THE ROLE OF PRINCIPALS IN THE PROMOTION
OF TOTAL QUALITY MANAGEMENT

BY

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DEDICATION

I DEDICATE THIS WORK TO:

- My late grandmother Juliet Ma-Hlongwa Ntaka for everything you did for me.

- My late friend Gugulethu Tshengisile Agrineth Mthimkhulu who did not live to see this day.

- My brothers and sisters Vusi, Sindi, Khosi, Manunu, Du and Mandisa.

- All the rural principals, educators and learners for your perseverance and dedication in spite of the difficult conditions under which you work.
DECLARATION

I, THULISILE PRIMROSE MTHETHWA, hereby declare that this dissertation represents my own work in conception and execution, and I have also acknowledged all the resources that I have used by means of complete references.

Signed by me on the 20th day of January 2004 at
ABSTRACT

The study investigated the role of principals in the promotion of Total Quality Management in schools. It explored through Literature Review the four pillars in Total Quality Schools which are:

- primary focus on suppliers and customers
- continuous dedication to continuous improvement
- a system/process orientation
- a strong and consistent Total Quality Leadership from top management.

Questionnaires were used to establish the above scope of study. Findings from the empirical study reveal that most of the principals have effectively transformed the culture in their schools to reflect Total Quality. However some principals do not solicit information from parents who are the external customers of the school, about their needs so as to reconcile these needs with that of the school.

Key recommendations made to the principals in this study are:

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- Provision of the relevant resources to educators and learners.
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TQP – Total quality principal
SMT – School management team
TQT – Total quality team
SGB – School governing body
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ORIENTATION

1.1 INTRODUCTION

Principals as leaders and managers of schools are faced with a variety of tasks, which include motivating the staff to perform to their level best and improve the quality of education that is provided to the learners. Bowring-Carr and West-Burnham (1994: 4) argue that commitment needs to come from the principal himself in developing educators in order to achieve the school's goals. Problems relating to day-to-day activities require solving and if these remain unsolved, they may hinder the smooth running of the school. Additionally, they need to develop methods of involving learners themselves who are the main recipients of quality education.

Southworth (1990: 5) believes a head (principal) is responsible for 'the situations' in his/her school. 'Situations' in the context of Southworth's (ibid) view, refers to the principal not free from the quality culture in his/ her school, but part of it. Principals, as heads of schools, face a number of challenges from within the school and in the whole school system. They have to ensure that departmental policies are correctly implemented, and learners receive quality education as expected by parents. This means that in spite of all the challenges a principal may face, he is still accountable for whatever takes place in his school.

The principal's role is not all about setting rules so as to maintain his hierarchical position, but to enabling every part of the organization (school) to contribute towards achieving quality (Bowring-Carr & West-Burnham 1994:17). Constituents like parents who were previously considered outsiders are now included in organizational processes. Hoy and Miskel (2001: 308) believe that Total Quality Management (TQM) blurs boundaries between organizations (schools) and their environment. As the society has changed, so has the knowledge and expectations of parents and those groups with positive interests in education changed. Hayward and Steyn (2001: 103) cite Cramer (1996) that parents would
like their children to be adequately prepared for the world of work. The emphasis of TQM is towards the provision of learners with opportunities that will empower and make them skilled citizens of tomorrow.

1.2 STATEMENT OF A PROBLEM

Steyn (1999: 357) believes that many educational managers (principals) still resist any attempt by educators to influence system changes. In a number of schools, management is still what Hayward and Steyn (2001:104) refer to as a pyramid hierarchy. In traditional management of schools, it was the principal and School Management Team (SMT) who decided what the quality standards should be (Finnigan and Schmidt 1993:15). The principal and the School Management Team decide on most decisions and initiatives for school improvement and educators are a lot less involved in decisions regarding the provision of quality teaching and learning. This is in spite of the fact that these principals claim that they are committed to transformation. The problem here is the non-involvement of educators in making decisions, yet they are expected to provide quality teaching and learning. Weaver (1995: 5) agrees when he concedes that the powers of formal authority is zero or non-existent at lower levels of the schools and it increases at each subsequent level of supervision until it is the greatest at the highest level of SMT and the principal. There is a tendency for principals to be reluctant to delegate responsibilities to the educators, due to lack of trust and resistance to subvert the traditional top-down management style. This is a major problem facing schools today.

Non-involvement of parents and learners who are the main recipients of quality learning, in making decisions regarding the provision of quality teaching and learning in the school, is another problem that could be hampering the quality of education. Finnigan and Schmidt (1993: 6) argue that customers set the ultimate criteria for quality. Bowring-Carr and West-Burnham (1994: 3) agree that quality is defined as responsiveness to customer needs. Too often external customers (parents and community) are seen as simply the end target. Parents, more especially those that are illiterate, usually fall in this trap of being sidelined in the activities involving their children. According to Finnigan and Schmidt (1993: 6) a
school will have achieved its ultimate goal of quality if it has succeeded in delighting and satisfying its customer needs. While looking into satisfying the needs of internal customers (educators and staff), the principal cannot forget the needs of external customers (parents and community). The satisfaction of customer needs therefore is a crucial challenge facing principals, as it is indicative of the quality of management within schools.

1.3 BACKGROUND OF THE STUDY

As a result of the legacy of apartheid in South Africa, many schools still provide education of poor quality Hayward & Steyn (2001:103) citing (Chisholm & Vally: 1996). In order to address the poor quality of teaching and learning in South African schools, Steyn (1999: 358) believes it is useful to explore the feasibility of introducing Total Quality Management (TQM) in the education system of this country. The implementation of TQM in South Africa would solve problems such as high school dropouts, poor basic education, poor examination results and the shortage of people highly skilled in Science and Technology (White paper on Education and Training 1995: 21). The decision to start the path of Total Quality Management is made by the principal.

Steyn (1999: 359) agrees that Total Quality Management should start at the top, and the management’s role in TQM has to be made clear to everyone in the system. Steyn (ibid) cites Arcato (1995) who assert that the commitment of leadership and management is the key for quality improvement. He further stresses that Quality Education can only happen when staff are totally committed. This commitment can only occur when educators are empowered. As the schools are becoming more self-managed, the challenge rests on the principal to lead the school towards transformation in a way that is reflective of Total Quality Education.

1.4 AIMS OF THE STUDY

The aims of this study are:
• To conduct a literature review on the strategies which principals use to promote Total Quality Management.
• To investigate the effectiveness of the role of principals in Total Quality Management.

1.5 ASSUMPTIONS UNDERLYING THE STUDY

From these aims, the researcher came to the following assumption:

• Principals have not adopted effective strategies to facilitate TQM in schools.

1.6 RESEARCH QUESTIONS

Based on the above-mentioned aims, the study will seek to address the following questions:

• What strategies principals adopt to promote TQM?
• Are principals effective in facilitating TQM?

1.7 OPERATIONAL DEFINITIONS

1.7.1 Quality

According to Horwitz (1990: 12) quality refers to requirements that customers expect from a product or a service. Bounds, Dobbins and Fowler (1995: 21) agree and further state that customer's measure the product or service against their stated and unstated requirements. In this study, quality will refer to the provision of quality teaching and learning by the school in accordance with the parental expectations.
1.7.2 Total Quality Management (TQM)

Steyn (1999: 358) cite Siegel and Byrne (1994) who refer to Total Quality Management (TQM) as a people-focused management system that aims at continual increase of customer satisfaction at continually lower real cost. Steyn (ibid) further refers to Total Quality Management as a total system approach and not a separate area or program. TQM works horizontally across functions and departments involves all staff members and extends backwards and forwards to include the supply chain and the customer chain. Weller and Weller (2000: 47) refer to Total Quality Management as a management process that provides guidance for quality leadership and outcomes by focusing attention on empowerment, organizational vision and mission, shared governance and continuous improvement. Cascio (1986: 18) refers to TQM as a set of guiding principles that represent the foundation of continually improving the organization and it includes elements such as focus on customers, active leadership, involvement of staff-members and the recognition of suppliers as full partners in managing quality.

According to Bowring-Carr and West-Burnham (1994: 165) Total Quality Management is a philosophy with tools and processes for continuous improvement driven by all the members of an organization in order to satisfy and delight customers. Badenhost (1997: 336) agrees with Weller and Weller (ibid) that TQM is a management process that has the basic principles that ensure that the organization consistently meets and exceeds the customer requirements. For the purpose of this study, TQM is inclusive of the definitions above and also refers to the activities by the principal in ensuring that quality teaching and learning is provided according to the shared expectations of customers.

1.7.3 Total Quality Principal (TQP)

The Policy handbook for educators (2003: B 4) cites the South African Schools Act. No. 84 of 1996, which defines a principal as an educator acting as the head of the school. A Total Quality Principal (TQP) is what Weller and Weller (2000:
47) refer to as a transformational leader who looks for potential motives of his followers (staff), seeks to satisfy their higher needs and engage their full person. Southworth (1990: 5) believes a Total Quality Principal is a principal who understands the needs of the school, and is actively involved in the schools' work without exerting total control of staff. Steyn (2001: 119) refers to a TQP as a principal who shares his commitment to quality with the rest of the staff members. In this study "TQP" will refer to the principal who is the head of the school and directs, facilitates, monitors, motivates and guides the whole school towards total quality.

1.7.4 Customer

A customer is the most important part in the production line. Without someone to purchase the product or service, the organization is doomed (Deming 1986: 174). Total Quality managed organizations depend on customers to define quality (Finnigan and Schmidt 1993: 16). Bowring - Carr and West - Burnham (1994: 41) refer to a customer as anyone to whom the service is being provided. Customers can be internal or external. Coulter and Robbins (1991: 46) agree that customers not only include outsiders, but within the organization as well. In a school situation customers can be educators, non-educators and learners. For the purpose of this study external customers will refer to parents and community members at large and internal customers will refer to educators and the rest of the staff within the school.

1.7.5 Product

Weller and Weller (2000: 47) refer to the "product" as the final service or product that provides total customer satisfaction. Whithaker (1999: 110) agrees and further adds that if the 'product' or service meets and exceeds expectations it is then considered to be of high quality. A 'product' is also an all-inclusive concept that refers to both processes (services) and educational outcomes. Quality of the 'product' is manifested in high standards and excellent outcomes in schools. In this study a 'product' will refer to the services both instructional and
administrative that a school provides which will enhance learners opportunity to learn.

1.7.6 Supplier

Finnigan and Schmidt (1993: 5) refer to a 'supplier' as individuals whose service contributes towards the provision of quality service or product in an organization. In a school situation educators can be both 'suppliers' and 'customers'. For example an educator is a supplier when he is promoting a learner to the next grade. Educators become customers when the principal has to provide needs for these educators. In this study 'supplier' will refer to the principal, educator and the rest of the staff who contribute towards meeting the customers' requirements.

1.7.7 Total Quality Team (TQT)

This is a group of people with the appropriate knowledge, skills and experience who are brought together specifically by management to solve problems on a project basis (Oakland 1994: 307). According to Bounds, Dobbins and Fowler (1995: 545) TQT's are intentionally brought together to perform specific activities that contribute to transforming input into output to satisfy customers. The team includes top management personnel with the task of providing strategic direction on TQM, establishing plans for TQM and reviewing and revising quality plans. In this study Total Quality Teams will refer to a committee in a school that is responsible for all quality matters. Constituents of this committee includes a Quality council, which will be there to ensure that relevant resources are available for educators to provide teaching and learning according to the expectations of parents.

1.7.8 Quality Policy

This refers to a formal document in which an organization states its policy on quality and also the arrangements for its implementation (Oakland 1994: 25). The contents of this policy are made known to every staff member. In this study
1.10 RESEARCH METHODOLOGY

Research for this study will be conducted as follows:

- A study of available literature relevant to TQM will be undertaken.
- A survey will be conducted whereby a questionnaire will form the basis for discussion between the researcher and the respondents.

1.11 STRUCTURE OF THE STUDY

The next chapters will cover the following:

- In chapter two a literature review, on the role of the principals in Total Quality Management in schools will be undertaken.
- In chapter three the research methodology will be presented.
- In chapter four data will be presented, analysed and interpreted.
- Lastly, in chapter five, findings and conclusions on this study will be presented and thereafter recommendations will be made.

1.12 CONCLUSION

This chapter serves as an introduction to the research project namely: 'The role of a principal in the implementation of Total Quality Management'. The chapter provides the background, statement of the problem, aims of the study, definition of terms, parameters of the study, research questions, and finally how the rest of the study will be structured. The next chapter encompasses literature review on the role of a principal in the promotion of total quality management.
CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Traditionally many principals thought the best way to lead was through hierarchical/wedding cake pyramid organizational structures (Weaver 1995: 1). Accordingly, only principals and their deputies would make decisions regarding the school. Educators were only confined to the task of teaching in class and were seldom involved in decision-making processes, yet they were expected to produce quality teaching and learning outcomes. According to Finnigan and Schmidt (1993: 15) in traditional management of schools it was only the principals who decided on the standard of education and quality in the school.

Total Quality Management calls for a change of management style. Bounds, Dobbins and Fowler (1995: 19) believe in an approach to management that looks at the interactions among members of staff (educators and non-educators) in an organization and how these staff members use the available resources that the school possesses, towards provision and continuous improvement of customers needs. Horwitz (1990: 12) stresses the importance of the principal allowing staff members at all levels to be involved in the processes (qualitative teaching and learning) that will contribute to the end product/service. He further argues that the needs of the school as an organization should be reconciled with the needs of the local community for quality assurance.

When the principal knows exactly what the needs of parents are, he commits to a vision and with the help of the School Management Team train the educators and the rest of the staff to a common mission (Badenhorst 1997: 336). All staff members are trained on
how to meet and exceed customer expectations. Total Quality principals know that educators will support what they created (Finnigan and Schmidt 1993: 15). These parties (principal and staff) make all decisions collaboratively regarding quality in the school. The movement of a school from traditional management to Total Quality Management results in a change in management style. The principal and staff should take cognisance of Bongstil’s (1992: 32) four pillars discussed below, which lay the basis of Total Quality Schools.

2.2 FOUR PILLARS IN TOTAL QUALITY SCHOOLS

According to Bonstingl (ibid), there are four critical pillars in the new Total Quality paradigm of continuous improvement. These pillars are:

2.2.1 A primary focus on suppliers and customers

In traditional organizations, a customer is seen as simply the end target that is sometimes manipulated or even persuaded and influenced (Finnigan 1993: 7). Total quality principals (TQP’s) are aware of the fact that parents and learners who are the main beneficiaries of schoolwork receive good quality education. Cascio (1995:18) believes Total Quality principals ensure that customer needs and expectations are consistently satisfied. It is the responsibility of every principal and school that strives for quality to communicate with parents so as to optimize their children’s potential to benefit from learning processes provided by the school. Everard and Morris (1996: 83) stress the importance of communication of expectations and capabilities between the school as a supplier and the parents as the beneficiaries of quality learning of their children. After customer needs have been identified, TQ principal and staff record these needs as standards to be applied by everyone (principal, educators and staff) all the time. The principal and educators, as suppliers are fully aware of what parents’ needs are and the parents know exactly what the school can provide.
Withaker (1999: 113) cites Murgatroyd and Morgan (1993) who observed that schools involve a chain of relationships between what we might call customers and suppliers. A school is made up of complex system of customers and suppliers, with every staff member acting as both a supplier and a customer (Finnigan and Schmidt 1993: 4). An educator is a supplier to the educator for the next grade and this educator (next grade) automatically becomes a customer. Withaker (1999: 114) further gives a distinction between internal and external customers. Educators and staff within the school are internal customers and the parents are external customers. TQ principals ensure that educators as suppliers and customers to each other are time and again engaged in ongoing communications with each other regarding their expectations. Not only does the TQ principal look into meeting the needs of parents, he also looks into the needs of educators and the rest of the staff. The interaction among the above-mentioned constituents is a critical component in adding value to the quality of processes that take place within a school.

2.2.2 Constant dedication to continuous improvement

According to Finnigan and Schmidt (1993: 8) TQ principals believe they can always do more. Meeting the customer needs is not enough, but to continue meeting and exceeding customer expectations is their goal. Finnigan and Schmidt (1993: 8) further say that TQ principals believe quality is a 'race without a finishing line'. The standard procedure is to keep doing better. Emphasis on continuous improvement provides direction for figuring out which changes make sense and which ones take the school away from achieving its mission (Bounds, Dobbins and Fowler 1995: 22). Bounds et al. (ibid) further suggest the need for TQ principals to be aware of external environmental changes, and the need for the school to continuously improve in the light of these changes. Alone TQ principals cannot completely bring quality to the school. Bounds, Dobbins and Fowler (1995: 228) suggest that these principals need to delegate decisions regarding quality to educators and by so doing take full advantage of the educators' talents and abilities. Gebhard and Townsend (1990: 56) advise Total Quality
Principals on trusting staff to keep the best interests of the school in mind. Frustrations run high among staff excluded from participating as potential delegates simply because the school's division of labor has excluded them from consideration (Engel 1983: 8). The school may lose the input of educators whose ability to deliver is doubted. TQP's are not only insightful they are also circumspect. They are capable of identifying and acknowledging potential and talent among educators. TQP's therefore do not hesitate to delegate responsibilities to educators and by so doing, create opportunities for personal growth and professional development among staff members. Hence, educators are not only involved in providing quality teaching and learning, but are also involved in the setting of school goals. When the needs of staff are well catered for, these staff members become more willing to contribute towards the provision of quality work. Continuous dedication impacts positively on both customer needs and the quality of work as discussed below.

2.2.2.1 Continuous improvement and customer needs

Hayward and Steyn (2001: 104) cite (Bonstingl 1996) who believes Total Quality Management focuses on continuous improvement of all processes at all levels and views no process as perfect. Continuous improvement calls for a change of curriculum to be in accordance with the expectations of parents. Parents will decide to take their children to schools, which offer quality teaching and learning. Parental expectations on quality may differ; to some quality may mean teaching and learning for an example, that the school emphasizes basic skills and high academic expectations and to other parents quality teaching and learning will mean a school places emphasis on high quality motivational and hands on teaching methods (Hoy and Miskel 2001: 288). TQ principals and their staff ensure that their schools report results to the public that represent their accomplishments and practices. This is one way in which schools market themselves to their current and also potential customers.
2.2.2.2 Continuous improvement and quality work

According to Hayward and Steyn (ibid) quality improvements will include learners becoming more involved in after school activities, curriculum designed to motivate learners intrinsically to perform better, growing membership of parent – teacher associations, more learners applying to the school, learners becoming co-managers of their education, educators becoming facilitators of learning. Hayward and Steyn (2001: 106) assert that the above-mentioned quality improvements could only be possible when the principals ensure that the physical resources of the school are in good condition. TQ principals together with all the stakeholders discuss how the physical resources could be improved.

2.2.3 A system/process orientation

Quality in schools results from quality processes (Bongstil 1992: 32). TQ principals introduce educators and the rest of the staff members to Quality Management techniques. Oakland (1994: 23) agrees and stresses the importance of the TQ principal showing educators and the rest of the staff how to relocate their time and energy to studying their processes in teams searching for causes of problems and correcting the causes, not the symptoms. Bowring -Carr and West-Burnham (1994: 83) give the following quality management techniques, which are:

2.2.3.1 Brainstorming

This technique is used for generating ideas. It works best in-group of six to eight people, which is facilitated and has a specific task. The tasks include explaining and
understanding causes of quality problems, generating solution to these problems and the identifying solutions. There are rules that are followed, which make this technique more effective and the focus is on agreed issues and extending ideas of others. Weller and Weller (2000: 105) mention three models of brainstorming. These are random-brainstorming (any group member gives ideas and there is no set order for participation), formal/structured brainstorming (which calls for written/verbal responses) and reverse brainstorming (participants focus on why something may go wrong). Weller and Weller (ibid) lists the following rules on brainstorming.

An example of a brainstorming session: The TQ principal and staff discuss the exclusion of the language Afrikaans as a subject.

- **All members verbally express their ideas**: Educators feel that exclusion of Afrikaans will affect the learner's choice of career; therefore it should not be removed. Others feel the language is difficult and it results in high failure rate. Some feel the language deserves to be learnt, since it is one of the official languages of this country. These ideas are written on a flipchart.

- **Do not explain the idea or try to sell it**: The TQ principal does not influence the ideas of staff by giving any suggestions. The principal reserves his/her comments for a later stage. Each educator expresses his/her idea without being criticised. When all ideas have been presented participants individually rank the ideas in order of importance.

- **Ideas are criticized or comments given**: Individually members rank the top three of ideas and gives reasons for that. Discussion then begins until consensus is reached. They decide Afrikaans should continue being taught.

- **Identify one idea and another as the alternative solution**: The idea is that they continue teaching Afrikaans and the alternative solution is the language will be a non-Exam subject.
The group consists of six to eight members. There is one facilitator in each group. A diagram similar to the skeleton of a fish is drawn, with the problem statement written at the head of the fish, followed by the causes of such a problem (usually policies, procedures, people and equipment) under each of the above headings, the probable causes are discussed (as in brainstorming) until the group agrees on the underlying cause of a problem. Then this cause becomes a topic to focus on.

Figure 2.1 An example of a Fishboning/Cause and effect diagram (Bonstingl 1992: 57)

A fishboning/Cause and effect diagram used to plan an improvement process of the students' schoolwork.

![Fishbone Diagram](image)

Figure 2.1 (above) illustrates that the diagram can be used to plan an improvement process. This diagram is used to improve the learner's schoolwork. It illustrates how all parties are involved. The principal ensures that the physical buildings of the school promote quality teaching and learning (school environment – enough light and the...
conditions of the classrooms are good). Educators provide qualitative teaching and learning, have good relations with the learners, assess learners' work continuously and provide extra help when needed. Parents and families of these learners give support to these learners and make sure the place to study is well provided for at home. Finally the learners themselves have students team meetings in which they give support to each other.

2.2.3.3 Flowcharts

Steps in a process are shown in their natural sequence by giving a picture of how the process works in practice. Using a flowchart results in better communication by all persons involved in the process of school quality transformation. Figure 2.2 illustrates how a flowchart can be used to show the sequence of a strategic vision and planning process. Processes are shown in their natural sequence and problems are identified and corrected which results in better and improved service. Bonnington (1992: 52).

Figure 2.2
Figure 2.2 (above) gives an illustration of a strategic planning process in a school. The process begins with the TQ principal and other stakeholders come up with a vision (where they would like to see the school in 5 years time), a mission statement (statement that supports a vision - path that will be followed in order to attain a vision), goal (this is a broad statement that flows from the mission statement), objective (is more specific than a goal because it supports, develops and achieves a goal), strategy (statements about how to achieve objectives and goals) and an action plan (brief outline of the steps to be taken to implement a strategy). These processes are revisited in the form of evaluation; it is through evaluation that problems can be identified and corrected resulting in better and improved work processes.

2.2.3.4 Benchmarking

This refers to searching for the best practice among competitors or non-competitors (successful schools) that would lead to superior performance by the school. Hayward and Steyn (2001: 105) believe this technique is essentially about finding ways to improve the existing practice by studying successful schools in order to learn how these schools achieved success. Coulter and Robbins (1991: 228) agree and believe this technique may help a TQ principal improve quality by analyzing and then copying the methods of other principals. They further give the following processes involved in benchmarking: A benchmarking planning team is formed whose task is to identify what is to be benchmarked, identify comparative schools (which the school can compare itself with) and thereafter determine data collection methods. The team collects data internally (within the school) on its own quality work and also externally from the work of other successful schools. This data is the analyzed to identify performance gaps and the possible causes of such gaps. The TQ principal together with the benchmarking team prepares and then implements an Action Plan that will result in meeting or exceeding the standards of other schools. Steyn (2001: 22) citing Lewis (1993) and
Camp and DeToro (1999) suggests ten step process for conducting a benchmarking investigation. The steps are as follows:

An example of benchmarking in a school

- Identify the problem: The TQ principal and staff are worried about the high level of learners dropping out of school.
- Identify benchmarking partner: The TQ principal and the benchmarking team start identifying benchmarking partners comparing their school with another school that does not experience this problem to find out what is it they may be doing differently.
- Determine methods of data collection: The TQ principal and the benchmarking team then decide which data collection method they are going to use. Observation or questionnaires to the principal, educators and learners of the school they have targeted can be used. The team then administers the chosen method of data collection.
- Determine competitive gap: The team pre-measures the school's own performance. The team finds out if there any practices the school is doing differently compared to other schools e.g. this school does not involve parents the monitoring of the attendance of learners.
- Project future performance: The team communicates benchmarking findings to the principal and SMT in written form.
- Communicate results: The TQ principal then consults the rest of the staff on the findings.
- Establish performance goals: The performance goals of the school are then revised;
- Develop action plan: The principal and staff decide to include the parents and the community in the monitoring of learner attendance.
• Implement plans and monitor results: The intended plan is discussed with parents and thereafter implemented.

• Recalibrate benchmarks: The benchmark is re-evaluated and updated so that it is based on current data. The same procedure is then followed with other problems as well.

The introduction of these techniques to the staff is believed to be influential in relieving TQ principals from the burden of having to solve all departmental problems in the school since each department is armed with relevant techniques. Whilst Total quality techniques are valuable, these techniques do not guarantee success in enhancing the quality of school management, thus, another critical and imperative pillar to secure TQ principals is the powerful and dynamic leadership.

2.2.4 Strong and consistent total quality leadership from top management

According to Southworth (1990: 11) TQP’s as leaders are not free from quality culture, but they are part of it. The TQP together with the School Management Team set the tone and ensure that commitment is the common objective among all staff members, by supporting these staff members in their quality initiatives Oakland (1994: 44). Without strong leadership, best ideas and plans are doomed to fail Bounds, Dobbins and Fowler (1995: 390). No matter how competent the principal is as a decision maker or how creative he is as an individual, the ultimate success of a school will depend on whether the principal, as a leader, is able to lead others.

It is not enough that a principal commits to quality and productivity; he must also know what he is committed to. Support is not enough; action is required Gebhardt and Townsend (1992: 9). Bowring-Carr (1994: 71) believes a TQ principal will have inspired and driven total quality in a school when he has recognised and appreciated efforts and
successes of educators. These principals constantly monitor the implementation of quality and also empower and motivate the rest of the staff to continuously improve. According to Southworth (1990: 5) a TQ principal understands the needs of the school and is actively involved in the schoolwork for an example curriculum discussions that the principal has with educators, emphasizing the monitoring of pupils progress through records which will be passed to the next class and allowing educators to attend in-service courses. TQ principals develop multiple and sensitive mechanisms for collecting feedback about the transition to TQM.

Finnigan and Schmidt (1993: 56) feel nothing will reinforce a manager's commitment to openness and trust more quickly than the monitoring of his own behaviour from the feedback of staff. This feedback is obtained through surveys, principal’s suggestion box and third party interviews. Also equally important is the feedback from the principal to the staff on the effectiveness of the school’s transition to TQM. Little (2000: 86) believes it is important that TQ principals provide regular feedback to educators and staff on their performance with regards to quality. This form of feedback can be done at least monthly through word of mouth and meetings via the heads of departments or through notice boards, however Hellriegel and Siocum (1992: 518) feel that verbal communication (feedback by word of mouth) depends heavily on memory such that when large amounts of information are involved, verbal feedback is less effective than written feedback. The principal then draws attention to those staff members who have succeeded in providing quality work and those who are still struggling are taken aside by the principal for private discussion.

2.3 EFFECTIVE STRATEGIES IN MANAGING QUALITY

2.3.1 Establish Steering groups/Teamwork

Sallis (1993: 90) believes a TQ principal as a leader has a duty to develop a quality culture in a school and in order to do this the TQ principal must do the following:
• Have a clear vision of total quality for the school.
• Have a clear commitment to the quality improvement processes.
• Communicate the quality message to educators and staff.
• Ensure that customer needs are at the center of the schools policies and practices.
• Lead staff development and
• Build effective Quality teams.

Schmidt and Finnigan (1993: 28) believe formulation of teams will assure everyone in the school that TQM is not just another program, but a serious permanent change of direction. Hayward and Steyn (2001: 105) agree and further state that the formation of a Total Quality Team (TQT) will look at areas of both quality failures and successes. Weaver (1995: 91) refer to Quality Teams as part of transitional school structure in the sense that they represent a school structure that is intended to bring about cultural change. According to (Bounds Dobbins and Fowler 1995: 545) to successfully establish Quality Teams, the TQ principal must be concerned with the following components essential for the development of Quality Teams:

• Developing a team-oriented culture

Weaver (1995: 93) stresses that schools need to change their culture so that they get into continual improvement and also that Quality Teams should not restore processes to a working state and then disband, but should improve the processes forever.
Openness and trust

Openness and trust are the brick and mortar of Total Quality (Finnigan and Schmidt 1993:47). The energy that initiates and builds openness and trust is communication. Finnigan and Schmidt (ibid) believe the TQ principal gives the newly formed Quality Teams information they need to understand the school goals and how their jobs support these goals. Finnigan and Schmidt (1993:50) stress the importance of TQ principals seeing educators and the rest of the staff members as a work group which these principals are also part of.

Open-communication

TQ principals practice regular communication and educators work more productively when they have all the relevant information about the school. Alone the TQ principal cannot achieve total quality in a school, but through promoting the involvement of educators and the rest of the staff in continuous improvement and by also motivating and empowering the staff to take action Bowring-Carr and West-Burnham (1994: 72). Capezio and Morehouse (1997: 67) believe the school quality vision starts from the top manager (principal) and it links the management with the rest of the staff. The principal calls a staff meeting in which he shares his vision with the rest of the staff. Together with all the relevant stakeholders, they then draft a Quality Policy that takes into consideration the needs of customers. Sections 18 and 48 of KwaZulu Natal School Education Act no.3 of 1996 and sections 18, 20,21,23 and 28 of the South African Schools Act no.84 of 1996, gives the duties of the school governing bodies among others as promoting the best interests of the school and striving to ensure its development through the provision of quality education for learners at the school. After the Quality policy has been drafted, the principal and staff develop a supporting communication strategy in order to move this Quality vision into action. This therefore
calls for a number of meetings (general, parents and team meetings). TQ principal allows Total Quality Teams (TQT) to call meetings when a need arises.

2.3.2 Capacity building

Steyn (1999: 359) cites Fields (1993), Beavies (1995) and Daugherty (1996) that TQM starts at the top (with the principal) and management’s role in TQM have to be made clear to everyone in the system (all staff members). Commitment of leadership is the key to quality improvement. Steyn (ibid) further believes quality education can only occur when staff members are totally committed and this commitment can only occur when these staff members are empowered. Steyn (2001: 20) citing (Johnson: 1993) agrees and further stresses that commitment does not just occur but it is built and the ingredients to improve performance include participative leadership, shared decision-making and vision, empowerment, gaining staff’s trust, continued training and the development of a recognition and reward system. Steyn (1999: 360) citing Kanji (1996) argues that without the necessary training, stakeholders will not be adequately equipped to apply the knowledge and skills to implement TQM principles and practices. However, Steyn (ibid) argues that Total Quality education programs can be expensive in a school. Steyn (1999: 362) citing (Bonstingl 1996) agrees but believes since inadequate quality training for leadership and staff is a serious stumbling block to TQM, there is no harm if a S.African school can spend at least one percent of its annual budget on staff development programs just like schools in America do. Steyn (ibid) further suggests visiting other sites that apply quality principles. Apart from the staff development programs discussed above, there are other theories of motivation a TQ principal may apply.

2.3.3 Motivation

Principals as senior managers inspire and drive Total Quality as the schools fundamental process for continuous improvement Bowring-Carr and West- Burnham
(1994: 71). Weller and Weller (2000: 47) agree and further refer to TQ principals as transformational leaders who look for potentials motives of their followers (educators and staff), seek to satisfy their higher needs and also engage their full potential. Weller and Weller (ibid) state that empowerment of educators entails sharing of administrative authority with educators and Quality Teams. TQM's success in industries and education partially results from the practice of allowing employees to make immediate adjustments in their work when adjustments are needed. These principals recognize and appreciate efforts and successes of educators within the school. Freeman and Stoner (1992: 440) believe no school can succeed without a certain level of commitment and effort from its staff-members, they further state that Management scholars have always formed theories of Motivation about those factors that cause, channel and sustain behavior of individuals. These theories are believed to affect the way managers treat employees.

Hellriegel and Slocum (1992: 432) argue that the role of principals in TQM is not confined to tasks, but should embrace a people-oriented approach. They then list three categories of theoretical approaches to understanding motivation. These approaches are:

2.3.3.1 Content approach theories

These theories focus on the needs that motivate a certain behavior in educators and staff (Freeman and Stoner 1992: 442). An example of such theories is Maslow's Hierarchy of needs theory which focuses on five basic needs that educators and people in general have.
(a) Maslow's hierarchy of needs theory

These needs range from the basic physiological needs (e.g. food, shelter, clothing); security needs (e.g. safety, absence of pain); affiliation needs (e.g. friendship, love, belonging); esteem needs (e.g. recognition from others, self-respect); and self-actualization needs (e.g. personal growth, self-fulfillment, realization of one's full potential).

(b) Implications of Maslow's theory to a TQ Principal

Hellriegel and Slocum (1992: 435) believe a TQ principal should assume a two-part hierarchy with physiological and security needs at the bottom and affiliation, esteem and self-actualization needs at the top. Weller and Weller (2000: 150) citing from Maslow (1954) state that Environmental factors such as safety and security; good relations and pleasant facilities are motivators and job satisfiers therefore a TQ principal can directly or indirectly control these job satisfiers. Freeman and Stoner (1992: 444) state that with most educators producing work of high quality is a means of self-actualization. They further say by being aware of different self-actualization needs of educators, TQ principals use a variety of approaches to enable the educators to achieve both personal and organizational goals. These approaches include the involvement of all members of staff and not only SMT (School Management Team) in organizational (school) decisions; promoting self-ownership of the school by the educators; discussing customer feedback; solving quality problems together and not blaming the staff for any problems (Hellriegel and Slocum 1992: 429). The TQ principal then re-evaluates what motivates educators and then find ways to further motivate them.
2.3.3.2 Process approach

The emphasis of this approach is on how and why people (educators) choose certain behaviors to meet their personal goals Hellriegel (1992: 432). An example of these theories is an Expectancy Theory.

(a) Expectancy theory of motivation

Freeman and Stoner (1992: 448) refer to Expectancy theory as a model of Motivation specifying that the effort to achieve high performance is a function that quality results can be achieved and these will be rewarded with the reward that is worth the effort expended. Weller and Weller (2000: 153) agree and further state that this theory maintains that educators want to maximize their rewards and will choose alternatives that they have the best chance of getting with the greatest personal success. Their goal is zero loss. Glover and Law (2000: 63) cite from Vroom (1964 and 1974) that people (educators and staff) are motivated by what they regard as the likely impact of their actions. Weller and Weller (2000: 154) list four basic parts that an Expectancy Theory Model has, and these are:

- Expectancy – the belief that certain behaviors will provide predictable outcomes.
- Valence – the degree of ones need and the personal appeal of the reward.
- Outcomes – the consequences of the behavior or the end result of the effort expended.
- Instrumentality – the individual efforts that educators put forth in order to achieve the reward.
Weller and Weller (2000: 155) believe TQ principals can apply Expectancy Theory to reward and motivate educators through a variety of intrinsic and extrinsic motivators. TQ principals first recognize that educators are individuals and are motivated by different satisfiers. Hellriegel and Slocum (1992: 448) agree and further state that TQ principals can motivate educators by determining the rewards that each educator values. This calls for knowledge by the TQ principal so as to what motivates each educator and thereafter provides opportunities for educators to succeed. TQ principals, then base rewards on educator's values that can be obtained by asking the educators what their values are or simply observing them to find out their values. Educators know beforehand what rewards await them and they then work hard to produce quality teaching and learning as expected by the parents. Hellriegel and Slocum (1992: 448) feel that the Expectancy model does lead TQ principals to concentrate on how their behaviors affect those of their subordinates (educators) and on the ways they can improve the performances of these educators.

2.3.3.3 Reinforcement approach

This approach is based on how the outcomes of past actions influence future actions. Freeman and Stoner (1992: 455) believe that behavior with positive consequences tends to be repeated while behavior with negative consequences tends not to be repeated. An example of this approach is the Reinforcement Theory, associated with the psychologist B.F. Skinner and others.
(a) Reinforcement theory of motivation

According to Hellriegel and Slocum (1992: 451) behavior is a function of its consequences (rewards or punishment). Educators are most likely to repeat the behavior that is rewarded and on the other hand will avoid behaviour that is punishable. For an example if a TQ principal rewards educators who have succeeded in producing quality work, these educators will be motivated to produce quality work in future and those educators who were not rewarded will be motivated to change their behavior for the better.

(b) Implications of this theory to a TQPrincipal

TQ principals need to guard against rewarding all individuals equally Freeman and Stoner (1992: 456). Rewarding all educators equally will result in poor performance since the behaviour of educators who have done well is not recognized, educators will therefore see no need of performing well in future. Hellriegel and Slocum (1992: 452) lists four types of reinforcements that a TQ principal can use so as to modify behavior and these are:

- Positive reinforcement – the TQ principal offers rewards to those educators who have succeeded in producing high quality teaching and learning services to learners and in turn these educators are most likely to repeat this behavior so as to receive similar rewards in future.
- Avoidance – unlike the positive reinforcement avoidance relies on educators to change their behavior to avoid unpleasant consequences.
- Punishment – a TQ principal takes actions to punish or discipline an educator or any member of staff for an undesired behavior. The disciplinary action may be in a form of verbal reprimand or demotion.
• Extinction – is the absence of any reinforcement, either positive or negative. A TQ principal may decide to ignore certain staff behaviors with the hope that these negative behaviours may eventually cease for an example an educator who constantly disturbs meetings by making silly jokes can be ignored and his actions will cease.

2.4 MANAGING AND IMPLEMENTING QUALITY

Educators and staff attitudes may vary from mild reluctance to stubborn resistance and they may show this by being uncò-operative, unwilling to show initiative, impatient to see results from their undertakings and unwilling to learn anything new. According to Steyn (1999: 361) this reluctance of educators is one of the stumbling blocks to quality, but however cites Bonstingl (1996) that identifying these stumbling blocks, implementers of Total Quality may turn these blocks into stepping-stones. Bowring – Carr and West-Burnham (1994: 141) believe for Total Quality Management to have a chance of becoming embedded in the school, the TQ principal has to be strong, consistent, and passionate in his leadership.

The challenge of experiencing the instability of change and still expected to perform at optimum level is facing all principals of dynamic schools Capezio and Morehouse (1997: 88). TQ principals are faced with a task of managing schools through changes and transitions while at the same time managing that productivity (quality teaching and learning) is provided as according to parental expectations. TQ principals find ways of encouraging educators and staff to work together towards achieving the schools mission as well as customer requirements. TQ principals find ways to expand educators and staff capacity to create and to produce quality results (Hellriegel and Slocum 1992: 716). This he does by continually supporting and giving direction to the staff on their path to meeting their customers needs thus realizing the school vision. How well principals run their schools will depend heavily on how well they create and respond to
changes (Hellriegel and Slocum 1992: 719). Principals of successful schools learn to encourage educators to produce creative results by promoting them to work and solve problems together.

Uris (1986: 74) gives the following step plan that TQ principals and staff use to inaugurate change:

- Co-operation
  When planning, the TQ principal includes ways of getting co-operation from the staff members. According to Gitlow et.al (1989: 372) getting co-operation from staff can come in many ways that a TQP may use and these include written communication (quality messages on notice boards or poster campaigns), departmental talk-ins (each department in the school has a chance of discussing its own quality issues) and visual communication (using visual aids such as flipcharts) in presentations.

- Announcement
  The TQ principal informs educators individually or in small groups of the need and the reasons for change.

- Participation
  The staff becomes involved in giving opinions, pointing out problems and offering suggestions with regards to quality.

- Monitoring
  TQ principal and staff constantly monitors that Total Quality plans go ahead as planned.
Follow-up

TQ principals and staff schedule quality review to make sure that Total Quality programmes are followed and are used as planned and backsliding into traditional methods is avoided.

2.5 CONCLUSION

This chapter, chapter two dealt with the four pillars of TQM, Effective strategies in managing TQM, which included establishing steering groups, capacity building, motivation and lastly managing and implementing quality. Next chapter, chapter three will deal with how the data related to the study was collected.
CHAPTER 3

RESEARCH METHODOLOGY AND PROCEDURE

3.1 INTRODUCTION

In the previous chapter, the role of principals and how they involve other stakeholders in the implementation of TQM were discussed. In this chapter the researcher will give an account of the research methodology.

3.2 PREPARATION FOR THE RESEARCH

3.2.1 Permission

Indwedwe Circuit is divided into four wards, which are East; Central; North and West. In order to conduct a research amongst the principals of Ndowedwe, it became necessary that the researcher write a letter to the Circuit Manager (Appendix B) who gave the researcher an approval (Appendix C) and further referred the researcher to the Regional Director - Exam section (Appendix D) for permission, however as a result of restructuring process that was going on in the region the regional permission was never granted. A copy of the questionnaire was included in the request (Appendix A). Some of the questionnaires would be administered through post and the rest would be hand - delivered to the respondents. The questionnaires were then administered.

3.2.2 Selection of respondents

The researcher decided to conduct this research in Ndowedwe Circuit since this is the area in which the researcher currently serves as an educator. The researcher also targeted Ndowedwe Circuit principals because these are the principals of
schools that lack relevant resources and the fact that these schools are geographical disadvantaged compared to their urban counterparts. The findings would be applicable in other areas that share similar characteristics.

3.2.2.1 Population and sample

Indwedwe Circuit has 142 schools, which consist of 40 post primary schools and 102 primary schools (list of schools obtained from the Circuit office). The circuit is divided into four wards, namely East, West, Central and North. These wards are scattered over a large area. The researcher felt it would be impossible to collect data from all principals of these schools. According to Goddard and Melville (2001: 34) it is often not practical or possible to study an entire population. Oakshort (1998: 38) believes a small subset of the population can give accurate results. Cohen and Manion (1989: 101) agree and further explain that due to the factors of expense, time and accessibility it is not always possible or practical to obtain measures from the whole population. Shipman (1988: 52) refers to sampling as a systematic way of choosing a group small enough to study and big enough to be representative. Kidder (1981: 78) mentions that the best way to assure that results can be generalized is to draw a representative sample.

The researcher chose Simple Random Sampling as a sampling technique that Goddard and Melville (2001: 36) say it is a form of sampling ensures that each member of the target population has an equal chance of being selected. Oakshort (1998: 44) says if the target population covers a wide geographical area a simple random sampling is used in order to select respondents from different parts of the population. Lowe Smith and Thorpe (1991: 122) describe random sampling as the form of sampling that ensures every "unit" of the population has an equal chance of being selected. The researcher first assigned numbers to the target population (Indwedwe schools principals) and thereafter generated, as many unique random numbers as the size of the sample that would be required. Out of the 142 schools
in this circuit, the researcher targeted 75 respondents (principals), which would form 52,8% of the whole population. Of the 75 questionnaires sent out, 49 questionnaires were completed and returned. The number of completed and returned questionnaires makes 65,3% response. A number of 26 questionnaires were not returned which makes a percentage of 34,6% non-response. A question arose as to whether the number of responses would be adequate. Cohen and Manion (1989: 104) say there is no clear-cut answer to this. They further say the sample size held by many to be the minimum number of cases if the researcher plans to use some form of statistical analysis on his data is 30. The researcher therefore decided to carry on since the number of responses was way beyond 30, which Cohen and Manion (ibid) say is the minimum number of responses that can be analysed. Letters were then written to principal of schools selected asking for permission (Appendix E).

3.3 RESEARCH INSTRUMENT

Consistent with the aim of this study, the researcher decided that a survey would be used. Oakshort (1998: 38) refer to the survey as a means of obtaining information about a population using a subset of the population that is called a sample. Cohen and Manion (1989: 97) refer to a survey as the gathering data at a particular point in time with the aim of describing the nature of existing conditions, identifying standards against which existing conditions can be compared and determining the relationships that exists between specific events. The survey therefore became relevant in this study since it will enable the researcher to obtain data on the conditions that prevail in schools and how these conditions help principals in the promotion of Total Quality Management. Goddard and Melville (2001: 41) stress that researchers have to measure data somehow and any device used for this measurement is called an instrument.
3.3.1 Questionnaire

One of the data-gathering instruments involved in the survey is the questionnaire. The researcher chose a questionnaire as it best serves the needs of this study. The researcher decided on the questionnaire because if properly administered it can be the best available instrument for data collection. Cohen and Manion (1989: 109) regard the postal questionnaire as the best form of survey in carrying out an educational enquiry. Lowe, Smith and Thorpe (1991: 120) note that if questionnaires are well designed, they become easy to complete and the respondent may get interested and be willing to devote more time to it. The questionnaire consisted of both open and closed questions.

The researcher chose the questionnaire in this study in order to obtain facts and opinions of the principals with regards to the role they play in the promotion of quality in schools. Principal were given a chance to comment individually and confidentially on their role in the promotion of quality in their individual schools. According to Cohen and Manion (1990: 116) information gathered through questionnaires is then edited by the researcher (checking if there are any errors both from the researcher and the respondents). The researcher considered the following advantages and disadvantages in the selection of the questionnaire as her research instrument.

3.3.1.1 Advantages of a questionnaire

Cohen and Manion (1989:109) regard the questionnaire as the best form of survey in carrying out an educational survey, Kidder (1981:148) agrees and further lists the following advantages of a questionnaire which were taken cognisance of by the researcher:
• Questionnaires are less expensive to administer mainly because these questionnaires can be mailed or hand-delivered to respondents.

• Mailed questionnaires avoid potential respondent bias – unlike in the interview where the respondent might be influenced by the way questions are asked and the general appearance of the interviewer.

• Respondents may have greater confidence in their anonymity and thus feel freer to express their views.

• Questionnaires place less pressure on the respondent for immediate response.

3.3.1.2 Disadvantages of a questionnaire and how these were overcome

The structure of a questionnaire consists of both open-ended and closed questions. The strength of closed questions is that they are quick to complete and analyze, while the weakness is that written questionnaires may not be interpreted well by the respondents as intended by the researcher or the respondents may not be as interested in the questionnaire and may be giving false responses. This may result in data that is not relevant to the study. With the questionnaires that were hand-delivered the researcher managed to give clarity to the respondents with regard to giving responses, but that was not possible with the questionnaires that were sent by post. Closed questions do not give the respondents a chance of expressing their own views. The respondent only responds to the researcher's statements. To overcome this, the researcher also included open-ended questions. The weakness of open-ended questions though is that they take too long to respond to, while their strength is that they give the researcher an opportunity of asking deeper questions that will allow the
respondents to express their opinions freely. Gummesson (1991: 112) highlights one disadvantage of using a questionnaire as that the emphasis is mostly on verbal statements, whereas non-verbal language is also of equal importance. He further stresses that in addition to verbal language, people are constantly communicating their feelings in the language of behaviour. Observing the respondents behaviour was not possible for the researcher because of time and the fact that the respondents were widely scattered.

3.4 CONSTRUCTION OF THE QUESTIONNAIRE

A questionnaire is a printed list of questions that respondents are asked to answer (Goddard and Melville (2001: 47). They further on stress that the effectiveness of a questionnaire requires planning beforehand thus ensuring that the data obtained through the questionnaire can be objectively analyzed afterwards. According to Cohen and Manion (1989: 106) an ideal questionnaire possesses these properties – clear, unambiguous and uniformly workable. Its design must minimize potential errors from respondents and coders. Cohen and Manion (1989: 111) list the following factors that secure a good response rate to a postal questionnaire: -

- Attractive.
- Have clear instructions to respondents.
- Arrange questions to maximize co-operation from the respondents.

The researcher observed these factors and furthermore ensured that language used was simple since the target population were English second language speakers. The researcher ensured that in the questionnaire layout, the questions
were well formulated and easy to complete (Lowe, Smith and Thorpe 1991: 120). Questions moved from simple factual questions to items of opinions or values. According to Shipman (1988: 81) questions can be too long and complex and this might create confusion resulting in the respondents not understanding the question as intended by the researcher. To guard against this, the researcher structured questions that were not too long. A covering letter explaining the purpose of the research was written, followed by instructions so as to how to complete the questionnaire. Information was then reduced to form a suitable analysis that is called coding. The coding consisted of ‘strongly disagree’, ‘disagree’, ‘neither agree nor disagree’, ‘agree’ and ‘strongly agree’. The researcher formulated the questions as follows: -

3.4.1 SECTION ONE – Closed Ended Questions

This section dealt with closed questions focusing as much as possible on the aims of the study. The respondents were expected to respond using a Likert scale as a form of coding. The responses ranged from: -

- Strongly disagree (if the respondent strongly disagrees with the statement).
- Disagree (if the statement seldom occurs).
- Neither agrees nor disagrees (if the respondent has no standpoint)
- Agree (the statement reflects something that often happens).
- Strongly agree (if the statement reflects something that always happens).

3.4.2 SECTION TWO – Open Ended Questions

This section incorporated open-ended questions in which the respondents were expected to give their opinions with regards to their roles as principals in the
promotion of Total Quality Management. Principals were expected to give an account on how they involve other stakeholders in the management of quality. Spaces were provided for the respondents to express their views freely.

3.5 ADMINISTRATION OF THE QUESTIONNAIRE

3.5.1 The pilot study

Before the actual research was conducted, it became necessary that the researcher conduct a pilot study. Pilot studies are essential to ensure that responses offered as possible answers do exhaust all the possibilities (Shipman 1988:80). It was through the pilot study that the researcher checked if the questions were suitable for the study. In the initial sample survey administered by the researcher, the responses gave an indication of statements that needed rephrasing. The questions were both too long and too many, judging from the length of time taken by the respondents in filling out the questionnaire. Cohen and Manion (1989: 108) suggest that when formulating questions, complex questions should be avoided. The researcher therefore decided to limit the number of questions from 20 to 12 closed-ended and from eight to four open-ended questions. The researcher also ensured that simple language was used.

3.5.2 The actual study

After the pilot study was conducted, the researcher had to begin administering the actual questionnaire. The distance in between schools would make it very difficult for the researcher to hand-deliver all the questionnaires to selected principals. Cohen and Manion (1989:109) mention the postal questionnaire as the best form of survey in carrying out an educational enquiry. Kidder (1981: 148) agrees and further highlights that it is possible to cover a wide area and to obtain information from more people by means of postal questionnaires. Most questionnaires were posted and some hand-delivered personally by the researcher to principals
selected as respondents.

3.6 VALIDITY AND RELIABILITY OF A QUESTIONNAIRE

3.6.1 Validity

Lowe, Smith and Thorpe (1991: 121) define validity of a questionnaire as how we can be sure that the instrument (questionnaire) measures the attribute which it is suppose to measure. Cohen and Manion (1989: 116) cites Belson (1986) on the validity of the postal questionnaire that it can be seen from two viewpoints, whether respondents who completed questionnaires did so accurately and whether those who failed to return their questionnaires would have given the same distribution of answers. To ensure validity the researcher made a follow up contact with non-respondents by means of interviews and thereafter compared the responses of respondents and non-respondents. The outcome of these interviews gave responses that were similar to the responses given by the respondents.

3.6.2 Reliability

Reliability, according to (Lowe et. al 1991: 121) is a matter of how stable the results are, if an instrument is administered on the same individual twice, will yield same results. To ensure reliability, the researcher rephrased some of the research statements so that they look different, but require similar response. In cases where similar responses were given, this was an indication that the respondent was not just answering at random and this provided results which can be argued, which are reasonable reliable.

3.7 DATA PROCESSING

Data processing involves the conversion or reduction of information that a researcher collects through research into a form that permits statistical tabulation
thus ensuring easy storage and access for the future (Kidder 1981: 296). Cohen and Manion (1989: 116) agree and further say that the data obtained through survey is reduced to a form suitable for analysis. The process of data reduction involved the coding of data before it was analyzed. The researcher observed what Cohen and Manion (1989: 117) calls as post-coded answers where the researcher developed coding after the questionnaires had been administered by assigning code numbers to closed-ended questions (Section one) in the questionnaire. Through coding, the researcher was able to capture data so that it could be analyzed and interpreted. This would then detail the following information:

- Frequency of responses (per question)
- Tables

Open-ended questions would be analysed manually. The researcher recorded assigned themes to different responses and calculated the frequency of similar responses so as to get the exact figure of each theme.

3.8 LIMITATIONS OF THE STUDY

The researcher experienced the problem of slow and non-response by the respondents and the researcher feels that this could be due to the fact that these questionnaires were administered during Examinations of both Grade 12 and the principals' private studies. Goddard and Melville (2001: 48) highlight that a researcher has no right to expect total honesty from respondents. Some of the respondents will not care that much about an answer or will try to give a “socially correct answer”. In trying to reduce this limitation, the researcher explained the purpose of this research to the respondents and made sure that the questionnaire was easy to use. The researcher also ensured that the respondents were thanked in advance for their participation, offered to share conclusions with the respondents and finally provided the respondents with self-
addressed envelopes that would make it easy for them to return the questionnaire.

The researcher was also faced with the problem of non-returns and the respondents not coming out clearly so as to what the cause of non-return is. Kidder (1981: 151) suggests that in the event of non-returns, a researcher may further select a sample of non-respondents and interview them. The researcher observed this alternative by interviewing non-respondents with the hope of supplementing information.

3.9 ETHICAL CONSIDERATIONS

Collecting data from people raises ethical concerns (Goddard and Melville 2001: 49). These concerns range from taking care not to harm people in the research process to having due regards to respondents privacy. The researcher observed the above concerns by ensuring that the respondents right to privacy were observed. In the covering letter the researcher assured the respondents that their names would remain anonymous and further asked the respondents not to give their identity.

3.10 CONCLUSION

Planning and design of research was discussed in this chapter. The chapter began with the researcher asking permission to conduct research up to the selection of respondents. A questionnaire was then discussed as research instrument and the advantages and disadvantages of the use of the latter were explained. The researcher then discussed how the questionnaire was administered. Limitations of the empirical study were provided. Ethical considerations were also included. The next chapter, chapter 4 will deal with how data was interpreted and analysed.
CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

This study is aimed at finding out the role principals' play in the promotion of Total Quality Management in schools. The previous chapter, dealt with how research was conducted, using a structured questionnaire (that consisted of both open-ended and closed questions) as a research instrument. This chapter provides the analysis and interpretation of data that was collected from principals. Tables are used to represent data. The target group was principals of both primary and post primary schools. The questionnaire consisted of two sections. The data collected in these sections is presented as it appears in the questionnaire.

4.2 SECTION ONE

4.2.1 The role of a principal in Total Quality Management

In questions 1-12, principals were expected to respond to statements using strongly agree, agree, neither agree nor disagree, disagree and strongly disagree. The following table (Table 4. 1) illustrates the frequency of responses and their percentages.
TABLE 4.1  Frequency distribution according to the items on the role of the principal in the  
promotion of Total Quality Management

<table>
<thead>
<tr>
<th>Question – The principal</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Non-Response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates my commitment to high Quality teaching</td>
<td>NIL</td>
<td>NIL</td>
<td>NIL</td>
<td>4</td>
<td>45</td>
<td>NIL</td>
<td>49</td>
</tr>
<tr>
<td>Priorities individual training needs of educators that promote quality</td>
<td>NIL</td>
<td>NIL</td>
<td>5</td>
<td>16</td>
<td>28</td>
<td>NIL</td>
<td>49</td>
</tr>
<tr>
<td>Allows different staff members to lead staff development programs</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>30</td>
<td>12</td>
<td>NIL</td>
<td>49</td>
</tr>
<tr>
<td>Allows for the budget to have an allocation to staff training on Total Quality Management</td>
<td>24</td>
<td>20</td>
<td>NIL</td>
<td>3</td>
<td>2</td>
<td>NIL</td>
<td>49</td>
</tr>
<tr>
<td>Recognizes all staff members goals relating to Quality</td>
<td>NIL</td>
<td>NIL</td>
<td>9</td>
<td>15</td>
<td>25</td>
<td>NIL</td>
<td>49</td>
</tr>
<tr>
<td>Delegates some duties to different staff members</td>
<td>NIL</td>
<td>NIL</td>
<td>NIL</td>
<td>9</td>
<td>40</td>
<td>NIL</td>
<td>49</td>
</tr>
<tr>
<td>Agendas for staff meetings are sometimes prepared consultatively</td>
<td>20</td>
<td>NIL</td>
<td>11</td>
<td>NIL</td>
<td>18</td>
<td>NIL</td>
<td>49</td>
</tr>
<tr>
<td>Shares the school vision with all staff members</td>
<td>NIL</td>
<td>NIL</td>
<td>5</td>
<td>4</td>
<td>40</td>
<td>NIL</td>
<td>49</td>
</tr>
<tr>
<td>All members contribute to Total Quality Management</td>
<td>NIL</td>
<td>NIL</td>
<td>3</td>
<td>8</td>
<td>30</td>
<td>8</td>
<td>49</td>
</tr>
<tr>
<td>Uses feedback from staff to enhance Total Quality Management</td>
<td>NIL</td>
<td>NIL</td>
<td>NIL</td>
<td>14</td>
<td>35</td>
<td>NIL</td>
<td>49</td>
</tr>
<tr>
<td>Recognizes the importance of the involvement of Quality Teams in the implementation of Total Quality</td>
<td>NIL</td>
<td>NIL</td>
<td>3</td>
<td>10</td>
<td>36</td>
<td>NIL</td>
<td>49</td>
</tr>
<tr>
<td>Together with the school management team support a vision of Total Quality culture in the school</td>
<td>NIL</td>
<td>NIL</td>
<td>NIL</td>
<td>6</td>
<td>42</td>
<td>1</td>
<td>49</td>
</tr>
</tbody>
</table>

45
The respondents agreed with most statements in Table 4.1 regarding their role as principals in the promotion of TQM in schools. The following analysis of data confirms this statement:

(1) **As a principal, I demonstrate my commitment to high quality teaching.**

Table 4.1 indicates that all principals (100%) agreed that as principals they demonstrate their commitment to high quality teaching. This is a positive contribution to quality teaching and learning. These demonstrations will further motivate staff to perform at their level best since the principal is actively involved in the processes of the provision of high quality teaching and learning by giving these educators support when needed and the fact that these educators are actively involved in making decisions regarding their work. Steyn (2001: 20) acknowledges that commitment is the key to quality improvement and principals have to demonstrate their commitment through practical actions. Commitment doesn't just occur it is built. The ingredients to improved performance within the school are participative leadership, shared decision-making, shared vision, staff empowerment, gaining staff's trust, reward system and continued staff training.

(2) **As a principal I prioritize individual training needs of educators that promote Total Quality.**

It is encouraging to note that the majority of respondents (90%) agreed that they do prioritize individual training needs of educators that promote Total Quality while (10%) of the respondents neither agreed nor disagreed with the statement. Although the notion of quality is not new in schools, TQM is a new quality philosophy that has been used in business and industry and it is now being adapted to problems encountered in schools. This change of philosophy therefore brings about the need for staff members to be thoroughly trained. Bowring - Carr and West - Burnham (1994: 4) argues that a school has to make
a public commitment from the top (principal) to develop all employees (educators and staff) to achieve a schools' vision and mission (qualitative teaching and learning) and the emphasis is on training and development of staff throughout their employment. Steyn (1999: 360) cites (Kanji 1996) who claims that without training, stakeholders (educators) will not be adequately equipped to apply the knowledge and skills to implement TQM principles in practice.

(3) Different staff members lead staff development programs

The majority of respondents (86%) agreed that as principals they do allow different members of staff to lead staff development programs while 10% of the principals disagreed with the statement and (4%) neither agreed nor disagreed with the statement. The above analysis gives an indication that principals do allow staff members to take the initiative of using their expertise to train each other since training can be expensive when an outside expert is called for workshop or train educators. The principals who disagreed with the statement 10% give an indication that some principals still find it very difficult to let go of certain duties in the management of a school. The 4% principals, who did not have a standpoint in this regard, could either feel threatened by allowing staff members to participate in leadership initiatives or there are no quality initiatives in their schools. For educators to take part in their development, the first step would be empowering staff members by allowing them to take part in identifying and solving problems. TQ principals introduce staff to quality management techniques (c f 2.2.3). When educators have been thoroughly trained in TQM, a principal may allow these educators to lead quality improvement programs in the school such as improving learning through learners' monitoring of their own work. Steyn (2001: 117) cites Herman and Herman (1993) and Williams (1994) that empowerment is the fundamental transfer of authority and responsibility that includes the processes of allowing staff (educators) to make decisions regarding assigned tasks, creating ways to maintain a productive and satisfying work
environment and lastly their involvement in daily problem-solving and decision-making.

(4) The school budget has an allocation to staff training on Total Quality Management.

This statement was included to cross check the statement above (cf 4.2.1.1) in which the majority of respondents said they prioritized individual training of educators. 90% of the respondents disagreed with the statement that there were allocations to staff training on Total Quality Management in their schools. This gives an indication that although training is necessary in the implementation of total quality management, most public schools are not yet financially stable to have allocations in their school budget for staff training. Only 10% of the principals said there were budgetary allocations to staff training in their schools. The analysis above which indicates that the principals (10%) have allocations to staff training in their schools' budget could mean that they have other means of obtaining more funds, example funds obtained through donations and fundraising. Although Total Quality training can be expensive, Hoy and Miskel (2001: 308) acknowledges that quality is less costly to the school than poor workmanship. Steyn (1999: 362) cites (Bonstingl 1996) that inadequate quality training can be a serious stumbling block and there is no harm if the school uses a percent of its annual budget to staff development programs. Also equally important is managing the process by finding out if every cent that is spent on quality programs is spent in the most efficient and effective way in the fulfillment of the schools' mission statement. Lack of funds is a problem that faces most schools but staff training is an investment that provides significant returns, and it is the pillar in any TQM strategy.
All staff members' goals relating to quality are recognized.

The majority of respondents (82%) were in agreement that as principals they do recognized staff goals relating to Total Quality Management. These responses give an indication that most principals do involve members of staff in the management of quality in schools. A disappointing number of the respondents (18%) had no standpoint in this regard. This indicates that other schools have not yet fully understood the meaning of total quality management, which stresses the involvement of other stakeholders in the implementation of total quality. In TQM schools trust is a high priority and is nurtured in a variety of ways. It begins with the communication of the school goals and all staff members know what the targets are and how well they are being met therefore barriers between individuals and departments are minimized. According to Finnigan and Schmidt (1993: 51) people (staff) work more productively when they have relevant information about the school goals, know their jobs and performance goals and knowing what they can do to shape the future of the school. Educators prefer to receive this information from their immediate manager (principal) that their efforts are appreciated.

Some duties are delegated to staff members.

The majority (100%) of the principals agreed that they do delegate some duties to staff members. This statement is in agreement with the statement that principals are committed to high quality teaching, which these principals show by delegating some duties to educators (c f 4.2.1.1). The involvement of staff members is very important in the implementation of TQM, since alone principals cannot perform all quality duties within the school. The school may loose input of educators whose abilities are doubted. When certain duties are delegated to staff, these staff members take ownership of the school and become more willing to contribute towards the achievement of the school goals. According to Engel (1983: 8) frustrations run high among staff excluded from participating as
potential delegates simply because the SMT has excluded them from consideration. Weaver (1995: 7) acknowledges that as the staff knowledge of customer needs and how to continually meet them grow, the principal should trust the staff and rely more and more on them through delegation. Hoy and Miskel (2001: 305) believe when principals allow educators to participate in decisions relating to instructional methods this will enhance educator job satisfaction.

Agenda for staff meetings are generally prepared consultatively. Forty one percent respondents (41%) who disagreed with the statement gave an indication that although educators are involved in quality teaching and learning, most principals still believe meetings should be initiated at the top by principals and their SMT. Thirty-seven percent (37%) indicated that staff meetings are prepared consultatively. This gave an indication that although not all the agenda can be prepared consultatively, there are cases when the need arise that some members of staff are consulted in the preparation stage of the meeting. Allowing members of staff to participate in preparation for meetings is one of the strategies principals use in the promotion of TQM by allowing quality teams to prepare and call quality meetings when the need arises. Twenty-two percent of the respondents neither agreed nor disagreed with the statement. The neutral position taken by these respondents could be associated with the fact that although quality is promoted in schools, quality management that requires total involvement of all stakeholders has not yet been fully practiced by some principals in their schools. According to Finnigan and Schmidt (1993: 8) meetings become vehicles for creative problem-solving, planning and learning everybody within the organization (school) gets training in how to plan and participate in meetings and they also learn a common set of guidelines for conducting meetings.
All staff members share the school vision and mission.

The majority of respondents (90%) agreed that as principals they share the school vision and mission with their staff members while (10%) neither agreed no disagreed. Ninety percent responses give an indication that most principal are willing to share the school vision with staff members. One way of ensuring that all staff members and learners know the school vision is having it displayed where it can always be seen. This is in line with one of the aims of this study, which investigates the effectiveness on the role of the principal in the promotion of TQM. According to the researcher the respondents (10%) who took neutral position think sharing the school vision will mean less positional powers to the principals. According to Bowring - Carr and West - Burnham (1994: 165) one of the characteristics of effective schools is a shared vision that is agreed and communicated. Badenhorst (1997: 336) acknowledges that when a principal knows what the needs of parents are, he commits to a vision and with the help of the School Management Team trains the educators and staff to a common mission. It is of great importance that the school vision is made known to everyone within the school more so the educators.

All staff members contribute to Total Quality Management.

77% respondents agreed with the above statement. This indicates the effectiveness on these principals in their roles in the promotion of TQM. Six percent had no standpoint in this regard. Seventeen percent of the respondents did not respond to this question (6%) and those that took neutral positions gave an indication that for some principals it is still very difficult to allow educators to make contributions in the management schools. Bounds, Dobbins and Fowler (1995: 228) believe principals need to delegate decisions regarding quality to educators and by so doing take full advantage of the educators' talents and abilities. The staff makes their individual contributions to execute the school
processes, these processes are well documented and staff members know their roles and also how work is progressing. According to Bowring - Carr and West - Burnham (1994: 17) the path of Total Quality is made by the leadership (principal) and such leadership is not about control or ensuring that the set of rules are there to maintain the principals and staff hierarchical positions, but it is about enabling every part of the school to contribute to achieving TQM.

(10) As a principal I use feedback from staff members to enhance Total Quality Management.

The majority (100%) of the respondents agreed that as principals they do use feedback from educators and the rest of the staff to enhance Total Quality Management. These responses are in contradiction with the responses above (c.f 9) that indicated that only seventy – seven percent of the principals allowed staff members to contribute to total quality management. Finnigan and Schmidt (1993: 56) believes nothing will reinforce a principals openness and trust more quickly than monitoring his own behaviour from the feedback of staff which can be obtained through principals’ suggestion box, surveys and third party interview. The principal may adopt some kind of feedback tool and process to learn how her management style is affecting his staff.

(11) The involvement of Quality teams is important in the implementation of Total Quality Management.

93% respondents agreed with the statement and (7%) had nothing to say in this regard. Ninety – three percent is a good response and it gives an indication that the majority of the principals are aware of the fact that alone principals cannot practically implement total quality management but require the involvement of other stakeholders. Seven percent neutral position could mean quality management is not in full operation in such schools. According to Gebhardt and Townsend (1990: 57) Quality Teams are built on the assumption that everybody
in the organization (school) is capable of contributing, everybody knows something about their work can be improved. According to Weaver (1995: 91) Total Quality Teams are part of transitional school structure in the sense that they represent a school structure that is intended to bring about cultural change. The formulation of teams will assure everyone in the school that TQM is not just another program, but a serious change of direction.

(12) Together with the School Management Team we support a vision of Total Quality culture in the school.

98% of the respondents agreed that they as principals together with their School Management Teams support a vision of Total Quality culture in their schools and (2%) did not take any position to the statement. Ninety-eight percent responses indicate the positive role played by the principals together with their management teams in support of the vision of total quality culture in their schools. Two percent respondents who did not take position could be those principals that still believe they, as principals should decide on the school vision and the rest of the staff works towards the realization of such a vision. Oakland (1994: 44) believes Total Quality Principals together the School Management Team set the tone to ensure that commitment is the common objective among all staff members by supporting these staff members in their quality initiatives. The amount of support that the principal and management show to the educators and the rest of the staff members largely influence the successful implementation of TQM.

4.3 SECTION TWO

This section consisted of open-ended questions which were aimed at giving respondents an opportunity to express their views on the on the role they as principals play in the promotion of Total Quality Management. There are four questions in this section. The following tables, Tables 4.2, 4.3, 4.4 and 4.5
represent frequency distribution according to the role principals' play in the management of Total Quality in their schools.

Table 4. 2 Frequency distribution according the question: What does Total Quality Management mean to you?

<table>
<thead>
<tr>
<th>ITEM</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>In line with the schools' mission and vision</td>
<td>30</td>
<td>61%</td>
</tr>
<tr>
<td>Involvement of all stakeholders</td>
<td>25</td>
<td>51%</td>
</tr>
<tr>
<td>Quality leadership</td>
<td>16</td>
<td>33%</td>
</tr>
<tr>
<td>Producing quality teaching and learning</td>
<td>11</td>
<td>22%</td>
</tr>
<tr>
<td>Goal-directed Management</td>
<td>9</td>
<td>18%</td>
</tr>
<tr>
<td>Enhances the aspirations of all stakeholders</td>
<td>7</td>
<td>14%</td>
</tr>
<tr>
<td>Capacitating of all staff members</td>
<td>5</td>
<td>10%</td>
</tr>
<tr>
<td>Influential leadership</td>
<td>2</td>
<td>4%</td>
</tr>
</tbody>
</table>

(i) What does Total Quality Management mean to you as a principal?

Sixty-one percent respondents felt Total Quality Management refers to a type of management that is in line with the school vision and mission. Fifty-one percent respondents felt it is the involvement of all stakeholders in the school with the aim of producing quality teaching and learning. Thirty-three respondents mentioned that Total Quality Management provides guidance for quality leadership. Twenty-two percent respondents mentioned producing quality teaching and learning. For 18% respondents it meant goal-directed Management that meets the guidelines stipulated by NEPA on Quality Assurance. Another 14% felt it had something to do with how the principal as a leader enhancing the aspirations of all stakeholders. Ten percent mentioned capacitating all staff...
members on quality and 2% mentioned the management in which the principal is an influential leader. All responses that were given by the respondents indicated that the role of principals in the promotion of TQM is mainly based on the professional side of quality (quality teaching and learning provided by the educators) and in all the responses that were given not one mentioned the importance of finding out the customers needs and working towards achieving and perhaps exceeding the customer expectations. Steyn (2001: 18) cites Lewis (1993) that Total Quality Management in education refers to a co-operative system in which both the customers (parents) and suppliers (principal and educators) mutually agree to and meet the needs, requirements and expectations of customers on a continuous basis and quality management is likely to succeed when there is an obvious, visible top-down commitment to it. Steyn (ibid) further cites (Siegel and Bryne 1994) that Total Quality Management is a people focused management that aims at continual increase of customer satisfaction at a lower cost. It also works horizontally across functions and departments and involves all staff members.

Table 4.3  Frequency distribution according to the question: Mention at least three ways in which you foster quality in your school.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitoring educator's work</td>
<td>20</td>
<td>41%</td>
</tr>
<tr>
<td>Code of conduct</td>
<td>15</td>
<td>31%</td>
</tr>
<tr>
<td>Staff appraisal</td>
<td>14</td>
<td>29%</td>
</tr>
<tr>
<td>Delegation</td>
<td>11</td>
<td>22%</td>
</tr>
<tr>
<td>Continuous assessment of learners</td>
<td>10</td>
<td>20%</td>
</tr>
<tr>
<td>Honoring teaching and learning periods</td>
<td>7</td>
<td>14%</td>
</tr>
<tr>
<td>Resource improvement</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>Moderation of papers</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>Networking</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Develop parent learner and educator relationship</td>
<td>2</td>
<td>4%</td>
</tr>
</tbody>
</table>
(ii) **Mention at least three ways in which you foster quality in your school.**

Forty one percent (20) respondents mentioned that together with the School Management Team they monitoring the educators' work. Thirty-one percent believe the code of conduct and ensuring that all stakeholders adhere to the code of conduct fosters quality in a school. Twenty-nine percent respondents thought the appraisal of educators would foster quality in a school. Twenty-two percent believe delegation is the answer. Another 20% (10) mentioned the importance of continuous assessment of learners. Fourteen percent mentioned honoring teaching and learning periods while 6% (3) mentioned resource improvement. Six percent mentioned improving the material resources that the school has. Four percent mentioned networking with successful schools and 4% (2) respondents believe developing highly personalized parent, learner and educator relationship fosters quality. These responses gave an indication that generally there is quality teaching and learning in schools, but it is not clear so as what roles the principals play in the promotion of this quality. According to the researcher the principals' perception on quality management is that it is only principals and educators who are responsible for quality in schools. Bonstingl (1992: 32) lists four pillars that are found in Total Quality Schools (c f 2.2). The awareness of these pillars comes with the training of all educators and staff on quality matters.
Table 4.4  Frequency distribution according to the question: How has your leadership changed the staff's attitude towards quality?

<table>
<thead>
<tr>
<th>ITEM</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leading by example</td>
<td>29</td>
<td>59%</td>
</tr>
<tr>
<td>All staff members have a sense ownership of the school</td>
<td>20</td>
<td>41%</td>
</tr>
<tr>
<td>Involving all staff members in decision-making</td>
<td>17</td>
<td>35%</td>
</tr>
<tr>
<td>Improved teaching methods</td>
<td>9</td>
<td>18%</td>
</tr>
<tr>
<td>Punctuality</td>
<td>7</td>
<td>14%</td>
</tr>
<tr>
<td>Staff take initiatives</td>
<td>4</td>
<td>8%</td>
</tr>
<tr>
<td>Acceptance of change</td>
<td>1</td>
<td>2%</td>
</tr>
</tbody>
</table>

The following responses are an indication that the principals' leadership does have an influence the behaviors of educators. Fifty-nine percent of the respondents indicated that leading by example has helped changed the staff's attitudes towards quality. Forty-one percent respondents felt their staff members have a sense of ownership of the school. Thirty-five percent respondents involve their staff members in decision-making processes. Eighteen percent felt that educators in their schools have changed their teaching methods for the better. Fourteen percent indicated that their staff members are punctual. As a result of their leadership 8% (4) respondents stated that educators take initiatives and 2% (1) indicated that educators in his school have learnt to accept change. The 41% respondents who indicated that staff members have a sense of ownership of the school and the respondents (35%) who indicated that they involve all staff members in decision-making regarding quality disagree with statement number 7 (c.f Table 4.1) which indicated that 41% principals do not prepare agenda for staff meetings in consultation with educators. Bounds, Dobbins and Fowler (1995: 419) state that dedicated leadership is shown by the principals exhibiting behaviours in various situations to help educators take full advantage of their skills and experiences to add value to the school 's quality efforts and to achieve
the schools goals. According to Bounds et. al. (ibid) the characteristics of a Total Quality school include customer focus, process management, working in teams and continuous improvement of teaching and learning. To make the above characteristics happen requires principals who are leaders (personally involved in the promotion of quality) and not bosses (onlookers).

Table 4.5 Frequency distribution according to the question: What procedures are in place to ensure that your school's intentions on quality are in line with the departmental policies?

<table>
<thead>
<tr>
<th>ITEM</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code of conduct</td>
<td>24</td>
<td>49%</td>
</tr>
<tr>
<td>Constitution in line with South African's Schools Act</td>
<td>16</td>
<td>33%</td>
</tr>
<tr>
<td>Matric Intervention Program</td>
<td>14</td>
<td>29%</td>
</tr>
<tr>
<td>Developmental Appraisal System (DAS)</td>
<td>11</td>
<td>22%</td>
</tr>
<tr>
<td>Curriculum and Assessment policy</td>
<td>9</td>
<td>18%</td>
</tr>
<tr>
<td>Year plan</td>
<td>9</td>
<td>18%</td>
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<tr>
<td>Vision and mission of the school revisited</td>
<td>9</td>
<td>18%</td>
</tr>
<tr>
<td>Internal and external workshops</td>
<td>8</td>
<td>16%</td>
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<tr>
<td>Expose educators to employment Acts</td>
<td>1</td>
<td>2%</td>
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The majority of the respondents indicated that there are procedures that promote quality in their schools. The following responses gave an indication of the procedures that are in place in schools to ensure quality. Forty-nine percent respondents have codes of conducts in their schools to which all staff members adhere. Thirty percent stated that their schools constitutions are in line with South African's Schools Act. Twenty-nine percent respondents mentioned Matric Intervention Program. Twenty-two percent indicated that Developmental Appraisal System (DAS) was in place in their schools. Eighteen percent of the respondents said there were Curriculum and Assessment policies in their schools. Another 18% (9) respondents mentioned a year plan that is prepared by
all members of staff and followed. Eighteen percent respondents have the school vision and mission, which is also revisited. Two percent respondents indicated that educators in the school are exposed to the Educators Employment Act. The above responses give an indication that although there are quality procedures in schools, principals are not yet fully effective in facilitating TQM. In terms of Section 20(1) (a) of the South African Schools Act, 1996, the School governing bodies (principals included) at the school level must promote the best interest of the school and strive to ensure that the school develops through the provision of quality education. SASA (ibid) further states that quality provision in schools would involve continuous monitoring and evaluation of quality education (quality teaching and learning).

4.4 CONCLUSION

In this chapter, Chapter 4, collected data was presented and analyzed. Results were highlighted for the purpose of advancing discussion and analysis. The above data indicated that the assumption that principals have not adopted effective strategies to facilitate TQM in schools is true. The following chapter, Chapter 5 will present details pertaining to findings and recommendations of the study.
CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This study primarily looked at the role of principals in the promotion of Total Quality in schools. This chapter provides a summary of findings, conclusions and recommendations emanated from the study. These findings will identify and offer a useful guidance to principals with regards to their roles in the promotion of Total Quality in their schools. Recommendations would then made to the principals so as to what role to apply in the promotion of TQM in their schools.

5.2 SUMMARY AND CONCLUSIONS OF FINDINGS

The following is a summary and conclusions of the general findings of the study. General findings indicate the following:

5.2.1 PRINCIPALS HAVE NOT EFFECTIVELY TRANSFORMED THE CULTURE IN SCHOOLS TO REFLECT TOTAL QUALITY MANAGEMENT

Principals have not fully transformed culture in their schools to reflect Total Quality Management by involving educators in quality matters. In response to the question 'Agenda for staff meetings are generally prepared consultatively' responses gave an indication that 41% of the principals mentioned that do not involve educators in preparing for quality meetings in their schools. Meetings are vehicles for creative problem solving and everybody within a school gets training on how to plan and participate in meetings.
5.2.2 PRINCIPALS HAVE NOT ACCESSED INTERNAL EXPERTS TO PROMOTE STAFF DEVELOPMENT

Data from question three (Table 4.1) indicated that a total of 10% principals indicated that they do not allow different staff members to lead staff development programs. Non-training of staff is a serious stumbling block on quality (c.f. 2.3.2). In the light of the shortage of funds that could be used to invite outside quality trainers, alternatively voluntary services of internal educators with knowledge about quality may be used. Without training staff will not be adequately equipped to apply the knowledge and skills to effect the implementation of TQM (c.f. 2.3.2).

5.2.3 PRINCIPALS HAVE NOT ADOPTED APPROPRIATE STRATEGIES TO EFFECT TOTAL QUALITY MANAGEMENT IN THEIR SCHOOLS

Although a percentage of 93% responses to question 11 (Table 4.1) agreed that the involvement of quality teams is important in the implementation of total quality 7% respondents who had no standpoint give an indication that quality management is not in full operation in such schools. It is advisable that principals learn of the strategies that could be used to promote total quality management in the school. One of the strategies to effect total quality management in schools is the involvement of quality teams (c.f. 2.3.1)

5.2.4 PRINCIPALS DO NOT SOLICIT INFORMATION FROM PARENTS TO RECONCILE THE NEEDS OF THE SCHOOL WITH THAT OF THE COMMUNITY

Responses in Table 4.3 on the ways in which principals foster quality in their schools only 4% mentioned developing parent and educator relationship. One of the four pillars
of Total Quality Management is to find out the needs of customers and continuously satisfy these needs. It is the responsibility of every principal that strives for quality to communicate with parents so as to optimize their children's' potentials to benefit from the learning processes provided by the school (cf 2.2.1).

5.2.5 PRINCIPALS HAVE NOT INITIATED IN-SERVICE TRAINING FOR EDUCATORS TO CAPACITATE AND SKILL THEM TO PARTICIPATE MEANINGFULLY IN THE MANAGEMENT OF SCHOOLS

In response to questions 2 and 4 (Table 4.1) percentages of 10% and 90% respectively indicated that principals have not allocated funds to effect the training and development of staff. Lack of funds is a serious problem facing many schools but training is an investment that provides significant returns in the promotion of total quality management.

5.3 RECOMMENDATIONS TO THE PRINCIPALS

5.3.1 PRINCIPALS SHOULD IDENTIFY EXPERTISE AMONG STAFF MEMBERS FOR THE PURPOSE OF PLANNING AND IMPLEMENTING INTERNAL STAFF DEVELOPMENT PROGRAMS

Principals should not underestimate the potentials of staff. The school may loose the input of educators whose capabilities are doubted (cf 2.2.2) In the shortage of funds in most public schools, the principal should allow the use of internal expertise (educators) in the training and development of staff.
5.3.2 PRINCIPALS SHOULD DELEGATE MANAGEMENT DUTIES AMONG STAFF MEMBERS

Frustrations run high on members of staff excluded from participating as potential delegates simply because they are not SMT members. Alone principals cannot completely bring quality to the school. Principals should delegate decisions regarding quality to educators, thus taking full advantage of their capabilities.

5.3.3 PRINCIPALS SHOULD ESTABLISH QUALITY TEAMS TO OVERSEE QUALITY PROCESSES AND OUTCOMES IN THE SCHOOL

One of the effective strategies in the management of quality is the establishment of Quality teams to assure everyone within the school that TQM is not just another program but a serious change of direction (c.f. 2.2.4). These teams will furthermore help the principal by looking into areas of both quality areas and successes.

5.3.4 PRINCIPALS SHOULD RECONCILE THE NEEDS OF THE SCHOOL WITH THAT OF THE COMMUNITY IN WHICH THEY SERVE

The above recommendation is consistent with the literature review, that the four pillars of Total Quality Management lay the foundation of total quality schools and the strategies used in managing quality both stress the importance of finding out the needs of the customer (parent) in managing quality in a school. Research indicates (c.f. 2.2.1) that it is the responsibility of every principal and educators as suppliers to communicate with parents as the beneficiaries of quality learning of their children on the expectations of the parents (needs) and capabilities (quality education that the school offers) of the school. It is very important that the principal and educators communicate with parents as external customers. There are a number of ways in which principals and educators can find out what the needs of parents are, example through questionnaires. After these
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customers needs have been identified, these needs need to be recorded and be applied by everyone within the school.

5.3.5 PRINCIPALS SHOULD ENSURE THAT THERE ARE RELEVANT RESOURCES FOR BOTH STAFF AND LEARNERS IN ORDER TO ENHANCE TEACHING AND LEARNING

Quality improvements could only be possible when principals ensure that physical resources are in good condition (cf. 2.2.2.2). Most public schools still struggle financially. When the needs of staff are well catered for, these staff members become more willing to contribute towards the provision of quality work. Provision of resources will ensure that quality teaching and learning is promoted. Principals should with the help of other stakeholders discuss how the physical resources could be improved.

5.4 FINAL REMARKS

The aim of this study was to find out what the role of a principal in the promotion of Total Quality Management is. It was found that the knowledge that principals have regarding TQM is not enough, and principals still need to be thoroughly work shopped in this regard.
LIST OF REFERENCES


GRiffin, G.A. 1983. Staff development. The national Society for the study of education. USA.


KwaZulu Natal School Education Act no.3 of 1996.


**APPENDIX A**

**QUESTIONNAIRE**

**SECTION ONE**
In this section, (Section One numbers 1-12) responses range from strongly agree (5) to strongly disagree (1). Please indicate by circling/crossing a response that is appropriate to you (e.g. 4).

I would like you to think about your situation in your school. Think about your relationship with the staff and the role you, as a principal, play with regards to Total Quality Management.

1. As a principal, I have to demonstrate my commitment to high quality teaching.

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2. Individual training needs of educators which promote total quality have to be prioritized.

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3. Different staff members lead staff development programmes.

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72
4. The school's budget has an allocation to staff training on Total Quality Management.

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5. All staff members' goals relating to quality are recognised.

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6. Some duties are delegated to staff members.

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7. Agendas for staff meetings are generally prepared consultatively.

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8. The school vision is shared by all staff members.

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9. All staff contributes to Total Quality Management.

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10. As a principal, I use feedback from staff to enhance Total Quality Management.

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11. The involvement of Quality Teams is important in the implementation of Total Quality Management.

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12. Together with the School management team, we support a vision of Total Quality culture in the school.

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SECTION TWO

In this section, spaces have been provided to enable you to state your opinion, freely.

1. Explain briefly what Total Quality Management means to you.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Mention at least three ways in which you foster quality in your school.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. How has your leadership changed the staff's attitudes towards quality?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. What procedures are in place to ensure that your school's intentions on quality are in line with the departmental policies?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Emlandeleni Primary School
P.O. Box 1132
Tongaat
4400
1 October 2003

THE CIRCUIT MANAGER
Ndwedwe Circuit
P.O. BOX 532
Ndwedwe
4342

Dear Sir

APPLICATION TO CONDUCT RESEARCH IN NDWEDWE SCHOOLS

I am a Masters Degree student in Educational Planning and Management currently conducting a research on the role of Principals in the promotion Total Quality Management in schools. I would therefore kindly ask for your permission to conduct this research in some of Ndwedwe schools. Thank you.

T.P MTHETHWA (MISS)
APPLICATION TO CONDUCT RESEARCH IN INDWEDWE SCHOOLS

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T.P. MTHELEWA (MISS)
APPENDIX D

Emlandeleni Primary School
P.O.Box 1132
Tongaat
4400
2 November 2003

Mr S. Govender
EThekwini Regional Exam Section
Fax.no. (031) 3321126

Dear Sir

APPLICATION TO CONDUCT RESEARCH IN INDWEDWE SCHOOLS

I am a Masters student with the University of Zululand (Umlazi Campus) in Educational Planning and Management. I am conducting a research on the role of principals in the promotion of Total Quality Management in schools. I would therefore ask for your permission to conduct this research in some of Indwedwe schools.

I have written a similar letter to the Circuit Manager-Mr Zwane (Indwedwe District) who then referred me to you. Attached is the letter from the Circuit Manager and the letter from the University.

Thank you.

T.P. Mthethwa (Miss)
The Principal
_________________________School

Dear Sir or Madam:

I am currently undertaking a study on "The role of a principal in the promotion of Total Quality Management". Your school has been randomly selected as a sample of the population of the targeted Indwedwe schools. I will ensure that your name remains anonymous since my interest is on group responses that will be given by selected respondents.

Thank you.

[Signature]

T.P. Mthethwa(Miss).