lack of team effort.
Lack of motivation

When there is no clear direction everybody acts as he or she feels is suitable for him or her and this results in the demotivation of some educators.

Lack of consistency

The work rate of educators varies. Uneven efforts by educators are made because there are no clear policies that guide them. Each educator uses his or her own discretion resulting in lack of consistency.

A school which has a purpose is likely to be focused, organised and may display have a positive culture and climate. These are the positive factors that may contribute to the success of a school. Such a school is likely to produce quality results (product) and enjoy the support of the customers it serves.

2.3.6.3 Policy of the School

At this level it must be emphasized that it is imperative for schools to have various policies governing the activities of various aspects of the school life. Primarily, a school exists to offer learning experiences to learners. Therefore it is mandatory for all schools to have a policy on learning. West-Burnham and O’Sullivan (1998:110) contend that schools of quality should have policies on learning and teaching which should include:

- A definition of learning and teaching;
- The role of the educators and learners in the learning process;
- Specification of appropriate assessment strategies;
- Specification and the purpose of pastoral care, its relationship to learning and the strategies for raising achievement; and
- Utilization of the available resources, equitable accesses to them and their maximum use.
Such a policy is central to every relevant activity as the heart of syllabi, lesson planning as well as professional learning activities (West-Burnham and O’Sullivan, 1998:111). Professional learning activities connote developmental supervision of educators which views them as learners as well (Glickman, Gordon & Roos-Gordon, 1998:51; Reiman & Thies-Sprinthall, 1998:6).

An example of the effectiveness of a school policy is the dramatic increase in the matric results at Lethabile Secondary School (a school in Mamelodi) from 34% in 1997 to 76% in 1998. The principal attributed this achievement to their reformed school policy which motivated everybody to do the best they could (Sukhraj, 1999:13). The performance of this school is a living testimony to the power of a well-constructed school policy framework.

The quality policy

Quality policy is the “declaration of hope, aspiration and ambition” of a school (West-Burnham, 1997:59). It serves as a document for continuous reference by all members of the school community. It is a powerful tool that regulates the activities of individuals.

Amongst other things, the quality policy must include the following:

The system to be applied to obtain quality

The researcher strongly believes that the common understanding of quality would give birth to a system that could be used in obtaining quality. All components of the school, for example, classroom educators, governance structure, support staff and others, would design effective miniature systems aimed at achieving quality at all levels. Bringing these miniature systems together would produce a good system that functions towards achieving quality. All that is seen to be contributing to quality achievement is recorded as policy that binds educator in their performance towards achieving quality (West-Burnham, 1997:59).
The significance of training and development

Quality education views training and development as essential towards achieving quality. Within the TQE circles, schools may be encouraged to reflect on their policies that training and development is held in high esteem. Section 3.9 of this chapter is solely dedicated to staff development.

Management commitment

The principal and his immediate assistants are expected to model the high degree of commitment. In all their meetings, they brainstorm possible ways of achieving quality and keep on improving and influencing all other educators to commit themselves to quality.

The power of the policy must be augmented by the presence of operational procedures. West-Burnham (1997:59) attributes the problems that arise at schools and the failure rate to the lack of operational procedures, which should be clear, understood and easy to implement. Schools that have the quality policy and the operational procedures in hand have a greater probability of performing to standard. Schools that lack these are likely to function on an ad hoc basis resulting in poor performance.

2.3.5.4 Practice

In this development chain, practice means action in the process towards the achievement of the purpose (mission – promises). Whittaker (1998:27) supports this in arguing that practice is concerned with action and how the purposes and policies can be transformed into desired products. This author sees this step as characterised by:

Planning

It should be acknowledged that planning takes place at three different levels, namely top-level management planning, middle-level management planning and lower-level management planning (Buchel, 1995:8). Principals, heads of departments and
educators are respectively associated with planning at these different levels. Principals plan the total operation of the school as a whole. Heads of departments plan all the necessary means to achieve the goals of the school. On the other hand educators plan their daily activities that make sure that there is effective learning at the school. The levels of planning form a linear pattern one complementing the other (Badenhorst, 1993:24).

Implementation

Implementation means putting the plan into practice. It is characterized by monitoring, guiding, coaching and assessment. This activity should be guided by a well-established policy that is understood by all stakeholders. While implementation is in process, constant evaluation meetings should be held. It is important to give feedback to all stakeholders all the time.

Assessment

Assessment is a process, through which the quality of learners’ achievements can be judged, recorded and reported (Malan, 1997:24). On the other hand, evaluation can be seen as a process that includes information gathering, analysis of and reflection about this information, the weighing of alternatives and making a final judgment (Thomas, 1985:374). The researcher is of the opinion that learners’ achievements as contained in Malan’s (1997:24) definition of assessment can only be understood through the use of Thomas’ (1985:374) process of information gathering, analysis of this information and weighing of alternatives. Imenda and Muyangwa (2006:108) argue that measurement refers to the process of determining whether or not a given subject or participant possesses a given attribute, and to what extent, whereas evaluation is a process of placing value on an observe measurement. Assessment is therefore broader and encompasses measurement, and evaluation is placing value on what has been measured.
Reasons for conducting assessment are:

- To determine whether learners have acquired the required knowledge and skills;
- To assess the effectiveness of the learning process;
- To place learners in particular grades;
- To identify learners’ strengths and weaknesses; and
- To inform learners about individual progress and development (Malan, 1997:25).

Within the TQE circles, the researcher would wish to see assessment in a broad sense. It should apply not only to learners’ achievement but also to all components of the entire school system – where the governance structures, educators, support staff and others must continuously assess themselves to ensure that they always perform quality functions.

Practice entails the actual happening of things – i.e. the process. Without this chain there would be no product.

2.3.6.5 Product

Whittaker (1998:27) contends that product is concerned with what we want the outcomes of the schooling process to be. An example of this would be the statement of outcome (product) which may be formulated as follows:

After going through education, learners will become:

- Persons searching for meaning;
- Creative persons;
- Working persons;
- Enlightened persons;
- Co-operative persons; and
- Environmentally friendly persons.
The analysis of the 4P-development chain suggests that this model can be simplified as indicated below:

![Diagram of Detailed and Simplified 4-Development Chain](adapted-from-Whittaker-1998-24)

2.3.6.6 Alignment of TQE with TQM

The above elements of the 4P-development chain are closely aligned with the five tasks of TQM (Murgatroyd & Morgan, 1994). In this regard, according to Murgatroyd and Morgan for any school to be called a Total Quality School, it must perform the following tasks:

*Alignment with the organization and commitment to a school vision*

The principals’ leadership should motivate all members of the school community to pull towards the same strategic ends. Educators must be motivated to develop a high degree of collegiality as they work in teams that are focused to the achievement of the purpose of the school.
The spirit is cascaded down to learners. They also become highly motivated by both educators and the environment and become focussed on the achievement of what is expected of them as learners.

*An extended understanding of the customer-driven and process oriented basis for quality*

Arcaro (1995:2) sees quality as a unifying force, which helps education professionals to maximize their use of resources. The use of resources is directed at the enhancement of the quality of service delivery to customers. Customers (learners) are central to all activities that educators engage themselves in, all of which happen as a process and not as an event. The needs of the customers are taken into cognizance and the process is driven by the recognition of the demands of all customers at their different levels.

The needs of the educators as the principal’s customers are also taken on board in his or her plans. Deliberate endeavours are undertaken to afford educators satisfaction in all respects, encouraging them to be productive.

*Organization designed around teams and with investments made in team development*

In the context of TQE, a team is defined as a group of educators who come together and adopt a common mission to solve a problem for the good of the school, and they are unified in supporting all the teams’ activities. The team is bound together by key team elements such as those that appearing in Table 2.1 (Arcaro, 1995:14)
Table 2.2: **Key Elements of Quality Team** (Arcaro, 1995:14)

<table>
<thead>
<tr>
<th>Key elements of a team</th>
<th>Some explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment</td>
<td>Administrators, supervisors and staff support the team’s mission</td>
</tr>
<tr>
<td>Mission</td>
<td>Team members understand what they are expected to achieve</td>
</tr>
<tr>
<td>Objectives</td>
<td>Team members work on tasks that are consistent with the mission</td>
</tr>
<tr>
<td>Trust</td>
<td>Team members trust and respect one another and are willing to invest in one another</td>
</tr>
<tr>
<td>Meetings</td>
<td>Teams meetings are efficient and produce results</td>
</tr>
<tr>
<td>Shared responsibility</td>
<td>Team members recognize the interdependence for success that exists within the team</td>
</tr>
<tr>
<td>Conflict</td>
<td>Conflict is anticipated and eliminated before it becomes divisive</td>
</tr>
<tr>
<td>Roles and responsibility</td>
<td><strong>Team members know what is expected of them</strong></td>
</tr>
<tr>
<td>Participation</td>
<td>Every one of the team participates in all activities</td>
</tr>
<tr>
<td>Communication</td>
<td>Information is shared with all members and team activities are communicated to all educators in the school</td>
</tr>
</tbody>
</table>

In the school situation there may be many teams, for example, teams that exist on the basis of subjects taught by educators such as English, Mathematics, Geography and others. In other words educators teaching the same subject can be grouped together to form a team. Though this team functions independently of the other teams, what is important is that its activities contribute to the overall achievement of the purpose of the school. Preferably, such a team should not work independently of other teams, but liaise/collaborate in some way.

*The setting of particularly challenging goals, which commit the organization to significant, increases in performance*

To achieve a broad purpose, it is necessary to break down the goal into specific objectives that, once achieved, culminate in the achievement of the broad purpose. Schools should have realistic goals that are achievable. These goals should be aligned to the overall purpose of the school. The achievement of one goal motivates the school community to work harder to achieve the next goal.
The systematic daily management of the organization through use of effective tools for measurement and feedback

Measurement means the evaluation of strategies that are applied continuously to check if the process is continuously producing a quality product. Should anything be observed threatening quality, corrective measures are immediately undertaken. Following the quality principles, quality is evaluated on a regular basis, thus making it impossible to be shocked by high failure rates at the end of the year or the misfit of the product in the community and the labour market.

The tasks mentioned above summarize and emphasize the idea of the quality gurus enumerated by West-Burnham (1997:19f). It must be remembered that these gurus namely, Crosby, Deming and Duran (West-Burnham, 1997:19f) had various approaches to quality.

2.3.6.7 The Quality Management System

Quality Management System means improving quality by eliminating the causes of non-conformance in every activity throughout the school and it has the following advantages such as improved customer satisfaction; elimination of errors and waste and increased motivation and commitment from educators (Munro-Foure, Munro-Foure & Bones, 1993:4)

Schools should involve all members of staff in working out strategies that may ensure quality. Schools, through Quality Management Systems:

Identify the requirements of their customers

One can only satisfy customers when one knows the customers’ needs. Schools have the responsibility to interact with all of their customers so that they fashion their activities according to the demands / needs of their customers.
Ensure that they are able to supply products and service in accordance with these requirements

Once schools have understood the needs of learners, parents and industries, they must adapt their activities in such a way that education contributes to the satisfaction of the needs of these customers. This ensures that learners that go through them become assets, not only to the family, but to the community at large in terms of their contributions to the quality of life of the community and their relevance to the industrial market (Munro-Foure, Munro-Foure & Bones, 1993:7).

Schools that have their Quality Management System in place are responsive to the needs of their customers. They are likely to deliver the required products because they are in constant touch with reality. Their performance is positive and probably high and qualitative. Schools that are not using the Quality Management System are likely to falter and produce goods that do not satisfy the market demands.

The review of literature above indicates that there is relationship between application of Total Quality Principles and the performance of the school. a school that follows the Quality Principles performs better. On the contrary, schools that do not use the Total Quality Principles perform below standard.

2.3.7 Models of TQE

Diverse models of TQE have been advanced. A selection of only three models at this point will be made with the basic aim of covering a broad spectrum of TQE and emphasizing some key aspects of this process. The selected models are:

- The Total Quality Model for School Leadership;
- Basic Model of Educational Effectiveness; and
- The Comprehensive Model of Education Effectiveness.

Only the first model will be presented in depth because these models overlap. The other models will be used to make additions on the first model to ensure that a complete picture of TQE is painted. Where possible, cross-referencing will be made to indicate their similarities.
2.3.7.1 The Total Quality Model for School Leadership

Murgatroyd and Morgan (1994:167) propounded this model, comprising the following five features of:

- The vision;
- The teams;
- The tools;
- Strategies and goals; and
- The 3Cs.

Murgatroyd and Morgan (1994:60) emphasise that the model is visionary in that it embraces empowerment, performance and strategy. These three elements are crucial to the quality performance of a school. This model is schematically represented by Figure 2.8 on the next page.

Each component of this model is discussed below. It must be pointed out that there may be the need, where possible, to incorporate other models, for example, models on team building, communication and others.

![The Total Quality Model for School Leadership](image)

Figure 2.8: The Total Quality Model for School Leadership

(Murgatroyd and Morgan, 1994:67)
2.3.7.2 The Vision

A vision is at the centre of the Total Quality Model for school leadership. This suggests that it is the pillar around which all aspects of the school revolve. Without the vision, there would be no proper alignment of the other components of this model. The vision is very important because it attracts attention; provides focus; and compels an organisation to stick to what is important and to its track (Nanus, 1996:9).

The researcher is of the view that a vision can only do the above if it is well communicated to all stakeholders at school. Further, it must be practical and achievable. Nanus (1996:10) believes that a vision is a tool that leaders “use to lead from the front” in inspiring, attracting, aligning and energising their followers (educators) – to empower them by encouraging them to become part of a common enterprise dedicated to achieving the vision. The researcher argues that vision in school principals of KZN will propel them toward setting in place among others staff development programmes designed for educators with the expected outcome of making them contribute to schools becoming centres for TQE. Visionary school principals will identify schools that are ready to transform and embrace the principles of TQE in KZN.

The performance pattern of a school without a vision is described by Murgatroyd and Morgan (1994:62) as controlled by an attitude which says, “if we do what we always do, we’ll get what we always get”. This attitude does not characterise TQE because it is satisfied with the status quo. TQE is never satisfied with the status quo; it seeks continuous improvement all the time. On the other hand a steep-slope improvement pattern may be associated with schools that have a vision. This is indeed the characteristic of TQE.

In rounding off the power of a vision, it is worth enumerating some benefits that schools with vision enjoy. A vision:

- Creates meaning for everyone in the school;
- Provides a worthwhile challenge;
- Is energising;
• Brings the future into the present; and
• Creates a common identity (Nanus, 1996:9).

A vision on TQE therefore will start with top management in the strategic planning process. There will be a collaborate planning strategy between SMT and educators to realize the dream of TQE. This will involve schools extensively planning to provide the many and varied programmes they offer to ensure TQE.

2.3.7.3 Strategy and Goals

As it is indicated above that all the components of school life hinge around the vision, strategy and goals are the next components of the school life that is worth discussing. Strategy means a form of planning aimed at putting the vision into practice. Strategic planning is long term planning in that it stretches over a period of about three to five years (West-Burnham, 1994:84 & van der Westhuizen, 1996:141).

In context, strategic planning entails the involvement of all stakeholders, namely: educators and the school governing bodies. This is very important because a wider involvement ensures ownership of the plan by all parties. This makes everybody perceive the plan as our plan rather than saying his/her plan (principal) and thus expending very little effort in putting the plan into practice. In working out the plan everybody’s mind should be focused on the vision: hence this exercise is the translation of the vision into a policy that governs action (West-Burnham, 1994:81f).

In implementing TQE in KZN schools, it is therefore important to determine the route to take so as to change the status quo and make schools of total quality in the teaching programmes. Educators for instance, will have to strategise on how to implement their year plans relating to their programmes, teaching their subjects or grades and performing certain tasks that the principal or head of department have given them. This will be done having in mind that the schools reason for existence is to cultivate a culture of teaching and learning through effective education.
2.3.6.4 Teams

The field of management in South Africa is characterised by a paradigm shift with regard to the management style. Traditionally, South African managers were authoritarian. The advent of democracy precipitated change and today managers are trying to harness much wider input from employees in the form of teams hence building skills are nowadays highly prized (Sher, 1999:23). In like manner, the TQM for School Leadership holds teams in high esteem. The researcher is of the opinion that principals of schools do incorporate the strengths of teams in their school management.

Blandford (1997:83) quotes Bell (1992) who defines a team as a group of people working together on the basis of shared perception, common purpose, agreed procedures, commitment, co-operation and resolving disagreements openly by discussions. Everard and Morris (1990) are also quoted by Blandford (1997:82) and they add one more dimension on the above definition, that of the worth of the individual’s contribution to the team. They say: “The contribution drawn from each member is of the highest possible quality, and is one which could not have been called into play other than the context of a supportive team”. This statement asserts that teams unearth brilliant talents that can be tapped into the reservoir of skills that may play a role in the acceleration of the schools’ pace on its way to school effectiveness. Without the organisation of educators into teams, many talents remain unknown.

*The formation of teams*

In building teams, principals should allocate some time for the purpose of team building. Teams are made up of individuals with different personalities, ideas, strengths, weaknesses, levels of enthusiasm and demands for their jobs. As a result of these differences, they need a clear direction and leadership coupled with a few rules about how members should handle themselves hence the need for time to allow the team to bond together (Crosby, 1984:107; Sher, 1999:23 & Sallis, 1997:82). The leader needs patience in taking the team through the following stages (Sher, 1999:23; Blandford, 1997:83f; Sallis, 1997:82f & West-Burnham, 1997:143).
The forming stage

This stage is characterised by the coming together of educators who are not yet a team but just a group. They are excited, optimistic and idealistic, frightened and suspicious. Effective leadership is required to give proper orientation to this group in terms of its purpose, common grounds and mission.

The storming age

At this stage the team has reached consensus on its purpose. Members start to realize the amount of work that has to be done and some of them can react negatively. This stage is characterised by conflict that may stem from varied personal interests. Prompt and diplomatic resolution of this conflict enables the team to refocus itself on the task ahead.

The norming stage

At this point, the team is focused and develops rules and policies that govern its operation. Members are given specific roles that they have to play in the process of tackling the task and they start working. There may be a need for the training of the members depending on the task that has to be done. It is important to have a recorder. The team records minutes of the meeting, and documents how the team solved a particular problem, the tools that were used, problems encountered and the benefits derived for the school, learners, educators and the community (Arcaro, 1995:30). Depending on the size of the team and the complexity of the task, West-Burnham (1997:145) presents the Belbin’s team roles that are summarised in Table 2.3.
Table 2.3: **Belbin’s Team Roles** (West-Burnham, 1997:145).

<table>
<thead>
<tr>
<th>Role</th>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plant</td>
<td>Creative, imaginative and solves difficult problems</td>
</tr>
<tr>
<td>Resource investigator</td>
<td>Explores opportunities and develops contracts</td>
</tr>
<tr>
<td>Co-ordinator</td>
<td>A good chairperson, clarifies goals, promotes decision-making and delegates well</td>
</tr>
<tr>
<td>Shaper</td>
<td>Challenging thrives on pressure and has the drive and courage to overcome obstacles</td>
</tr>
<tr>
<td>Monitor / evaluator</td>
<td>Sees all options and judges accurately</td>
</tr>
<tr>
<td>Team workers</td>
<td>Perceptive and diplomatic, listens, builds and averts friction</td>
</tr>
<tr>
<td>Implementer</td>
<td>Turns ideas into practical actions</td>
</tr>
<tr>
<td>Completer</td>
<td>Searches out errors and omissions and delivers on time</td>
</tr>
<tr>
<td>Specialist</td>
<td>Provides knowledge and skills in rare supply</td>
</tr>
</tbody>
</table>

**The performing stage**

At this stage, the team has bonded completely. The degree of collegiality is high. Individual members of the team are committed and work hard. Solutions to problems emerge or tasks are completed and the products are of high quality. Members are confident and enjoy working as a team. Mature teams become highly performing and it is at this point where they can be entrusted with increasing responsibility (Murgatroyd & Morgan, 1994:151).

Beyond the performing stage, there is a critical stage where the team can either lower its performance or keep on performing at the accelerated rate. Mature teams may fall into the trap of conforming to or relying upon their normal work rate. They establish routines and operate as a closed system thus losing sight of external factors that demand the change of approach.

On the other hand another team may choose to re-examine all of its work in the light of the need for constant improvement. This team may be filled with desire to transform itself and remain relevant to the changing demand of their work (Murgatroyd & Morgan, 1994:151).
Functions of teams

In a school situation, teams can amongst other functions perform the following: (Blandford, 1997:83 & Sallis, 1997:85f).

- distribute and manage work;
- suggest procedures for reaching goals, problem solving and decision-making;
- participate in negotiations and conflict resolution exercises;
- monitor and evaluate progress of the school and inform the management team about their findings and suggestions;
- give appropriate feedback and suggestions to colleagues;
- nurture the spirit of collegiality amongst members thus ensuring openness and dedication; and
- advise the principal on a number of crucial issues relating to Quality Education.

Membership to teams

Schools can have many teams but the following element (Table 2.4) remain standard and can be found in almost all schools (Blandford, 1997:82).

Table 2.4: Teams that can be found at School (Blandford, 1997:82)

<table>
<thead>
<tr>
<th>Team</th>
<th>Membership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Management team</td>
<td>Principal and the deputy principal/s</td>
</tr>
<tr>
<td>Middle Management teams</td>
<td>Head of Department and subject heads</td>
</tr>
<tr>
<td>Staff teams</td>
<td>Teams based on various subjects and pastoral care of learners</td>
</tr>
<tr>
<td>Project teams</td>
<td>Established to achieve short-term goals</td>
</tr>
<tr>
<td>Interdisciplinary teams</td>
<td>Members from various departments to deal with long-term issues</td>
</tr>
</tbody>
</table>
It must be remarked that the above model, that is, Table 2.4, seems to compartmentalize educators on the basis of their ranks. It is the researcher’s observation that this division may not be conducive to effectiveness. Some educators may be suspicious that one rank team, for example, the senior management team, is not well informed about the aspirations of educators hence they may take decisions that do not favour all the educators. The ideal situation would be teams built on the basis of an organization, without an over emphasis on the formal hierarchy.

2.3.7.5 Tools

By tools, the Total Quality Model for school leadership means instruments for systematic daily management and operations. These tools may also mean quality monitoring instruments that can be used to give feedback to all members of the school community (Murgatroyd & Morgan, 1994:76). For an example, the school may have agreed upon indicators of performance in relation to the goals set. It may be the aim of the school to reduce learners’ late coming as it affects quality. The rate of late coming can be shown on a chart in the form of a graph. Different methods to counteract this problem can be used and the chart can indicate the status of late coming after some methods have been used to counteract it. As long as there is late coming, educators continue searching for the best solution and they are only satisfied when the chart shows that late coming has stopped.

2.3.7.6 The 3 C’s

The Total Quality Model for school leadership incorporates the 3C’s. These stand for Communication, school Culture and Commitment. These are discussed hereunder:

*Communication*

Communication is an interaction between and amongst individuals resulting in the satisfactory transfer of the message from one party to another. The satisfactory transfer is realized through understanding that is exemplified by the correct action taken after receiving the message (Riches, 1994:246; Guthrie, 1991:353 & Bittel & Newstrom, 1990:290).
Amongst others, the purpose of communication in a school situation may be to: inform, explain, persuade, reprimand, encourage, give thanks, appraise, propose, consult, and apologize, to raise questions, to change attitudes, to stimulate action, to inhibit action, to reassure and to give support (Gorton, 1987:34 & Riches, 1994:246). A school is able to fulfill its constitutional mandate and its basic purpose because of this most important tool, communication.

The general communication model shown below is preferred for this study because it presents communication from the sender, to the receiver and there is a feedback loop which is the important aspect of communication which many people tend to overlook.

Effective communication is characterised by the sending of the message and seeking feedback if the message was well understood. This is important because there are communication barriers or distracters that may inhibit the correct understanding of the message (Riches, 1994:248).

This model emphasises the effective communication is circular in nature. Looking at the model, the communicated message is communicated through a selected channel. Channels of communication are discussed in detail below. What is important at this stage is that the sender of the message must choose the best channel that is suitable for the intended receiver of the message. At the same time means must be made to choose a channel that may be able to evade the distracters and present the message in its original form. Figure 2.9 represents the communication model.
The receiver decodes the message and generates some understanding. This understanding must lead to an action that is solicited by the message.

The sender of the message must not think that communication has happened after sending the message. Communication is only completed when the correct feedback is given. The feedback loop completes the cycle of communication. If the receiver of the message takes no proper action, or if no proper feedback is received after sending the message, the sender must make follow-ups. This time he or she can send the same message using another form of communication channel. When the correct feedback is obtained then communication has taken place.

For example, communication takes place between educators and learners in a classroom. Educators present a lesson through communication. They seek feedback by asking questions, giving tests and by observing the learners’ behaviour after the communication. If learners show that they did not understand, the educator repeats
the lesson, using other forms of teaching aids that form part of the communication channel.

*Communication Channel*

Communication channels are categorized into three. Table 2.5 presents these channels:

<table>
<thead>
<tr>
<th>Writing</th>
<th>Oral: Face to face interview</th>
<th>Oral electronic / visual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note</td>
<td>Small group meetings</td>
<td>Telephone</td>
</tr>
<tr>
<td>Letter</td>
<td>Large group meetings</td>
<td>PA system</td>
</tr>
<tr>
<td>Memorandum</td>
<td>Functions</td>
<td>Overhead or slide projector</td>
</tr>
<tr>
<td>School bulletin</td>
<td></td>
<td>Radio</td>
</tr>
</tbody>
</table>

*Communication barriers*

Riches (1994:251f) mentions the following communication barrier of which principals and all members of the school community must be aware. These barriers are language or semantic problem; attitudinal problems; different perceptions; poor choice of communication channels and lack of confidence.

*Commitment*

Commitment refers to an individual’s (educator’s) psychological bond to the school. It can also be seen as the strength of an educator’s involvement with the school in the form of a strong desire to remain a member of the school community; firm beliefs and acceptance of the values and goals of the school and a readiness to exert considerable effort on behalf of the school towards the achievement of quality product (Legge, 1995:411). This raises the question: *Are educators in the study area committed to their duties at the level this definition requires?*
The principal and the school management team can nurture the evolution of commitment of the educators so that it matches Legge’s (1995:411) definition of commitment. Closing the commitment gap is a step that principals can take to nurture this.

The commitment gap is the differences between the time educators are paid for teaching and the actual time spent on quality teaching and learning (Dell, 1998:8). This author also feels that the principal can measure the commitment gap by comparing the actual teaching and learning time on a 100% scale. Say for example, the principal measures the level of commitment at 70% the commitment gap would be 100% - 70% = 30%. Once the gap has been established, it then becomes the responsibility of the school management team to close this 30% gap by nurturing the commitment growth of educators.

Dell (1998:13) argues that the following nurtures the development of educators:

- Leading educators to new challenges;
- Making educators feel good about themselves;
- Keeping individuals (educators) motivated and interested; and
- Keeping educators informed about everything and particularly about their opportunities for increased skill development.

Crucial to the evolution of commitment, are expectations. It must be understood that both the educators and the principal have expectations regarding teaching. If the expectations are incompatible, the nurturing of commitment will be stifled. But if the expectations are compatible, the nurturing is enhanced (Dell, 1998:28). The question of expectations goes hand in hand with the involvement of educators in matters affecting them, and the proper explanation of the educator’s responsibilities and how they relate to the end product. If these are positively done, commitment is enhanced and the commitment gap is progressively closed.
School culture

School culture is the other element of the Total Quality Model for school leadership. The elements of school life namely school identity, school strategies, structures and procedures, technical support, human resource, leadership and management are dependent on school culture. The nature of the school culture determines the nature of the balance and alignment of these elements of school life (Davidoff & Lazarus, 1997:18). Authors (Lunenburg & Ornstein, 1996:58; Norton, 1996:75; Drake & Roe, 1994:111; Davidoff & Lazarus, 1997:20 & Murgatroyd & Morgan, 1994:65) are in agreement that school culture is the set of shared philosophies, ideas, beliefs, feelings assumptions, expectations, attitudes, norms and values that have been tried and tested over a period of time. Each time these are tested, they yield similar results and are thus informally adopted as part of the educators’ way of doing things or solving problems. Learners and parents may also share this culture. The school community protects this culture and teaches it to new members as the correct way to perceive, think, feel and act in relation to these collectively adopted aspects of the school life.

Norton (1996:75) portrays a dichotomy of thoughts authors have about school culture. One view maintains that school culture emerges unconsciously and it is not manoeuable or manageable. On the other hand, another view asserts that school culture can be managed and schools should try the best they can do to manage it and direct it in such a way that it exists for the benefit of quality education. Lunenburg and Ornstein (1996:60) seem to be the proponents of the latter view because they discuss the creation of school culture, its maintenance and how it can be changed. Indeed, topics like these suggest that culture can be intentionally managed. For the purpose of this study, the process of changing school culture will be discussed in detail because it is assumed that schools already have their culture that they are also maintaining. If there is a need for the change of culture to make it match their quest to transform into Total Quality Education, it is important to note the following steps (Lunenburg & Ornstein, 1996:65).
External enabling conditions

This means that schools have to consider some external factors that call for the change of culture. For example, changes in the broader community in the form of technology and labour requirements of the country dictate that there must be some changes and adjustments of the curriculum. These ultimately dictate that the culture of the school needs some changes and adjustments as well.

Triggering events

The change of culture usually begins as a response to some triggering events. In a school situation, the principal can review the vision of the school in response to the new trends in education, for example Curriculum 2005. The review of the vision has an impact on the mission of the school and ultimately the culture of the school. The principal surveys the beliefs, values, assumptions and behaviour of the schools’ existing culture. This leads to the creation of the image of the schools’ image in the future which automatically leads to strategies that can be employed towards the envisioned future.

Culture change action plan

Culture change action plan means the formulation of a mental picture ideal for the school. This is a future projection exercise that maps the desired goal. It is followed by an evaluation of the present culture in terms of how it matches the envisaged culture. The deficiencies are distinguished and a plan is made as to how to add on the existing conditions to produce the desired culture.

Implementation of intervention

At this stage, the principal identifies the change agents, agents that can change the culture into the desired one. In simple terms, influential educators are identified and deeply briefed about the advantages of the envisaged change of culture. Resources are also manipulated in such a way that they promote the change of culture. Relevant communication channels are chosen to influence the change.
Reformulation of culture

The planning and co-ordination done during the previous stage make the necessary impact and the majority of the school community members gravitate towards the planned change. They adopt and internalize it as a collectively experienced and accepted aspect of the school life.

It must be noted that school culture affects the school in a number of ways, namely motivation of educators, decision-making, communication, effective teaching and learning and others (Lunnenburg & Ornstein, 1991). It is important that principals must have knowledge about the dynamics of culture because it affects the daily running of schools.

2.3.7 The Basic Model of Educational Effectiveness

While the Total Quality Model for school leadership is broad and touches on aspects of school life inside and outside the classroom, the basic model for educational effectiveness focuses on the classroom. The curriculum that is being offered, the grouping of learners for the purpose of effective learning and the educator behaviour are concerns of this model. Figure 3.10 on the next page presents this model.

This basic model for educational effectiveness emphasises the basic elements of school life that makes education effective. It must be remembered that schools exist for a particular purpose as discussed in paragraph 3.3.1.1 this model can be briefly explained in three topics namely the curriculum. Grouping procedures and educator behaviours. All three have bearing on effectiveness.
2.3.7.8 Curriculum

The basic model for educational effectiveness acknowledges that education is only effective if there is an attractive curriculum that learners should experience. All learners’ experiences that are realised under the supervision of the school are called curriculum (Oliva and Pawlas, 1997:280). These experiences are in essence deliberately prepared by the school with an aim of helping learners develop, acquire and continually improve the habits, attitudes and skills necessary for responsible citizenship. (Oliva and Pawlas, 1997:294). To achieve this, a school must offer a curriculum that is responsive to the needs of the learners. Each educator must interpret and implement the curriculum correctly.

In their own classrooms, educators must, through various lessons advance the goals and contents of the curriculum to learners. Learners must participate actively and assimilate the goals and content of the curriculum that makes them develop the acceptable social standards (See figure 2.10 below).
Figure 2.10: **The Oliva Model of Instructional Effectiveness**

(Oliva and Pawlas, 1997:97)
In preparation for the implementation of the curriculum, it is important for educators to have the Oliva modes of instructional effectiveness in mind. This model is shown on the next page as Figure 2.11. The Oliva model emphasizes that education exists to serve the learners and community. Should education fail to meet this primary function, its effectiveness becomes questionable. As educators’ plan for various lessons, they should reflect on the Oliva model.

Figure 2.11: **The Oliva Model of Instructional Effectiveness**

( Oliva and Pawlas, 1997:97)

Evaluation, feedback and corrective instruction are important aspects of the basic model for educational effectiveness. It is therefore important for educators to be continually developed with regard to successful implementation of the curriculum with its related obligations namely, evaluation techniques and effective feedback and handling of the corrective instruction or remedial instruction.
2.3.7.9 Grouping procedure

Lyman and Foyle (1991:16) believe that learners come to new classrooms as strangers. They recognise old friends and gravitate towards them or may remain isolated. Further, learners tend to bond together with those they perceive to be the same as they are. Sometimes some members of the class may choose to ignore a new member, or use him or her as a scapegoat for the problems of a group or the class as a whole. If learners are left in these conditions, some may not learn effectively hence there is a need for educators to purposefully group learners to ensure that each learner in the classroom enjoys being part of the group and learns maximally.

Group building involves learners and educators in planned activities that embody the requirements of successfully co-operative learning; hence co-operative learning is an element of the basic model for educational effectiveness.

There is an opinion that group building should be designed in a way that promotes the experiencing of success and maturing of positive attitudes (Lyman & Foyle, 1991:17). These authors believe that the following are group building techniques that may be used by educators. It is therefore important that educators should ensure that the differences in terms of personality, experience, culture, skills, problem-solving skills of each learner is respected. The grouping process can be viewed under the following concepts:

*Positive group interdependence*

This technique ensures that all members are engaged in the task. Successful completion of the task is dependent on each and every member of the group. If one member fails to do his or her task, the entire team fails. In the process every member of the team learns effectively.

*Group reward*

Group reward can take two forms namely team reward and individual reward. In team rewards, members of the team may enjoy working together and this can in itself
be rewarding to each member. The successful completion of the task by the team is also rewarding. Individual reward involves rewarding individual members of the team because of their outstanding work performance. Rewarding can take the form of giving stickers, certificates and small prizes to individual group members. As distinguished group members get their rewards, all the other members get motivated to work hard.

The grouping or teaming up of learners lays a foundation for cooperative learning. The basic model for educational effectiveness emphasises that the success of cooperative learning is dependant on differentiated material, evaluation, feedback and corrective instruction.

The procedures that can be followed in grouping learners vary, depending on the purpose for grouping. Layman and Foyle (1991:22) mention the following types of grouping which also portray the purpose of grouping. These are as follows:

<table>
<thead>
<tr>
<th>Grouping type</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative grouping</td>
<td>divergent thinking process</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>fostering of problem solving skills</td>
</tr>
<tr>
<td>Communication</td>
<td>promotion of communication and listening skills</td>
</tr>
<tr>
<td>Awareness</td>
<td>awareness of special skills</td>
</tr>
<tr>
<td>Self-esteem-</td>
<td>building of positive concept needed for positive decision-making.</td>
</tr>
</tbody>
</table>

It is expected of educators and principals to show consideration, appreciation and given positive remarks in all group activities (Lyman & Foyle, 1991:25)

2.3.7.10 Behaviour of the Educator

This model views an educator as the manager and leader in the classroom. The manner, in which the educator handles the class, determines the effectiveness of education. This model recommends educator behaviour that creates an atmosphere and expects high standards from learners. High expectations are characteristics of effective schools.
The educator must have the ability to formulate clear goals that reflect basic skills that learners can refine and develop as they grow. The educator’s behaviour should also influence the cognitive development and learning for transfer by learners. Transfer can be viewed in two dimensions, namely ability to link previous learning units with the present and seeing the relationship between the two and the ability of a learner to use contents of the curriculum in solving real life problems outside the school.

This model further emphasises that educators must have skills to present lessons in a manner that is understood by learners. This must be accompanied by effective questioning that challenges learners to think along the taxonomies of instructional objectives (Oliva and Pawlas, 1997:104). Evaluation of progress is yet another behavioural skill that educators must have.

The model emphasizes that educators must be consistent in all that they are doing. A lapse in consistency defeats the ends of educational effectiveness.

2.3.7.11 The Comprehensive Model of Educational Effectiveness

The basic model for educational effectiveness discussed above can also be read in conjunction with the comprehensive mode for educational effectiveness propounded by Creamers (1997:115). This model also touches on almost all the aspects of the basic model for educational effectiveness. In addition, Creamer’s (1997:115) comprehensive model of educational effectiveness clarifies other aspects of school life that affect Total Quality Education. To be specific, this model sees learners as having to play an active role in their own education; hence the model focuses on their social background, motivation and their use of time in task. The understanding of both models, namely the basic model for educational effectiveness and the comprehensive model of educational effectiveness, present a holistic understanding of what it takes for a school to become an effective school. Figure 2.12 on the next page presents this model.

Briefly, this model emphasises that schools can be effective only if they operate within the context of quality specifications. The school itself should operate and be guided by the school policy on classroom instruction and evaluation. The school culture should be such that it promotes quality supervision and or staff development
programmes. The use of time should be co-ordinated well through the use of flexible
time schedule that promote order and an atmosphere conducive to learning. The
bottom part of this model touches on learners themselves and contends that they have
a role to play in the schools’ route to educational effectiveness.
Quality: policy focusing on effectiveness
: indicator system/policy on evaluation
: training and support system
: funding based on outcomes

Time: national guidelines for time schedules
: supervision of time schedule

Opportunity: national guidelines for curriculum

Context

Schools

Classroom

Student

Time for learning
Opportunity to learn

Time on task
Opportunity used

Motivation

Aptitude
Social background

Consistency
and control

Consistency
Cohesion
Control

Figure 2.12: The Comprehensive model of Educational Effectiveness (Creamers,
This model argues that learners’ backgrounds, motivations and aptitudes strongly determine their achievement and the schools’ effectiveness. Further, the model asserts that the amount of time learners spend on actual learning tasks, coupled with the afforded opportunities to learn, determines effectiveness. Time can be available but if learners are not afforded an opportunity to learn, learning cannot take place. It is therefore important that both variables must be in existence (Creemers, 1997:116f).

The quality of learning is also determined by learners’ backgrounds, motivations, and aptitudes and particularly by the carefully planned schools’ intervention in the life of a learner that may override the other factors (Schrerens & Boskers, 1997:37; Creemers, 1997:116).

2.4 SCHOOL SUPERVISION TOWARDS TQE

2.4.1 Models of Supervision

Supervision can be viewed in two dimensions, namely: classroom supervision and out-of-class supervision. Classroom supervision is directed at helping educators improve their ability to teach effectively towards TQE inside the classroom or anywhere, when presenting a lesson. Out of class supervision involves the principal together with the school management team’s endeavour in forging favourable school culture and climate. The two are interrelated and complement each other, as Sergiovanni and Starrat (1993:202f) point out:

For the purpose of effective supervision, principals must know a variety of supervision models so that they can use them concurrently or separately depending on the demands and the uniqueness of the supervision encounter. Supervision of different educators will always differ depending on the experience of educators and their preferences and that of the supervisor.

The Employee-Performance Analysis Model was formed by Frase and Hetzel (1990:103). This model subdivides educators into four as seen on Table 2.6:
Table 2.6: The Employee-Performance Analysis Model

<table>
<thead>
<tr>
<th></th>
<th>Workhorse</th>
<th>Star</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Potential</td>
<td>40 – 45%</td>
<td>5 – 10%</td>
</tr>
<tr>
<td>High Potential</td>
<td>Deadwood</td>
<td>Diamond in the rough</td>
</tr>
<tr>
<td>Low Potential</td>
<td>5 – 10%</td>
<td>20 – 25%</td>
</tr>
</tbody>
</table>

(Frase & Hetzel 1990:103)

The categorisation of educators as seen in the model can be explained as follows (Frase & Hetzel 1990:102):

**Deadwood**

Deadwood educators are those educators who lack motivation to perform. Their response to help, advice and encouragement is minimal. They are not focused on quality education, as their reasons to be in teaching are self-centered and not learner-centered. Their performance is of very low standard and they lack the appropriate potential.

**Workhorse**

These educators display a very high performance rate, which is coupled with low to medium potential. They however give 100% of their effort and they are always punctual, willing and committed. They amount to about 40 – 45% of educators.

**Diamond in the Rough**

This group, which is about 20 – 25% of educators, has high potential but very low performance. In many cases this group consists of less experienced educators who need help and appropriate supervision. If appropriately supervised, these group members are most likely to become stars.

**Star**

About 5 to 10% of educators are in this category in a given school. They teach very well. They help their learners in a number of ways. Because of their marvelous work, both the learners and parents love them.
For the purpose of effective supervision, principals must have an idea of the educators they have at school. This will help them know who needs intensive supervision and who can mentor others, and who does not need supervision at all.

It is clear that much supervision attention must be given to the dead woods. Though the diamonds in the rough also need intensive supervision, there is hope that once they accumulate experience, they will need little supervision. The workhorses need very little supervision.

Once the principal has categorized his/her educators along those lines, the application of supervision models can then be guided by the categorizations. Some of the supervision models that the principal must be aware of are the following:

- The four-phase supervision process;
- The clinical supervision model;
- Peer coaching; and
- Mentoring.

2.4.2 The Four-phase Process of Supervision

The employee-performance-analysis model asserts that about 5–10% of educators in all schools are labelled as deadwood. The four-phase-supervision process seems to have been designed for this category of educators. This model specifies that all means are made by supervisors to help these educators to be productive and contribute meaningfully to TQE. Failure to perform to standards (in efficiency) initiates processes leading to their discharge from service (Frase & Hetzel, 1990:103). This model can be summarised by Table 2.7.
Table 2.7: **The Four-phase Process of Supervision**

<table>
<thead>
<tr>
<th>Phase 1</th>
<th>Phase 2</th>
<th>Phase 3</th>
<th>Phase 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial diagnosis</td>
<td>The first formal plan for improvement</td>
<td>Official corrective action</td>
<td>The termination process</td>
</tr>
<tr>
<td>Legal and ethical consideration</td>
<td>Reference to legal obligation</td>
<td>Issue notice to implement improvement plan</td>
<td>Notify educator about reference of the matter to the department</td>
</tr>
<tr>
<td>Specify deficiencies</td>
<td>Educator develops written performance improvement plan with the assistance of the management team</td>
<td>Develop and implement second improvement</td>
<td>Prepare for an inquiry in terms of Section 16(1-4d) of EEA, 76 of 1998</td>
</tr>
<tr>
<td>Assist educator in remedying deficiencies</td>
<td>Mentor educator is appointed</td>
<td>Evaluate progress</td>
<td>The permanent deals with the matter</td>
</tr>
<tr>
<td>Evaluate progress</td>
<td>Review and validate plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Initiate performance improvement plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Monitor progress and evaluate improvement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- If there is improvement, the educator is removed from the danger zone
- Continued supervision and appropriate staff development
- Reinforcement
- Continued monitoring, evaluation, feedback and rewards
- Termination or change of responsibilities
- Appeal and finalization of the matter

Adapted from Frase and Hetzel (1990:103)

Phase 1 of this model entails referring the educator to specific laws that bind him or her in terms of his or her employment contract. The supervisor informs the educator about the implication of the law relating to the educator’s continued inefficiency. Furthermore, educators must know that the constitution (Section 195(1) (a) demands that high standards of professionalism and ethics be upheld at all times. Therefore, any form of sloppy performance due to subscription to the deadwood attitudes can be interpreted as misconduct in terms of Section 17(1) (c-d) of the Employment of Educator’s Act Number 76 of 1998.
At this point it is important to indicate that the aim of supervision is to help an educator develop and realize his or her potential which will assist him / her to be effective in the classroom. It must be noted that it may be costly to keep deadwood personnel that do not have the interest of learners at heart, but who are self-centered and may cause damage to the future of learners by not doing the correct thing. After all forms of supervisions have failed, this model is taken as a last resort, subject to attendant legal foundations.

Educators’ incompetence can be categorized as follows (Frase & Hetzel, 1990:105).

Table 2.8: Categories of Educator Incompetence

<table>
<thead>
<tr>
<th>Category</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical</td>
<td>lack of discipline, teaching methods, knowledge of subject, evaluation of pupil performance</td>
</tr>
<tr>
<td>Bureaucratic</td>
<td>disobeying the school rules and policies non-compliance with standards of conduct applicable to the teaching profession</td>
</tr>
<tr>
<td>ethical</td>
<td></td>
</tr>
<tr>
<td>Productive</td>
<td>failure to obtain desirable results, e.g. academic progress of learners.</td>
</tr>
<tr>
<td>Personal failure</td>
<td>lack of emotional attributes e.g. emotional instability</td>
</tr>
</tbody>
</table>

In terms of Section 11(1) (d) of the Employment of Educator’s Act Number 76 of 1998, an educator may be discharged from duty “on account of unfitness for the duties attached to the educator’s post or incapacity to carry out those duties efficiently”. It would seem that deadwoods are both inefficient and incapable, or they are capable but they just do not care.

The principal must spell out precisely to the educator in question, the deficiencies that are noticed with respect to that educator’s performance. It is also important to indicate the end result of these deficiencies or how such deficiencies negate TQE.
After collaborative planing, the educator is given a chance to implement the plan. The principal is also given a chance to evaluate the impact of the help and the work of the educator. If the principal is satisfied, reinforcement techniques are used to empower the educator, which is an act that honours his or her intrinsic motivation to use his or her expertise to the best advantage of the school (Shwahn & Spady, 1998:6). If there is no improvement in the performance of the educator, the next phase is undertaken.

The next step is to assist the educator in remodelling the deficiency. This exercise must be done in good faith and the educator should not see it as a trap. The educator must plan lessons with the principal and together review teaching methods that can best help the presentation of the lesson being planned. Other extra-curricular strategies that can help the educator as a complete and efficient person must also be thought of as applied.

Phase Two of this model begins, once more, by making the educator aware of his or her legal obligations. A meeting is held with the educator where, in good faith, the educator is informed that he or she is given a further chance to prove to himself or herself that he or she can make it in the teaching profession. In this regard the educator is requested to present in writing a performance improvement plan with the help of the school management team. This plan must be seen as the educator’s commitment to improve on the identified deficiencies.

Once a development plan is presented, a mentor educator is appointed to interact with him / her in almost all activities geared to helping the situation. Briefly, the duties of the mentor educator are (Fraser & Hertz, 1990:110):

- To help the educator in improvement efforts;
- To model the teaching techniques identified as deficiencies on the performance improvement plan;
- To allow the educator in question to observe his or her mentor’s classes; and
- To meet on regular a basis with the educator and discuss performance.
The plan should be constantly reviewed to evaluate if it is working or not. If it works, it is validated but if it does not work, it is reviewed and adjusted. The monitoring and evaluation processes are undertaken concurrently as the plan is put into practice. If there is improvement, reinforcement techniques are once more undertaken. If there is no improvement at all, the next phase is undertaken.

Phase three entails giving a formal notice to the educator of the school’s intention to inform the department about the problem (educator’s incorrigibility). This notice must further inform the educator about specific deficiencies; specific corrections required; evaluation criteria and copies of policies and laws governing the educator’s performance. The principal must present a suggested final improvement plan which, if achieved by the educator, results in the misconduct charges withdrawn.

The plan is made in good faith to help the educator. The educator must feel the warmth of being cared for and should not feel victimized or harassed. The principal may have to set aside quite a number of engagements and dedicate all the available time to helping the educator improve. Monitoring and evaluation adhere to the development plan. Proper records are kept and evidence is gathered at this stage in preparation for the final phase. The final phase of this model entails referring the matter to the department. The department takes appropriate steps, in terms of the law, in charging the educator with misconduct and affording him/her a hearing.

2.4.3 Clinical Supervision

Goldhammer is quoted by Sergiovanni and Starrat (1993:203) as defining clinical supervision as a “face-to-face relationship” between the supervisor and the educator where the educator is being helped to master appropriate and professional teaching behaviour. The main purpose of clinical supervision is to develop and implement a system of in-class supervision that “will prove powerful enough to give the supervisor a reasonable hope of accomplishing significant improvements in the educators’ classroom instruction”. It also lays the foundation for out-of-class supervision. The trust gained from classroom supervision complements out-of-class supervision (Sergiovanni & Starrat, 1993:202).
Lyman, Wilson, Garhart, Hein and Winn (1989:100) see clinical supervision as an exercise aimed at improving instruction through focusing on factors which have demonstrated power to improve learner achievement, foster a positive learner self-image and build learner enthusiasm for the learning process. These authors believe that the main aim of clinical supervision is to assist educators to develop skills necessary to assess their own instruction and to make improvements as needed. A successful clinical supervision makes the educator voluntarily seek the supervisor’s assistance in an appropriate manner, in solving difficult problems.

Scholars such as Reiman and Thies-Sprithall (1998:25) and Sergiovani and Starrat (1993:228f) are of the same opinion that clinical supervision ought to focus on helping an educator, and it has eight steps, which are called the cycle of assistance. Other scholars for example, Goldhammer, Anderson and Krajewski (1998:32) and Glickman, Gordon and Roos-Gordon (1998:298f) assert that the model is made up of five steps. Put in juxtaposition, these steps compare as shown in Table 2.9.

For the purpose of this study, the five stage clinical model will be followed as developed by Goldhammer, Anderson and Krajewski (1980:32); Glickman, Gordon and Gordon-Ross (1998:298) It will be enriched by integrating it with the appropriate stages from the 8-stage cycle of assistance as indicated on Table 2.9.

Table 2.9: Stages of the Clinical Supervision Model

<table>
<thead>
<tr>
<th>Five stage clinical model</th>
<th>Eight stage cycle of assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pre-observation conference</td>
<td>1. Establishment of help and trust relationships</td>
</tr>
<tr>
<td>2. Observation</td>
<td>2. Collaborate planning</td>
</tr>
<tr>
<td>3. Analysis and interpretation</td>
<td>3. Planning for observation</td>
</tr>
<tr>
<td>4. Supervision conference</td>
<td>4. Observation</td>
</tr>
<tr>
<td>5. Post conference analysis</td>
<td>5. Analysis</td>
</tr>
<tr>
<td></td>
<td>6. Planning for conference</td>
</tr>
<tr>
<td></td>
<td>7. Conferencing</td>
</tr>
<tr>
<td></td>
<td>8. Renew planning</td>
</tr>
</tbody>
</table>
Pre-observation Conference

Sergiovanni and Sterrat (1993:61) argue that supervision should comply with the moral imperatives, which are acceptance: honesty, respect and care. It is at this stage where these imperatives should be realised. The educator should feel unconditionally accepted for whom and what she or he is. The element of honesty must prevail from both the supervisor and the educator. Mutual respect must be established and the educator must feel cared for. The educator must feel that the supervision exercise is aimed at helping him or her to grow in the teaching profession. Trust must develop between the two. The educator must trust that the exercise will help him or her and that the principal is the relevant person who can help. The principal must trust that the educator will make a meaningful contribution to the development of quality education at school. Further, this stage entails the supervisor getting an orientation towards the group of learners to be observed. The two get an opportunity to develop a contract outlining what aspects of teaching the educator should get feedback on (Wiles & Bondi, 1996:259).

Once the relationship of help and trust has been developed, the two collaborate in planning the lesson together. The aim is to help the educator gain confidence and stand on his or her own in the future. The plan should include clear objectives, learner outcomes and teaching strategies. The learner outcome should be based on the areas or domains namely: the cognitive domain, the effective domain and the psychomotor domain (Viljoen & Moller, 1992:48). In brief, lesson plans must reflect these steps and educators must inherit or adopt lesson plans that are comprehensive and cater for the total and quality development of educators.

Observing the Instruction

At this stage, the principal observes the presentation of a lesson and records data on the classroom activities. This exercise can also follow observation principles.

Analysis and Strategy

The principal analyzing his or her observation of the presentation of a lesson characterises this stage. He or she reviews his or her notes in respect of the mutually
agreed contract of observation. As the principal analyses the notes, a reference is specifically made to the educator’s verbal behaviour, level of questioning and classroom management techniques (Wiles & Bondi, 1996:259)

Finally, the principal thinks about how to approach the educator and discuss the lesson and present the suggestions he or she has developed. It would also be wise to expect that the educator may be defensive and so think of how to make him or her see things objectively and accept reality as it is.

**Supervisory Conference**

During this stage both the educator and the principal come together and discuss the lesson presented by the educator. Feedback is given to the educator based on general observation but particularly based on the agreed contract. Discussions are entered into and agreements are reached. During the session, if need be, both the educator and the principal plan together for the next lesson. Means are made to ensure that the new lesson incorporates suggested improvements identified to be lacking during the conference.

**Post-conference Analysis**

During this stage the principal ponders if the clinical supervision process was successful or not. The principal introspects about how he complied with all the ethical principles of developmental supervision; if the educator was given sufficient time to make contributions in his or her own development. This exercise helps the principal improve in the future when handling other clinical supervision processes.

2.4.4 Peer Coaching

Before peer coaching is fully explained, it is necessary to remark that literature (Louis, Marks & Kruise, 1996:761), Lunenburg & Ornstein 1996:433) are concerned about the size of a school and they argue that the size of a school has a bearing on school effectiveness. There is a growing concern with the size of a school and the principal’s ability to supervise educators in view of their numbers (Fiddler, Glickman, Gordon & Roos-Gordon, 1998:303). Big numbers make the span of control
(manageable ratio of educators to supervisors) unmanageable. Research indicates that a principal can render intensive supervision with follow-ups, to about 11 educators per year (Glickman, Gordon & Roos-Gordon, 1998:303). Following this argument, it is clear that in big schools where there are many educators some of them would fail to receive help from the principal owing to his or her busy schedule. Although the system in South Africa allows for the appointment of Heads of Departments to assist the principal, the ratios of the supervisors to the educators always remain unmanageable (poor span of control). Heads of Departments have to teach 85% (43 periods) of the scheduled teaching time (Education Law and Policy Handbook, 1999:3C-9). This leaves them with only 7 periods a week that can be dedicated to supervision. This is not enough bearing in mind that Heads of Departments have to do their own marking as well. In the final analysis, there is a need for peer coaching.

It can be concluded from the analysis of literature (Lyman, Wilson, Garhart, Hein & Winn, 1989:122; Glickman, et al, 1998:303; Wiles & Bondi, 1996:262f) that peer coaching is a developmental supervision technique. Educators, in the form of pairs or teams clinically help each other following the stages of clinical supervision model. In so doing, almost all educators get helped by their colleagues thus ensuring maximum professional growth that impact positively on TQE.

The primary role of the principal in peer coaching is to act as clarifier, trainer, scheduler and troubleshooter (Glickman, et al, 1998:303; Lyman, Wilson, Garhart, Heim & Winn, 1989:125f). As a clarifier, the principal determines the purpose of coaching and clarifies any questions that educators may have regarding peer coaching, and the manner in which it relates to the overall mission of the school and its effectiveness.

As a trainer, the principal initiates the process and trains educators to exercise this process diligently. Training makes educators aware that coaching is a technique that complements the principal’s supervision and it must be taken seriously and must comply with the principles of trust and reciprocal assistance. Through training, educators are prepared and motivated for the actual task of peer coaching. The principal further models peer-coaching skills for educators.
As a scheduler, the principal forms teams that are scheduled to meet at specific times. The principal needs to make some adjustments to the school schedule to accommodate pre-conferences, observations and post-conferences of the peer coaching teams. It is argued that greater educators’ participation is most likely to be achieved if peer-coaching activities take place during school hours and that educators who are free from class teaching at the same time, may be teamed or paired together to minimize disruption (Lyman et al., 1989:123).

As a troubleshooter, the principal avails him/herself to teams that are experiencing difficulties and to individual educators that need more specialized attention. Troubleshooting also means ensuring a safe environment within which this process takes place. The principal avails him/herself as a resource person by ensuring that all materials and equipment that may be required to complement the process, such as observation instruments, are available. Peer coaching is associated with the following forms of direct assistance.

2.4.4.1 Demonstration Coaching

This form of assistance means demonstrating a new teaching model or method for the educator requesting assistance. For example, one educator may have attended a course on teaching methods. When he or she comes back he or she can demonstrate this method to his/her peers or teams, thus the other educators gain out of the demonstration. This may first include a pre-conference in which the demonstrator previews the lesson and after the lesson they review it with an aim of analyzing how the method can be adapted to the observer’s teaching (Glickman, et al, 1998:307).

2.4.4.2 Co-teaching

Co-teaching involves at least two educators; one of whom is experienced and knowledgeable, while the other one needs help. These educators plan a lesson together, collaborate in presenting it and thereafter evaluate the way in which the lesson was presented. In the process the educator who needs help gains from the experienced educator. This process establishes trust and rapport between the two. In the process, the element of collegiality develops. The dialogue between them fosters professional growth (Glickman, et al, 1998:307).
2.4.4.3 Assistance with Resources and Materials

Many educators are not willing, and do not have the expertise, to use resources and materials (teaching aids) to concretize the subject matter. But through the peer-coaching systems, their colleagues can help such educators and ultimately everybody may enjoy the use of resources for the benefit of effective learning (Glickman, et al, 1998:308).

2.4.4.4 Problem Solving

Educators may have various professional problems even outside the classroom. Peer coaching can establish the relationship of openness and trust which may extend to the solving of other professional problems. Educators may be peer-coached to solve their problems following the problem solving steps, namely identification of the problem; generation of alternative solutions; selection of the appropriate action and assessing results of the chosen action (Glickman, et al, 1998:308).

2.4.3.5 Mentoring

Mentoring is yet another supervision model that can be used at school. A mentor is an experienced educator who is a role model engaged in a process which intentionally combines nurturing, insightfulness, support and protection in promoting the mentee’s personal and professional development. In many instances the mentor is senior, experienced and has expert knowledge and power. On the other hand, the mentee is junior inexperienced, inexpert and younger (Brooks & Sikes, 1997:28 & Murray, 1991:12).

Often people confuse coaching with mentoring. Literature (Brooks & Sikes, 1997:27; Murray, 1991:12; Lyman, et al., 1989:125; Glickman, et al, 1998:303) indicates that mentoring takes place strictly between two educators and coaching takes place between two or more educators. Furthermore, monitoring is a long-term process, whereas coaching is usually short-term and is task-specific.

Functions of the mentor are to:
• Orientate the mentee on the mission and goals of the school. This function is best realized when the mentee has just joined the school from college or from another school;
• Help with specific skills, effective behaviour and performance at school aimed at Total Quality Education;
• Give feedback to the mentee on observed performance and behaviour;
• Forges a healthy relationship between himself and the mentee. At the same time, the mentee must display the following characteristics that make the relationship work (Murray, 1991:13);
• To assist the mentee to become willing to assume responsibility for his personal and professional growth and development;
• The mentor must be objectively receptive to feedback and coaching; and
• The mentee must seek challenging assignments and new responsibility.

This model can be best used with the educators called diamonds in the rough stage discussed in Section 2.4.1 as indicated in the appropriate paragraph of this section. These educators can become stars if well supervised. The coaching and mentoring models of supervision are some of the techniques that can help them become stars.

2.5 STAFF DEVELOPMENT AND EMPOWERMENT OF EDUCATORS TOWARDS TQE

Staff development is defined as a process of helping educators build and refine their craft skills to enable them to make the appropriate influence on learners (Guskey, 1995:116). Furthermore, it can be defined as professional development activities engaged in by educators to enhance their knowledge, skills and attitudes with the aim of effectively teaching learners (O’Neill, 1994:285). This definition sees staff development as a means of facilitating the attainment of the primary objective of all schools that are offering effective learning. Staff development is not an end in itself but a means to an end.

O’Neill (1994:286) contends that development can be seen in three categories. These categories and their related activities are tabulated hereunder as Table 2.10.
Table 2.10: Categories of Related Activities

<table>
<thead>
<tr>
<th>Development category</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional development</td>
<td>Teaching methods, evaluation, lesson plans and others</td>
</tr>
<tr>
<td>Organisational development</td>
<td>Team building, decision making, management development</td>
</tr>
<tr>
<td>Personal development</td>
<td>Interpersonal skills</td>
</tr>
</tbody>
</table>

The above suggests that holistic staff development incorporates all the development categories mentioned above. At the same time, these categories must be linked to the levels of the needs analysis. These levels are needs of an individual educator, needs of functioning teams and needs of the whole school as specified in the vision and mission of the school (O’Neill, 1994:292).

2.5.1 Reasons for Staff Development

Speaking about educators and TQE, Day, Hall and Whitaker (1998:161) assert that:

- Educators are the school’s greatest assets;
- All educators are managers;
- Professional development is central to effective management and school effectiveness; and
- The prime function of leaders in schools is to support educators in their management and teaching functions.

The above should be seen as an emphasis that professional development must be conducted in all schools. Staff development may ensure that the status of educators as assets of schools is maintained.

Authors (Myers & Simpson, 1998:56; Blandford, 1997:189; Wiles & Bondi, 1996:275; O’Neill, 1994:287) are in agreement that for an educator to remain effective he or she must be continuously subjected to professional development exercises (staff development). Section 195(1) (h) of the Constitution of the Republic
of South Africa (1996) echoes the same sentiment by asserting that good human resource management and career development practices must be exercised to maximise human potential in the public service.

One would be asked to precisely enumerate reasons why educators should be subjected to continuous staff development. In reacting to a question of this nature, a synthesis from authors (Myers & Simpson, 1998:57; Blandford, 1997:190) would best answer the question. Therefore, the following are some of the reasons why staff development is very important as a form of empowerment.

Educators’ knowledge, skills, values and commitments determine if schools are good and whether learners learn, as they should. Therefore, it is important that the principal must undertake measures to ensure that, once the educator closes the door behind him or her when entering the classroom, all activities in that classroom are geared to learning. Beginning educators can be helped through this process to find their feet and stand firm on their own and execute their duties, as they should. Without this form of help, they can fumble and damage the future of the learners.

Through staff development, the personal and professional lives of educators are enhanced. They find revival of their spirits; they increase their motivation and the feeling of empowerment. At the same time the way in which they view the learner or their attitudes towards the learner becomes more refined and their willingness to accept their responsibility as a calling, and not as a duty for the purpose of earning a living, becomes an energising force from within.

Staff development helps educators remedy their shortcomings thus opening their minds to approach their duties in a manner that is free from pitfalls, thus maximally benefitting the learners in their quest for TDE. This exercise lays a foundation for the effective implementation of the school’s aims and objectives. Through the staff development exercise, educators come to a common understanding about what is expected of them and how best to comply with the expectations.
Craft (1996:6) summarises the reasons for staff development as follows:

- It improves the performance skills of all educators both as individuals and teams or groups;
- It extends the experience of individual educators and enhances career development;
- It makes educators feel valued;
- It promotes job satisfaction; and
- It makes educators positively anticipate and prepare for change.

Guskey (1995:116); Sachs (1997:264) and Carl (1997:3) argue that educators, principals inclusive, are disempowered and must be helped urgently in a manner that will make them reclaim their rightful place and authority in schools. Sachs (1997:264) further asserts that educators have been disempowered by their participation in unions and the system under which they work. Carl (1997:2) on the other hand views the ever-changing curriculum without the involvement of educators as disempowering.

Kumalo (1998:11) and Guskey (1995:115) argue that the type of training educators receive at colleges and universities is not sufficient. This makes beginning educators sag morale and enthusiasm during their first two years in the field (Guskey, 1995:114). The only panacea to this problem is staff development (Guskey, 1995:116; Eylon & Herman, 1990:80; Sachs, 1997:263; Fullan, 1995:258).

This section explores staff development, as an activity that may be empowering to educators. Educators are viewed as people who are solely responsible for implementing TQE in schools (Craft, 1996:33). Their professional development must therefore be relevant and should address their specific needs and concerns. It is only through this process that TQE can be achieved in schools (Guskey, 1995:118; Craft, 1996:33).

There is a mutual relationship between staff development and TQE (Stoll, 1992:119). The absence of staff development programmes in school results in a poor quality of education. On the other hand, TQE demands that educators be developed on a regular
basis so that they are energised to expand their feelings of trust and control in
themselves and the schools they are working for (Eylon & Herman, 1999:81).

Stoll (1992:119), who sees staff development to be the core of TQE emphasises the
relationship between staff development and TQE. His arguments are summarised in
Figure 2.13.
Figure 2.13: Staff Development as Core to all School Activities

(Stoll, 1992:119).
This model sees staff development as a springboard for all forms of development in a school. It is like a nucleus around which school growth plans, which lead to TQE, are anchored. Implementation of the plans and assessments are also hinged on staff development. The above figure engenders a thought that TQE can be seen as a fruit tree where staff development is the root and the learner achievement and self-concept are the desired fruits. Like all other trees, the roots need fertile soil on which the tree stands firmly. Water is an absolute necessity without which a tree withers and dies.

In a school situation, the fertile soil would be equated with the culture of the school and the water can be seen as continuous staff development activities that make educators grow in the profession.

While staff development is acknowledged to be at the core of all processes in schools, its emphasis must be made along the line of planning, performance and monitoring. This statement is based on West-Burnham’s and O’Sullivan’s (1998:108) strategies to support professional learning. These authors believe that the school’s strategy to support professional learning is circular, as represented in Figure 2.14.

![Figure 2.14: Strategies to Support Staff Development](image-url)


The above figure emphasises that staff development must cover steps of the way right from the mission statement through monitoring and evaluation. To be more specific, Table 2.11 as seen below can simplify this argument.
Table 2.11: **Strategies in Support of Professional Learning**

(Adapted from West-Burnham and O’Sullivan, 1998:108).

<table>
<thead>
<tr>
<th>West-Burnham and O’Sullivan’s steps (1998:108)</th>
<th>Implication of these steps to staff development in a school situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mission statement</td>
<td>The mission of the school should say something about staff development as it forms the core of all school processes.</td>
</tr>
<tr>
<td>Policies</td>
<td>School policies must cover the practice of staff development as well. Educators must, in principle, be involved in policy formation for the purpose of ownership. These policies must be written and all educators must have copies of policies not only on staff development but also on all aspects of the school. The wide knowledge of the policies on staff development help educators make their own plans suitable to their particular professional needs.</td>
</tr>
<tr>
<td>Development planning and target setting</td>
<td>At this level, needs of the school and those of individual educators are identified. Development plans are targeted at specific needs of individuals, teams or groups and the school as a whole. A comprehensive school plan is drawn up and it caters for staff development as well.</td>
</tr>
<tr>
<td>Job description</td>
<td>Job description is done bearing in mind the unique fields of speciality of educators. It is not assumed that an educator did a particular subject at the college, the educator is encouraged to seek help where possible that will ensure professional growth and the amassing of skills for the educators’ effectiveness.</td>
</tr>
<tr>
<td>Personal review and target setting</td>
<td>Personal review is usually done against the background of the job description. The educator compares his or her skills against the expectations of the job description and identifies his or her pitfalls if there are any. Once the shortcomings have been identified, professional learning plan is made to overcome the deficit. Figure 3.19 on the next page is an example of a Professional Growth Plan (PGP). The PGP is in principle accepted as the standard plan in South Africa (Education and Law Policy Handbook, 1999:3C-68). Though it is standard some educators may wish to add other items on it.</td>
</tr>
<tr>
<td>Monitoring and evaluation</td>
<td>This final stage entails monitoring and evaluation of the job effectiveness of the educator as per his or her job description – more particularly the effectiveness of the professional learning plan made in the previous step is also monitored and evaluated.</td>
</tr>
</tbody>
</table>

Table 2.11 outlines the strategies in support of professional learning. It gives the steps in the order of priority beginning with the mission statement. Table 2.12 provides the professional growth plan as adopted from Education and Law Policy Handbook, 1999:3C-68.
Table 2.12: The Professional Growth Plan

<table>
<thead>
<tr>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Development Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources needed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key performance indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

(Education and Law Policy Handbook, 1999:3C-68)

The professional growth plan (PGP) is a plan that is designed to develop the individual educator professionally. It indicates, *inter alia*, the professional development activities, resources needed and key performance indicators. It also indicates the areas of weakness or poor performance areas. These areas could be academic or extra curricular areas. It must be indicated that the support of the principal in all steps of the way is absolutely necessary. Schools that would want to put the staff development process in place should bear the following in mind.
Creation of a Fertile Ground for Staff Development to Take Place

It is essential that schools deliberately create fertile ground for the purpose of staff development. It may be of value to have staff development featured in the vision of the school, or be made part of the culture of the school. In support of this statement, Fullan (1995:258) refers to research done on the subject and concludes that continuous learning by educators must be organically part and parcel of the culture of a school. In addition to the adoption of staff development as a culture of the school, Day (1995:122) asserts that the following beliefs can foster the creation of a platform for staff development:

- Valuing individual educators;
- Valuing and fostering the formation of teams;
- Development of a sense of mutual security; and
- Fostering of openness amongst educators.

Principles of Staff Development

Day (1995:125) believes that there are principles that schools must follow when planning staff development processes. These principles are highlighted below:

- Staff development exercises should be on-going. It is a learning exercise and learning is a lifelong process. Authors, (Day, 1995:112) and Fullan, 1995:257) indicate that there should be a interconnectedness in all staff development programmes. Hence there should be proper planning so that each development programme complements the other. Though they may be separated by time, put together, they should present a holistic picture that empowers educators;

- Staff development exercises must first be self-managed and thereafter, other individuals may be involved on the basis of their expertise. The self-managed part involves reflective dialogue. This is an exercise that needs no interruption where each educator makes some introspection that leads to the educator’s self-awareness (Louis, Marks & Kruise, 1996:758).
Once the educator is aware of his or her strengths and weaknesses, he or she then tries to remedy the weaknesses while building on the strengths with the support of the principal. The next stage is the involvement of other educators, which is a process called Deprivatization (Louis, Marks & Kruise, 1996:760). Deprivatization is a stage that may further lead to the formation of teams, peer coaching and mentoring; and

- Staff development must be supported and resourced. Figure 2.15 on page 107 makes it clear that staff development is the core of development hence it must receive support from the principal. (Day, 1995:111 and Hopkins, Ainscow & West, 1997:263). It is the researcher’s opinion that the School Governing Body and the Department of Education and all the different sections must support this process as well. In fact, it would be ideal if it could be made part of the culture of the school.

By saying that the process must be resourced, Day (1995:125) means that the budget of the school must cater for this process. By the budget, it is meant both the financial and time allocations. It is important to note that the SGB must also be taken on board in all matters affecting staff development because they are the people who have absolute rights in decisions affecting the fiscal budget of the school.

- Staff development must be differentiated according to individual needs. Fullan (1995:255) maintains that educators have personal visions that may be different. Though different, they may collectively contribute to the achievement of the mission of the school. Therefore, the principle of individuality must be respected even when it comes to staff development. The DAS, which has been introduced in South Africa is, in the opinion of the researcher, one instrument that will unearth developmental needs for each educator (Education Law and Policy Handbook, 1999:3C-69).

- There must be an accounting process. The purpose of staff development is to improve the quality of education (Guseky, 1995:118). Therefore, it is important to ensure that each staff development exercise yields the desired results. Principals must put mechanisms in place to evaluate their effectiveness.
It may be necessary as well to account to the SGB because some costs may have to be incurred.

2.5.2 Staff Development Needs

In all organizations, schools inclusive, three levels of staff developmental needs are identifiable (O’Neil, 1994:292). These levels are briefly highlighted below.

The needs of individual educators

Educators have different backgrounds that are largely determined by unique experiences, values, personalities, will and power (Whitaker, 1998:71). In addition they may have been taught at different colleges that had different missions which impact on their preparation for the teaching profession. Therefore, their needs may never be the same. The fact that they offer different subjects in different grades also suggests that their needs are different.

Needs for functioning teams within the school

Two or more educators may teach the same subject in different classes. There may be a need to standardize the offering of the subject in compliance with the policy of the school and curricular demands. Though these educators may basically have different needs, they may have common needs on the basis of the common subject they teach. This means that they may have to be subjected to the same staff development programme. But still the idea of educators having different needs remain intact.

Needs of the school as a whole

A school may have needs unique to itself. These needs may be achieved through the contribution of all the educators as they perform their different tasks. It may be required that educators are workshopped on these needs and have to adjust their particular roles towards the achievement of the comprehensive needs of the school.
In any staff development plan, the levels of the needs identified above should be taken on board. Failure to do so may result in an ineffective staff development exercise.

Because educator’s temperaments are not the same, their professional development needs are also not the same. It is therefore important that some means must be made to personalize staff development to make it effective and improve learning. It is necessary to conduct a needs assessment programme that will reveal the overall needs of educators. For this purpose, the principal can prepare a questionnaire with an aim of identifying individual needs of educators. Once the principal has gathered the various needs of educators, those with the same needs may be grouped together and can be offered help at the same time.

Though each educator has his or her own individual needs, an integrated and holistic approach in this regard is important. An individual educator functions within the context of a group of educators or teams. An educator’s needs must therefore be viewed within the context of the team and of the needs of the school. The satisfaction of an individual educator’s needs must complement his or her functioning within the group and the school as a whole. Hence, it is argued by Myers and Simpson (1998:68) that when educators enquire into their practice as members of staff, they do not do so in isolation of their colleagues because an isolated programme runs counter to the school’s learning community atmosphere. Therefore, in attempting any form of staff development a prior study must be made on how this development will impact on individuals, on teams and on the primary purpose of the school.

O’Neil (1994:293) argues that there are distinct development needs in terms of the stages in a particular post. These stages are identified below. However, it must be indicated that schools have no influence on the first two developmental needs but can play a vital role in the last two. These stages are identified as follows:

*The preparation stage*

When an educator wishes to apply for the post. Schools have no influence at this stage.
The appointment stage (When they are selected or rejected)

At this stage, the school plays a judgemental role; it selects an educator out of many applicants. The judgement is based on assumptions that the selected educator is the best. The judgement is based on the basis of documents (qualifications) submitted and the information gathered through the interview which is in many instances summative.

The induction stage (First two years in post)

This is the most important form of professional learning for educators. Schools are expected to plan for the induction of educators as they come to the school for the first time. Usually educators are inducted in the total operation of the school. During this process, the educator is inducted in the mission of the school as it may have been dictated upon by the needs of the local community; policies governing operations at the school; and the culture of the school. The principal can do the process of inducting the educator or any other educator delegated to do so by the principal. In some instances a mentor may be appointed for this educator.

The in-service stage (3-5 6-10 11+ years)

Staff development is part of the in-service stage, and is fully explored in the next sections.

Staff Development and Appraisal

There is a close link between appraisal and staff development (Craft, 1996:32). Many educators cannot differentiate between the two. Craft (1996:33) herself adds to this confusion when arguing that “the process of appraisal can be a valuable professional development opportunity in its own right”. This statement makes educators believe that staff appraisal is also staff development. Looking at the basic functions of appraisal, one would conclude that appraisal is part of staff development. Staff development sometimes relies on information gathered through appraisal and uses it to strengthen its scope of operation. This argument is supported by the
relationship of staff development and appraisal outlined by Craft (1996:33). This relationship is as follows:

- Appraisal provides opportunity for professional development;
- Appraisal can be a precise way of identifying professional developmental needs;
- Appraisal can be a means of reconciling school and individual professional developmental needs;
- Appraisal can be used to evaluate the effectiveness of professional development; and
- Appraisal puts professional development on the agenda of all educators on a regular basis.

It must be argued that the two are very close but separate. Appraisal focuses on the present educator-behaviour. On the other hand, staff development’s area of operation encompasses a section of appraisal in the sense that it uses the information obtained through appraisal to design developmental plans. The moment educators think about how to improve, that process becomes staff development.

The manner in which Craft (1996:33) portrays the relationship between appraisal and staff development has prompted the researcher to come up with a diagrammatic representation (Figure 2.14) of this relationship.

Analyzing this diagram, the following implications become obvious:

- Staff development is wider and it addresses itself to the present, the immediate future and the distant future;
- There is a point of intersection between the two – the point where the two seem completely the same;
- Both appraisal and staff development need a nurturing culture from the school; and
- Both processes are mutually dependent.
Models of Staff Development

For the purpose of this study, two models are identified and discussed. The first model is based on venues of staff development of educators for the purpose of making them relevant to the teaching field.

(a) Off-site professional development

Off-site professional development is the model where educators from different schools come together in a unique venue for a training course which may take a day or more. This model is widely used in South Africa. Though it helps educators
acquire new ideas and exchange experiences with those from other schools, it has a weakness associated with the gap between theory and practice. (Craft, 1996:14).

(b) School-based professional development

School-based professional development is the in-service course provided within the school and targeted at a group of educators. There are two main aims associated with this form of staff development. These aims are (Craft, 1996:14).

- To achieve a better match between the course and the culture of a particular group of educators; and
- To achieve direct impact on practice.

School based professional development takes place within the school and only educators from that school take part.

(c) The cascade model

The cascade model links off-site staff development with the school-based staff development. One or two key educators are trained at the off-site course and are given the responsibility to replicate the training for colleagues who remained at school (Craft, 1996:17). For the cascade model to be successful:

- The audience must be well defined and their needs usually targeted by this model;
- Training objectives are clearly defined and a range of materials namely, detailed notes are used; and
- Training is carefully selected and the criteria used being experience and expertise understanding of the knowledge to be cascaded and skills required to cascade (Craft, 1996:17).
(d) Blandford’s development model

For the purpose of this study, Blandford’s (1997:193) model of staff development is also reviewed. This model is holistic in its approach because it views staff development within the context of the mission of the school. Irrespective of the form of staff development, it is evaluated against the purpose of the school. Figure 2.16 presents this model.

This model asserts that all staff developmental programmes are founded on the mission of the school. Staff development must be the means toward the achievement of the mission of the school. If the means towards the achievement of the mission is not effective, it must be overhauled to make it appropriate and effective.

Staff development plans and school development as a whole must be supported by specific policies that are guiding light to development. The question of appraisal must be taken on board. Appraisal investigates educators’ abilities and its findings can be of help in the design of staff development programmes. Some educators may underrate themselves and appraisal can give the appropriate feedback about an educator’s abilities.

The model indicates that the function of staff development is to empower educators to come up with specific plans that, if successfully executed, can enhance the quality of learners’ outcome. The implementation part of the model puts the plan into action. All the time referral to the mission of the school is made to determine the relevance of all staff development programmes.
Educators’ Attitudes and Staff Development

An educator’s attitude plays a significant role in the success of any staff development exercise. There are four types of attitudes that have to be considered when the principal plans staff development programmes. These attitudes are:
• The educator’s attitudes towards the principal;
• The educator’s attitudes towards staff development itself;
• Educator’s attitude towards himself as an educator-learner; and
• Expectancy for success (Wlodkowski, 1999:134).

Wlodkowski (1999:135) summarises the above into examples that incorporate perceptions, judgements, emotions and behaviour that accompany attitudes. Table 2.13 indicates this. The most important aspects of this model are behaviours that manifest those following attitudes and affect an educator’s development does not take place.

Table 2.13: The effects of attitudes

<table>
<thead>
<tr>
<th>Perception</th>
<th>Judgment</th>
<th>Emotion</th>
<th>Resultant behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>I see my principal</td>
<td>He is helpful.</td>
<td>I feel appreciative.</td>
<td>I will cooperate</td>
</tr>
<tr>
<td>The principal wants me to learn new approaches</td>
<td>Learning more about being effective</td>
<td>I feel interested.</td>
<td>I will pay closer attention.</td>
</tr>
<tr>
<td>of curriculum delivery</td>
<td>educator is helpful.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is my turn to teach effectively in class</td>
<td>I am knowledgeable and well prepared</td>
<td>I feel confident.</td>
<td>I will do a good job and give a smooth</td>
</tr>
<tr>
<td>after the workshop</td>
<td>for this.</td>
<td></td>
<td>and articulate presentation.</td>
</tr>
</tbody>
</table>

(Wlodkowski, 1999:135)

Empowerment of Educators towards Total Quality Education

To be effective in their duties, educators need empowerment. The definition presented by Look (1998:11) suggests that empowerment should be viewed in two dimensions. The first dimension involves an educator empowering oneself (self-empowerment) and the other dimension involves empowerment from outside which is empowerment given by another person to educators

Self-empowerment is defined as a process of self-development and professional growth initiated by the educator in question. This exercise enables the educator to
take independent decisions and act in a way that yields positive results that contribute to TQE (Carl, 1994:3). This definition sees an educator as an active participant who exposes himself or herself to processes that afford him or her professional development. This development helps the educator gain knowledge about the educator’s responsibilities, and the desired learner outcomes. These two help the educator adopt good beliefs and attitudes about learners, teaching and learning and about being an educator.

The second form of empowerment is defined as an act of providing educators with the opportunity and necessary resources to enable them to believe and feel that they understand their duties and responsibilities and that they can perform them with vigour thus producing the desired results (Lagana, 1998:52). This definition sees empowerment as engineered by somebody else and thereafter given to the educator. The educator is the recipient of this form of empowerment. It is indeed observed that in the field of education, empowerment takes these two forms.

The educator can practise self-empowerment but if it is not complemented by the necessary given empowerment, the required end results may not be as qualitative as they would be when self-empowerment was complemented by the given empowerment. In like manner, the given empowerment must be complemented by self-empowerment.

Reagan, Anctil, Dubea, Hofman and Vaillancourt (1992:6) present a Professional Educator Development Model which when thoroughly analyzed, amounts to the empowerment of educators. Figure 2.17 indicates this model

The principal must create an environment at school where educators will come to an understanding about their beliefs. If the beliefs are not positive, they try to change and make them positive. They come to an understanding about their beliefs. If the beliefs are not positive, they try to change and make them positive. They come to an understanding about their responsibilities as educators and the desired learner outcome. The model can be explained in the following themes:

- Educators’ belief
An educator must have a positive belief system about learners, learning itself and about being an educator. Regan, Anctil, Dubea, Hofman and Vaillancourt (1992:23) list some of the beliefs that educators must have. These beliefs are listed and briefly discussed on the next page.

Figure 2.17: **Professional Educator Development Model** (Regan *et al.*, 1992:6)

**All learners can Learn**

Section 29 of the Constitution of the Republic of South Africa (1996) provides that all learners irrespective of social, cultural, racial, ethnic, gender, physical or economic circumstances can learn. Thus, although the degree of learning may vary, there is no doubt that each learner can and must learn.

**Educators make a Difference**

The educators’ effort influences the educational growth of a learner. The association between educator and learner makes a lasting impact on the life of the learner. An educator must always believe that his or her duty is very important in the life of the learner hence it must always be purposeful and correctly delivered.
Learning is a Life-long Responsibility

Educators must believe that learning is a life long responsibility and they must keep on learning so that they can gather the latest information regarding the execution of their duties. This will always help them best educate learners within the context for the many changes that take place in our daily environment. Nurturing an attitude of curiosity within educators will serve as stimulus for the continual pursuit of learning by educators that will benefit learners in the classroom (Regan et al., 1992:25).

There is Power in Collaboration

Educators must believe in sharing knowledge and wisdom with colleagues and must take initiatives in seeking such from others. Johnson and Johnson (1990), are quoted by Regan et al. (1992:25) affirm that collaboration among adults results in greater productivity and expertise, more personal relationships and cohesion, increased support among educators and enhanced self-esteem.

The possession of these positive beliefs by educators will always motivate them to work hard. It must be observed that the last three beliefs should be well balanced in the realization of the contention that all learners can learn. These beliefs, if well synchronized, are a wonderful intrinsic motivation for educators hence it would be ideal for principals to know the educators’ beliefs because they have a bearing on effectiveness. Beliefs affect the way educators think about their roles, their learners, their responsibilities and their own teaching behaviour (Regan et al., 1992:26).

Educator’s Knowledge and Responsibilities

To be empowered or to empower oneself the educator must have knowledge about the content of what is to be taught, knowledge about the learner, knowledge about the teaching methods, and knowledge about the desired learner outcome (Regan et al., 1992:34). It must not be taken for granted that the educator was taught about these at the college. The principle of life long learning calls for educators to keep on learning thus updating their knowledge as new knowledge is continuously discovered through research. In other words, knowledge is a basis for educators’ professional development programmes.
Educators have the responsibility to teach. Look (1998:9) believes that educators can be empowered by making sure that they know their responsibilities and are given authority pro-rata to the responsibilities assigned to the educator.

**Desired Learner Outcome**

It is of utmost importance for educators to be empowered with the knowledge of the desired learner outcomes. The knowledge of the outcomes will motivate the educator to teach to these outcomes. Learner outcomes can be divided into skills, knowledge and attitudes.

It must be indicated that both the educator and the principal are expected to play a role in this empowerment exercise. The principal must gather information and make it available to educators.

**2.6 FACTORS AFFECTING THE IMPLEMENTATION OF TQE IN SECONDARY SCHOOLS**

The manner in which TQE is introduced is vitally important. There is a strategy in place that can be used in introducing TQE proposed by Jablonski (1992:132). This strategy entails initial training of educators and other interest groups so that TQE enjoys support when introduced. The salient points of this strategy are awareness, orientation and skills. They are reflected in Figure 2.18.

Awareness entails the clarification of questions listed under awareness above but schools should not limit themselves to these questions. They may develop other questions relevant to the subject. It is important that everybody has a proper definition of TQE. This should be coupled with a clear understanding as to how TQE can be of help to education and all other stakeholders.
The next stage is orientation, which includes a revisit of the vision and mission statements of the school. There should be a well-documented plan emanating from the mission of the school. It must be specific, detailed and specify goals, tasks, objectives and measurement parameters (Jablonski, 1992:74). Each stakeholder must be able to identify his or her role in the plan.

The above suggests that goals are broken down into specific objectives. Different educators and stakeholders may be allocated specific tasks towards the achievement of specific objectives. Objectives must be measurable. Tasks performed to achieve objectives must be assessed continuously.

To successfully practice TQE, certain skills such as team building, customer service and empowerment must be taken care of. It is therefore important that there should be staff development geared to addressing these aspects. Section 3.9 addresses staff development at large.
The adoption of TQE can be affected by two factors. These factors can be categorized as follows:

- Factors hindering TQE; and
- Factors promoting TQE.

2.6.1 Factors Hindering TQE

There are factors hindering TQE and they may be simply called inhibitors. Inhibitors can be divided into the following categories:

- Attitudinal barriers;
- Problems associated with initiation of TQM; and
- Post-launch problems of TQM (Murgatroyd & Morgan, 1994:189).

2.6.1.1 Attitudinal inhibitors

Table 2.14 below indicates barriers that are related to attitudes hence they are called attitudinal inhibitors (Freeston, 1992:13).

Table 2.14: Attitudinal Inhibitors of Quality

<table>
<thead>
<tr>
<th>Attitudinal Barriers to Quality</th>
<th>&quot;Seen by many as a platitude, unobtainable and overused by advertisers&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>The word quality itself</td>
<td>Scepticism about corporate example rejection of customer orientation</td>
</tr>
<tr>
<td>The corporate world as the model</td>
<td>Low confidence in leader commitment, scant examples of quality oriented leaders</td>
</tr>
<tr>
<td>Leadership</td>
<td>False perception that there is nothing new in a quality orientation</td>
</tr>
<tr>
<td>Just another change</td>
<td>Regarded as another trend that will pass</td>
</tr>
<tr>
<td>One year at a time</td>
<td>Quality is a long-range commitment and schools plan on a one-year basis</td>
</tr>
<tr>
<td>I know that already</td>
<td>Changed social context of families presents insurmountable barriers to successful schools</td>
</tr>
<tr>
<td>Students do not value school</td>
<td>If only the students worked harder, we would not need not improve schools</td>
</tr>
<tr>
<td>It is not my fault</td>
<td>Belief that quality management is only achievable in Japan’s culture</td>
</tr>
<tr>
<td>Educator as self-employed</td>
<td>Teaching is an independent, isolated profession without collaboration needed for a quality approach</td>
</tr>
<tr>
<td>entrepreneur</td>
<td></td>
</tr>
</tbody>
</table>

(Freeston, 1992:13)
School management teams should come up with programmes geared at correcting all negative attitudes that educators and all other stakeholders may have against TQE. One strategy that may be of help in correcting attitudes is that of building a firm awareness amongst educators. This awareness entails a clear definition of TQE for all stakeholders. It should also be coupled by the spelling out of advantages of TQE. Educators should not be lectured on this but should be involved in brainstorming these advantages. Indications of other successful schools that are applying TQE may be made so those educators can view them as practical examples. (Jablonski, 1992:132).

Attitudes can negatively affect the implementation of TQE. Some negative attitudes by educators can be exemplified by their reaction to innovations in education. They may use the concept BOHICA, which is an acronym that stands for bend over, here it comes again! (Murgatroyd & Morgan, 1994:189). This implies that various innovations were introduced in the past. Educators were not happy with them perhaps because the benefits of these innovations were not made known to them. This has made them have a negative attitude against anything that is brought to school. Therefore, the manner in which TQE is introduced will determine the extent to which educators will accept it; hence the management of attitudes is very important.

2.6.1.2 Problems associated with the initiation of TQM

Murgatroyd and Morgan (1994:190f) see the following as the inhibitors related to the initial implementation phase:

- Lack of commitment by principals;
- Poor planning;
- Lack of information on which to build TQM initiatives; and
- Lack of capacity and skills.
2.6.1.3 Post launch problem of TQM

The following are enumerated by Murgatroyd and Morgan (1994:190) as the post launch inhibitors:

- Inability to form meaningful and purposeful teams;
- Problem of scope of TQM strategy; and
- Fixing problem without fixing process.

2.6.2 Factors Promoting Total Quality Education

West-Burnham (1994:171) is of the opinion that quality is driven by senior management, the school management team and those involved in all processes. This suggests that all educators should play an active role in TQE although management must take a lead. The management team must be completely committed to quality and must display a high degree of coherent team leadership. They must not show any sign of digression because any “digression or perception that lip service is being given to TQE, will lead to rejection” by educators (Murgatroyd & Morgan, 1994:196). The idea of a team effort is emphasized because teams are engines of quality improvement (Sallis, 1997:81). Principals, as part of their supervisory duties, must form teams that serve as engines of quality improvement. The following are factors that promote Total Quality Education:

2.6.2.1 Top Team TQM Commitment

The commitment of the top management team of a school entails the following:

- Introduction and training of senior staff;
- Application of TQE; and
- Commitment.

Literature (Murgatroyd & Morgan, 1994:196) reveals that team members must first pledge their unconditional total commitment to TQE. Without this pledge, it may be impossible to practice TQE. Once top management has pledged the necessary
commitment, training follows. This stage involves amassing of information through reading, discussions and site visits to schools where TQE is already in operation. As this is done, each member of the team should identify and understand the role he or she will have to play in making TQE a reality.

2.6.2.2 Application of TQE

At this stage, the management team ponders on how best to apply TQE at the school. Murgatroyd and Morgan (1994:197) suggest that the following questions that the team must address:

- How does TQE need to be launched and what is the most likely reaction of our staff colleagues?
- What are the possible barriers to effective implementation in the school?
- How can the management team overcome the barriers mentioned above?
- What will the gains and positive outcomes for all of the staff be, once TQE is applied?

Positive answers to these questions should be made known to all staff members.

2.6.2.3 Commitment

Murgatroyd and Morgan (1994:197) believe that individuals in the management team “need to develop a self contract about their role in the launch and follow-through and share these contracts in the top team”.

2.6.2.4 Identification and Training of Implementers

Before the launch of TQE, it is necessary that the top management of the school “identify some key implementers who will be critical to both the successful launch and the follow-through that the launch requires. These individuals need to be recognised as positive supporters and their skills need to be strengthened”
(Murgatroyd & Morgan 1994:198). These authors further assert that implementers must have the following characteristics:

- Ability to provide peer leadership;
- Ability to work in teams as facilitators;
- Openness to new ideas; and
- Ability to demonstrate skills and the use of critical thinking.

2.6.2.5 Positive Launch

The top management of the school, together with implementers, should find a way of launching TQE without:

- Promising anything that can never be achieved, and
- Creating a perception that TQE is a panacea to all school related problems and its introduction will automatically make things rosy without all educators’ collective effort (Murgatroyd & Morgan, 1994:198).

The launch of TQE should be portrayed as a response to real issues affecting the performance of the school rather than “the last management technique” imported from other countries (Murgatroyd & Morgan, 1994:198).

2.6.2.6 Investing In the Process and The Recognition Of Efforts

It is necessary that once the process has been started, management should “invest in the continuous improvement of skills and understanding among all staff and recognise all reward and success” (Murgatroyd & Morgan 1994:199). With regard to investment in the improvement of skills, it is necessary for staff development programme to be launched. All educators, in collaboration, may develop this programme, to focus on “the staff needs in terms of skills and ideas that would aid the school achieve its vision (Murgatroyd & Morgan 1994:200). Recognition and reward entails extrinsic motivation of educators and it makes them feel that the management of the school truly appreciates their efforts.
2.6.2.7 Re-Focussing and Re-Invigorating Efforts

Constant review of efforts and outcomes must be done. The self-evaluation strategy by all teams is encouraged and it must be co-ordinated by the top management team (Murgatroyd & Morgan, 1994:201). Feedback from this exercise will help the school re-focus towards TQE. The re-invigorating part of it is realised through the strategies mentioned below employed by top management team and implementers (Murgatroyd & Morgan, 1994:201). These strategies are:

- Leadership;
- Modelling;
- Coaching
- Educating; and
- Guiding and shaping.

It should be noted that these strategies might also be seen as functions of supervision. In this light, these functions are shared among the management team and the implementers. This suggests that an effective principal shares his/her responsibilities with other responsible educators but he or she remains accountable.

In integrating all the various theoretical perspectives presented in this chapter, the researcher has come up with following TQE model:
In this model, TQE is the centre-piece, supported by on-going capacity development of educators, school principals and other stakeholders such as education officials based at districts offices quite important also are enabling policies and pieces of legislation. Furthermore, on-going supervision and monitoring of education performance in the form of staff appraisals are also very important to sustain TQE. Ancillary role players, such as SGB members should also be brought on board to effectively play their part.
2.7 SUMMARY

The first part of this chapter examined educational management themes as exposed by various theorists like Juran and others. This chapter has covered a broad background on TQE. It has tried to present the ideal situation that would be of benefit to schools if it were to be achieved. Subsequently, the chapter reviews, in brief, some South African legal documents that lay a foundation for the education system in South Africa. This section also touches on statutory bodies that are support structures towards the achievement of TQE, for example, the SGB’s. This chapter asserts that schools exist for a particular purpose. To achieve this purpose, schools should have policies that govern practice with the view of achieving quality products.

A detailed perusal of supervision has been made within the context of TQE. Philosophies such as Essentialism, Experimentalism and Existentialism, which are mentioned by literature (Glickman, et al, 1998:100) to be the foundation for supervision, were explored. These philosophies (as foundation for supervision) give birth to supervision styles such as directive supervision, collaborative supervision and non-directive supervision. This section on supervision concludes by looking into the dimensions of supervision, namely, knowledge, interpersonal skills and technical skills. It is believed that supervision revolves around the three dimensions.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 INTRODUCTION

The previous chapter has given the background to the study; a detailed review of some theories on TQE Management was made; literature review on TQE was also done in detail. In doing so, chapter two was laying the foundation for the present chapter that gives an account of the research methods employed in the study. In this regard, this chapter details the manner in which data were gathered and the procedures followed. Further, it discusses in detail the sampling techniques used and defines the sample size. Data analysis procedures are also outlined.

3.2 RESEARCH OBJECTIVES RE-STATED

The main aim of this study was to investigate the extent to which the supervision of programmes in the Further Education and Training (FET) band were geared towards TQE. Accordingly, the objectives of this study were to:

3.2.1 investigate the status of secondary schools in KZN with regard to the principles of TQE, and whether or not this may be related to learner performance at the matriculation level;
3.2.2 find out whether or not school principals in KZN supervise educators towards the achievement of TQE;
3.2.3 ascertain whether or not there were staff development programmes in place aimed at empowering educators to contribute to the process of making their schools become centres of quality education; and
3.2.4 investigate if there were any factors that hindered or promoted the implementation of TQE in the secondary schools in KwaZulu-Natal.
3.3 RESEARCH DESIGN

The term research design therefore refers to how the study is to be carried out. Kerlinger (1986:279) describes a research design as “a plan, structure and strategy of investigation so conceived as to obtain answers to the research questions”. In the same way, Schumacher and McMillan (1993:31) refer to research design as the plan and structure of the investigation used to obtain evidence to the research questions. They further posit that the research design is the consideration and creation of means of obtaining reliable, honest, transferable and valid data by means of which pronouncements about the phenomenon may be confirmed or rejected. According to Kumar (2005:84), a research design is “a procedural plan that is adopted by the researcher to answer questions validly, objectively, accurately and economically”. McKendrick (1987:256) states that research design is an overall plan or strategy by which questions are answered where a hypothesis is tested.

In Literature, there are various classifications of survey research. LeCompte and Preissle (1993:162) present three, namely, participant-construct (used to measure or ascertain the strength of feelings respondents have about given constructs, or to elicit the categories into which people classify items in their social and physical environment); confirmatory (most commonly used approach – usually involving structured interviews or questionnaires intended to verify information, perceptions, opinions or views): and projective (where, for instance, trigger photography, drawings or games are used to elicit people’s opinions or reaction which may enable the researcher to determine patterns of social interactions unobservable in the natural setting). Other classifications of survey include terminologies such as enumerative or descriptive surveys – where one wants to describe certain characteristics of population; and analytical surveys – where one wants to explain phenomena or characteristic of population (Imenda and Muyangwa, 2006).

This was a confirmatory survey research study which sought to look at the leadership, management and comparative behaviour of school principals as supervisors of success in education ministry. Imenda and Muyangwa (2006:126) posit that in the field of education, confirmatory survey could be used to, among other things, find out the “perceptions of teachers and principals about community and/or student involvement in the running of school programmes, or school governance” in general.
Questionnaires for principals and educators were used as a technique to collect data from the selected principals and educators. De Vos, Strydom, Fouche and Delport (2005:137) state that the survey research designs “are often of a more quantitative nature, requiring questionnaires as data collection method”. De Vos, et al., (2005:137) further maintain that in survey research design, “respondents are ideally selected by means of randomised sampling methods”. In this study, questionnaires for principals and educators were used as a technique to collect data from the selected principals and educators.

A variety of strategies were employed to achieve as high a response rate as possible. Some questionnaires were posted and some were hand-delivered by the researcher to schools. Instructions were simple and all the questions could be answered in a very short time.

3.4 INSTRUMENTS USED IN THE STUDY

Research instruments are tools that are used to gather data from the field. For the purpose of this study, the following research instruments were used:

3.4.1 Questionnaires

Churchill and Peter, as cited in Schemeter (1993) describe a questionnaire as a formalised set of written questions for eliciting information from respondents. In this regard, the researcher was also influenced by the comment by Fraenkel and Wallen (1990) who maintain that even though the questionnaires provide important information, they are subjective in nature, making their validity and reliability difficult to determine.

Data required for this study were collected by posing questions to respondents using questionnaires for principals and educators (appendices A and B). A questionnaire is a set of questions dealing with some topics or related groups of individuals for the purpose of gathering data on a problem under consideration (Van der Aardweg & Van der Aardweg, 1988:190).
Obtaining data this way is supported by Dame (1990) in Frenkez and Wallen (1990) who asserts that the gathering of data from respondents using questionnaires is one of the most effective ways of data collection. In this regard, Behr (1988) sees questionnaires as a research tool that remains one of the best available instruments to collect data from a widely spread population.

3.4.2 Advantages of the Questionnaire

According to Mahlangu (1987:96) the questionnaire is one of the most common methods of gathering information. It is also time saving and conducive to reliable results. The researcher used the written questionnaire as a research instrument taking into consideration certain advantages cited by Cohen and Mahion (1989:111-112). They are as follows:

- Affordability is the primary advantage of a written questionnaire because it is the least expensive means of data gathering;
- A written questionnaire precludes possible interview bias. The way the interviewer asks questions and even the interviewer’s appearance or attraction may influence respondents’ answer. Such biases can be completely eliminated in the written questionnaire;
- A questionnaire permits anonymity. If it were arranged such that responses are given anonymously, the researcher’s chances of receiving responses that genuinely represent a person’s beliefs, feelings, opinions or perceptions would increase;
- Questionnaires can be given to many people simultaneously, that is to say that a large sample of a targeted population can be reached at the same time;
- They permit a respondent sufficient amount of time to consider answers before responding;
- They provide a greater uniformity across the measurement situations than do interviews. Each person responds exactly to the same questions because standard instructions are given to the respondents;
- Generally, the data provided by questionnaires can be more easily analysed and interpreted than the data obtained from verbal responses;
• Using a questionnaire solves the problem of non-contact “when the research calls”. When the target population to be covered is widely and thinly spread, the mail questionnaire is an effective way to reach the intended respondents;
• Through the use of the questionnaire approach the problems related to interviews may be avoided. Interview “errors” may seriously undermine the reliability and validity of the survey results;
• Questions requiring considered answers rather than immediate answers could enable the respondents to consult documents in the case of the mail questionnaire;
• Respondents can complete questionnaires in their own time in a more relaxed atmosphere;
• Questionnaire design is relatively easily if guidelines are followed;
• The administration of questionnaires, the coding, analysis and interpretation of data can be done without much training;
• Data obtained from questionnaires can be compared and inferences can be made; and
• Questionnaires can elicit information, which cannot be obtained from other sources. This renders empirical research possible in different educational disciplines.

3.4.3 Disadvantages of the Questionnaires

Although the questionnaire has advantages, it is also has significant disadvantages. According to Van der Aardweg and Van der Aardweg (1988:190), Kidder and Judd (1986:223-224) and Mahlangu (1987:84-85) the disadvantages of questionnaires are, inter alia, the following:

• Questionnaires do not provide the flexibility of interviews. In an interview an idea or comment can be explored. This makes it possible to gauge how people are interpreting the question. If questions are interpreted differently by respondents the validity of the information obtained is jeopardized;
• People are generally better able to express their views verbally than in writing;
• Questions can be answered only when they are sufficiently easy and straightforward to be understood with the given instructions and definitions; and
Written questionnaires do not allow the researcher to correct misunderstanding or answer questions that the respondents may have. Respondents might answer questions incorrectly or not at all due to confusion or misinterpretations.

3.4.4 Characteristics of a Good Questionnaire

Through the construction of the questionnaire, the researcher had to consider the characteristics of a good questionnaire in order to meet the requirements necessary for the research instrument to be reliable. The characteristics of a good questionnaire that were considered by the researcher were the following (Van der Aarweg & Van der Aardweg, 1988:190; Mahlangu, 1987:84-85; and Norval, 1988:60):

- A good questionnaire has to deal with a significant topic, one which the respondents will recognize as important enough to warrant spending their time on. The significance should be clearly and carefully stated on the questionnaire and on the accompanying letter. This was done in the present study;
- It must seek only that information which cannot be obtained from other sources;
- It must be as short as possible, but long enough to get the essential data. Long questionnaires frequently find their way into the waste paper basket;
- Questionnaires should be attractive in appearance, neatly organised and clearly duplicated or printed;
- Directions for a good questionnaire must be clear and complete, and important terms clearly defined;
- Each question should deal with a simple concept and should be worded as simply and straightforwardly as possible;
- Different categories should provide an opportunity for easy, accurate and unambiguous responses;
- Objectively formulated questions with no leading questions should render the desired responses. Leading questions are just as inappropriate in a questionnaire as they are in a Court of Law; and
- Questions should be presented in a proper psychological order proceeding from general to more specific and sensitive responses. It is preferable to present questions that create a favourable attitude before proceeding to those that are...
intimate or delicate in nature. Annoying and / or embarrassing questions should be avoided if possible.

3.5 TYPES OF QUESTIONS

The types of questions used in the questionnaires are briefly discussed below:

3.5.1 Open-Ended Questions

Issac and Michael (1995:141) say that one of the best ways to develop good objective questions is to administer an open-ended form of questions to a small sample of subjects representing the target population of interest. Open-ended questions call for a free response in the respondents’ own words. They provide for greater depth of response and require greater effort on the part of the respondent, which makes the return rate to be meagre. It’s required, therefore, that the researcher formulates the questions in a clear and easy to understand way in order to avoid misinterpretation. The respondent writes how he/she feels about a topic and gives the background of his/her answer.

The decision to use open-ended questions in this study was motivated by Kerlinger (1970), who characterised them as flexible, thereby allowing the interviewer to probe so that she may go into more depth in order to clear any misunderstandings, as well as test the limits of the respondents’ knowledge. Furthermore, open-ended questions encourage co-operation and help establish rapport with respondents. In addition, they help the interviewer to make a truer assessment of what the respondents really believe, and can also result in unexpected or unanticipated responses, which may suggest hitherto unthought-of relationship.

3.5.2 Closed Questions

Best and Kahn (1993:231) define closed questions as questions that call for short, check-mark responded. They are also called structured, restricted or closed-ended question type. They are best for obtaining demographic information and data that can be categorized easily.
The respondent can answer the items more quickly, although somewhat time-consuming for the researcher to categorize. They sometimes call for a “ye” or “no” answer. It is easy to fill out and take a relatively shorter time to complete. It keeps the respondent on the subject. These Likert-type questionnaires are relatively objective, and fairly easy to tabulate and analyse.

The advantages of closed questions are:

- Respondents could be forced to choose an alternative that may not be suitable to their situations; and
- Construction of closed-ended questions requires from the researcher knowledge of the full range of all possible alternatives to a question.

3.6 QUESTIONNAIRE FOR EDUCATORS

Appendix A presents the questionnaire designed for educators. It must be noted that part one of this questionnaire solicits auxiliary information that formed the basis for interpretation.

As the triangulation technique was used, the questionnaire consisted of both closed and open-ended items in keeping with the aim of collecting both qualitative and quantitative research data.

Overall, respondents were required to indicate their responses but putting a cross (x) in a particular square or rectangle, and to write short sentences in the sentences that were open-ended.

The questionnaire was constructed as follows:

- Consisted of two sections; A and B;
- Section A consisted of items aimed at gathering biographical information on the respondents, that is, educators’ qualifications, teaching experience, age, etc.; and
Section B consisted of items that focused on providing answers to the research objectives.

This section included among other things, the following items:

1. Relationship between TQE and the school performance;
2. SMT and communication of visions and mission statements;
3. Code of conduct for learners and educators;
4. Feedback to educators for performance;
5. Supervision towards TQE;
6. Mentoring;
7. Supervision styles;
8. Staff development programmes;
9. Factors promoting or hindering TQE, etc.

3.7 QUESTIONNAIRE FOR PRINCIPALS

The questionnaire designed for principals (Appendix B) took the same structure as the questionnaire for educators. Though both questionnaires addressed the aims of the study, their contents were different because of the different duties and responsibilities of the members in these different strata.

The questionnaire for principals was constructed as follows:

- Consisted of two sections; A and B;
- Section A consisted of items aimed at gathering biological information on the respondents, that is, principals’ qualifications, experience, age, etc.
- Section B concerned the following:

  1. Schools’ performance and other logistic matters;
  2. Support from techno structures;
  3. Quality input by educators; etc.
3.8 RELIABILITY AND VALIDITY OF THE RESEARCH INSTRUMENTS

Within social science research circles, reliability means consistency of the research instruments in measuring particular variables. Obtaining the same results when the instrument is administered again under similar conditions guarantee that the instrument is reliable; on the other hand, an instrument that yields the same results when administered under varying conditions is not reliable (Bless & Higson – Smith, 1995:130).

When speaking about reliability, researchers are trying to answer the question: “How accurate and consistent is the instrument?” (Bless & Higson-Smith, 1995:135).

Validity addresses itself to two questions, namely;

* What does the research instrument measure? and
* What do the results mean? (Bless & Higson-Smith, 1995:135).

Validity can be viewed in two dimensions, namely internal validity and external validity. Internal validity entails accurate answering of the two questions raised above and the ability to control intervening variables that are likely to distort the final results (Bless & Higson-Smith, 1995:82). For example, some educators may be teaching in KwaZulu Natal but residing within the Eastern Cape and only crossing the border to and from work. Their discussions and sharing of documents with educators from the other province may change their attitudes, way of doing things, and their commitment. Therefore their responses on the questionnaires may give a distorted picture about the region.

External validity means the extent to which the results of a study can be generalized to the entire population. External validity is achieved through drawing a representative sample and gathering data from a normal daily operation of participants (Bless & Higson-Smith, 1995:82). Should there be reactivity to the questionnaire, the field observation part of the study is likely to pick it up and it will be properly reported.
Validity and reliability complement each other. The accuracy and consistency of the instrument has an effect on the meaning of the results. If reliability is low, obviously the meaning of the results may not be accurate.

To determine the reliability of the instruments used in this study, the following techniques were employed:

3.9 PILOT STUDY

Hebert and Herbert (1990) cite a weakness that if questions are interpreted differently to what is intended by the researcher, the validity of the information obtained could be jeopardised. In anticipation of such a shortcoming in this study, a pilot study was conducted. This enabled the researcher to revise the questions to minimise any ambiguities. Dane (1990:43) asserts that a pilot study is an abbreviated version of the research project in which the researcher practices or tests the procedures to be used in the subsequent project. Piloting of a questionnaire was very crucial in determining whether respondents understood the directions provided and it determined the amount of time it took to complete a questionnaire as substantiated by Bell (1993). The Likert scale used included: strongly agree, agree, strongly disagree, disagree, and unsure.

A pilot study is a process of validating the research instruments. It is a process where instruments are tested on a miniature scale and in conditions similar to those of the field from which data will be collected. Any existing mistakes in the instruments and/or research design are identified and corrected before the instruments are administered in the identified field. For this purpose, two schools in KwaZulu-Natal were chosen. The aim of the piloting process was to assess and correct the following:

* Existence of any form of ambiguity within the instruments;
* Clarity of the entire instruments from the first to the last question;
* Present ability of the instruments; and
* Validity of the instrument.

Before the instruments were administered in the main study they were first piloted on educators in the two schools. A ten percent (10%) sample of educators from the pilot
school was selected. The sample consisted of seventy two (72) educators. Therefore, ten percent (10%) of 72 was seven (7) educators. The selected educators were given the questionnaire to respond to. After responding to the questionnaire the participants were assembled for discussions. They made contributions and suggested corrections that were effected to improve the questionnaires. With regard to the questionnaire for principals, principals of two schools were involved. The same procedure as indicated above was followed. The respondents indicated that they took between 20 and 25 minutes to respond to the questionnaires.

3.10 VALIDITY

The reputability study entails the identification of experts from the community, academic institutions, government organisations and non-governmental organisations who were thereafter requested to look into the instruments and make their inputs (Bless & Higson-Smith, 1995:50). In this regard, one District Head who holds a PhD degree working for the KwaZulu-Natal Education Department was identified and was requested to look into the instruments after which his opinion on semantics, style and relevance of the instruments was sought. Above that, the instruments were sent to the researcher’s supervisor who is well experienced in the field of research for evaluation and comments. Ideas gathered through this process were incorporated in the study to improve the reliability and validity of the instruments.

3.11 POPULATION AND SAMPLING DESIGN

3.11.1 Target and Accessible Populations

This study focused on the status of the secondary schools in KZN with regard to the principles of TQE and the educator supervision by the school principals towards achieving TQE. The province of KwaZulu-Natal has twelve (12) Education districts; however, six (6) Education districts were sampled for the purpose of this study. The KwaZulu-Natal province secondary school principals and educators constituted the target population of this study. Therefore, all the secondary school principals and educators in KwaZulu-Natal province formed a natural grouping in respect of this research topic. By way of definition, Imenda and Muyangwa (2006:97) define a target population as the group of subjects to whom the findings of a given study will be generalized. It is the target population that enables the researcher to collect the
information required to answer or address the research questions, objectives or hypotheses.

Out of the twelve (12) education districts, (Lower Umfolozi, Gingindlovu, Mthunzini, Hlabisa, Maphumulo and Eshowe) constituted the accessible population for the researcher, since the province of KwaZulu-Natal is too wide. The accessible population was deemed to be identical to the target population in that all types/categories of schools that are found in the target population are also found in the accessible population. The accessible population was chosen because it was near enough to the researcher and possessed the same major and critical characteristics of the target population.

3.11.2 Sampling Design

This study employed the simple random sampling design to select the educator participants. Kumar (2005:174) describes simple random sampling as “the most commonly used method of selecting a probability sample”. Kerlinger (1986:110) succinctly states that “random sampling is that method of drawing a portion or sample of a population so that each member of the population has an equal chance of being selected”.

An attempt made in this study was to design a sample which was as representative of the target population as possible. In essence, designing a truly representative sample is not always possible given the fact that in most instances “researchers are dependent on the goodwill and availability of subjects” (Bell, 1993:83). Nonetheless, an attempt was made to design a research sample that would produce both valid and reliable results.

The nature of the population required that the probability sampling design be used. Probability sampling gives an equal opportunity to all members of the population to be included in the study (May, 1997:86; Bless & Higson-Smith, 1995:88; & Singleson, Strait, Strait & McAllister, 1988:137). Probability sampling is further divided into simple random sampling; systematic sampling; stratified random sampling and cluster sampling (Bless & Higson-Smith, 1995:89 and May, 1997:860). The best sampling design for this study was determined to be simple random
sampling. Imenda and Muyangwa (2006:99) state that “in simple random sampling, all the individuals in the defined population have an equal and independent chance of being selected as a member of the sample”. They further explain the concept of independence as meaning “that the selection of one individual does not affect in any way the chances of selection of another individual”. According to Kumar (2005:169), equal chance implies that the probability of selection of each element in the population is the same; that is, the choice of an element in the sample is not influenced by other considerations such as personal preferences. The concept of independence means that the choice of one element is not dependent upon the choice of another element in the sampling; that is, the selection or rejection of one element does not affect the inclusion or exclusion of another.

Imenda and Muyangwa (2006:100) further opine that “simple random sampling is a powerful technique for selecting a sample that is representative of a large population”. In this study, a simple random sample of 10% was drawn from each stratum. Singleton et al. (1988:140) argue that it is mandatory that a complete list of the population must be available to facilitate the process of random sampling. This list of the population was obtained from the Education Office of the KwaZulu Natal Province, thereby enabling the drawing of a simple random sample (as part of the stratified random sample) from each stratum as discussed below:

3.11.3 Sample Size

Imenda and Muyangwa (2006:98) define a research sample as “a small group of subjects that possesses the main characteristics of the accessible population”. They further state that a “research sample is a group of people taking part in a given study and about whom information is to be collected”. Thus, in this study, after obtaining the list of all 1173 secondary schools from the Empangeni Region, a 10% simple random sample of schools was drawn. With regard to educators, a 10% sample of all educators from the selected schools was drawn. A list of educators from the selected schools was obtained from the principals from whom a random 10% sample of educators was drawn.
The researcher anticipated that some questionnaires would not be returned. But it was much better than anticipated. In the final analysis the sample size was as shown in Table 3.1 below:

Table 3.1: The Sample Size

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>PRINCIPALS</th>
<th>EDUCATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Umfolozi</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Gingindlovu</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Mthunzini</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>Hlabisa</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Maphumulo</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Eshowe</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>31</strong></td>
<td><strong>72</strong></td>
</tr>
</tbody>
</table>

The study was located in the quantitative research paradigm and took the form of a survey involving thirty one (31) secondary school principals and seventy two (72) educators from the selected schools in KwaZulu-Natal Province as reflected in Table 3.1.

3.12 DATA COLLECTION

As a process towards completion of the study, data had to be collected and analysed. Section 3.8 deals with the analysis of data in detail. At this point it is essential to detail how the data were collected.

The main research instruments that were used to collect data were the questionnaires, as discussed in detail in section 3.4. After schools were randomly selected, the researcher delivered the questionnaires to all the schools in person. A brief discussion was held with principals or their deputies explaining the purpose of the study. A date for the collection of the completed instruments was also agreed upon with the principals or the deputy principals. In cases where it would be impossible for the researcher to collect the completed questionnaires, an agreement was reached that the
principals would mail them to the office of the researcher. This only happened in a small percentage (2%) of schools in Hlabisa and the Eshowe districts. All the questionnaires that were handled in this manner were returned.

As instruments were delivered in person by the researcher, the majority (98%) of principals were met. This allowed the researcher to have a feeling of their behavioural patterns and experience the school climate. Some of what was observed formed part of the data gathering process. In addition to the data collection procedures mentioned above, some principals volunteered extra information that could not be overlooked.

3.13 DATA ANALYSIS

This study is located largely within both the qualitative and quantitative research paradigms. This is supported by Morgan (2007:72) who posits that a research study that requires a pragmatic paradigm can combine both qualitative and quantitative methods.

After data were collected as indicated above, they were analysed. The Statistical Package for Social Sciences (SPSS) computer programme was used to analyse the quantitative data. A spreadsheet was first created where all questions of the questionnaire were programmed as variables in the computer programme referred to above. When this was done, responses from each questionnaire were entered into the computer. When all questionnaire responses had been captured, the computer was instructed to create table and graphs that contained information that formed the basis for quantitative and qualitative analysis, interpretation and deriving the findings of the study. As two sets of questionnaires were used, each set received its own treatment in terms of the creation of the spreadsheets, data capturing and tabulation.

Both quantitative and the qualitative research paradigms were used. The difference between the two can be illustrated by means of an example of a table. One could speak of a table in terms of its length, breath and height that can be expressed in centimetres, which is a quantitative way of describing it. One can further speak of the colours and the usefulness of the same table, this becomes a qualitative approach (Bless & Higson-Smith, 1995:100). Therefore each variable was analysed both quantitatively and qualitatively in this study. Creswell (1994:2) defines a quantitative
study as ‘an inquiry process of understanding a social picture, reporting detailed views of informants, and conducted in a natural setting’.

The practical act of conducting research suggests that the qualitative and quantitative methods need not be mutually exclusive. Both paradigms can be used in a complementary fashion rather than a contradictory one. This is done so as to enhance the outcome of the investigation. In this study, the more dominant component was the quantitative one; however, the qualitative aspects also formed an important part of the findings in a complementary way to the quantitative data.

3.13.1 Qualitative Methodology

A single definition of qualitative methodology cannot be arriving at, but various authors have different views. Cresswell (1994) looks at qualitative methodology as a constructivist or naturalist approach, an interpretive approach, or a post positivist or post modern perspective. The angle of post positivism or post modernistivism, emanates from the notion that it started as a counter movement to modernism or positivism of perceived rigid quantitative methodology. The paradigm of interpretation was because of its advocacy for continuous interpretation of data while it is being collected. In this paradigm, there is ample interaction between the informants and the researcher which may even include the researcher leaving or spending some time at the research site. The researcher here acknowledges and reports his or her biases. The language used for reporting is different from that of the quantitative methodology in the sense that the researcher may use first person. Cresswell (1994:7) argues that in qualitative methodology, inductive logic prevails. Categories emerge from informants, rather than being identified a priori by the researcher. Qualitative methods are more concerned with understanding the phenomenon rather than predicting the outcome or controlling variables. Wickham (1997: 5) is of the opinion that qualitative methodology deals mainly with descriptive data such as descriptions of people, places, words and pictures, phenomena which are not easily handled by statistical procedures.
3.13.2 Quantitative Methodology

The most conspicuous feature of this methodology lies in the fact that it uses deductive form of logic, wherein theories and hypotheses are tested in a cause-and-effect order. Cresswell (1994:7) is of the opinion that in this methodology, the researcher designs the research project with well-defined and clearly distinguished variables and hypotheses and these remain fixed until the end of the study. The researcher in this study remains independent form the object of research. This becomes more evident in the language used in writing the report whereby the researcher uses impersonal language when presenting the findings. The researcher for instance may not use first person “I”, but the third person “the researcher”. In some cases the researcher uses impersonal language like “it was discovered …” instead of “I discovered that …” The importance of using the third persons lies in the fact that the researcher must be seen to be an objective observer and not a subjective participant. In this study such language was used to conform to set standards of writing research reports.

3.14 ETHICAL CONSIDERATIONS

This study focused on supervision and TQE in KZN secondary schools. The researcher bore in mind that whenever human beings are the focus of investigation, ethical implications of what is proposed to be done should be considered (Leedy, 2005:85). According to Leedy (2005:101) “most ethical issues in research fall into one of the four categories: protection from harm, informed consent, right of privacy, and honesty with professional colleagues”. The researcher therefore proposed to deal with ethical issues involved and that concern participants in the following manner:

- The researcher considered the relevance and usefulness of the research he was undertaking to avoid wasting the respondent’s time since it is unethical to do so (Kumar, 2005:212). He also ensured that respondents were fully convinced of the relevance and usefulness of the research study;
- According to Kumar (2005:2120 “it is considered unethical to collect information without the knowledge of the participants, and their expressed willingness and informed consent”. Seeking informed consent “is probably the most common method in medical and social research” (Bailey, 1978:384). The
researcher therefore wrote letters to respondents, that is, selected school principals and educators of KZN requesting them to participate in the study. It was mentioned in the letters that participation in the study was strictly voluntary; and

- The research study respected participants’ right to privacy. Questionnaires were in sealed envelopes to each participant and were returned in the same way by the individual respondents. It is unethical to identify an individual respondent. The information provided was therefore kept anonymous. The researcher also ensured that after information was collected, its source cannot be known. The names of respondent were further treated as confidential to protect them from embarrassment, or loss of self-esteem, or any psychological discomfort that might have occurred.

3.15 LIMITATION OF THE STUDY RE-STATED

There are some limitations that should be noted in this study. The sample of this study was drawn from schools of KZN Province only; therefore, it is not representative of the entire population of educators and learners in other provinces or in South Africa. Consequently, further studies need to be conducted in other provinces to corroborate or negate the findings reported in this study. Only public schools were included in the targeted population. The research sample only consisted of thirty one (31) school principals and seventy two (72) educators. Further research focusing on, or including private schools is needed. This study focused on the supervision and total quality education in KZN secondary schools. There is a need for a study at other grade levels or phases as well. The sample of this study consisted of school principals and educators. More research, with a bigger sample, preferably a national study would shed more light on the topic that has been investigated. This research did not include primary schools; research is also needed in primary schools, that is, junior phase, intermediate phase and senior phase. The research instruments used were only limited to questionnaires. Interviews, observations and other research instruments were not employed in this study.
3.16 SUMMARY

This chapter has given an account of the empirical research design. It has detailed the instruments used, the sample design and size, procedure used in distributing or administering the instruments and the process followed in validating them. This chapter also discussed, in detail, the sampling techniques and sample size used.

The next chapter will present and analyse data with the help of tables and graphs to validate arguments.
CHAPTER 4

PRESENTATION OF RESULTS AND DISCUSSION

4.1 INTRODUCTION

Chapter 3 gave an account of the empirical study design and other related methodological aspects of this study. This chapter presents the results of the empirical study with the help of tables and graphs that support some arguments. These results are also discussed against the literature review presented in chapter two. This chapter suggests a supervision model that, if properly applied, could assist schools to improve and become more effective. The researcher suggests that the model be called the Practical Supervision Model because it can easily be put into practice because it is not theoretical, all that it suggests can be put into practice in all schools. The researcher makes concluding remarks and general recommendations that can be helpful to schools and the Department of Education. It proposes a supervision model for TQE.

What happens at school takes place within a particular background, with regard to the learners, educators, school managers and the history of the school. Indeed, the background of educators, in many ways, affects the history as well as the fate of the learners in a given school. It is therefore important that these variables be taken on board in a study such as the present one.

As a preamble to the presentation of key elements of the study is essential that the background of the participating schools, in terms of their sizes (enrolment), pass rates and staffing be presented first. This is coupled by the presentation of data related to the educators’ background, bearing in mind their qualifications, work experience and the ages of principals. This lays the foundation for the presentation of all other aspects of the findings of the study.
4.2 PRESENTATION OF RESULTS

Literature (Louis & Kruise, 1996:761; Lunenburg & Omstein, 1996:433) has indicated that enrolment has a bearing on school management. It was therefore essential to find out about the status of enrolment in schools. Table 4.1 presents the enrolment status of the participating schools.

<table>
<thead>
<tr>
<th>School enrolment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 700</td>
<td>61%</td>
</tr>
<tr>
<td>700-800</td>
<td>13%</td>
</tr>
<tr>
<td>801-900</td>
<td>13%</td>
</tr>
<tr>
<td>901-1000</td>
<td>06%</td>
</tr>
<tr>
<td>1001-1100</td>
<td>03%</td>
</tr>
<tr>
<td>1101-1200</td>
<td>00%</td>
</tr>
<tr>
<td>1201-1300</td>
<td>00%</td>
</tr>
<tr>
<td>1301-1400</td>
<td>00%</td>
</tr>
<tr>
<td>+ 1401</td>
<td>03%</td>
</tr>
</tbody>
</table>

Table 4.1 indicates that the majority of schools (61%) surveyed had an enrolment of less than 700 learners. Many schools were observed to have from 9 to 16 educators. It was common to find that one educator teaches 3 to 5 subjects. It was for this reason that some schools indicated that their School Governing Bodies (SGB’s) employed educators to ease the workload for all educators. Thirteen percent (13%) of the schools had an enrolment of 700 to 800 learners. There were very few schools with learner enrolments above 1000. Table 4.1 makes one infer that schools in the region have a reasonable number of 700 learners; however, on the part of educators this means having a heavy workload coupled with the teaching of subjects in which one never specialized.
4.2.1 Matric Pass Rates

The statistics (KZN Province) for matric results from the year 2001 to 2006 were discussed in chapter one (refer to page 2). Respondents were asked if they were happy with the performance of their schools or not. The responses were as follows:

Table 4.2: Principals’ Views about the Matric Results (n=31)

<table>
<thead>
<tr>
<th>Satisfaction With Pass Rates</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2</td>
<td>07</td>
</tr>
<tr>
<td>No</td>
<td>29</td>
<td>93</td>
</tr>
<tr>
<td>TOTAL</td>
<td>31</td>
<td>100</td>
</tr>
</tbody>
</table>

According to Table 4.1, only 7% of the principals were happy with the results of their schools. All other principals (93%) indicated that they were not happy with the performance of their schools. Respondents were asked what could be the possible causes for the poor performance. In no particular order the following were enumerated as what they saw as the major causes for the schools’ poor performance:

- Lack of motivation by learners who absent themselves and come very late to school and play truant as well;
- Lack of parental support;
- Lack of funds and physical resources such as classrooms, laboratories, media centres and learner support materials;
- Unionisation of educators who feel oppressed when principals try to supervise them;
- Lack of capacity by the School Management Team as a result of many vacant posts in schools;
- Disrespect for teaching time by educators, some of them absent themselves, they are “lazy and ineffective”;
- Overcrowded classrooms thus the giving of individual attention to learners is lacking; and
- Lack of effective In-service Training.
4.2.2 The Schools’ Staffing Profiles

The instrument designed for principals investigated their schools’ staffing profiles. Table 4.3 gives a picture of the staffing profiles in the participating schools.

Table 4.3: The Staffing Profiles of the Participating Schools

<table>
<thead>
<tr>
<th>Staffing Profile</th>
<th>Filled posts</th>
<th>Vacant posts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>31</td>
<td>0</td>
</tr>
<tr>
<td>Deputy Principals</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>HODs</td>
<td>53</td>
<td>21</td>
</tr>
<tr>
<td>Educators</td>
<td>526</td>
<td>7</td>
</tr>
</tbody>
</table>

From table 4.3 it is clear that there were more Post Level One educators compared to heads of departments (post levels 2), deputy principals (post level 3) and principals (post level 4) (supervisors). At the same time there was an indication that there were vacant posts that were distributed as shown in Table 4.4. Normally, the learners’ enrolment determines the number of posts per school. The enrolment of 960 learners requires one principal, two deputy principals, four HODs and 35 educators. If the enrolment is 1050, the school qualifies for an additional (the fifth) HOD. The learner enrolment matched the filled posts at each school. The enrolment as well as the school curriculum also plays a role in determining the numbers of supervisors in a school.
4.2.3 Availability of Support Staff

Support staff namely: clerks and cleaners are very important in the proper functioning of the school. They perform primary duties that complement the functioning of educators. They make a contribution in a number of ways that set the stage for both learners and educators to perform. For example, cleaners keep the environment clean, thus, creating an atmosphere that is conducive to proper teaching and learning. Clerks help educators in the preparation of teaching and assessment documents, and complement the functioning of the school’s administration.

4.2.4 Principals and Educators’ Backgrounds

Principals and educators form an important part of school life. Each principal and educator come to school with a certain background. Blending all the backgrounds of these educators together, a recipe for the success of the school or its failure can be brought to a surface. It is important that a selection of relevant background of both principals and educators be analysed.

4.2.4.1 Principals and Educators’ Qualifications

One’s background, qualifications inclusive, may affect one’s perceptions and attitudes towards education management (Khan & Eqbal, 3013; Stone-Johsen, 2014). Thus educational levels and experiences of the respondents were of great interest. The study revealed that the province had educators that were suitably qualified. Figure 4.1 gives a profile of the education qualifications of both principals and educators.
The figure indicates that all educators in the research sample, principals inclusive, met the minimum qualifications requirements for an educator, that is, REQV thirteen (13). Less than half (45%) of the educators, and almost (96%) of the principals, had qualifications that fell above the minimum requirement. All other educators were appropriately qualified, that is, they met the REQV 13 requirement. This may be seen as a positive sign that educators in the region have the educational capacity to understand and implement TQE principles. Further, figure 4.1 indicates that about half (48%) of the principals had degrees and two-fifths (42%) of them held postgraduate degrees. This could imply that principals in the region may have no problems supervising educators towards TQE.

It is also noted that although all educators held the minimum qualifications, about 4% of them have the Senior Primary Teachers Diploma (SPTD), which is a primary school qualification and are teaching in secondary schools. This may raise suspicions that they may not be effective as they are operating at a level for which they were not trained, i.e. teaching in secondary schools.

It is also noted that although all educators held the minimum qualifications, about 4% of them have the Senior Primary Teachers Diploma (SPTD), which is a primary school qualification and are teaching in secondary schools. This may raise suspicions that they may not be effective as they are operating at a level for which they were not trained i.e. teaching in secondary schools.
4.2.4.2 Principals and Educators’ Work Experience

Experience may be linked to qualification as well. Table 4.6 indicates the level of experience of principals and educators in the sample.

Table 4.4: Work Experience of Principals and Educators (n=72/n=31)

<table>
<thead>
<tr>
<th>EXPERIENCE CATEGORY</th>
<th>EDUCATORS</th>
<th>PRINCIPALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Years</td>
<td>Percent</td>
</tr>
<tr>
<td></td>
<td>of Experience as an Educator</td>
<td></td>
</tr>
<tr>
<td>0-3 Years</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4-7 Years</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>8-11 Years</td>
<td>24</td>
<td>33</td>
</tr>
<tr>
<td>12-15 Years</td>
<td>19</td>
<td>26</td>
</tr>
<tr>
<td>16-19 Years</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>20 Years and above</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>72</td>
<td>100</td>
</tr>
</tbody>
</table>
This table indicates that only 4% of educators had teaching experience of less than four years; and only 13% of principals had experience of less than four years as principals. All teachers (96% and 87% of principals) had work experience of more than three years on the job. The rest had work experience of between 4 and 16 years as principals. During these years of service as principals, they should have learnt a number of skills to help them handle educators’ professional needs effectively, and their management skills may have been sharpened. If well mentored from the beginning, these teachers and principals would possibly have acquired good skills to help them teach and manage schools effectively. They may be in a position to make positive inputs in turning schools around towards effectiveness.

4.2.4.3 Principals’ Ages

The age of the principal may have some implications on his or her ability to manage the school effectively and have long term plans for the school (Okolo, 2001; Ibukun, Oyewole & Abe, 2011). However, some principals who may be just about to retire may not be eager to plan effectively, saying there is no need to plan for another person who might take the position soon after the principal’s retirement. The age distribution of principals in the research sample was as follows:

Figure 4.2  Principals’ ages

Figure 4.2 indicates that over 35% of the principals in the research sample fell between 36 and 40 years of age. The age group 51-55 years followed at 7%. A
principal who is 55 years old may still continue working for a period of 10 years, if he or she chooses to retire at the age of 65 years. In brief, the table indicates that the majority of principals (93%) were below 56 of age. They still had some time to go before retirement. Before then, there is a lot that they can still do to improve the quality of their schools’ performance. Educators need not fear that they may start something with principals who are on their way out of the system through retirement. In cases where principals are about to retire, educators may be uncertain of how the new principal will perform, resulting in them losing sight of the quality initiative.

4.3 ADHERENCE TO PRINCIPLES OF TQE AND RELATIONSHIP TO LEARNER PERFORMANCE

In this section, the researcher presents the results of the empirical study, with regard to the first research objective. Educators and principals are primary stakeholders in the process of making schools effective. Therefore data had to be gathered from them. The following is a presentation of data gathered from educators. It is arranged in terms of the relevant objectives of the study.

4.3.1 The Relationship Between TQE And Schools’ Performance

The first objective of the study was to investigate whether or not the lack of TQE in the participating secondary schools in the KwaZulu-Natal manifested in the form of high failure rate. Given below is a presentation of data related to this research objective.

4.3.1.1 The Presence of Visions and Mission Statements in Schools

4.3.1.2 Communication of Vision and Mission of Schools

The availability of a vision and mission may not contribute to the schools’ success if such are not regularly communicated to all primary stakeholders of the school (Khan & Iqbal, 2013; Gale, et al., 2014). For the purpose of this study, it was important to investigate if the vision and the mission of the schools were regularly communicated. As Kurland, Peretz, Israel and Hertz-Lazarowitz, (2010: 7) claim:
Fundamentally, the success of schools depends on first-rate school leadership, on leaders reinforcing the teachers’ willingness to adhere to the school’s vision, creating a sense of purpose, binding them together and encouraging them to engage in continuous learning. Leadership, vision and organizational learning are considered to be the key to school improvement.

Table 4.5 below indicates who amongst the SMT members, according to the educators, communicated the vision and mission statements of the schools.

Table 4.5: Communication of Vision and Mission of the School (n=72)

<table>
<thead>
<tr>
<th>SMT CATEGORY</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
<th>Not sure</th>
<th>%</th>
<th>TOTAL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>45</td>
<td>63</td>
<td>15</td>
<td>21</td>
<td>12</td>
<td>17</td>
<td>72</td>
<td>100</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>28</td>
<td>39</td>
<td>20</td>
<td>28</td>
<td>24</td>
<td>33</td>
<td>72</td>
<td>100</td>
</tr>
<tr>
<td>Head of Department</td>
<td>26</td>
<td>36</td>
<td>25</td>
<td>35</td>
<td>21</td>
<td>29</td>
<td>72</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.5 indicates that more than three-fifths (62%) of educators indicated that their principals communicated the vision and mission of the school. The percentage of educators who indicated that Deputy Principals communicated the vision and mission declined to about two-fifth (39%) and more than a third (36%) for heads of departments. It is understood that deputy principals and heads of departments carry a heavier teaching load compared to principals. Principals have enough time interacting with educators and communicating the vision and mission of the schools hence, the different percentages.

In this regard, Kurland, et al (2010:9) report that evidence from a study of Australian secondary schools indicates that higher performing schools function as learning organizations, and that in so-doing, such schools “enable staff at all levels to learn collaboratively and continuously and put this learning to use in response to social needs and the demands of their environment. In this regard, a learning organization is defined as a corporate entity which “constantly learns from its contemplation of the future, and consciously uses these learnings to continuously change and adapt in such a way as to maximize its outcomes in terms of its constantly changing environment (Voulalas & Sharpe, 2005, p.196 – in Kurland, et al., 2010:9).
Table 4.5 also indicates that some respondents did not respond to this question particularly with reference to deputy principals and heads of departments. The reason could be that not all schools had Heads of Departments and Deputy Principals; hence respondents decided not to respond to the question.

4.3.1.3 Expectations for Learner Achievement

The TQE paradigm prescribes that effective schools should have high expectations that are continuously communicated to learners. Educators were asked if schools had expectations for learners’ achievements and how often these expectations were communicated. The following table presents a picture of the responses on this subject.

Table 4.6: The Setting of Expectations for Learner Achievement in Schools (n=72)

<table>
<thead>
<tr>
<th>Expectations in place</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>62</td>
<td>86</td>
</tr>
<tr>
<td>NO</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>TOTAL</td>
<td>72</td>
<td>100</td>
</tr>
</tbody>
</table>

The above table shows that the majority of educators (86%) had expectations for learners’ achievement. Table 4.6 indicates the extent to which these expectations were communicated to learners.

4.3.1.4 Availability of Codes of Conduct in School

The behaviour of educators and learners needs some form of regulation to ensure that it contributes towards effective teaching and learning. It is important that schools have codes of conduct for both educators and learners. Table 4.7 indicates some statistics with regard to the availability of codes of conduct for both educators and learners in the region.

Table 4.7: Availability of Codes of Conduct in School (n=72)
<table>
<thead>
<tr>
<th>CODE OF CONDUCT FOR LEARNERS</th>
<th>CODE OF CONDUCT FOR EDUCATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVAILABILITY</td>
<td>FREQUENCY</td>
</tr>
<tr>
<td>Yes</td>
<td>57</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>72</td>
</tr>
</tbody>
</table>

This table indicates that more than three-quarters (79%) of educators were reported to have codes of conduct for learners and about the same percentage (78%) have codes of conduct for educators. But it is of no use to have codes of conducts that are not respected.

4.3.1.5 Respect for Codes of Conduct

Figure 4.3 indicates the extent to which educators and learners abided by their respective codes of conduct. Although most schools were reported to have codes of conduct for both learners and educators, figure 4.3 indicates that only 41% of the respondents indicated that educators abided by their codes of conduct; only about a third (30%) of the educators reported that they respected their codes of conduct more than learners; only five (5%) percent of educators were of the view that learners did not respect their codes of conduct. On the other hand, less than five (5%) percent of educators felt that they themselves did not respect their codes of conduct; almost half the educators (48%) reported that sometimes educators abided by their codes of conduct. If one says “sometimes” it means when an educator feels like not abiding by the code of conduct, that educator will just disobey. From this response, the question arises as to whether there are disciplinary measures that are taken against a person who fails to abide by the prescribed code of conduct.
Figure 4.3: The Extent to which Codes of Conducts are Respected.

About a third (30%) of the educators reported that learners abided by their code of conduct. This would imply that a large number of learners, about three-quarter (75%) do not respect the code of conduct. Certainly, this could lead to disciplinary problems at school that may divert the focus of educators away from TQE.

4.3.1.6 Formulation of Purposeful Teams in Schools

TQE emphasises the formation of teams in school. Teams are viewed as very powerful because they encourage educators to pull all their strengths together towards the accomplishment of a task that may lead towards the achievement of TQE (Blandford, 1997:82). The following table gives information on the extent to which educators and learners were encouraged to work in teams.
Table 4.8: The Extent to which Educators and Learners are Encouraged to Work in Teams (n=72)

<table>
<thead>
<tr>
<th>AVAILABILITY</th>
<th>EDUCATORS</th>
<th>LEARNERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FREQUENCY</td>
<td>PERCENT</td>
</tr>
<tr>
<td>Yes</td>
<td>69</td>
<td>69</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>TOTAL</td>
<td>72</td>
<td>100</td>
</tr>
</tbody>
</table>

The table 4.8 shows that more than three-fifths (69%) of educators reported that members of the SMT encouraged them to work in teams; 17% of them were of the opinion that they were not encouraged to work in teams at all.

According to Table 4.13 the majority of educators (89%) reported that they encouraged learners to work in teams. A small percentage (11%) of the educators said that they did not encourage learners to work in teams. By way of definition, a team is a group of people working together on the basis of shared perception, common purpose, agreed procedures, commitment, co-operation and resolving disagreements openly by discussions (Blandford, 1997). Blandford (1997) further suggests that in a school situation, teams distribute and manage work; suggest procedures for reaching goals, problem solving and decision making; participate in negotiations and conflict resolutions; etc. Regarding learners, Carl (2009:96) defines group work as a “two-way communication during which learners communicate amongst themselves in connection with the learning content”. With regard to learner grouping, Lyman and Foyle (1991) aver that learners come to new classrooms as strangers. They tend to ignore each other. Sometimes they recognise old friends and gravitate towards them or may remain isolated. Layman and Foyle (1991) further state that grouping should be designed to promote success and maturing positive attitudes in learners. Hassard and Dias (2009:102) posit that “group focus is also dependent on conveying to students that they are each accountable for their academic and social behaviour”. Sometimes learners learn better from their peers.
4.3.1.7 Giving of Feedback to Educators

In a school situation it is important to give constant feedback to both educators and learners. The SMT should give feedback to educators. In turn, educators should give constant feedback to learners. Table 4.9 indicates the extent to which feedback was given according to the response profile of the research sample.

Table 4.9:  **Giving of Feedback to Educators (n=72)**

<table>
<thead>
<tr>
<th>FEEDBACK GIVEN</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>52</td>
<td>72</td>
</tr>
<tr>
<td>No</td>
<td>20</td>
<td>28</td>
</tr>
<tr>
<td>TOTAL</td>
<td>72</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.9 indicates that about three-quarters (72%) of the respondents reported having received feedback from persons in a supervisory role. Quality feedback is essential for effective learning and teaching (Tangen & Meling, 2012:26), and it is important that it takes the form of written comments and/or is delivered in the form of constructive dialogues between supervising officials (principals, heads of department and departmental officials) and teachers. Such dialogues and written comments will go a long way in giving direction and support to teachers as all stakeholders work to create conditions conducive to the attainment of TQE. The supervisor should identify what has been done well and what still needs improvement and give guidance on how to make that improvement. Furthermore, opportunities for teachers to respond to comments should be planned as part of the overall learning process.
Table 4.10 indicates the interval at which feedback was reported to be given.

Table 4.10: **Intervals at which Feedback is Given (n=72)**

<table>
<thead>
<tr>
<th>INTERVAL OF GIVING FEEDBACK</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immediately</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>Occasionally</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>Quarterly</td>
<td>19</td>
<td>26</td>
</tr>
<tr>
<td>Yearly</td>
<td>14</td>
<td>19</td>
</tr>
<tr>
<td>No response</td>
<td>18</td>
<td>25</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>72</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

According to the Table 4.10, 17% of the respondents indicated that they received feedback immediately. Feedback that is immediate is the one that is most effective. The educators who reported receiving feedback quarterly were just above a quarter (26%).

Although this interval is delayed it is far better that the feedback that is given once a year when things shall have gone beyond correction. Nineteen percent (19%) of educators reported that they received feedback once a year; thirteen percent (13%) indicated that they occasionally receive feedback on their performance. The most ideal interval is the immediate one.

4.3.1.8 Perceived Competence of the School Management Teams

The perception of educators towards the competence of the school management team may affect the extent to which they exert themselves. Negative perceptions that educators may have about the SMTs may hamper their motivation and they may have a low input. Figure 4.6 gives a picture of the educators’ views regarding the competence of their SMTs.
From Figure 4.4, one observes that only 1% of the educators believed that their SMTs were competent to run schools effectively; only a quarter (25%) believed that their SMTs were good and about the same percentage (25%) reported that their SMTs needed improvement. About two-fifths (42%) of the educators were either not sure of the competence levels of their SMTs, or did not want to commit themselves.
Table 4.11: **Quality input by educators as observed by other educators (n=72)**

<table>
<thead>
<tr>
<th>Quality input</th>
<th>Yes</th>
<th>No</th>
<th>Not Sure</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proper planning of work</td>
<td>31(43)</td>
<td>11(15)</td>
<td>30(42)</td>
<td>72</td>
</tr>
<tr>
<td>Continuous assessment of learners’ progress</td>
<td>37(51)</td>
<td>12(17)</td>
<td>23(32)</td>
<td>72</td>
</tr>
<tr>
<td>Giving feedback to learners</td>
<td>29(40)</td>
<td>13(18)</td>
<td>30(42)</td>
<td>72</td>
</tr>
<tr>
<td>Observation of punctuality</td>
<td>31(43)</td>
<td>6(8)</td>
<td>35(49)</td>
<td>72</td>
</tr>
<tr>
<td>Identify learners’ strengths and weaknesses</td>
<td>34(47)</td>
<td>14(19)</td>
<td>24(33)</td>
<td>72</td>
</tr>
<tr>
<td>Possession of a sense of direction</td>
<td>35(49)</td>
<td>10(14)</td>
<td>27(38)</td>
<td>72</td>
</tr>
<tr>
<td>Outcomes oriented</td>
<td>28(39)</td>
<td>15(21)</td>
<td>29(40)</td>
<td>72</td>
</tr>
<tr>
<td>Commitment</td>
<td>41(57)</td>
<td>7(10)</td>
<td>24(33)</td>
<td>72</td>
</tr>
<tr>
<td>Contribution of ideas</td>
<td>35(49)</td>
<td>10(14)</td>
<td>27(38)</td>
<td>72</td>
</tr>
<tr>
<td>Maintenance of discipline</td>
<td>35(49)</td>
<td>6(8)</td>
<td>31(43)</td>
<td>72</td>
</tr>
<tr>
<td>Consistency</td>
<td>24(33)</td>
<td>8(11)</td>
<td>40(56)</td>
<td>72</td>
</tr>
<tr>
<td>Motivation of learners</td>
<td>40(56)</td>
<td>3(4)</td>
<td>29(40)</td>
<td>72</td>
</tr>
<tr>
<td>Ownership of school activities</td>
<td>21(29)</td>
<td>17(24)</td>
<td>34(47)</td>
<td>72</td>
</tr>
<tr>
<td>Attention to quality initiatives</td>
<td>25(35)</td>
<td>16(22)</td>
<td>31(43)</td>
<td>72</td>
</tr>
<tr>
<td>Common understanding for TQE</td>
<td>25(35)</td>
<td>17(24)</td>
<td>30(42)</td>
<td>72</td>
</tr>
<tr>
<td>Teaching beyond seven hours</td>
<td>24(33)</td>
<td>13(18)</td>
<td>35(49)</td>
<td>72</td>
</tr>
<tr>
<td><strong>Average percent</strong></td>
<td><strong>43%</strong></td>
<td><strong>15%</strong></td>
<td><strong>42%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

4.3.1.9 Care for Social and Economic Needs of Learners

Proactive schools care for the social and economic needs of learners. This means that the school gathers information regarding social circumstances of learners so that they are guided in a manner that makes them adjust well in schools and feel secure. This improves their learning. Knowing the economic needs of learners, as well, enables educators to care for learners in a manner that does not make learners feel like misfits at school. For example a learner who does not have uniform as a result of poor economic conditions at home should be welcomed at school and assisted in every way possible. Table 4.12 gives a picture on how schools manage this aspect.
Table 4.12: Care for Social and Economic Needs of Learners (n=72)

<table>
<thead>
<tr>
<th>LEARNERS NEEDS</th>
<th>FREQUENCY AND PERCENTAGES</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Social needs</td>
<td>53 (74)</td>
<td>6 (08)</td>
</tr>
<tr>
<td>Economic needs</td>
<td>35 (49)</td>
<td>13 (18)</td>
</tr>
</tbody>
</table>

As seen in Table 4.12 above, the schools were reported to be taking the needs of learners into consideration. The majority (85%) of the educators agreed that schools were concerned with the social needs of learners. Almost half (49%) of the educators believed that the economic needs of learners were catered for at schools.

4.3.1.10 Setting of Goals by Schools

The TQE movement emphasises that schools must set themselves goals for the future. This study investigated whether schools set themselves goals with regard to pass rates. Table 4.13 presents the educators’ responses to this aspect.

Table 4.13: Setting of Goals by Schools (n=31)

<table>
<thead>
<tr>
<th>SETTING TARGET</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>21</td>
<td>68</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
<td>32</td>
</tr>
<tr>
<td>TOTAL</td>
<td>31</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.13 indicates that the majority of schools set target pass rates for themselves; the table indicates that more than three-fifths (68%) of the educators reported that their schools set targets for themselves. It is believed that once a target has been set, it would motivate all stakeholders to work towards its achievements.
4.4 PRINCIPALS’ KNOWLEDGE ABOUT SUPERVISION STRATEGIES

Although one may have good interpersonal skills, if such skills are not complemented by one’s knowledge of supervision strategies, the interpersonal skills by themselves will not supervise an educator. The instrument investigated if respondents believed that the school principals were adequately knowledgeable about supervision strategies. Table 4.20 reflects the responses on this subject.

Table 4.14: Perceptions of Educators about the School Principals’ Knowledge about Supervision Strategies (n=72)

<table>
<thead>
<tr>
<th>EDUCATORS EVALUATION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledgeable</td>
<td>51</td>
<td>71</td>
</tr>
<tr>
<td>Not knowledgeable</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Not sure</td>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>TOTAL</td>
<td>72</td>
<td>100</td>
</tr>
</tbody>
</table>

Respondents on this subject gave the school principals credit in that just under three-quarters (71%) of them indicated that the principals were knowledgeable about supervision strategies; a smaller percentage (11%) believed that they were not knowledgeable. Another eleven (11) percent was not sure if principals were knowledgeable or not. Assessment of School-Based Management (SBM) (1996) states that three kinds of knowledge and skills are important, and that effective school principals pay attention to them: (1) stakeholders to contribute knowledgeably to decisions about school improvements, they need training to expand their knowledge about the instructional and programmatic changes of schools, including current knowledge about teaching, learning and curriculum; (2) people at the school site need teamwork skills for participating in work groups and training in group decision-making and how to reach consensus. Leadership training is needed school-wide, so that people have skills to run meetings effectively; (3) teachers and community representatives are expected to assist in developing a budget or hiring staff, they need organisational knowledge which includes budgeting and personnel skills. SBM (1996) further states that the most successful principals are effective in moving four
resources – power, knowledge and skills training, information and rewards – to teachers and community members.

4.4.1 Principals’ Ability to Tackle Problems and not Individuals

In many instances supervisors tackle individuals rather than the problem. This hampers supervision. It is essential that supervisors, namely, Principals, Deputy Principals and Heads of Departments become sensitive that it is the problem that needs supervisory attention and not the person. There must be a separation between a person and a problem. Educators had the following judgement regarding this problem.

Table 4.15: Supervisors’ Ability to Tackle Problems and not Individuals (n=72)

<table>
<thead>
<tr>
<th>SMT CATEGORY</th>
<th>YES</th>
<th>NO</th>
<th>NOT SURE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>57 (79)</td>
<td>13 (18)</td>
<td>2 (03)</td>
<td>72 (100)</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>41 (57)</td>
<td>13 (18)</td>
<td>18 (25)</td>
<td>72 (100)</td>
</tr>
<tr>
<td>Head of Department</td>
<td>39 (54)</td>
<td>21 (29)</td>
<td>12 (17)</td>
<td>72 (100)</td>
</tr>
</tbody>
</table>

The table indicates that, on average, all members of the SMT have the ability to tackle problems and not individuals. Principals take a superior position with 79%, followed by Deputy Principals with 57%, and lastly Head of Departments with 45%. The ability to tackle problems and not individuals may make educators feel that they are held in high esteem and it is the problem that needs correction. Supervision is a problem solving activity and not an act of confrontation.

4.4.2 Effective Supervision of Educators

Educators were asked if they thought that they were effectively supervised or not. Figure 4.5 indicates their responses.
Educators (50%) believed that supervision was effective. More than two-fifth (42%) of the educators said that supervision was not effective. A small percent (8%) of them were not sure whether or not supervision was effective.

The positive thing about this was that those who said it was effective outnumbered (50%) those who said it was ineffective (42%). Successful supervisors empower people at school to make decisions; train people at the school for their new roles; provide information to guide decision-making; and reward people for performance (SBM, 1996). Supervision can be viewed in two dimensions, that is, classroom and out-of-class supervision. Classroom supervision deals with educators’ improvement in their teaching, whereas out-of-class supervision refers to the SMT in its endeavour to improve school culture and climate. Supervisors are expected to have interpersonal skills. Sergiovanni and Starrat (1993) point out that the two are interrelated.
4.4.3 The Effect of Supervisors’ Trust for Educators Supervision

In school situations, it is possible that principals may or may not have trust for educators. This trust may positively or negatively affect supervision. It may be negative when educators abuse the trust and do things as they please, knowing that the principal trusts them. The following is the response of this subject.

Table 4.16: The Effect of Trust on Supervision (n=72)

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative</td>
<td>22</td>
<td>31</td>
</tr>
<tr>
<td>Positive</td>
<td>49</td>
<td>68</td>
</tr>
<tr>
<td>Not sure</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>72</td>
<td>100</td>
</tr>
</tbody>
</table>

From table 4.16 above, more than three-fifths (68%) of the educators believed that principals’ trust for educators affected supervision positively; less than a third (31%) of the educators thought that principals’ trust of educators negatively affected supervision. It is therefore important that principals be aware of this and exercise their trust with the understanding that some educators (31% of them) hold their view that trust between the principal, as supervisors, and some educators as potentially leading to a negative effect.

4.4.4 Supervision and Educators’ Needs

Effective supervision should meet the needs of educators. Educators have different needs. The instrument sought to find out if supervision in the region was considered to meet the needs of individual educators. Table 4.17 shows the responses on this variable:
Table 4.17: Supervision and the Needs of Educators (n=72)

<table>
<thead>
<tr>
<th>RESPONDENTS' EVALUATION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>37</td>
<td>51</td>
</tr>
<tr>
<td>No</td>
<td>35</td>
<td>49</td>
</tr>
<tr>
<td>TOTAL</td>
<td>72</td>
<td>100</td>
</tr>
</tbody>
</table>

This table indicates that just over half (51%) of the educators thought that the personal needs of educators were taken into consideration by supervisors; just below half (49%) of the educators did not think so.

4.4.5 Educators’ Preferred Supervision Styles

Educators’ preferences are not the same. Some prefer directive supervision, some would like to be supervised by means of the collaborative style, and others would prefer the non-directive supervision. Supervising an educator by a method that he/she likes may increase motivation, performance and effectiveness. The sample indicated that educators would like to be supervised as follows:
Figure 4.6: **Preferred Supervision Style (n=72)**

Figure 4.6 indicates that over two-thirds (68%) of educators preferred to be supervised through the collaborative approach; a quarter (25%) preferred the directive method; a smaller percentage (7%) preferred the non-directive supervision approach. This information suggests that school principals should understand these trends and adjust their supervision styles so that they suite not only the majority of educators but also the minority. Principals in their various schools should establish who prefers which method supervision so that supervision modalities are adapted accordingly.
4.4.6 The Extent to which Educators were Supervised according to their Preferences

For the purpose of this study it was important to find out to what extent educators were supervised according to their preferences. Figure 4.7 indicates the extent to which educators were supervised according to their preferred approach.

Figure 4.7: Supervision According to Educators’ Preferences (n=72)

A small percentage (7%) of educators reported that they were not supervised according to their preferred supervision style. Thirty-five percent (35%) of the educators were always supervised according to their preferred style. This points to the need for principals know their subordinates better to supervise them in ways be consistent with their personalities – or just as they would like to be supervised, as long as targets are met.

4.4.7 Educators’ Willingness to be Supervised

The willingness of educators to be supervised was also investigated. Figure 4.8 presents information in this regard.
The responses indicate that a small percentage (10%) of educators was not willing to be supervised. All other educators rated their disposition towards being supervised to be average, good, and excellent. Half of the educators (50%) believed that the willingness of educators to be supervised was moderate. This percentage can be improved by constant nurturing of educators where the benefits of supervision to both educators and learners are made known.

4.5 STAFF DEVELOPMENT AND EDUCATORS’ NEEDS

Effective staff development programmes address the needs of educators. It is of no use to initiate programmes that do not address particular needs of educators: Making it imperative for schools to undertake needs assessment with a view to forging relevance of staff development programmes. Respondents were asked if their needs
were sought by schools when designing staff development programmes. Table 4.18 summarises the responses.

**Table 4.18: Needs Analysis for the Purpose of Staff Development (n=72)**

<table>
<thead>
<tr>
<th>SEEKING OF EDUCATORS NEEDS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>30</td>
<td>42</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>Not Sure</td>
<td>30</td>
<td>42</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>72</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The table indicates that more than two-fifths (42%) reported that their needs were sought first; 16% of the respondents stated that their needs were not sought first. One may infer from this that staff development programmes that were put in place may not have addressed their needs. The rest of the respondents were not sure whether their needs were sought first or not.

### 4.5.1 Taking Advantage of the Developmental Appraisal System

This initiative presents itself as a wonderful opportunity that could be used by schools to develop educators. It was therefore of interest to this study to find out if schools were taking advantage of DAS. Craft (1996) asserts that the process of appraisal can be a valuable professional development opportunity in its own right. Staff appraisal is also staff development. The Department of Education has a more improved strategy than DAS. The strategy is called IQMS. The IQMS acknowledges subjectivity in appraisal and outlines how this may be countered through “transparency and open discussion as quality controls…” (ELRC, 2003:6). There are three fundamental requirements for developing effective teaching and learning in schools:

- Sound classroom practice from specialist educators;
- Sufficient and suitable materials; and
- Sound and proactive leadership and management of learning (Bush and Glover, 2009; Tylor, 2007).
The philosophy underpinning the IQMS is based upon the “fundamental belief” that the purposes of the new measures are to:

- determine competence;
- assess strength and areas for development;
- provide support and opportunities for development to assure continued growth;
- promote accountability; and
- monitor an institution’s overall effectiveness (ELRC, 2003,4).

Asked if this programme was running smoothly in the schools, the following was the response profile.

Table 4.19: The Implementation of DAS in Schools (n=72)

<table>
<thead>
<tr>
<th>IS STAFF DEVELOPMENT RUNNING SMOOTH IN SCHOOLS?</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>16</td>
<td>22</td>
</tr>
<tr>
<td>No</td>
<td>56</td>
<td>78</td>
</tr>
<tr>
<td>TOTAL</td>
<td>72</td>
<td>100</td>
</tr>
</tbody>
</table>

The above table indicates that only less than a quarter (22%) of educators indicated that DAS was being applied in their schools. Generally the results indicated that the system was not applied in the majority (78%) of schools.

Where DAS is implemented, it is characterised by the formation of a committee in a school called Staff Development Team (SDT). Staff development sometimes relies on information gathered through appraisal and uses it to strengthen its scope of operation. This argument is supported by the relationship of staff development and appraisal outlined by Craft (1996:33). This relationship is as follows:

- appraisal provides opportunity for professional development;
- appraisal can be a precise way of identifying professional developmental needs;
4.5.2 The Existence of Staff Development Teams in Schools

The table below summarises responses to the question as to whether the SDTs existed in the schools.

Table 4.20: The Existence of the SDTs in Schools (n=72)

<table>
<thead>
<tr>
<th>EXISTING OF STAFF DEVELOPMENT TEAMS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>24</td>
<td>33</td>
</tr>
<tr>
<td>No</td>
<td>48</td>
<td>67</td>
</tr>
<tr>
<td>TOTAL</td>
<td>72</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.20 shows that in the majority of cases (67%) staff development committees did not exist. The committee exists in about a third (33%) of the schools. This comes as a surprise because the National Department of Education initiated this as policy. One would have expected that these committees would be in place in all the schools, even if they may not perform the functions they were mandated to perform.

4.5.3 Functioning of SDTs in Schools

The instrument listed these functions that are supposed to be performed by the SDTs and asked if these teams in various schools performed them or not. The response profile in Table 4.21 was obtained. The following table reflects responses from the 40% that responded to this part.
Table 4.21: **Functioning of SDTs** (n=29)

<table>
<thead>
<tr>
<th>DUTIES OF A STAFF DEVELOPMENT TEAM</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation and monitoring of management plan</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td>Identification of educators due to be appraised</td>
<td>17</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>59%</td>
<td>45%</td>
</tr>
<tr>
<td>Facilitation of the formation of appraisal panels</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td>Linkage of appraisal to whole school development</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>52%</td>
<td>485%</td>
</tr>
<tr>
<td>Linkage with the department on staff development matters</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>41%</td>
<td>59%</td>
</tr>
<tr>
<td>Monitoring the effectiveness of appraisal</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>Keeping of records</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td>Undertaking needs analysis for educators</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td><strong>Average percent</strong></td>
<td>52%</td>
<td>48%</td>
</tr>
</tbody>
</table>

The above table indicates that on average, 52% of the 29 educators responded by indicating that SDTs in their schools were performing the itemised functions. Only two functions namely:

* Linking the school with the department on staff development matters; and
* Monitoring the effectiveness of appraisal. Were scored at less than half (44% and 45%, respectively).

Overall, all the above tables (table 4.22 to table 4.25) indicate that staff development programmes were lacking at school level.

### 4.5.4 Attendance of Courses Organized by the Department

The following pie chart reflects on staff development programmes initiated by the department. The questionnaire sought information on the frequency of courses attended by the respondents. The response profile is illustrated in Figure 4.10.
Figure 4.9: **Attendance of DoE-initiated Staff Development Programmes**

The interval at which respondents attended staff development programmes ranged from 3 months, 6 months, a year, more than a year previously and never; a third (33%) of the educators indicated that they last attended staff development programmes three months previously; followed by less than a fifth (19%) who reported having last attended staff development programmes 6 months previously. Those who had attended staff development programmes a year previously were only 16%, which was the same percentage as those who had not attended staff development programmes for over a year. Sixteen percent (16%) of the educators indicated that they never attended staff development programmes since they started teaching.
4.5.5 **Effectiveness of Courses Educators Attend**

It was also important to investigate if the staff development programmes educators attended were found to be effective or not. Figure 4.11 presents the responses to this question.

Figure 4.10: **Effectiveness of Staff Development Programmes Educators Attend** (n=72)

Figure 4.10 indicates that 62% of the educators found the staff development programmes they had attended to be effective; less than a third (26%) of the educators felt that these staff development programmes were not effective; a smaller percentage (12%) was not sure whether the staff development programmes were effective or not. Although a bigger percentage (62%) reported that the staff development programmes
were effective, it must be highlighted that perhaps the lack of need analysis contributed to the view by some educators that these staff development programmes were not effective sometimes.

The effectiveness of staff development programmes was further tested against the elements mentioned in Table 4.21. This is highlighted in Table 4.22.

Table 4.22: Effectiveness of Courses (n=72)

<table>
<thead>
<tr>
<th>ASPECTS OF STAFF DEVELOPMENT PROGRAMMES EFFECTIVENESS</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve curriculum teaching and learning</td>
<td>60</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>(83%)</td>
<td>(17%)</td>
</tr>
<tr>
<td>Provide for professional development of educators</td>
<td>56</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>(78%)</td>
<td>(22%)</td>
</tr>
<tr>
<td>RemEDIATE unsatisfactory performance by educators</td>
<td>56</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>(78%)</td>
<td>(22%)</td>
</tr>
<tr>
<td>Response to goals of the schools</td>
<td>53</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>(74%)</td>
<td>(26%)</td>
</tr>
<tr>
<td>Take into account the vision and mission of schools</td>
<td>44</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>(61%)</td>
<td>(39%)</td>
</tr>
<tr>
<td><strong>Average percent</strong></td>
<td><strong>75%</strong></td>
<td><strong>25%</strong></td>
</tr>
</tbody>
</table>

Table 4.22 indicates that the respondents highly rated staff development programmes that were organised by the department. All aspects named in the table were highly rated to an average of by three-quarters (75%) of the educators, except for the promotion of the vision and mission of the school, which was rated by a relatively lower percentage of 61%. It can therefore be concluded that the department organised staff development programmes were effective for the majority of the educators.

This part of the analysis indicates that the department organises staff development programmes that are perceived highly by educators as opposed to school initiated programmes that, in any case, only fewer schools initiated. Above that, they were not as highly rated as those initiated by the department.
4.6 FACTORS THAT MAY PROMOTE OR HINDER TQE

The fourth and final research objective of this study was to investigate if there were factors that hindered or promoted the implementation of TQE in the province.

4.6.1 Inhibitors and Promoters of TQE

In investigating this, a list of factors that were regarded as pertinent to the promotion and/or hindrance of TQE were listed. Educators were asked to rate these factors according to the following scale: Yes, No, or Not Sure as applicable to their respective schools.

Table 4.23: Factors that may Hinder or Promote TQE (N=72)

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>Yes</th>
<th>No</th>
<th>Not sure</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment by the principal</td>
<td>21</td>
<td>41</td>
<td>10</td>
<td>72</td>
</tr>
<tr>
<td>Planning ability by the School Management Team</td>
<td>11</td>
<td>35</td>
<td>26</td>
<td>72</td>
</tr>
<tr>
<td>Flow of information</td>
<td>15</td>
<td>39</td>
<td>18</td>
<td>72</td>
</tr>
<tr>
<td>Capacity of educators</td>
<td>07</td>
<td>52</td>
<td>13</td>
<td>72</td>
</tr>
<tr>
<td>Formation of purposeful teams</td>
<td>15</td>
<td>24</td>
<td>32</td>
<td>72</td>
</tr>
<tr>
<td>Management’s ability to model desired behaviour</td>
<td>11</td>
<td>38</td>
<td>23</td>
<td>72</td>
</tr>
<tr>
<td>Management’s ability to coach educators</td>
<td>19</td>
<td>29</td>
<td>24</td>
<td>72</td>
</tr>
<tr>
<td>Educators’ openness to new ideas</td>
<td>14</td>
<td>40</td>
<td>18</td>
<td>72</td>
</tr>
<tr>
<td>Availability of peer leadership</td>
<td>12</td>
<td>31</td>
<td>29</td>
<td>72</td>
</tr>
<tr>
<td>Co-operation amongst educators</td>
<td>17</td>
<td>29</td>
<td>26</td>
<td>72</td>
</tr>
<tr>
<td>Management’s ability to introduce new innovation</td>
<td>15</td>
<td>33</td>
<td>24</td>
<td>72</td>
</tr>
<tr>
<td>AVERAGES</td>
<td>14</td>
<td>36</td>
<td>22</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>20%</td>
<td>49%</td>
<td>31%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Studying the average percentage of these ratings, the following is discernible:

- “Yes” has an average of 20%.
- “No” has an average rating of 49%.
Adding the rating Yes and No ratings together, it gives us 69%.

Educators’ rating of the above aspects is positive.

It is evident from the table that almost all factors were rated highly by most respondents. The mean sum score for both the Yes and No rating is 69%. This means that schools in the region have capacity to turn around and become effective. Therefore, it can be concluded that schools in the region have the capacity to initiate and maintain TQE.

4.6.2 Schools’ Readiness to Transform and Become Effective

It was also of interest to investigate whether or not schools were ready to engage in certain activities which would enhance their effectiveness. In this regard, the respondents were given a list of primary stakeholders in education and were asked to indicate if these stakeholders were ready to transform schools towards effectiveness or not.

The seven primary stakeholders were differently rated. Stakeholders such as school principals, deputy principals, and heads of departments, educators, school governing bodies and circuit managers were rated as ready by more than half of the educators (59%, 56%, 55%, 75%, 54% and 56%, respectively). Learners were least rated (42%) as ready by educators. A small percentage of respondents (average percent of 16%) believed that the listed stakeholders were not ready.

Those respondents who rated the stakeholders negatively were requested to indicate how long they thought the stakeholders would take to become ready. Forty-four of the educators did not respond to this question as they rated the stakeholders highly.
Table 4.24: Stakeholders’ Readiness to Transform Schools (n=28)

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Ready</th>
<th>Not Ready</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>40</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>(59%)</td>
<td>(13%)</td>
<td>(28%)</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>29</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>56%</td>
<td>15%</td>
<td>29%</td>
</tr>
<tr>
<td>Heads of Departments</td>
<td>34</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>55%</td>
<td>21%</td>
<td>29%</td>
</tr>
<tr>
<td>Educators</td>
<td>52</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>75%</td>
<td>15%</td>
<td>13%</td>
</tr>
<tr>
<td>Learners</td>
<td>29</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>42%</td>
<td>23%</td>
<td>35%</td>
</tr>
<tr>
<td>School Governing Body</td>
<td>37</td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>54%</td>
<td>18%</td>
<td>28%</td>
</tr>
<tr>
<td>Circuit Manager</td>
<td>38</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>56%</td>
<td>9%</td>
<td>35%</td>
</tr>
</tbody>
</table>

4.7 DATA GATHERED FROM EDUCATORS

Principals of schools are key personnel in the management of schools. Their ability to supervise, delegate responsibility appropriately as well as their ability to involve and motivate other stakeholders, educators in particular, can decide the fate of a school. Their input on how they utilised the available human resources was of importance, hence a questionnaire was designed for them. The following is a presentation of data gathered from them as heads of institutions.
4.7.1 Nature of Appointment of Principals

Long term decision making is important. In many instances it is conditioned by whether the principal is acting or permanently appointed. It was therefore important for the study to find out about the nature of the appointment of principals. The sample indicated the following:

Table 4.25: Nature of Appointment of Principals (n=31)

<table>
<thead>
<tr>
<th>NATURE OF APPOINTMENT</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent</td>
<td>30</td>
<td>97</td>
</tr>
<tr>
<td>Acting</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>On probation</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>31</td>
<td>100</td>
</tr>
</tbody>
</table>

This table indicates that almost all (97%) of the principals were on permanent appointments, and only 3% of the principals were acting. This is a good response profile because principals may take long term decisions without thinking that they may not have a chance to implement them.

4.7.2 Possession of Education Management Qualifications

The following table indicates the status of principals regarding their possession of qualifications in Educational Management.

Table 4.26: Possession of Qualification by Principals (n=31)

<table>
<thead>
<tr>
<th>QUALIFICATION</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>12</td>
<td>39</td>
</tr>
<tr>
<td>No</td>
<td>19</td>
<td>61</td>
</tr>
<tr>
<td>TOTAL</td>
<td>31</td>
<td>100</td>
</tr>
</tbody>
</table>

Those principals who had a diploma in Educational Management are thought of as being more advantaged because the courses they did when doing the diploma might
have equipped them with some basic management skills. About two-fifths (39%) of the principals indicated that they had a qualification in Educational Management.

4.7.3 Principals’ Desire to Improve their Qualifications in Educational Management

The principals who had a diploma in Educational Management were asked if they found the staff development programme effective or not. In other words they were asked to indicate if they found the content of the diploma helpful to them as principals or not. All (100%) of those who had the diploma indicated that the staff development programme was effective. If they say so it would be ideal if all other principals were to do a diploma in Educational Management.

Those principals who did not have the diploma were asked if they wanted to do a diploma in Educational Management. The response was as follows:

Table 4.27: Principals’ Willingness to do a Diploma in Educational Management (n=31)

<table>
<thead>
<tr>
<th>WILLINGNESS TO DO A DIPLOMA IN EDUCATIONAL MANAGEMENT</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>17</td>
<td>55</td>
</tr>
<tr>
<td>No</td>
<td>14</td>
<td>45</td>
</tr>
<tr>
<td>TOTAL</td>
<td>31</td>
<td>100</td>
</tr>
</tbody>
</table>

More than half (55%) of the principals reported that they would like to do a diploma in Educational Management and less than half (45%) of them indicated that they saw no such need.

4.7.4 Internal and External Support

Principals, by themselves, cannot be successful in making schools become effective without being supported by educators (internal support), Circuit Managers and Subject Advisors (External Support). When educators perform their duties faithfully, they are in a way supporting the attainment of the mission of the school. The same can be said of Circuit Managers and Subject Advisors. When they play their part, the
principal becomes motivated and keep on planning for the further success of the school. Hereunder is a presentation of data gathered from principals relating to the nature of support they received from both internal and external personnel.

**Internal support**

For the purpose of this study, it was essential to get principals’ views on how they perceived the role of educators in the promotion of TQE in their schools. To determine this, a list of quality functions were listed and principals were requested to indicate YES where educators performed the particular function satisfactorily; NO where educators did not perform the function at all; and NOT SURE where they were not sure where the educators performed those functions or not. The following table summarises the principals’ perceptions in this regard.
Table 4:28  **Quality Input by Educators as Observed by Principals (n = 31)**

<table>
<thead>
<tr>
<th>ADDITIONAL QUALIFICATION</th>
<th>YES</th>
<th>NO</th>
<th>NOT SURE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proper planning of work</td>
<td>13(42%)</td>
<td>13(42%)</td>
<td>5(16%)</td>
<td>31</td>
</tr>
<tr>
<td>Continuous assessment of learners’ progress</td>
<td>20(65%)</td>
<td>10(32%)</td>
<td>1(03%)</td>
<td>31</td>
</tr>
<tr>
<td>Giving feedback to learners</td>
<td>17(55%)</td>
<td>8(26%)</td>
<td>6(19%)</td>
<td>31</td>
</tr>
<tr>
<td>Observation of punctuality</td>
<td>17(55%)</td>
<td>10(32%)</td>
<td>3(09%)</td>
<td>31</td>
</tr>
<tr>
<td>Identifying learners’ strengths and weakness</td>
<td>15(45%)</td>
<td>13(42%)</td>
<td>3(09%)</td>
<td>31</td>
</tr>
<tr>
<td>Possession of a sense of direction</td>
<td>16(52%)</td>
<td>6(19%)</td>
<td>9(29%)</td>
<td>31</td>
</tr>
<tr>
<td>Outcomes oriented</td>
<td>15(48%)</td>
<td>10(32%)</td>
<td>6(19%)</td>
<td>31</td>
</tr>
<tr>
<td>Commitment</td>
<td>20(65%)</td>
<td>8(26%)</td>
<td>3(09%)</td>
<td>31</td>
</tr>
<tr>
<td>Contribution of ideas</td>
<td>18(58%)</td>
<td>10(32%)</td>
<td>3(09%)</td>
<td>31</td>
</tr>
<tr>
<td>Maintenance of discipline</td>
<td>19(61%)</td>
<td>7(22%)</td>
<td>3(09%)</td>
<td>31</td>
</tr>
<tr>
<td>Consistency</td>
<td>16(52%)</td>
<td>12(39%)</td>
<td>2(06%)</td>
<td>31</td>
</tr>
<tr>
<td>Motivation of learners</td>
<td>17(55%)</td>
<td>10(32%)</td>
<td>4(13%)</td>
<td>31</td>
</tr>
<tr>
<td>Ownership of school activities</td>
<td>12(39%)</td>
<td>16(52%)</td>
<td>3(09%)</td>
<td>31</td>
</tr>
<tr>
<td>Attention to quality initiatives</td>
<td>15(48%)</td>
<td>11(35%)</td>
<td>5(16%)</td>
<td>31</td>
</tr>
<tr>
<td>Common understanding for TQE</td>
<td>12(39%)</td>
<td>12(39%)</td>
<td>7(22%)</td>
<td>31</td>
</tr>
<tr>
<td>Teaching beyond seven hours</td>
<td>14(45%)</td>
<td>15(48%)</td>
<td>2(06%)</td>
<td>31</td>
</tr>
<tr>
<td><strong>AVERAGES AND PERCENTAGES</strong></td>
<td>16.0</td>
<td>10.8</td>
<td>4.1</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>(52%)</td>
<td>(35%)</td>
<td>(13%)</td>
<td>(100%)</td>
</tr>
</tbody>
</table>

On average, the above table indicates that 52% of the principals evaluated educators as expected. A negative evaluation of 35% has been observed; and 13% of principals were not sure if educators performed these functions or not.

Although the average percent under the YES column is good, it is important that some functions and/ or aspects be looked at in isolation: aspects such as proper planning of work: outcomes oriented; ownership of school activities; common understanding for TQE and teaching beyond seven hours.
The table shows that two-fifths (42%) of the principals indicated that educators do not plan their work. Planning is the most important part of educator effectiveness. If such a percentage of principals asserted that educators did not plan their work, it means there is a problem that must be addressed immediately. Planning is an essential activity within the teaching profession. If educators do not plan, this could affect the performance of a school negatively.

It is also noted that less than half (32%) of the principals contended that educators were not outcomes-orientated in their teaching, which means that they do not have specific goals to attain. This may be dangerous because a lesson may be conducted which does not follow a particular pattern aimed at achieving a particular outcome. This suggests that lessons are conducted to pass the time but not to achieve anything concrete. This aspect goes hand in hand with planning as discussed above. If there is no planning of work, educators may not be able to achieve certain outcomes.

The table further indicates that the ownership of school activities is very poor. More than half (52%) of the principals stated the educators as not showing ownership of school activities. Obviously, if there is no ownership of school activities on the side of educators, it is unlikely that they would co-operate or participate meaningfully in such activities. Slightly above a third (39%) of the principals believed that schools (educators) had a common understanding of TQE. A divergent understanding of this paradigm may lead to uncoordinated activities, resulting in the non-achievement of the desired outcomes or goals.

TQE needs dedication from all primary stakeholders of a school. Everybody must be prepared to work a little more time. The table indicates that less than half (45%) of the principals reported that educators worked beyond seven hours. This suggests that educators (55%) are time conscious and are not compromising any of their time to advance quality initiatives.

**Circuit Managers’ performance of basic functions**

To evaluate the effect of Circuit Managers in helping schools, the basic functions that they should normally perform were listed down and the principles were requested to
indicate if Circuit Managers performed those functions or not. Responses to this question are summarised in Table 4.38.

Table 4.29: Circuit Managers’ Basic Functions (n=31)

<table>
<thead>
<tr>
<th>CIRCUIT MANAGERS’ BASIC FUNCTIONS</th>
<th>YES</th>
<th>NO</th>
<th>NOT SURE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help in promoting school effectiveness</td>
<td>20</td>
<td>7</td>
<td>4</td>
<td>31</td>
</tr>
<tr>
<td>Help principals in supervising educators</td>
<td>11</td>
<td>16</td>
<td>4</td>
<td>31</td>
</tr>
<tr>
<td>Help with staff development matters</td>
<td>11</td>
<td>15</td>
<td>5</td>
<td>31</td>
</tr>
<tr>
<td>Help in motivating educators to work hard</td>
<td>13</td>
<td>16</td>
<td>2</td>
<td>31</td>
</tr>
<tr>
<td>Give principals advice on running schools</td>
<td>17</td>
<td>10</td>
<td>4</td>
<td>31</td>
</tr>
<tr>
<td>Disseminate crucial information timeously</td>
<td>10</td>
<td>18</td>
<td>3</td>
<td>31</td>
</tr>
<tr>
<td>Help school in filling in vacant posts timeously</td>
<td>10</td>
<td>18</td>
<td>2</td>
<td>31</td>
</tr>
<tr>
<td>Hold regular meetings with principals</td>
<td>24</td>
<td>5</td>
<td>2</td>
<td>31</td>
</tr>
<tr>
<td>Communicate department’ expectations</td>
<td>24</td>
<td>6</td>
<td>1</td>
<td>31</td>
</tr>
<tr>
<td>Visit schools regularly</td>
<td>5</td>
<td>23</td>
<td>3</td>
<td>31</td>
</tr>
<tr>
<td>Support school-based initiatives</td>
<td>14</td>
<td>12</td>
<td>5</td>
<td>31</td>
</tr>
<tr>
<td><strong>AVERAGES</strong></td>
<td>15</td>
<td>13</td>
<td>3</td>
<td>31</td>
</tr>
<tr>
<td><strong>48%</strong></td>
<td><strong>42%</strong></td>
<td><strong>10%</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

This table shows that on average, less than half (48%) of the principals believed that Circuit Managers performed the duties listed in the above table. About two-fifth (42%) of the principals were of the view that Circuit Managers did not perform these duties; 10% of the principals did not respond to the question. The fact that less than half (46%) of principals reported that Circuit Managers did not visit their schools regularly is not pleasing. Only 16% of the respondents reported that the Circuit Managers visited their schools regularly. If such a small percentage says Circuit Managers visit their schools, it means there is no regular and qualitative contact with schools. This situation suggests that more than half (54%) of the principals are working on their own without support from Circuit Managers. Further, it suggests that certain Circuit Managers are not reaching out to schools in their circuits.

Another aspect that also received a negative response was the dissemination of information. Only 32% of the respondents said that Circuit Managers disseminated crucial information timeously. The dissemination of information helps schools adjust
to time and its demands. If information is not disseminated timeously, it is most likely that schools may be operating on outdated information that may hinder progress towards TQE.

The role of subject advisors

Subject advisors, as techno structures, may play a vital role in motivating educators. The instrument investigated whether subject advisors held regular advisory meetings with educators and if so, to what extent these meetings proved to be effective. Responses are tabulated below:

Table 4.30: Advisory Meetings Held by Subject Advisors (n=31)

<table>
<thead>
<tr>
<th>HOLDING MEETINGS</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
<th>EFFECTIVENESS OF MEETINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FREQUENCY</td>
<td>PERCENT</td>
<td>FREQUENCY</td>
</tr>
<tr>
<td>Yes</td>
<td>21</td>
<td>68</td>
<td>14</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
<td>32</td>
<td>8</td>
</tr>
<tr>
<td>Not Sure</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>31</td>
<td>100</td>
<td>31</td>
</tr>
</tbody>
</table>

The table indicates that more than three-fifths (68%) of the principals reported that subject advisors did hold staff advisory meetings for educators; less than half (45%) of the principals reported that the staff development programmes were effective. The rest of the responses were distributed between those who said no, the advisory meetings were not effective (26%) and those who said they were not sure if the meetings were effective or not (29%).

Many staff advisory meetings may be held but if they are not effective, they are as good as nothing. It is worrying that less than half (45%) of the principals reported that the staff advisory meetings were effective. This percentage suggests that subject advisors should improve the quality of staff advisory meetings they offer to educators.
Visits of subject advisors to schools

Meetings referred to above may be held in a common venue. However, it is also important that subject advisors come to individual schools to advise educators; hands-on. Table 4.40 indicates if Subject Advisors do visit schools or not.

Table 4.31: Subject Advisors’ Visits to Schools (n=31)

<table>
<thead>
<tr>
<th>SUBJECT ADVISORS VISIT SCHOOLS</th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>11</td>
<td>35</td>
</tr>
<tr>
<td>No</td>
<td>20</td>
<td>65</td>
</tr>
<tr>
<td>TOTAL</td>
<td>31</td>
<td>100</td>
</tr>
</tbody>
</table>

The above table indicates that subject advisors’ visits to schools were few and far between. Just above a third (36%) of the principals reported that subject advisors visited their schools. The rest reported that subject advisors did not come to their schools. The fact that subject advisor’s visits to schools were minimal may have a negative effect on schools’ performance, bearing in mind that there are so many changes in the curriculum, structures of examination question papers and other aspects of education. It is absolutely necessary that these officials visit schools on a regular basis so that educators may receive appropriate advice hands-on.

4.8 DISCUSSION OF FINDINGS

In terms of the objectives of this study whereby an investigation was conducted as to what the perceptions of school principals and educators were about TQE, the following data was obtained.

4.8.1 The Status of Secondary Schools, Principles of TQE and Learner Performance at Matriculation Level

This study investigated if visions and mission statements were available in participating schools. In this regard, 78% of the respondents reported that their schools had visions and mission statements and 22% indicated that their schools did
not have visions and mission statements. The majority (62%) reported that the visions and mission statements were well communicated to all schools’ stakeholders. TQE stresses that effective schools have school policies. The literature stated that a vision is at the centre of the TQE and it is a pillar around which all aspects of the school revolve (Nanus, 1996:9). Nanus (1996:10) further states that a vision is a tool that leaders use to lead from the front in inspiring, attracting, aligning and energising their followers (educators) – to empower them by encouraging them to become part of a common enterprise dedicated to achieving the vision. With regard to school policies, 76% of the educator respondents reported that school policies were available and 71% of the respondents indicated that the school policies were also accessible. The school policies included the code of conduct for both learners and educators. More than three-quarters (79%) of the educators reported to have codes of conduct for learners and about the same percentage (78%) had codes of conduct for educators. TQE also emphasises the formation of teams in the school. Teams are viewed as very powerful because they encourage educators to pull all their strengths together towards the accomplishment of a task that may lead towards the achievement of TQE (Blandford, 1997:82). The majority of educators (89%) reported that they encouraged learners to work in teams, and that the SMTs encouraged them to work as teams (69%). The importance of giving feedback to both educators and learners was emphasised.

4.8.2 Educator Supervision by School Principals

Supervision goes with good interpersonal skills. The second research question focused on whether or not the principals supervised educators, under their charge, towards TQE. In this regard, 85% of the educator respondents reported that they were happy with the principals’ interpersonal skills. The school principals related well with educators. However, a small percentage (15%) of the educators felt that the principals had bad interpersonal skills. To answer this research question, this study also investigated the perceptions of the educators about the school principals’ knowledge about supervision strategies. The majority of the respondents (71%) indicated that the principals were knowledgeable about supervision strategies, that the principals took a superior position in the ability to tackle problems rather than the individuals. Peer coaching and mentoring in schools as forms of supervision were also investigated. In this regard, 50% of the educator’s principals reported that peer
coaching was being used in schools and 39% of the respondents believed that mentoring was used in schools. Educators were willing to be supervised.

**The rudiment of supervision**

By rudiments of supervision, this model refers to those basic elements of supervision that, if well-coordinated, make supervision take place with relative ease and success. On the other hand if these basic elements are not there, supervision is likely to be chaotic and fail to achieve its purpose. The rudiments of supervision entail making sure that basic element that assist the supervision process, are in place. Supervision takes place within a particular context governed by basic elements (rudiments) such as:

(a) School policies

All schools are expected to have school policies, spelling out in general terms the importance of effective supervision. The school policy should give room for the professional component of the school to come up with a supervision policy that must be negotiated by all educators for the purpose of its ownership. Once agreed upon educators should pledge allegiance to the policy and they should all keep copies of these policies. The strength of the supervision policy should be complemented by the presence of a subject policy or a departmental policy. The principal should facilitate a process that leads to the formulation of a school supervision policy. On the other hand, heads of departments should involve teams of educators in the formulation of subject policies. All school and subject policies should integrate policies that have been established by the Department of Education.

(b) Subject policy or departmental policy

A subject policy or departmental policy emanates from both the school policy and the supervision policy. The subject policy is more specific in that it specifies what is to be done when and how? Further, it specifies the number of exercises in the form of tests, classwork, projects and homework that must be done either per week or per month or per quarter. The subject policy also specifies methods of assessment and estimates how much work must be covered per week, which guarantees that the syllabus will be
completed by the end of the year. A good subject policy should also indicate procedures that educators should follow in dealing with a particular problem or handling a particular subject. Regular meetings by educators in a particular department must be held to strengthen the sense of collegiality amongst members and assess progress in general. It is important for a school to develop procedure manuals that act as guides to educators, indicating how things are done and general schedules that affect them.

(c) Established organogram of the school or chain of command

It is important that a school must have a known organogram, which is a factor that is likely to promote both horizontal and vertical communication amongst educators across all levels.

It is acceptable that principals delegate their supervisory duties to deputy principals and heads of departments. In such instances, it should be known right from the beginning as to which powers have been delegated to whom. It is absolutely important that educators should know to whom they report within the organogram of the school. This helps in the establishment of professional relationships and opens two-way communication channels between educators and supervisors. Heads of departments and deputy principals must have a clear understanding of their mandates. The principal must have regular meetings with them to ensure that they are all operating within the established standards and guidelines. Supervisors (principals, deputy principals and heads of departments) must understand that any form of uncertainty is likely to lead to damaged trust, loss of confidence and the sagging of morale amongst educators.

(d) Open communication

Open communication entails unconditional communication across all educators in the school. The principal, as the head of the school, should set an example for effective communication. Information must be communicated timeously to all educators without fail. All departmental directives must reach educators to help them better understand their roles as educators and what is expected of them. If information does not reach educators timeously, there may be a lack of co-operation because there is no common understanding between principals and educators of what needs to be done.
(e) Common understanding of supervision

It is important that educators at school should have a common understanding of supervision. This understanding should be based on the definition of supervision as well as its purpose and benefits. To achieve this common understanding, each school may organize a workshop for the educators. If the principal feels that he or she cannot handle this workshop an experienced outsider may be invited handle it. The workshop should be structured in such a way that it helps educators in that particular school to understand that supervision is there to help them perform their duties more effectively; it is not there to overwork or oppress them. The purpose and benefits of supervision should also be specified. The workshop should lead educators to an understanding that, at the ultimate end, they themselves benefit from supervision and that the next beneficiaries are the learners.

Educators should also understand that supervision helps them develop as professionals. Both educators and supervisors should have this approach; hence supervision should be viewed purely as a tool that seeks to uncover those potentials from within the educator that can make him or her the best educator. In the process, some undesired elements or practices may be identified. The approach should be that educators are helped systematically and progressively to do away with those undesired practices.

(f) Consistency

It is important that principals, deputy principals and heads of departments remain constant in all matters affecting supervision. Inconsistency is likely to ruin confidence that the educators may have gained. All supervision schedules must be honoured at all times. If it happens that circumstances, beyond the parties concerned, compel them to do something else, proper rescheduling, involving both parties, should be done.
Clear time schedule

The supervising staff should ensure that there is a schedule in place. It must be known who will be supervised, when and by whom. All expectations in addition to the established policy must be communicated to educators well in advance. The idea of a time schedule is to ensure that educators are well prepared for supervision, as it is not a witch-hunt exercise.

The absence of the above rudiments may hamper the supervision process. Principals should ensure that all the above elements are in place before they can speak of supervision.

The Clinical Encounter

The *clinical encounter* entails physical contact (a special relationship of association) with the educator and the collection of information that is compared against the rudiments, to determine if the educator’s performance is as expected. For example, the subject policy may indicate how much work must be covered during the week. It is only on the basis of this comparison that the principal can determine if the performance of the educator has met the set standard.

This stage should be characterized by the relationship of trust. The educator should trust that he or she would get genuine help from the supervisor. On the other hand, the supervisor should trust that the educator would genuinely open up to his or her supervisor and engages in constructive exchange of ideas towards the educator’s professional development. Both parties earn this special relationship over a period of time. The clinical encounter comprises:

(a) Class visits

Class visiting is a technique used to gather information from the educator, records or documents and the class itself. The gathered information is analyzed with a view to establishing, together with the educator, if performance is adequate or not. The supervisor should agree with the educator on a suitable day for visitation. Should it happen that the educator is not feeling well that day (is sick) a good supervisor should
consider postponing the visit, as continuing with it may not yield the desired cooperation and outcome.

(b) Access to learners’ workbooks/exercise books and learners’ portfolios

The supervisors’ access to learners’ exercise books and their portfolios are part of a class visit. The supervisor may have access to the books during the visit or may collect the books for scrutiny after the visit. Both the quality and quantity of work done is compared against policies.

(c) Identification of the educator’s strengths and weaknesses

The supervisor identifies the educator’s strengths and weaknesses. These are further discussed with the educator in question. The supervisor should avoid telling the educator that these are our weaknesses, but the supervisors should ask systematic questions that will lead the educator to conclude for himself or herself that he or she has some weaknesses that he or she identified with the help of the supervisor.

(d) Objective feedback

Immediate and objective feedback must be given after the observation. The feedback must build on the strengths while playing down the weaknesses. Feedback must be given immediately.

**Post supervision activities**

Post supervision activities mean meeting with the educator in question and discussing the findings of the observation process. At this stage the educator is also given a chance to explain what may seem not to be clear to the principal/supervisor, and/or explain some anomalies that may make the supervisor have a distorted picture of him as an educator. For example, one learner may be playing truant all the time: as a result, his exercise book may reflect minimal work done. The educator, if given a chance, can explain this and may even produce a record, indicating instances on which this learner may have been absent. In brief this stage includes other activities such as:
(a) Discussion and agreement on aspects the educator must improve on

Once the educator has been led to identify his or her strengths and weaknesses, a developmental plan is developed. The plan is like a contract that must be honoured by both parties without fail. Say, for example, the agreement is that the educator must improve on the manner in which he or she introduces the lesson and that the supervisor should come into the class once a week to observe the introductory part of the lesson. This agreement must be adhered to. Failure to do so ruins relationships and turns supervision into a meaningless activity.

(b) Agreement on review of progress

There must be an agreement on how progress will be monitored. The monitoring mechanism should be conducted at an interval that allows the educator a considerable time to remediate the weaknesses.

(c) Feedback and suggestions

The supervisor must give constant feedback to the educator and some suggestions where possible. The feedback and the suggestions must be given in good faith, with only one aim in mind: to improve the performance of the educator.

The model believes in the strength of teams. Educators should be encouraged to work in teams because a team can change behaviours and attitudes of certain educators within it. In this way, the team itself can act as a indirect supervision instrument to educators.

Work that is well done must be praised openly but work that is sloppily done must be corrected in private. Where possible, reference must be made to the best work that has been done in the school. Open communication and networking amongst all teams existing in the school is important and must be encouraged.

Figure 4.14 below shows the full and complete model of the practical supervision. The model has three main components, that is, rudiments of supervision, clinical encounter and post-supervision activities. This model can be summarized as follows:
4.8.3 **Staff Development Programmes for Educator Empowerment**

With regard to the third research question of this study, educator respondents from the participating schools reported that it was essential for the needs analysis to be done before the staff development programmes could begin. In this regard, 42% of the educator respondents reported that their staff development needs were sought first; 16% reported that their needs were not sought first; and 42% of the respondents were not sure if the re-needs was ever an a priori analysis. This study confirmed the
findings of The South African Council for Educators (SACE) and The Department of Education (DoE) (2008) that were expressed as follows:

- The implementation of the Continuing Professional Teacher Development (CPTD) should NOT be rushed. Thorough needs analysis must be done around the issue of the quality of Professional Development (PD) programmes currently being offered, especially in rural areas as well as with regard to the type of support teachers really need. The literature has raised the dangers of perceived imposition of externally inspired interventions, and such perceptions have to be addressed before implementing the programme;

- There is a need to establish management systems at all levels, particularly in the districts in order to be able to support the CPTD programme at school level. Such management systems could entail extensive human resources provision and capacity building;

- SMTs should be provided with training and continued support in order to be able to manage PD activities. At this stage the role of the SMTs is not clear, and because of that SMTs do not know what is expected of them in terms of CPTD programmes;

- There is a need for a CPTD system to identify high quality PD programmes that would impact on teachers’ classroom practice and learner performance, and to inform teachers about such PD programmes; and

- There is a need to expand the recognition of teachers’ activities to include the less conventional PD activities such as mentoring and community involvement.

SACE and DoE (2008) further state that PD activities must be of quality and be relevant to teachers’ needs. Effective CPTD programmes should begin with an understanding of teachers’ needs and their work environment (schools and classrooms) and be enhanced by an effective and fair integrated quality management system (SACE and DoE, 2008).
4.8.4 **Factors Hindering or Promoting the Implementation of TQE**

The fourth and final research question related to whether or not there were factors that hindered / promoted the implementation of TQE in the schools. The following list of factors was regarded as pertinent to the promotion and/or hindrance of TQE. The list was put to the educators to rate them regarding their hindrance or promotion of TQE.

- Commitment by the principal;
- Planning ability by the School Management Team;
- Flow of information;
- Capacity of educators;
- Formation of purposeful teams;
- Management’s ability to model desired behaviour;
- Management’s ability to coach;
- Educators openness to new ideas;
- Availability of peer leadership;
- Co-operation amongst educators;
- Availability of peer leadership; and
- Management’s ability to introduce new innovation.

Regarding the above listed factors, 20% of the respondents agreed that these factors may hinder or promote TQE, on average 49% of the respondents did not believe so and 31% were not sure. The effects of the following findings may either cause hindrance or promotion of TQE.

4.8.5 **A Posteriori Findings**

When analysing data many things came up which are hereinunder enumerated as findings of the study. The researcher spent time in the region and many happenings were observed. Some were confirmed as common phenomena in the region or in a particular district when principals, educators and were questioned. Those that were confirmed will also be enumerated as findings.
Therefore, findings of the study were:

- Educators were suitably qualified. They may be in a position to initiate TQE, implement and sustain it. On average principals were more qualified than educators. Therefore, they may not be threatened supervising educators as they are more qualified than them;

- More than half (58%) of the educators were well experienced. Only less than a half (42%) had a teaching experience of less than four years. As a group principals were more experienced than the educators;

- Half (50%) of the schools did not have administration buildings. Many a time classes were converted into staff-rooms and principals’ offices. This situation deprived the principal of some crucial privacy. Some educators found it difficult to relate their problems to the principal in front of all other educators. This scenario seriously hampered the counselling of educators and supervision;

- Educators rated the schools’ management teams. They viewed them as having the capacity to lead schools effectively in their journey to effectiveness. As a result, more than three-quarters (76%) of educators said schools had policies and all relevant stakeholders had access to all policy documents;

- A convincing majority of educators (85%) felt that principals had good interpersonal skills and just below three-quarters of them feel that principals are knowledgeable about supervision;

- The shortage of funds and the poor capacity of school governing bodies, negatively affected school based staff development;

- More than a fifth (22%) of schools had the nationally initiated Developmental Appraisal System running. Out of these schools more than half (52%) of them had active staff development teams;
Courses that were organised by the Department of Educators were effective. However, they were minimal. Only more than a fifth (23%) of principals had attended courses on school management. The department had a shortfall in this aspect;

More than three-fifths (62%) of educators believed that there were no factors that hindered their schools towards effectiveness;

Principals were permanently appointed. More than a third (38%) of them had done a Diploma in Educational Management. The majority (89%) of those who had not done their diploma wished to do it. Less than a quarter (23%) of principals had attended an in-service training on school management arranged by the department;

On average, the matric results in the region were poor. The pass rate in the region went further down in 2000 and 2001. Very few schools (about 3%) had always achieved a pass rate of more that 80%.;

More than three-fifth (61%) of schools in the KwaZulu-Natal had an enrolment of less than 700 learners. They also had a staff complement of between 9-16 educators. This made educators teach many subjects in different grades. They ended up teaching subjects in which they never specialised;

Over three-quarters (78%) of schools in the region had a vision and mission statement. Principals took a superior position in communicating the vision and mission of the school. Deputy Principals took the second position after principals in those schools that have them. Educators viewed heads of departments as personnel that least communicated the vision and mission of schools;

Those schools that did not have visions and mission statements had problems such as lack of regular meetings, less commitment by principals and lack of capacity by school governing bodies;
SMTs gave feedback to educators about their performance. However, about a quarter (26%) of educators felt that it was not given immediately; it was given at an interval of a quarter. Only seventeen (17%) think that it was given immediately; and

SMTs in the region were perceived by less than a quarter (29%) of educators as both excellent and good. Only a quarter (25%) of educators felt that the school management teams needed improvement. More than two-fifths (42%) of educators were not sure about the level of competency of SMTs.

4.9 SUMMARY

The presentation of data that has been collected in this chapter is very crucial because it is a foundation for the findings of the study. Further, recommendations that will be discussed in the next chapter are rooted on data analysis. On average, the results indicated positive things. There were just a few minor aspects that were negative and that may not be held responsible for the poor pass rates that were observed in the province. KZN Department of Education and Culture (2010) reported that the dramatic increase of the pass rates for the province in 2010 (i.e. 67.8% pass rate nationally and 70.7% pass rate in KwaZulu-Natal) indicates that there are positive things in the province that need identification and emphasis.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

5.1.1 Aim and Objectives

The general aim of the study was to investigate the extent to which supervision of secondary school educators by principals was geared to TQE. This aim was broken down into specific research objectives and questions. It is generally understood that principals delegate supervisory duties to deputy principals and heads of departments; hence the concept supervisors was used in some relevant instances. Therefore, the main focus of the study was on the supervision of educators, against the TQE principles.

More specifically, therefore, the objectives of this study were:

- To investigate the status of secondary schools in KZN Province with regard to the principles of TQE, and whether or not this may be related to learner performance at the matriculation level.
- To find out whether or not school principals in KZN Province supervise educators towards the achievement of TQE.
- To ascertain whether or not there are staff development programmes in place aimed at empowering educators to continue with the process of making their schools become centres of quality education.
- To investigate if there are any factors that may hinder or promote the implementation of TQE in the secondary schools in KZN Province.

It is important to note that principals must first exemplify compliance with TQE principles in their management of the schools before educators can do the same in their classrooms. The milieu in which a school finds itself can have both militating and supporting factors that shape the culture of the school. It is therefore important that principals of schools should build an esprit de corps amongst educators, so that they all join hands in managing the milieu to the
benefit of the school. In this endeavour, the study averred that the involvement of all relevant stakeholders, from within and outside the school, could lead to a high success rate.

5.1.2 Literature Study

Literature such as scholarly books, professional journals, reports, government documents, dissertations and newspaper articles were reviewed. The literature survey was used as a point of departure in an attempt to come up with a suitable TQE supervision model for KZN Province.

The study reviewed education management theories and literature related to the subject under investigation. An integration of various views from different authors was made, thus making things easier for any school that would like to implement TQE. The manner in which the literature is presented in chapter two makes it handy as a manual that schools can refer to when they want to improve the quality of education. Quite importantly, this study makes a distinction between TQE and TQM. The two concepts are closely related. The definitions presented in this study, together with the distinction made between them, make them understood in their proper perspectives.

Further, the literature indicated that staff development was a centre-piece of all improvements in a school. Therefore, staff development is a process that is absolutely necessary in a journey towards TQE.

5.1.3 The Theoretical Framework

Conceptually, the literature study culminated in a conceptual framework which attempted to pull together the various issues covered, relating to TQE and supervision. This study looked at the functional difference between TQE and TQM, as well as the relationship between the two. The literature study also enumerated and discussed the five components of a school, that is, strategic apex; middle line; the operating core; the technostructure and the support staff. Management theories were also discussed as an integral part of the literature study. A few of the basic characteristics of TQM were addressed as well as the basic aspects of TQE. The 4P development chain was
discussed at length, that is, purpose of the school, policy of the school, practice and product. The formative supervision process was the main focus of the study. This study emphasised that the vision of a school is the centre of the TQE. The vision is the pillar around which all aspects of the school revolve.

5.1.4 The Methodology

This study employed a descriptive survey design. The target population were educators and principals in KZN Province, irrespective of gender, age, religions or political affiliation. Questionnaires were designed and distributed in person to 31 randomly selected schools. Sampling was done using stratified random sampling. The research sample comprised 72 educators and 31 school principals. Data were analysed using the statistical package for social sciences solution (SPSS). Both mixed approaches were followed with respect to the analysis of all data gathered through questionnaires, direct observations and the interviews.

The empirical study led to the findings that are enumerated in the previous chapter. Instruments that facilitated the empirical study were questionnaires that combined both closed and open-ended questions formats. That were designed for educators and principals. To ascertain their validity and reliability and that of the findings, they were subjected to various validation processes; for example, the pilot study. To maximise the probability for the validity and reliability of the findings of the study triangulation, or the multiple operationism technique, was used in data collection.

5.1.5 Major Findings

A summary of the findings is presented below under the sub-headings corresponding to the themes of the research objectives.

The Status of Secondary Schools in KZN and the Principles of TQE

Over three-quarters (78%) of schools in the research sample had vision and mission statements. Principals took a superior position in communicating the vision and mission of the school. Deputy Principals took the second position after principals in those schools that had them. Educators view heads of departments as personnel that
least communicates the vision and mission of schools. Those schools that did not have visions and mission statements had problems such as lack of regular meetings, less commitment by principals and lack of capacity by school governing bodies. Lastly, the majority (86%) of schools had high expectations for learners. These expectations were communicated at varying intervals by principals, deputy principals and heads of departments and educators. Educators took the second position after principals in communicating schools’ expectations.

Regarding the status of the secondary schools in KZN with regard to the principles of TQE, the following were the findings:

- The majority of the schools in KZN that participated in the study do have the visions and mission statements and these are communicated by principals;
- Schools without visions and mission statements lose focus and it was found that these schools lacked regular meetings for the proper functioning; and
- It was also found that the absence of these documents reduces commitment by principals, SMT members and promotes lack of capacity by SGB.

**Supervision of Educators by Principals towards the Achievement of TQE**

More than three-fifths (68%) of educators would like to be supervised through the collaborative supervision style. Unfortunately just above a third (35%) were supervised in their preferred methods. This finding suggested that principals had, up to date, failed to establish what the preferred supervision styles are for educators.

Few educators (10%) were not willing to be supervised. On the other hand the majority of educators (90%) were ready and willing to be supervised. Half the educators (50%) believed that supervision was effective, as compared against more than two-fifth (42%) of the educators who reported that supervision was not effective. A small percentage (8%) of them was not sure whether supervision was effective or not. The positive thing about this was that those who reported that supervision was effective were more (50%) than those who said it was not effective.
Regarding supervision of educators by principals towards the achievement of TQE, the following were the findings:

- The majority of educators loved to be supervised through the collaboration supervision style; and
- It was also found that few educators were not willing to be supervised.

**Staff Development Programmes and Educator Empowerment**

More than half (58%) of the educators were well experienced. Only less than a half (42%) had teaching experience of less than four years. Overall principals were more qualified and experienced than educators. Therefore, they may not be threatened supervising educators as they were more qualified than them.

With regard to the status of their appointments, almost all the principals were permanently appointed. More than a third (38%) of them had done a Diploma in Educational Management, while a big percentage (89%) of those who did not have diploma wished to study for one. Less than a quarter (23%) of the principals had attended an in-service training on school management arranged by the department. In addition, the study revealed that the Department of Education organises effective staff development programmes, although they are minimal.

With regard to staff development programmes and educator empowerment, the following were the findings:

- The majority of educators were well experienced;
- The majority of principals were more qualified and experienced than educators; and
- Staff development programmes were poorly attended by principals.
Factors Hindering/Promoting the Implementation of TQE in KZN Province

The rate of school vandalism was found to be very high in the Mthunzini district, followed by Lower Umfolozi district. Schools were well cared for in all other districts, bearing in mind that there were no janitors and security guards.

Educators were suitably qualified. They were, therefore, in a position to initiate TQE, implement and sustain it.

Effective use of time in some schools in both Mthunzini and Lower Umfolozi districts. Some schools closed at 12h00 or even earlier on Fridays. To make things worse, learners came late to school and some played truancy. Principals mentioned educators’ absenteeism also as a factor that wasted time.

Some schools in Hlabisa district were overcrowded. They had a severe shortage of classrooms. Some learners were either taught under trees or poorly constructed wooden shacks. Obviously, during times of inclement weather, schooling was automatically suspended.

Half (50%) of the schools did not have administration buildings. Many a time classes were converted into staff-rooms and principals’ offices. This situation deprives the principal of some crucial privacy. Some educators found it difficult to relate their problems to the principal in front of all other educators. This situation seriously hampered the counselling of educators and proper supervision, particularly with regard to post-supervision activities.

More than three-fifth (61%) of schools in the research sample had an enrolment of less than 700 learners. They also had a staff complement of between 9-16 educators. This made educators teach many subjects in different grades. Some ended up teaching subjects in which they never specialised.

Educators encouraged learners to work in teams, more than they themselves, were, encouraged by management to work in teams.
School management teams gave feedback to educators about their performance. However, about a quarter (26%) of the educators felt that it was not given immediately; rather, it was given at an interval of a quarter. Only seventeen (17%) thought that feedback was given immediately.

School management teams in the research sample were perceived by less than a quarter (29%) of educators as both excellent and good. Only a quarter (25%) of the educators felt that the school management teams needed improvement. More than two-fifths (42%) of the educators were not sure about the level of competence of SMT members.

There were more factors hindering the implementation than the factors promoting the implementation of TQE. The following were the findings with regard to factors hindering/promoting the implementation of TQE:

- High rate of vandalism in Mthunzini and Lower Umfolozi districts due to the lack of the security guard provision in the schools;
- Poor time management by learners arriving late at school and playing truancy and educator absenteeism;
- Overcrowding prevailed, a severe shortage of classrooms and school supervision during inclement weather since some learners were taught under the trees and some in poorly constructed shacks; and
- Suitably qualified educators promote TQE;

5.2 CONCLUSIONS

In the view of the researcher, the purpose for which this study was undertaken has been accomplished. It must be remarked that, from the findings of this study, the situation in the region is not at all bad. The fact that principals are rated as having good interpersonal skills and that the majority of the educators were willing to be supervised, makes one draw a conclusion that the region has a potential that needs nurturing. However, it must be indicated that the region seems to have a culture that this study failed to uncover to which the failure rate may be attributed; hence the
recommendations made for further research. Perhaps such a study may find out that the causes for the high failure rates are rooted elsewhere and not from within schools.

Looking at the topic of the study: *Supervision and Total Quality Education in Secondary Schools in KwaZulu-Natal Province*, one might want to have seen the samples drawn from all the regions in the province. Instead a focus was made on one region. It is believed that findings from this study apply to other counterpart regions of the province. In itself it may be seen as a representative sample of the province hence findings and recommendations are scientifically justifiable.

The big challenge is now directed to all role-players who are in the strategic position where the findings and recommendations of the study may be addressed. It is believed that the implementation of the recommendations listed can help improve the quality of education in the province. There are therefore high prospects for TQE implementation in KwaZulu-Natal secondary schools.

### 5.3 RECOMMENDATIONS

In the light of the findings listed in chapter four, it is recommended that:

- The Department of Education should help schools, by filling in all the vacant supervisors’ costs (deputy principals and heads of departments). This will ensure that the strength of the strategic apex and middle management is fortified. This will ensure a correct supervisors-educators ratio and all educators will receive appropriate supervisory attention;

- Circuit Managers and District Managers closely monitor the effective use of time, particularly in the Mthunzini and Lower Umfolozi districts. This is very important in the light of schools breaking early particularly on Fridays;

- Schools should initiate parents’ forums that may encourage parents to participate actively in school matters. They should also co-operate with the schools in trying to curb the rate of tardiness and truancy by learners;
The department should organise staff development programmes for principals, where they may be workshoped on the principles TQE;

The shortage of classrooms should be addressed immediately because the condition under which teaching is done in some schools is not conducive to proper learning at all;

For the purpose of principals’ effective management and proper dignified supervision, principals’ offices (where these do not exist) should be built immediately. There is also a need for staff-rooms to be provided as a matter of urgency. Since there are schools operating without staff-rooms, which is an anomaly;

Circuit Managers encourage schools to start the Developmental Appraisal system even if it has not been fully implemented nationally. It can help schools identify the weaknesses and strengths of educators;

Principals make a survey of educators’ preferred supervisory styles in their respective schools. Once they have established which styles educators prefer, they should try to match their supervisory styles to the educators’ preferences;

The department help schools in the proper budgeting and utilization of funds so that resources are speedily supplied to schools, including learner support materials; and

Distance learning institutions consider the period at which their examinations are written. The present setting disturbs the smooth running of schools. Their examinations are written at a time when educators should be engaging learners in revising the work done during the year and making final preparations for examinations.
5.4 SUGGESTIONS FOR FURTHER RESEARCH

Research in education is never ending. The mentality that should control education specialists is the one that says if there is nothing wrong with our education; people should be looking into the possibilities of improving it before something wrong happens. In the case of education in the region, one would say already there is something wrong because Grade 12 results are not satisfactory. The main focus should be on how schools in the region could be helped to improve themselves and perform to the expected standard and go beyond to sustain the improvement.

The present study focused on the manner in which principals supervise educators. One would say the study assumed that principals’ supervision of educators fell below what was expected. Findings of the study have indicated that principals do not supervise educators as expected.

Therefore, it is suggested that the above question be investigated in the form of a research in the region. Further, it is suggested that the department should have its own Research Team to undertake continuous research on what obtains in the region. This would help the department to have an understanding of the problems that this study failed to unearth and at the same time think of possible solutions that may improve the quality of education in the region.
BIBLIOGRAPHY


Human science research council, N.D.: (Untitled) Pretoria: HSRC.


Media Coverage Analysis, 1 July – 31 August. Simeka: Durban.


APPENDIX A

QUESTIONNAIRE FOR EDUCATORS
QUESTIONNAIRE ON SUPERVISION AND THE DELIVERY OF QUALITY EDUCATION

PART A

In the block provided below indicate the name of the circuit under which your school is found:

[Box for circuit name]

PERSONAL PARTICULARS

Respond to the following questions by putting a cross (X) in a box that suits your personal particulars. Some of the blocks in this questionnaire are numbered. The numbering should not disturb you, it will only be used during the analysis process.

1. What is your highest qualification?

<table>
<thead>
<tr>
<th>HPTC</th>
<th>SPTD</th>
<th>JPTD</th>
<th>SEC</th>
<th>SED</th>
<th>STD</th>
<th>SSTD</th>
<th>HED/UED/PGCE</th>
<th>FDE/ACE</th>
<th>FIEST DEGREE</th>
<th>POST GRADUATE DEGREE</th>
</tr>
</thead>
</table>
2. What is your teaching experience?

<table>
<thead>
<tr>
<th>Experience</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 3 years</td>
<td></td>
</tr>
<tr>
<td>4 – 7 years</td>
<td></td>
</tr>
<tr>
<td>8 – 11 years</td>
<td></td>
</tr>
<tr>
<td>12 – 15 years</td>
<td></td>
</tr>
<tr>
<td>16 – 19 years</td>
<td></td>
</tr>
<tr>
<td>20 years and more</td>
<td></td>
</tr>
</tbody>
</table>

3. Your age.

<table>
<thead>
<tr>
<th>Age Range</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 20 years</td>
<td></td>
</tr>
<tr>
<td>21 – 25 years</td>
<td></td>
</tr>
<tr>
<td>26 – 30 years</td>
<td></td>
</tr>
<tr>
<td>31 – 35 years</td>
<td></td>
</tr>
<tr>
<td>36 – 40 years</td>
<td></td>
</tr>
<tr>
<td>41 – 45 years</td>
<td></td>
</tr>
<tr>
<td>46 – 50 years</td>
<td></td>
</tr>
<tr>
<td>51 – 55 years</td>
<td></td>
</tr>
<tr>
<td>56 years and above</td>
<td></td>
</tr>
</tbody>
</table>
PART B

In this section, respond to the questions by putting a cross (X) in the appropriate block. Where possible write short and specific sentences.

1. The relationship between Total Quality Education and the schools’ performance.

Does the school have an adopted vision and mission statement that guides school activities?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If so, why?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Do the following members of the School Management Team (SMT) make constant reference to the vision and mission statement of the school when addressing educators in meetings?

<table>
<thead>
<tr>
<th>SMT Members</th>
<th>Yes</th>
<th>No</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deputy Principals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head of Department</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.2.1 Does the school have high expectations for learner achievement?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1.2.2 If yes, how often are these expectations communicated to learners?

<table>
<thead>
<tr>
<th></th>
<th>Weekly</th>
<th>Monthly</th>
<th>Quarterly</th>
<th>Twice a Year</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head of Departments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educators</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.3 Does the school have a written school policy that guides school activities?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

1.3.1 If yes, do all stakeholders have access to such a policy document?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

1.3.2 If no to 1.3.1 above, what could be the reason for the school not having policy documents?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

1.4 Does the school have a code of conduct for:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educators</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1.4.1 If yes, rate the extent to which learners and educators abide by their respective code of conduct

<table>
<thead>
<tr>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educators</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.4.2 If no to 1.4.1 above, what could be the reason for the school for not having such codes of conduct?

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

1.5 Are learners encouraged to work in teams/cooperative learning?

Yes
No

1.6 Are educators encouraged by SMT to work in teams?

Yes
No

1.7 Are educators given feedback on their performance?

Yes
No
1.7.1 If yes, how often?

<table>
<thead>
<tr>
<th>Frequency</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Immediately</td>
<td></td>
</tr>
<tr>
<td>Occasionally</td>
<td></td>
</tr>
<tr>
<td>Quarterly</td>
<td></td>
</tr>
<tr>
<td>Yearly</td>
<td></td>
</tr>
</tbody>
</table>

1.8 How would you rate the competency of your SMT?

<table>
<thead>
<tr>
<th>Competency Level</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>Moderate</td>
<td></td>
</tr>
<tr>
<td>Needs improvement</td>
<td></td>
</tr>
<tr>
<td>Not Sure</td>
<td></td>
</tr>
</tbody>
</table>
1.9  Do educators at your school

<table>
<thead>
<tr>
<th></th>
<th>Plan their work properly?</th>
<th>Yes</th>
<th>No</th>
<th>Some</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assess learners’ progress continuously?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Give immediate feedback to learners?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Observe punctuality?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Identify learners’ strengths and weakness?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Have a sense of direction?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Focus on outcomes when teaching?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Show commitment?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Air out their views towards school improvement?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Maintain discipline in classes?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Show consistency with their duties?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Motivate learners to work hard?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Possess ownership of school activities?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Give attention to quality initiatives?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Have a common understanding for Quality Education?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Teach beyond seven hours a day?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.10  Does the school strive to meet the

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social needs of the community?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economic needs of the community?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.10.1  If no, why?

________________________________________________________________
________________________________________________________________
1.11 Is the school driven by the needs of learners?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

1.11.1 If no, why?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

1.12 Does the school set itself a target pass rate for each year?

Yes

No

2. Supervision of Educators towards Total Quality Education (TQE)

Does the principal have good interpersonal skills?

Yes

No

2.1.1 If no, what do you suggest he/she must do to improve?
____________________________________________________________________
____________________________________________________________________

2.2 Is the principal knowledgeable about supervision strategies?

Yes

No

2.2.1 If no, what do you suggest he/she must do?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
2.3 Do the following members of the SMT tackle problems and not individuals during supervision sessions?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heads of Departments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.4 Is the peer coaching technique used at school?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.4.1 If yes, is it effective?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.5 Is the mentoring system used at the school?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.5.1 If yes, is it effective?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.6 Are educators effectively supervised?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2.7 Does the ratio between supervisors and educators make it possible that all educators are effectively supervised?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

2.7.1 If no, what is your suggestion?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2.8 How does supervisors’ trust for individuals affect supervision?

<table>
<thead>
<tr>
<th>Negatively</th>
<th>Positively</th>
</tr>
</thead>
</table>

2.9 Does supervision at school meet individual educators’ needs?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

2.10 Which of the following supervision styles suite you best?

<table>
<thead>
<tr>
<th>Directive supervision</th>
<th>Collaborative supervision</th>
<th>Non-directive supervision</th>
</tr>
</thead>
</table>

2.10.1 To what are you supervised as you indicated in 2.10 above?

<table>
<thead>
<tr>
<th>Always</th>
<th>Never</th>
<th>Sometimes</th>
</tr>
</thead>
</table>
2.11 How do you rate the willingness of educators at your school to be supervised?

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Not willing</th>
</tr>
</thead>
</table>

2.12 Make a suggestion on how principals should supervise educators so that they teach to their maximum potential. Please be specific.
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

3. Availability of Staff Development Programmes

Does the School Governing Body allocate funds for Staff Development Programmes for the following educators?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deputy principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heads of Departments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educators</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.1.1 If no to any of the above, what could be the reasons for not allocating funds for this purpose?
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
3.2  Does the school initiate Staff Development Programmes?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

3.2.1 If yes, are educators sought first when deciding on staff development packages?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

3.3  Is the Development Appraisal System (DAS) going on smooth at your school?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

3.4  Are educators encouraged to lean for each other?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

3.4.1 If yes, does it perform the following duties?

<table>
<thead>
<tr>
<th>Duties of the School Development Team (SDT)</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare and monitor management plan for development appraisal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Identify educators to be appraised.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Facilitate the formation of appraisal panels.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Link appraisal to whole school development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Liaise with the departmental on staff development matters.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Keep records on staff development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Undertake developmental needs analysis for educators.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.5 When last did you attend a staff development programmes on the effective teaching of your subject/s?

<table>
<thead>
<tr>
<th></th>
<th>3 months ago</th>
<th>6 months ago</th>
<th>A year ago</th>
<th>More than a year ago</th>
<th>Never</th>
</tr>
</thead>
</table>

3.5.1 If you attended a staff development programme as indicated in 3.5 above, was it effective?

Yes  
No

3.5.2 Do you think that staff development programme educators attended

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Help improve curriculum teaching and learning?</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Provide for their professional development?</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Help remediate unsatisfactory performance by educators?</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Respond to the goals of the school?</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Take into account the vision and mission statement of the school?</td>
<td></td>
</tr>
</tbody>
</table>
4. **Factors that may promote or hinder TQE.**

If your school was to initiate programmes to improve its performance, it would largely depend on the factors mentioned below. On the scale provided rate each factor as it obtains at your school.

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Poor</th>
<th>Bad</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Commitment by the principal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Planning ability by the SMT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Flow of information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Capacity of educators</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Formation of purposeful teams</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Management’s ability to model desired behaviour</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Management’s ability to coach educators</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Educators’ openness to new ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Availability of peer leadership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Co-operation amongst educators</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Management’s ability to introduce new innovations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. **Schools’ readiness to transform and become effective.**

5.1 To what extent are the stakeholders mentioned below ready to contribute in the transformation of the school towards becoming effective?

<table>
<thead>
<tr>
<th></th>
<th>Ready</th>
<th>No Ready</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Deputy Principal(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Head of Departments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Educators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Learner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>School Governing Body</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Circuit Manager</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
For those stakeholders that are not ready, indicate how long would it take them to become ready?

<table>
<thead>
<tr>
<th></th>
<th>Less than a year</th>
<th>1 – 3 years</th>
<th>3-5 years</th>
<th>More than 5 yrs</th>
<th>Not sure</th>
<th>Will never be ready</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Principal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Deputy Principal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Heads of Departments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Educators</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Circuit Manager</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Provide reasons for those stakeholders that you feel will never be ready.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

THANK YOU !!!!!!!!!!
APPENDIX B

QUESTIONNAIRE FOR PRINCIPALS
QUESTIONNAIRE ON SUPERVISION OF EDUCATORS AND THE DELIVERY OF QUALITY EDUCATION

PART A

In the block provided below indicate the name of the circuit under which your school is found:

Please respond to the following questions by putting a cross (X) in a block that suits your personal particulars or that is most correct regarding what obtains at the school. In other questions, depending on their nature, you may put more than one cross. Some of the blocks are numbered. The numbering should not disturb you, it will only be used during the analysis process.

1. PERSONAL PARTICULARS

1.1 Nature of appointment

<table>
<thead>
<tr>
<th>Permanent</th>
<th>Acting</th>
<th>On probation</th>
</tr>
</thead>
</table>

1.2 Your gender

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
</table>
1.3 Your years of experience as principal

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 3 years</td>
<td>1</td>
</tr>
<tr>
<td>4 – 7 years</td>
<td>2</td>
</tr>
<tr>
<td>8 – 11 years</td>
<td>3</td>
</tr>
<tr>
<td>12 – 15 years</td>
<td>4</td>
</tr>
<tr>
<td>16 years and above</td>
<td>5</td>
</tr>
</tbody>
</table>

1.4 Your age

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 20 years</td>
<td>1</td>
</tr>
<tr>
<td>21 – 25 years</td>
<td>2</td>
</tr>
<tr>
<td>26 – 30 years</td>
<td>3</td>
</tr>
<tr>
<td>31 – 35 years</td>
<td>4</td>
</tr>
<tr>
<td>36 – 40 years</td>
<td>5</td>
</tr>
<tr>
<td>41 – 45 years</td>
<td>6</td>
</tr>
<tr>
<td>46 – 50 years</td>
<td>7</td>
</tr>
<tr>
<td>51 – 55 years</td>
<td>8</td>
</tr>
<tr>
<td>56 years and above</td>
<td>9</td>
</tr>
</tbody>
</table>

1.5

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPTC</td>
<td>1</td>
</tr>
<tr>
<td>SPTD</td>
<td>2</td>
</tr>
<tr>
<td>JPTD</td>
<td>3</td>
</tr>
<tr>
<td>SEC</td>
<td>4</td>
</tr>
<tr>
<td>SED</td>
<td>5</td>
</tr>
<tr>
<td>STD</td>
<td>6</td>
</tr>
<tr>
<td>SSTD</td>
<td>7</td>
</tr>
<tr>
<td>HED/UED/PGCE</td>
<td>8</td>
</tr>
<tr>
<td>FDE/ACE</td>
<td>9</td>
</tr>
<tr>
<td>FIEST DEGREE</td>
<td>10</td>
</tr>
<tr>
<td>POST GRADUATE DEGREE</td>
<td>11</td>
</tr>
</tbody>
</table>
1.6 Have you done any additional qualification on Education Management?

Yes
No

1.6.1 If yes, how do you rate it?

Effective
Ineffective
Don’t Know

1.6.2 If no, to 1.6.1 do you feel any need for doing a diploma on Educational Management?

Yes
No

1.7 Have you done any In-service Training on the promotion of Total Quality Education?

Yes
No

1.7.1 If yes, how do you rate it?

Yes
No
PART B
Please respond to the following questions by putting a cross (X) in a block that is closest to the required information.

1. SCHOOL’S PERFORMANCE AND OTHER LOGISTIC MATTERS

Previous Grade 12 pass rate of the school between 1994 and 1999.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 10%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 – 20%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21 – 30%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31 – 40%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41 – 50%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>51 – 60%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>61 – 70%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>71 – 80%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>81% and above</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.1.1 Are you satisfied with your school’s average performance?

<table>
<thead>
<tr>
<th>Yes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

1.1.2 If no, what could be the main reason for the unsatisfactory performance of the school?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
1.2  What is the present enrolment of the school?

<table>
<thead>
<tr>
<th>Enrolment Range</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 700</td>
<td>1</td>
</tr>
<tr>
<td>700 – 800</td>
<td>2</td>
</tr>
<tr>
<td>801 – 900</td>
<td>3</td>
</tr>
<tr>
<td>901 – 1000</td>
<td>4</td>
</tr>
<tr>
<td>1001 – 1100</td>
<td>5</td>
</tr>
<tr>
<td>1101 – 1200</td>
<td>6</td>
</tr>
<tr>
<td>1201 – 1300</td>
<td>7</td>
</tr>
<tr>
<td>1301 – 1400</td>
<td>8</td>
</tr>
<tr>
<td>1401 +</td>
<td>9</td>
</tr>
</tbody>
</table>

1.2.1  How do you rate the impact of the enrolment indicated above on?

<table>
<thead>
<tr>
<th>Impact</th>
<th>Positive</th>
<th>Negative</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>School performance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morale of educators</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educators’ individual attention on learners</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feedback to learners on their performance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective School Management</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.3  Number of educators according to post levels.

<table>
<thead>
<tr>
<th>Post Level</th>
<th>P1</th>
<th>P2</th>
<th>P3</th>
<th>P4</th>
<th>P5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.3.1  In your opinion what is the relationship between the above staff establishment and the performance of the school? Please be specific.

_____________________________________________________________________

_____________________________________________________________________
1.4 Number of vacant posts according to post levels.

<table>
<thead>
<tr>
<th>P1</th>
<th>P2</th>
<th>P3</th>
<th>P4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.4.1 In your opinion how does the above vacancy status affect the performance of the school?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

1.5 Number of support staff members.

<table>
<thead>
<tr>
<th>Clerical</th>
<th>Ground men</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.5.1 How does the nature of the staffing indicated in 1.5 above affect the performance of the school?

<table>
<thead>
<tr>
<th>Negative</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>2</td>
</tr>
<tr>
<td>Not Sure</td>
<td>3</td>
</tr>
</tbody>
</table>

2. SUPPORT FROM TECHNOSTRUCTURES

In your opinion, does the Circuit Manager promote the vision and mission of the school?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Not Sure</td>
<td>3</td>
</tr>
</tbody>
</table>
2.1.1 If yes, how?

| Through regular meetings with the SMT | 1 |
| Through written communication         | 2 |
| Through regular visits to the school  | 3 |
| He/she motivates all stakeholders      | 4 |
| Not sure                               | 5 |
| None of the above                      | 6 |

2.2 Does the circuit have expectations for schools on their performance?

<table>
<thead>
<tr>
<th>Negative</th>
<th>Positive</th>
<th>Not sure</th>
</tr>
</thead>
</table>

2.2.1 If yes, how do you rate them?

<table>
<thead>
<tr>
<th>High</th>
<th>Low</th>
<th>Not sure</th>
</tr>
</thead>
</table>

2.2.2 If the Circuit Manager has expectations as indicated in 2.2 above, what concrete efforts that are done by him/her in helping schools achieve these expectations?

(a) __________________________________________________________
(b) __________________________________________________________
(c) __________________________________________________________

2.3 Do subject advisors hold meetings with educators?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>
2.3.1 If yes, are these meetings effective?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

2.3.2 Do subject advisors come to school to advise educators on teaching specific subject?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

2.4 Does the Circuit Manager

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Help in promoting school effectiveness?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Help you supervise educators effectively?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Help in staff development matters?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Help in motivating educators to work hard?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Give you effective advice in running the school smooth?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Disseminate crucial information timeously?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Help in filling vacant posts timeously?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Hold regular meetings with principals?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Communicate the expectations of the department regularly?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Visit schools regularly?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Support school based initiatives?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Quality Input by Educators

#### 3.1 Do educators at your school

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Plan their work properly?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Assess learners’ progress continuously?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Give immediate feedback to learners?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Observe punctuality/</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Identify learners’ strengths and weaknesses?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Have a sense of direction?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Focus on outcomes when teaching?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Show commitment?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Air out their views towards school improvement/</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Maintain discipline in classes?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Show consistency wit their duties?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Motivate learners to work hard/</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Possess ownership of school activities/</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Give attention to quality initiatives?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Have a common understanding for Quality Education?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Teach beyond seven hours a day?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C

LETTER OF REQUEST
Dear Colleague

My name is Mbusiseni Samuel Ntuli, affectionately known as Sam. I am a D.Ed. student of the University of Zululand. Prof. S.N. Imenda is my promoter. I am conducting a study titled: **Supervision and Total Quality Education in Selected Schools in KwaZulu-Natal.**

You and your school have been randomly selected to participate by giving your sincerest response to the attached questionnaire. This should take you not more than 30 minutes. You need not write your name on the questionnaire and you are assured of the confidentiality of your responses. You are requested to enclose the questionnaire in the enclosed envelop, and the researcher will personally collect it at his earliest convenience.

Should you need access to any information on this research, feel free to contact the researcher, whose details appear hereunder.

May I heartily thank you in advance for your time you will spend in responding to this questionnaire!

______________________________

**MBUSISENI SAMUEL NTULI**

TEL : 035-9026253 (W)

FAX : 035-9026260

CELL # : 083 3637148
Empangeni Education District Manager

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am currently a D. Ed. student in the Faculty of Education at the University of Zululand. I am conducting a research study entitled: “Supervision and Total Quality Education in schools in KwaZulu-Natal”.

I am requesting access to some of the schools regarding the above-mentioned topic. I wish to administer a questionnaire to educators and principals of schools selected randomly in your district.

You are assured that the study will not in any way interfere with the normal school routine, since educators and school principals will be requested to complete the questionnaire at home.

A copy of the questionnaire is attached, and I hope it receives your approval. The names of the schools, educators and principals will be treated strictly as confidential, but the findings of this research will be forwarded to your office should this be your desire.

Your permission to conduct research in this district will be highly appreciated.

Sincerely

_________________________

Mbusiseni Samuel Ntuli (Mr)

Tel: 035 902 6253 (w)
Fax: 035 902 6260
Cell: 083 363 7148
Dear Principal

My name is Mbusiseni Samuel Ntuli, affectionately known as Sam. I am a D.Ed. student of the University of Zululand. Prof. S.N. Imenda is my promoter. I am conducting a study titled: *Supervision and Total Quality Education in Selected Schools in KwaZulu-Natal.*

You and your school have been randomly selected to participate by giving your sincerest response to the attached questionnaire. This should take you not more than 30 minutes. You need not write your name on the questionnaire and you are assured of the confidentiality of your responses. You are requested to enclose the questionnaire in the enclosed envelop, and the researcher will personally collect it at his earliest convenience.

Should you need access to any information on this research, feel free to contact the researcher, whose details appear hereunder.

May I heartily thank you in advance for your time you will spend in responding to this questionnaire!

_______________________________________
MBUSISENI SAMUEL NTULI
TEL : 035-9026253 (W)
FAX : 035-9026260
CELL # : 083 3637148